THE USE OF MOTIVATIONAL WORD TRANSLATION POSTERS IN LEARNING VOCABULARY FOR GRADE X STUDENTS AT MA JABAL NUR

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Abstract:

This study aims to: (1) find out students' perceptions of the use of motivational word translation posters in vocabulary learning at MA Jabal Nur; and (2) determine the translation techniques used in the use of poster translation of motivational word. This research used a qualitative method where the data collection was done by observation, interview, and documentation so that it could explore more deeply related problems found at MA Jabal Nur about the limited vocabulary of students. The subjects of this research are students in grade X at MA Jabal Nur. The object of this research is to use English language learning to increase students' vocabulary by using motivational word translation posters that are pasted all over the walls of MA Jabal Nur classrooms. The results of this study indicate that it can have a positive influence on students at MA Jabal Nur NTT. They were 19 students said it was very helpful to increase student vocabulary, and 1 student is quite difficult to memorize because he forgets quickly, but after the poster media posted by the researcher, it took days to remember the vocabulary he read repeatedly. While one student finds it difficult to understand learning English, the student is quite capable of recognizing English vocabulary, but knowing or memorizing the source language is very difficult for him. As for the techniques used in the translation poster media, among others: Established equivalence techniques as much as 223 or around (78.0%), while amplification techniques as much as 20 or around (7.0%). Pure borrowing technique as much as 4 about (1.4%) and natural borrowing 3 about (1.0%)

Keywords:

Poster Media; Translation Technique; Vocabulary

INTRODUCTION

Education is a process that aims to influence learners in such a way that they adapt themselves as well as possible to their environment and thus bring about changes in themselves that allow them to function in community life (Rieckmann, 2008). One that is focused on by researchers is English language subjects. English is a foreign language that is interesting to learn and used as a means of communication in many countries. M. Subiyakti (1995) in a journal entitled English, Growing Globally from the Language of the Oppressed to the Language of Intellectual Needs, states that rich vocabulary and

confidence in language rules are key goals that make people more confident in speaking English. Therefore, students need to master a lot of vocabulary before they can move on to other things, such as other aspects of grammar (McCarten, 2007).

The researcher has made observations with the following results: students have difficulty in learning or mastering English vocabulary. Based on interviews with students revealed that: First, students' interest in English is lacking because the learning is conventional learning. Which only focuses on listening to the teacher's explanation, second, other students find it difficult to understand the material because the teacher only focuses on textbooks such as mainstream media. Third, students have limited vocabulary, so it makes students confused and do not understand when reading books. Fourth, because teachers only use textbooks to explain the material, the learning process becomes uninteresting.

As the problems found in the field, the researcher tried to overcome them by applying innovative media that can make students interested in learning English and help students acquire vocabulary easily. Therefore, the researcher used one of the medias. The media in question is the media poster translation of motivational words, namely English as the source language and Indonesian as the target language, as a medium of vocabulary learning in Class X MA Jabal Nur. With the target language, it is easier for students to know the meaning or intent of the source language words.

As for the motivational words of this study, the researcher took from one of the accounts Evach Goodies on Instagram. Researcher found that some motivational word and phrases build, or encourage many people, and those who know the account have more than 100 thousand followers. The posts uploaded have reached more than 900 posts. The example post uploaded above comes with both the source language and the target language. The author of the post writes the target language in the comments column. The target language used by the author of the post uses a colloquial style and is accompanied by standard language. In addition, all posts use the same background, which is a black background. In general, every translation has a translation technique that is used. Because posts uploaded by other people have certain purposes and objectives. Not just uploading to be seen, liked, commented on, or shared by many people. Based on the results of the analysis found by the researcher, it was found in one of the examples of posts that were uploaded in the Posting Evach Goodies in the form of sentences expressing feelings using two translation techniques. For example, it can be seen from the following posting of Evach Goodies, for example "I have a sad story too, no one care work harder" it means "aku punya cerita sedih juga, ngga ada yang peduli, lebih semangat lagi." From examples of sentences expressing feelings for Instagram posts the researcher analyzed and found two translation techniques used in the first sentence, namely: "I have a sad story too," The technique used in this sentence is a Literal Translation Technique because it is a literal translation of a word in the source language into the target language, Molina and Albir (2002, 510).

Based on the explanation above, translation is needed in daily life and is even used to convey a message or information. In general, (Michael dalam Keputusan Dekan FKIP UPY) states that translators can be classified into three groups, namely: company-employed translators, part-time translators, and freelance translators. Translation

according to (Cat ford, 1965:1) is an activity that occurs in a language, namely the process of converting text from one language to text in another language.

Based on what is stated above related to what is found in the field, therefore, researcher feels the need to conduct research on "The Use of Motivational Word Translation Posters in Learning Vocabulary for Grade X Students at MA Jabal Nur" to overcome these problems.

METHOD

This research was conducted using qualitative and descriptive methods aims to describe, explain, and answer in more detail the problems to be studied. This research was conducted at MA Jabal Nur, Watu Lendo Kec, Lembor Kab, West Manggarai, and East Nusa Tenggara. The implementation of this research was carried out in April–May 2023. The data obtained for bilingual motivational words to be used as a translation poster in student vocabulary learning was taken from one of the *Evach Goodies* accounts on Instagram. In the posts of the *Evach Goodies* account, the author of the account uploads expressions of feelings, quotations, satire, complaints, and others. A researcher found that there are motivational words and expressions that build or encourage many people. Meanwhile, the account has 100 thousand followers. Uploaded posts have reached more than 900. Then the *Evach Goodies* account uploads more quotes to express feelings towards others. And who likes every post of these *Evach Goodies* a lot, up to thousands, compared to comments? Starting from this, the author began to collect data from the field in the form of screenshots that contain motivational words and can give encouragement to readers. Data that is a screenshot of the source language (English) and, at the same time, the target language (Indonesian) in the comments column. Posters use motivational words that get as much as 30 screenshots, which are then processed further so that they are used as poster media to be affixed to the classroom of MA Jabal Nur students.

The examples of screenshot data and media posters translating motivational words in two languages from one of the *Evach Goodies* accounts on Instagram are as follows:

Figure. 2

Figure. 3

The data collection techniques used are observation, interview, and documentation. Observations were made when students were carried out during lessons, during breaks, in hangouts, libraries, and other places. The interview technique used by the researcher in this study is based on the type of interview and the way of implementation using the type of unstructured interview. While the type of interview based on the source of the

researcher using group interviews and individual interviews with students of class X at MA Jabal Nur. a researcher conducted direct interviews with X social studies class students at MA Jabal Nur School during a subject whose teacher could not attend. Because researchers want to present more complete data and provide evidence in this study, Documentation in this study includes the profile of MA Jabal Nur School, which is in West Manggarai Regency; researcher field notes; data on student names; and photos of MA Jabal Nur social studies class X students. and so on. This technique explains more about the atmosphere of the research process. This method is necessary because it adds value to what is documented.

Merurut Sugiyono (2017, 480) explains that data analysis is a process of organizing and sorting data into the form of choosing which data is important and can be studied, as well as making conclusions that can be told to others. In qualitative data analysis, there are three processes: reduction, data presentation, and conclusions or data verification (Leech & Onwuegbuzie, 2007). Data reduction in this study will be focused on by the researcher to analyze motivational words in *Evach Goodies Instagram* account. There are rarities carried out by researchers in analyzing data display:

1. Collect screenshot data.
2. Determine the translation technique applied to motivational word from English into Indonesian.
3. If it has been determined, the impact of applying the technique on the quality of the translation of motivational word can be explained.
4. Presenting data in the form of a descriptive report

This makes it easier for researcher to determine the techniques used in these motivational words and their impact on the quality of their translation. Then the meanings that emerge from the other data must be tested for their truth, robustness, and suitability, which is their validity. The final conclusion does not only occur during the data collection process but also needs to be verified so that it can truly be accounted for.

RESULTS AND DISCUSSION
Results
Media posters with translations of motivational words are pasted in the X classroom along with other rooms at MA Jabal Nur is able to have a positive influence. Based on research findings in the form of interviews and documentation with 21 students for three consecutive days in May, a total of 19 students stated that it was very helpful in developing vocabulary memorization, whether it increased their vocabulary by one word, two words, or even three words at once. Because there are some students whose backgrounds really like learning English, the vocabulary is familiar to them; even the students already know the vocabulary. as spoken by several students.

Students with the following initials (MA)
R: Are you motivated to learn English by using poster media?
> "termotivasi bu, jika menggunakan media poster sebagai alat bantu, karena ini cukup mudah untuk saya menemukan kosa-kata baru, dan juga kami bisa membacanya setiap saat "

R: Did you increase your English vocabulary by reading the poster??

"ya bisa bertambah bu, karena tiap saat kami bisa melihatnya, adapun kosa kata yang saya ingat seperti kata *dream*, artinya mimpi, *judge* artinya hukum dan kata *everything* saya sering dengar tapi baru tahu artinnya saat saya membaca poster yang ibu tempelkan."

Student with initials (SP)
R: : Are you motivated to learn English by using poster media?
"sangat termotivasi kak, karena saya sangat senang juga belajar bahasa inggris, Cuma kurangnya disekolah kami gurunya sering menggunakan buku teks untuk mengajar, tidak ada media lain"
R: Did you increase your English vocabulary by reading the poster??
"ya tentu bertambah kak, dengan adanya poster yang kakak tempelkan saya suka sekali untuk membacanya, apalagi kata kata-katanya hampir semua kosa-kata keseharian, jadi mudah untuk diingatkan, ada beberapa kosa-kata tersebut pernah saya jumpai belum tahu artinya setalah adanya poster dari kakak saya bisa mengetahuinya. contoh salah satu katanya yaitu: "*journey* yang artinya perjalanan"

Student with initials (SR)
R: Are you motivated to learn English by using poster media?
"ya sangat termotivasi kak, karena ini hal baru yang digunakan disekolah untuk belajar bahasa inggris"
R: Did you increase your English vocabulary by reading the poster?
"ya sangat bertambah kak, dari sebelumnya saya belum pernah mendengar kata impress, dan juga kata unbranded saya baru tahu artinya setelah adanya poster dari kakak."

One student is quite difficult to memorize because he forgets quickly, but after the poster media posted by the researcher it took days to remember the vocabulary he read repeatedly. As expressed by the student whose initials are (NH):
R: Are you motivated to learn English by using poster media?
"sangat termotivasi kak bagi yang sangat menyukai bahasa inggris, apalagi dengan menggunakan sebuah media yang sangat mudah kami baca tiap saatnya karena tulisanya cukup jelas dan juga kata-kata motivasinya cocok untuk anak mudah"
R: Did you increase your English vocabulary by reading the poster?
"kalau saya sendiri kak, untuk menghafal kosa-kata bahasa inggris cukup sulit, karena saya tidak bisa membaca tulisan inggris, dan juga sulit mengerti belajar bahasa asing"

One other student, the case is quite different from the previous one. Because, basically, these students find it difficult to understand learning English. With the posters pasted on the walls of the classroom, the student is quite able to recognize English vocabulary, but knowing or memorizing the source language is very difficult for him. Like the confession of a student with the initials (LA)
R: Are you motivated to learn English by using poster media?
"karena saya kurang suka belajar bahasa asing, kalau dibilang termotivasi ya lumayanlah termotivasi"

R: Did you increase your English vocabulary by reading the poster?

"kalau sekedar mengenal kosa-kata baru ini sangat bagus, kalau untuk bertambah mungkin butuh waktu lama untuk saya bu, soalnya saya kurang suka belajar bahasa inggris. Kalau berupa media yang dapat dilihat setiap saat bisa saja itu sangat membantu untuk saya, dengan adanya media tersebut membantu saya untuk menyukai belajar bahasa inggris karena selama ini kami selalu menggunakan buku teks."

In addition, students also argue that besides being able to increase vocabulary, they are also motivated to learn English by not only using textbooks but also various media. It turns out that using various media can increase students' vocabulary even if it is only one, two, or three words a day or in one week. At least it can have an influence on students learning to use the media. As for the interviews conducted based on the way they were carried out, the researcher took the type of unstructured interview, namely, the researcher was free to ask various questions to students in any order depending on the answer. While conducting interviews based on the number of sources, the researcher took into account the types of group interviews and individual interviews.

Discussion

The results of data analysis in determining the techniques used in translating motivational words that will be used as poster media to be affixed at MA Jabal Nur.

The example of determining the techniques used by researcher will be explained through the following data:

Table 3. Data On Translation Techniques

SL	If you're tired right now, it's because you have dreams to achieve.
TL	Kalo/ sekarang/ kamu/ lelah, / itu karena/ kamu/ punya/ mimpi/ **ee** **ee** **ee** **ee** **ee** **ee** **ee** **ee** /untuk diraih. / **Ee**
	(9 = Established Equivalent) = 9 Technique

SL	If you punish them for telling the truth, you teach them to lie
TL	Kalo/ kamu /menghukum/ mereka/karena/ mengatakan/ kebenaran,/kamu/ **ee** **ee** **ee** **ee ee** **ee** **ee** **ee** mengajarkan/ mereka/ untuk berbohong./ **ee** **ee** **ee**
	(11= Established Equivalent)= 11 Technique

SL	It's okay to give up on your dreams because being realistic. But just never give up on your life okay. You're worth of happiness:)
TL	Gapapa/ untuk menyerah/dari mimpi<u>mu</u>/ karena/ menjadi/ realistis./ Tapi/ **ee** **ee** **ee** **ee** **ee** **ee** **nb** **ee** jangan pernah menyerah/ atas hidup<u>mu</u>/ oke./ Kamu/ berhak/ mendapatkan/ **ee** **ee ee nb** **ee** **a** **eks.** /kebahagiaan:)/ **Ee**
	(12= Established Equivalent, 2= Natural Borrowing, 1= Amplification, 1= Eksplisit) = 16 Technique

SL	Everything you thought was drowning you actually was teaching you how to swim

TL	Semuanya/ yang/ kamu/ kira/ menenggelamkan<u>mu</u>,/ sebenarnya/
	   ee eks ee eks ee ee ee
	mengajari<u>mu</u>/ bagaimana caranya/ tuk berenang/
	    ee ee ee ee

	(**9**= **Established Equivalent, 2= Eksplisit**)= **11 Technique**

SL	Some goodbyes are not really the end of the story but may be a beginning of a new journey.

TL	Beberapa/ perpisahan/ bukan /berarti/ akhir dari sebuah cerita./ Tapi/
	  ee ee ee a ee ee
	mungkin/ adalah awal/ dari perjalanan yang baru/
	   ee ee ee

	(**8**= **Established Equivalent, 1= Amplification**)= **9 Technique**

SL	Everything will make sense one day, learn from your mistakes, but don't beat yourself up about it.
TL	Kamu/ akan mengerti semuanya suatu saat nanti,/ belajar /dari kesalahan,/ **eks.** a ee ee tapi jangan/ jadikan itu untuk menyakiti kamu/ ee a
	(**3**= **Established Equivalent, 2= Amplification, 1=Eksplisit**) = **6 Technique**

SL	Wearing unbranded cheap clothes does not mean you're poor. Remember you have a family to feed, not a community to impress. ~Emma Waston

TL	Memakai/ baju murah/ ngga bermerek/ bukan berarti /kamu/ miskin,/ ingat/
	  ee ee ee ee ee ee ee
	/kamu/ punya / keluarga /untuk dinafkahi,**/** bukan/ komunitas /
	  ee ee ee ee ee ee
	 untuk disukai./~Emma W.
	        a

	(**13**= **Established Equivalent, 1= Amplification**)= **14 Technique**

SL	Pain only leave when it's done teaching you
TL	Luka/ hanya/ akan /pergi/ setelah/ ia selesai/ mengajari<u>mu</u>/ a ee eks. ee eks. ee ee ee
	(**5** = **Established Equivalent, 1= Amplification, 2= Eksplisit**) = **8 Technique**

SL	Cure your sad soul by making others happy
TL	Obati/ sedih<u>mu</u>/ dengan/ membuat/ orang lain/ bahagia/ ee ee ee eks. ee ee
	(**6** = **Established Equivalent, 1= Eksplisit**) = **7 Technique**

SL	The rain is not longer meaningful for plants that are dead **for** a long time
TL	Hujan/ ngga lagi/ berarti/ untuk tumbuhan/ yang/ udah lama/ mati/ ee ee ee ee ee ee ee
	(**7** = **Established Equivalent, 1= Reduction**) = **8 Technique** for word **"for"** this is **a reduction technique**

SL	Everything happens for a reason to teach us something. We've all been there

TL	Semuanya/ terjadi /ada sebabnya,/ untuk mengajari /kita /sesuatu./
	   ee ee ee ee ee ee
	kita semua pernah mengalaminya./
	          a

	(**6** = **Established Equivalent, 1= Amplification**) = **7 Technique**

SL	Everything you go through grows you
TL	Semuanya/ yang/ sedang kamu/ perjuangkan/ membuatmu tumbuh/ **ee** **eks** **ee** **ee** **a**
	(3 = Established Equivalent, 1= Eksplisit, 1= Amplification) = 5 Techniqu

SL	95% of your overthinking it would never be happen, 5% others is not bad as you think.
TL	95% /dari overthinking<u>mu</u>/ itu ngga akan pernah/ terjadi./ 5% /lainya / **pb** **pb** **ee** **ee** **ee** **pb** **ee** ngga /separah /yang /kamu/ kira/ **ee** **ee** **eks** **ee** **ee**
	(8 = Established Equivalent, 1= Eksplisit, 3= Pure Borrowing) = 12 Technique

SL	I'm an introvert because I like peace, I also could turn out be an extrovert around people who bring me peace
TL	Aku/ introvert /karena/ aku /suka/ ketenangan,/ aku/ juga /bisa/ **ee** **pb** **ee** **ee** **ee** **a** **ee** **ee** **ee** menjadi /ekstrovert/ disekitar /orang-orang yang membuatku tenang/ **a** **nb** **ee** **a**
	(8 = Established Equivalent, 1= Nature Borrowing, 1= Pure Borrowing, 3 = Amplification) = 13 Technique

SL	I can't wait for the day I start living life, instead of just existing.
TL	Aku /ngga /udah ngga sabar/ menunggu/ hari/ dimana/ aku/ **ee** **ee** **add** **ee** **ee** **add** **ee** menikmati hidup,/ ketimbang/ Cuma sekedar lahir./ **a** **ee** **a**
	(6 = Established Equivalent, 2= Addition 2= Amplification) = 10 Technique

SL	Never stop being a good person just change who you're good to.
TL	/Jangan pernah berhenti/ jadi orang baik,/ cukup/ ubah/ kepada/ **ee** **ee** **add** **ee** **add** siapa/ kamu/ harus baik/ **ee** **ee** **ee**
	(6 = Established Equivalent, 2= Addition) = 8 Technique

SL	If you try, you risk failure. If you don't try you guarantee it
TL	Kalo/ kamu/ mencoba/ kamu/ beresiko/ gagal/ kalo/kamu/ ngga/ mencoba,/ **ee** **ee** **ee** **ee** **ee** **ee** **ee** **ee** **ee** **ee** /udah pasti kamu/ gagal. **a** **add**
	(10 = Established Equivalent, 1= Addition, 1= Amplification) = 12 Technique

SL	Do whatever you want because people always jugde. But just don't hurt anyone including yourself.
TL	Lakukan apapun/ yang/ kamu/ suka/ karena/ orang-orang/ pasti/ **ee** **eks.** **ee** **a** **ee** **ee** **eks.** selalu mengometari,/ /Tapi/ jangan /menyakiti /siapapun/ termasuk/ **ee** **ee** **ee** **ee** **ee** **ee** diri kamu sendiri **/** **ee**
	(11 = Established Equivalent, 2= Eksplisit, 1= Amplification) = 14 Technique

SL	Doubt kill more dreams than failure ever will
TL	Keraguan /membunuh/ banyak/ impian /lebih dari/ yang/ ee ee ee ee ee eks. dilakukan kegagalan/ red.
	(5 = Established Equivalent, 1= Eskplisit, 1=Reduction) = 7 Technique

SL	I will keep clapping for others happily until it's my turn
TL	Aku/ akan /terus/ tepuk tangan/ untuk orang lain/ dengan/ senang / ee ee a ee ee eks. ee hati /sampai itu /giliranku./ eks. ee ee
	(7= Established Equivalent, 2= Eskplisit, 1= Amplification) = 10 Technique

SL	Peace over drama distance over disrespect
TL	Ketenangan/ diatas drama,/ jaga jarak/ diatas rasa ngga hormat/ a ee ee ee
	(3= Established Equivalent, 1= Amplification) = 4 Technique

SL	Silent is the best reply for a fool
TL	Diam/ adalah/ balasan/ terbaik/ untuk orang bodoh/ ee ee ee ee ee
	(5 = Established Equivalent) = 5 Technique

SL	Laugh as much as **you** can, before the tears come to change the atmosphere
TL	Tertawa / selagi/ bisa/ sebelum/ air mata/ datang/ mengubah/ suasana/ ee eks. ee ee ee ee ee ee
	(7= Established Equivalent, 1= Eskplisit, 1=Reduction) = 9 Technique for word **"you"** this is **a reduction technique**

SL	Trust the acts not words, **Words** can lie, but act tell **you** everything

TL	Percaya/ perbuatan,/ bukan kata-kata /bisa/ bohong,/ tapi /
	   ee ee ee ee ee ee
	 / perbuatan / mengatakan/ semuanya/
	      ee ee ee

	(9 = Established Equivalent, 2=Reduction) = 11 Technique for word **"words, and you"** this is **a reduction technique**

SL	Keep **your** distance from everything that's holding your back, expcet your responsibility
TL	Jaga/ jarak/ dari semua hal/ yang/ menghambat/ kamu / ee ee ee ee add. ee kecuali/ tanggungjawab<u>mu</u>/ ee ee ee
	(8 = Established Equivalent, 1=Addition, 1=Reduction) = 10 Technique For word "**your**" this is a **reduction technique**

SL	Everything starts with expectations, will end with experiences
TL	Semuanya/ yang/ dimulai/ dengan/ ekspetasi, /akan/ berakhir/ ee eks. ee ee ee ee ee dengan /pelajaran/ ee a
	(7 = Established Equivalent, 1= Eskplisit, 1= Amplification) = 9 Technique

SL	Forgive the younger you, believe in the current you, build the future
TL	Maafkan/ dirimu yang dulu,/ percaya/ sama dirimu /yang sekarang,/ **ee** **a ee** **ee** **ee ee** **ee** persiapakan/ dirimu /dimasa depan/ **a** **add** **ee**
	(7 = Established Equivalent, 2= Amplification, 1= Addition) = 10 Technique

SL	Some people will judge you for changing others will celebrate you for growing Choose your circle carefully
TL	Beberapa/ orang/ bakalan ngometarin/ kamu/ karena/ kamu/ berubah,/ **ee** **ee** **ee** **ee** **ee** **eks.** **ee** sebagian lainya /bakalan /pilih lingkunganmu /dengan/ hati-hati/ **ee** **eks** **ee** **ee** **eks.** **Ee**
	(10= Established Equivalent, 3= Eskplisit) = 13 Technique

SL	Life is fair enough. If that's can't make you happy, at leats it's makes you mature
TL	Hidup/ itu adil /kalo itu/ ngga membuatmu/ bahagia, /seenggaknya/ **ee** **ee** **ee** **ee** **ee** **ee** **ee** itu membuatmu/ dewasa/ **ee** **ee** **ee**
	(10= Established Equivalent) = 10 Technique

SL	Judge less, understand more
TL	Kurangi/ menghakimi,/ perbanyak/ memahami/ **ee** **ee** **ee** **ee**
	(4= Established Equivalent) = 4 Technique

Translation is the process of changing the source language to produce the same language in the target language (Rahmatillah, 2013). According to Molina and Albir (2002), there are 18 types of translation techniques. Based on the results of the word beheading conducted by the researcher, it can be seen from the percentage calculation of translation techniques. From the results of the 30 pieces of data analyzed by the researcher to determine the translation technique, among the techniques used are: amplification technique, pure borrowing, natural borrowing, established equivalent, and reduction. For the established equivalence technique, there are 223 or around 78.0%, while for the amplification technique, there are 20 or around 7.0%. Pure borrowing techniques were about 4 (1.4%) and natural borrowing was about 3 (1.0%. And for reduction itself, about 6 about (2.1%). And there are still many other translation techniques that have never been used in this study, including adaptation, caque, compensation, description, discursive creation, generalization, linguistic amplification, and linguistic compression. Literal translation Particularization Modulation Substitution Variation Transposition.

Based on the findings of the researcher after determining the translation techniques in the motivational words used as posters, the researcher found that there are two techniques that are not included in the 18 types of translation techniques. The translation techniques are explicit and addition. In the data collection, the explicit technique is about 6.7%, while the addition is about 2.4%. But paraphrasing, addition, and explicit techniques, according to the view of Molina and Albir 2002, are made into one technique, namely the amplification technique.

CONCLUSION

Based on the results of descriptive qualitative research with observation, interview, and documentation techniques carried out at MA Jabal Nur, NTT On the use of motivational words in the translation of posters to increase the vocabulary of class X, conclusions can be drawn. The conclusion is presented as follows:

1) With the use of motivational words translated into posters pasted in the X class room at MA Jabal Nur can have a positive influence, among which are students being able to develop vocabulary memorization, motivating students to learn English not only fixated on textbooks but using media, and increasing students' enthusiasm for learning vocabulary, which is very easy to get at any time.

2) As for the technique that is often used in translating motivational words in this study, it is the established equivalence technique. Because the technique uses terms or expressions that are already common (based on dictionaries or daily use).

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