LAPORAN AKHIR
PENELITIAN

Students' Attitude towards the Use of Printed dictionary in TranslatingText onthe ThirdYear Students of EnglishDepartment of FKIP UMMYSolok at 2020/2021AcademicYear

Tahun ke 1 dari rencana 1 tahun

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HALAMAN PENGESAHAN

Judul
: Students' Attitude towards the Use of Printed dictionary in Translating Text on the Third Year Students of English Department of FKIP UMMY Solok at 2020/2021 Academic Year

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RINGKASAN

This study was aimed to know the attitude of students towards the use of printed dictionaries in the Translation class in the third year of English Department at 2020/2021 academic year. This research is motivated by problems faced by students in Translation class. Students are often bored in the learning process, material of teaching does not improve the students' critical thinking, the students have lack of background knowledge, and the students error in using dictionary. The problem can be solved by the lecturer by using printed dictionary as a media to translate text in the Translation class. The research method used in this study was descriptive quantitative. The subject of this study was all third year students of English Department at UMMY Solok at 2020/2021 academic year. The number of subjects in this study were 9 students. In collecting the data, researcherss used questionnaire, in this questionnaire the students cloud tick (√) in the response column provided. In this case the researcherss used 26 number of statements that correspond to 3 indicators and 13 sub-indicators. In the attitude indicator, the researcherss divided into cognitive, affective and behavioral aspects. The results showed that the students' attitude toward the use of printed dictionary in translating text based on three indicators that got **good** percentage (60,1%). This study could be guidance for English lecturer to use printed dictionary to teach the students in teaching Translation. It is hoped to make the lecturer know the advantages of printed dictionary as a tool to do translating the text. It is expected that the finding of this research can offer lecturer more information to teach Translation. For the students, they must often to use printed dictionary to translate the text in Translation class.

Kata kunci: printed dictioanry, translation, attitude

LATAR BELAKANG

A. Background of the Problem

Translation is a process of transferring the first or native language which becomes the source language into the second language that becomes the target language without changing the idea or meaning of the source language. Translation activities become more important practices, especially in Indonesia. Translation activity has a large benefit in developing knowledge or science and international exchange of culture. Translation is not only transformed one language to other, but also must give the right information in order the content of it can be conveyed well.

English Department students at UMMY Solok have learned Translation for two semesters. They learned Translation in fifth semester to basic level, they learn about concept of translation, components of translation and types of translation. They then learned Translation: Indonesia-English in sixth semester, they learn about the process to translate Bahasa Indonesia to English. However, there are some students who still find it difficult to translate text well.

In studying Translation, students use dictionaries to translate the native language to other languages especially English. The dictionary is a kind of reference book that explains the

meaning of words. It serves to help a person know new words. In addition, to explain the meaning of the word, the dictionary may also have a designation guidance, the origin of a word and also example of use for a word. When studying Translation, students often found the problems. Sometime they made error and they found difficulties.

Based on interview that researchersss have done on the third year students of English Department of Universitas Mahaputra Muhammad Yamin Solok at 21^{st}February 2020, there were some problems in Translation subject. First, the students were often bored in learning process of Translation, because the students made error and found difficulties in translating the text. In the process of learning the students rarely discussed about the text that they are going to translate. Second, the problem came from material of the teaching. The students did not explore the meaning of the word in the text. The students only knew that one word only has one meaning, even though one word it can has more than one meaning. Third, the problem came from the background knowledge of the students. In this case, the students had lack of background knowledge in translating text. The students were not familiar with the process of translating of the text. It could be a trouble for the students to make a clear translations. Fourth, the problem came from the using of dictionary. There are many types of dictionary. They are visual, online, handle electronic dictionary and printed dictionary. In this case, the lecturer used printed dictionary in Translation class. When the students used printed dictionary to translate the text, they could only translate word by word, it could make misunderstanding of the meaning in the text, because every sentence in the text has different context. So, the meaning of the words should be based on the context.

Based on the problem above, the researchersss wanted to know the students' attitude toward the use of printed dictionary in translating text at the third year students' of English Department of FKIP UMMY Solok at the 2017/2018 Academic Year.

B. Research Questions

There are some questions that appear to reveal the formulation of the research problem above, the research questions are elaborated as follow:

1. How was the students' attitude from cognitive aspect toward the use of printed dictionary in translating text at the Third Year of English Department Students in Universitas Mahaputra Muhammad Yamin Solok at 2020/2021 Academic Year?

2. How was the students' attitude from affective aspect toward the use of printed dictionary in translating text at the Third Year English Department Students in Universitas Mahaputra Muhammad Yamin Solok at 2020/2021 Academic Year?

3. How was the students' attitude from behavior aspect toward the use of printed dictionary in translating text at the Third Year English Department Students in Universitas Mahaputra Muhammad Yamin Solok at 2020/2021 Academic Year?

C. Purpose of the Research

Based on formulation of the problem and the research questions above, the purpose of the research were:

1. To know the students attitude from cognitive aspect of the third year students of English Department of UMMY Solok at 2020/2021 academic year in using printed dictionary to translating text.

2. To know the students attitude from affective aspect of the third year students of English Department of UMMY Solok at 2020/2021 academic year in using printed dictionary to translating text.

3. To know the students attitude from behavior aspect of the third year students of English Department of UMMY Solok at 2020/2021 academic year in using printed dictionary to translating text.

D. Significance of the Research

There are two significance of this research; theoretical and practical. Theoretically, the finding of this research was expected to enrich the information about students' attitude toward using printed dictionary in translating text for third year of English Department students at Universitas Mahaputra Muhammad Yamin Solok. Practically, it could be a guideline for the English lecturer to apply printed dictionary to teach students in teaching Translation. It is hoped to make the lecturer know the advantages of printed dictionary as a tool to do translating the text. It is expected that the finding of this research can offer lecturer more information to teach Translation. For the students, they must often use printed dictionary to translate the text in Translation class.

TINJAUAN PUSTAKA

A. Students' Attitude

1. Concept of Attitude

Attitude is the aspect that determines the person acting, because the willingness that determines a person do according to the attitude he has. According to Ahmadi (2007: 151) attitude is the readiness to respond that is positive or negative to the object or situation. It means that attitude is a reaction to a relatively stagnant object or situation accompanied by a certain feeling and gives the person the basis for making a response or behavior in a particular way he chooses. Morgan in Maya (2015: 5) state that an attitude is usually defined as a tendency to respond positively (favorably) or negatively (unfavorably) to certain objects, person, or situation. Another definition by Azwar (2005: 5), attitude is a certain regularity in terms of feeling (affection), thinking (cognition), and predisposisi action (behavior) a person to one aspect in the surrounding environment. Krech and Crutchfield (2007: 159) state that attitude is a fixed organization of the process of motivation, perception or observation of an aspect of an individuals life. This opinion reinforces the relationship between attitudes with motivation and perception.

In conclusion, attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Therefore, a person who has positive attitude toward a particular object or situation will show likes and likes, otherwise the person who has negative attitude will show dislike and dislike.

2. Concept of Students' Attitude

The students' attitude towards language learning plays a crucial role in language learning as it influences learners' success or failure (Finch, 2008:56). It means that the success of learning depends on the attitude which is shown by the students in the class. If they show the positive attitude in the class it means they have strongly belief and good behavior about an object. However, if the students have negative attitude in the class it means they have at least weakly belief and bad behavior about the object.

According to Djaali (2008: 116), the attitude of learning also determines the intensity of learning activities. A positive learning attitude will lead to a higher intensity of activity than a negative learning attitude. The role of attitude not only determines what a person sees, but also how he sees it. According to Sardiman (2003: 28), in fostering the mental, spiritual, behavioral,

and personal attitudes of students, the teacher must be more wise and careful in his approach. For this reason, skills are needed in directing motivation and thinking by not forgetting to use the teacher personally as an example or model.

Based on explanation from some experts above, it can be concluded that students' attitude is the mental behavioral or outcome of students which can influence their performance and emotional, it determines their achievement in learning process. The lecturer can see the emotional atmosphere of each student from the attitude.

3. Components of Attitude

Attitude is a relationship of various components such as behavioral attitude, cognitive attitude and affective attitude. Soekrisno (2001: 10) suggests that there are three main components of attitude, namely: (1) the component of cognition consists of all the cognitions that a person has regarding attitudes, in the form of facts of knowledge and beliefs, (2) components of affection consists of overall feelings and emotions towards objects, (3) components of behavior consists of one's readiness to act and behave towards the object. Furthermore, Eshghinejad (2016: 13) defines that several components of attitude such as:

a. Cognitive component

Cognitive aspect of attitude (CAA) involves the beliefs of the language learners about the knowledge that they receive in the understanding of the process of learning. The cognitive aspect could be classified into several items :

1. Connecting the previous knowledge and the new one.
2. Creating new knowlegde
3. Checking new knowledge
4. Applaying new knowlegde in many situation.

b. Affective component

Feng and Chen (2009) state that learning process is an emotional process, it is affected by different emotional factors. The items students' emotional aspect include:

1. The students' like toward an object or situation.
2. The students' dislike toward an object or situation.

c. Behavior component

The behavioral aspect of attitude (BAA) deals with the way one behaves and reacts in particular situations. Kara (2009) stated that positive attitude leads to the exhibition of positive behavior toward studying. There are some items in the behavior components, such as :

1. The students absorbing themselves in the process of learning.

2. The students are striving to learn more.

3. The students observed the new things in the classroom.

4. The students show more enthusiasm to solve the problem.

5. The students is more active during the learning process.

B. Translation

1. Concept of Translation

In general, translation is changing a text from one language into another without changing the meaning or the idea that occur in the source language. There are several translation definitions of some experts. According to Simatupang (2000: 2) translation is to divert meaning contained in source language into target language with reasonable forms probably according to the rules that apply in the target language. On the other hand, Crystal in Regmi (2010: 17) defined that translation as a process where the meaning and expression in one language (source) is tuned with meaning of another (target) whether the medium is spoken, written, or signed.

Machali (2009: 26) argued that translation is the attempt to subtitute the source language text that is commensurate in the target language and which is translated is the meaning as the author intended. Djuharie (2005: 13) says that translation is the translating process which target language has the same meaning and message with Source Language. The purpose of translating process is to get the information, instruction, knowledge, news about the other language in this world.

From the notions above, it can be concluded that translating includes the act of transferring message from the source text to the target text. The aim of translation is to find the equivalent meaning of the source language expression in the target language. Thus, meaning is important in translation and it must be held constant.

2. Types of Translation

Translation can be classified by many criteria. Brislin in Choliludin (2007: 26-29) categorized translation into four classes, they are :

1) Pragmatic translation: it refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the Source Language form and it is not conveyed with other aspects of the original language version. The example is the translation of the information about repairing a machine.

2) Aesthetic-poetic translation: it refers to translation in which the translator takes into account the affect, emotion, and feeling of an original version, the aesthetic form used by the original author, as well as any information in the message. The example is the translation of sonnet, rhyme, heroic couplet, dramatic dialogue, and novel.

3) Ethnographic translation: its purpose is to explicate the cultural context of the Source Language and Target Language versions. Translators have to be sensitive to the way words are used and must know how the word fits into cultures. The example is the use of the word 'yes' versus 'yeah' in America.

4) Linguistic translation: it concerns with equivalent meanings of the constituent morphemes of the Source Language and grammatical form. The example is language in a computer program and translation machine.

3. Translation Process

Translation is not done by just changing the language into another language. In translation process, translator usually faces some difficulties dealing with linguistic and cultural differences.

"*Jika seandainya semua bahasa di dunia mempunyai sistem yang sama, menerjemahkan bukan lagi menjadi tugas sulit yang harus dilakukan*" (Nababan: 2003:55).

The statement means that every language has different system, and if all languages poss the same system, then translation becomes a simple activity. Every language has different characteristic system. A translator should know the characteristic of source and target language. Besides, the translator should know how to render the system without reducing the message. Translation strategies are required to help the translator in rendering message from source language to target language.

According to Suryawinata & Hariyanto (2003: 67), a translation strategy is an interpreter's tactic to translate a word or group of words, or perhaps a full sentence if the sentence can not be broken down into smaller units for translation. In conclusion, every language has different characteristic system. A translator should know the characteristic of source and target language. Besides, the translator should know how to render the system without reducing the message.

Translation strategies are required to help the translator in rendering message from source language to target language.

C. Dictionary

1. Concept of Dictionary

The dictionary is a kind of reference book that explains the meaning of words. It serves to help a person to know new words. In addition to explain the meaning of the word, the dictionary may also have a destignation guidance, the origin (etymology) of word and also an example of use for a word. Lew (2010: 292) states that traditional printed dictionary have used a repertoire of devices for presenting meaning in paper dictionary, most of them having to do with words.

Dictionary is a book consists of alphabetically list of words that display information about definition, spelling, grammar, pronunciation, etymology, and usage of words. Besides meaning, dictionary also provides information on the reader syllables, intonation and pronunciation of words. Moreover, it gives the information on how the words in a sentence are used. Dictionaries are used for words or phrases you do not know and you want to know the meaning.

2. Purpose of Using Dictionary

Using dictionary has some purposes. Dictionary can help learners understand the word, find the word and remember the word. Nation (2008: 114) states that dictionary can help learners in three major ways, they are (1) they can help learners understand words that they meet in reading and listening; (2) they can help learners find words that they need for speaking and writing; (3) they can help learners to remember the words.

3. Types of Dictionary

Dictionary can be classified by many criteria. One way of categorizing dictionary is by number of languages contained in a dictionary. In this category dictionary can be divided into two, namely: monolingual and bilingual. Al-Bulushy (2012: 56-74) states the format of dictionary can be seen as follow:

a. Printed dictionary.
   Printed dictionary vary from tiny pocket-sized versions that could be affordable and east to cary, to large wide-ranging multi volume works.
b. Handheld electronic dictionary
   Electronic dictionary are small devices that input through a little keyboard, voice recognition or a scanning device that reads printed text and shows the translation on

a small LCD screen or speaks the translation by voice telling the accurate pronunciation.

c. Dictionary programs

These are computer sofware that allocates words or phrases to be entered and translated on a computer monitor.

d. Online

Online dictionary are similar to dictionary programs, these are often uncomplicated to search, but not always complimentary to use.

e. Visual

A visual dictionary is a printed dictionary that depends chiefly on illustrations to provide the user with a reliable way of identfying the correct translation.

D. Relevant studies

Many studies have been conducted to explore the nature of students' attitudes towards learning foreign language. The first, Marjohan, Lokita Purnama Utami, and Nyoman Karlina Wedhanti (2014) with the title "The use of Dictionary in English department students of FBS UNDIKSHA." This study used survey design. The result showed that 54%of the respondents often use dictionaries, 43% use monolingual dictionaries, 42% select word meanings which do not fit in the context, 48% said that the teacher explain the way how to use dictionaries, 53% use electronic dictionaries. 33% peruse dictionaries faily well before buying one, and 48% identify the word class of the word before finding it meaning in a dictionary.

The second was done by Jelveh and Nejadansari (2013)with the title " The Role of Dictionaries in Translation Performance: A Case of English to Persian Translation". This research use descriptive quantitative research. The results indicated that translators using mobile dictionaries rendered the texts more accurately and much faster than the other two groups. Translators using computer software occupied the second rank, and hardcover dictionary users, bringing up the rear, were the last group to finish the job. This study shows how mobile dictionaries can provide help that meets the needs of translators when translating informative texts.

Next, Khoir (2014) conducted the research with the title "The Language Attitude of Students of Department UIN Sunan Kalijaga toward English". This research is descriptive quantitative research. The result of the study shows that the respondents tend to have positive attitude toward English. They know the importance of English in globalization era, learn English

proudly, and intend to practice English well and correctly. However, in their daily life, they tend to do the opposite of the attitude

Based on those researches above, there are similarities and differences between those researches and this research. The similarity is the study of the use of dictionary. On the other hand, the differences are in research design and research subjects. Researcherss will conducted a research with title "The Analysis of Students' Attitude toward the Use of Printed Dictionary in Translating Text (A Descriptive Study on the Third Year Students of English Department of FKIP UMMY Solok)".

METODE

A. Design of the Research

This research was conducted by using descriptive quantitative method. According to Sugiyono (2012: 13), descriptive research is research done to know the value of independent variable, either one variable or more (independently) without making comparisons, or connecting with other variables. Arikunto (2013: 27) stated that quantitative method, as the name are many required to use numeral, ranged from the data collection, interpretated the data and, as well as, the appearance of the result. Based on the theory, descriptive quantitative research is data obtain from the study population sample that is analyzed in accordance with statistical methods use. The research aims to determine the students' attitude toward the use of printed dictionary in translating text at third year students of English Department of FKIP UMMY Solok at 2020/2021 academic year. this research, the researcherss analyzed the students' attitude toward the use of printed dictionary in translating text at third year students' of English Department of FKIP UMMY Solok at 2020/2021 Academic year.

B. Population and Sample

1. Population

According to Bungin (2006: 99), research population is the whole (universum) of the object of research that can be human, animal, plants, air, symptoms, values, events, attitude of life, and so on. So these objects can be the source of research data. Arikunto (2010: 102) says that population is all respondents of the research subject. The population of this research was all of the third year students of English Department students at UMMY Solok that are registered on 2020/2021 academic year. Total of population in this research was 9 students.

2. Sample

According to Siregar (2014: 56), sample is a data retrieval procedure, in which only a portion of the population is taken and used to determine the nature and desired characteristics of a population. The sampling technique in this research was total sampling. Sugiyono (2012) says that total sampling is a sampling technique where the number of samples equals the population. The reason for taking the total sampling because according to Sugiyono (2012), population of less than 100, the entire population used as sample research. So, the total samples in this research was 9 students.

3. **Instrument of the Research**

Related to the problem of this research, the most common ways of mastering attitude or opinion toward individuals, organization, or procedures is by using questionnaire. In this research, the researcherss used one kind of instrument, namely: questionnaire. According to Herlina (2011: 23), the several measuring of attitude by using likert scale must in the chategories such as Strongly Agree(SA) 5, Agree(A) 4, Neutral(N) 3, Disagree(D) 2, and Strongly Disagree (SDA) 1.The questionnaire consisted of 26 items that must be answered by the students.

4. **Technique of Data Collection**

The researcherss used questionnaire to collect the data about students' attitude toward the use of printed dictionary in translating text in English Department. In the process of collecting the data, the researcherss distributed the questionnaire as the instrument of the research to the sample. Then, the researcherss asked them to answer it and the researcherss collected it from them. After collecting the questionnaire, the researcherss calculated the percentage of students' attitude toward the use of printed dictionary in translating text.

5. **Technique of Data Analysis**

After collecting the data, the researcherss explained the result of the research. The researcherss analyzed the questionnaire which will be answered by the samples. The researcherss calculated the percentage of students' attitude by using formula which is suggested by Riduwan (2010: 89) as follows:

$$P = \frac{F}{N} x \ 100\%$$

Where : P = Percentage

F = Frequency

N = The total number of students

Then, after measuring the total percentage of the students' attitude score, researcherss classified the percentage based on the classification. Riduwan (2010: 89) says that to get quantitative description for each type of the students' attitude after the percentage, the result of questionnaire was classified into the following interval:

Interval the Frequency of The Students' Attitude	Classification Level of The Students' Attitude
81%-100%	Excellent
61%-80%	Very Good
41%-60%	Good
21%-40%	Poor
0%-20%	Very poor

HASIL
A. Finding
1. Data Description

From the research that had been done, the descriptions of the students' attitude toward the use of printed dictionary in translating text is as the following table :

Table 4.1 Level of Students' Attitude on the Use of Printed Dictionary in Translation Subject

Respondent	Score	Percentage	Level of Attitude
1	102	78%	Very Good
2	87	66%	Very Good
3	79	60%	Good
4	93	71%	Very Good
5	98	75%	Very Good
6	95	73%	Very Good
7	93	71%	Very Good
8	95	73%	Very Good
9	87	66%	Very Good

Based on the table above, there were 26 items in the questionnaire answered by 9 students. The questionnaire items were divided into three indicators, cognitive, affective and behavior, and thirteen sub indicators such as four in cognitive aspect, four in affective aspect and five in behavior aspect. The research found that the highest point was 102 and the lowest point was 79.

2. Data Analysis

After the scores were checked, the researcherss analyzed them to find out the number of students who got excellent, very good, good, poor and very poor. The percentage of students' attitude in using printed dictionary at the third year students of English Department UMMY Solok at 2020/2021 academic year was found by counting score using the formula of percentage.

1) Students Attitude based on Cognitive Aspect

In measuring the students' attitude in using printed dictionary, the researchers counted the students' score and then the researchers counted score using the formula of percentage. The result of the score can be seen in the following table:

Table 4.2 Level of Students' Attitude on Cognitive Aspect
On the Use of Printed Dictionary in Translation Subject

Range of score	Qualification	Frequency of students	Percentage
81-100	Excellent	1	11,1%
61-80	Very Good	7	77,8%
41-60	Good	1	11,1%
21-40	Poor	0	0%
0-20	Very poor	0	0%

Based on the table above, there were one student who got A (11,1%), seven students who got B (77,8%%), one student who got C (11,1%), zero student who got D (0%) and zero student who got E (0%). It is found that there were 77,8% of students (the highest percentage) who got B. It can be concluded that the students' attitude in using printed dictionary dominantly was very good.

2) Students Attitude based on Affective Aspect

In measuring the students' attitude in using printed dictionary, the researchers counted the students' score and then the researchers counted score using the formula of percentage. The result of the score can be seen in the following table.

Table 4.3 Level of Students' Attitude on Affective Aspect
On the Use of Printed Dictionary in Translation Subject

Range of score	Qualification	Frequency of students	Percentage
81-100	Excellent	0	0%
61-80	Very Good	2	22.2 %
41-60	Good	7	77.8%
21-40	Poor	0	0%
0-20	Very poor	0	0%

Based on the table above, there were zero student who got A (0%), two students who got B (22.2%), seven students who got C (77.8%), zero student who got D (0%) and zero student who got E (0%). It is found that there were 77.8% of students (the highest percentage) who got B. It can be concluded that the students' attitude in using printed dictionary dominantly was good.

3) Students Attitude based on Behavior Aspect

In measuring the students' attitude in using printed dictionary, the researchers counted the students' score and then the researchers counted score using the formula of percentage. The result of the score can be seen in the following table:

Table 4.4 Level of Students' Attitude on Behavior Aspect
On the Use of Printed Dictionary in Translation Subject

Range of score	Qualification	Frequency of students	Percentage
81-100	Excellent	3	33.3%
61-80	Very Good	6	66.7%
41-60	Good	0	0%

21-40	Poor	0	0%
0-20	Very poor	0	0%

Based on the table above, there were three students who got A (33.3%), six students who got B (66.7%), zero student who got C (0%), zero student who got D (0%) and zero student who got E (0%).

B. Discussion

Based on the finding above, it can be found that the students' attitude toward the use of printed dictionary in translating text at the third year students of UMMY Solok at 2021/2021 academic year in general was in very good percentage in can be elaborated as follows; the result of the students attitude on the cognitive attitude was in very good percentage which categorized very good attitude. According to Abidin (2012: 121-122), the cognive attitude involves the thought of someone toward the new thing that they receive and they understand in the process of language learning. In cognitive aspect it was seen that the students believed in using printed dictionary to translate the text, and the students use printed dictionary in class.

Second, the affective attitude at the third year students. Based on the description, the result of the students attitude on the affective attitude was in good percentage and also good attitude. According to Ahmadi (2007: 151), affective aspect refers to emotional dimension of attitude, the emotion with the object. In affective aspect it was seen that the students liked printed dictionary to help them in translate the text and the students were more interested during the translation process.

Third, the behavior attitude at the third year students. Based on the description, the result of students attitude on behavior attitude was in very good percentage and also very good attitude. According to Azwar (2012: 23), the behavior attitude structure how behavior or tendencies behave between within the self a person deals with object of this attitude. In behavior aspect it was seen that the students were more active during the process of translating text and in using the media the students can translate the text, analyze every mistake in the text and help them to translate all of the text.

SIMPULAN DAN SARAN

After interpreting the result of data analysis, it can be concluded as follows:

1. The attitude of the third year students of English Department students of UMMY Solok at 2017/2018 academic year in using printed dictionary on cognitive aspect was very good percentage.
2. The attitude of the third year students of English Department students of UMMY Solok at 2017/2018 academic year in using printed dictionary on affective aspect was good percentage.
3. The attitude of the third year students of English Department students of UMMY Solok at 2017/2018 academic year in using printed dictionary on behavior aspect was very good percentage.

Based on the conclusions above, the researchers proposed several suggestions as follows:

1. For the lecturer, the lecturer must suggest the use of printed dictionaries to the students because based on research conducted, printed dictionaries get positive attitudes from students.
2. For the students, the students can be creative to motivate themselves and others to understand how to use printed dictionary and students must often to use printed dictionary in Translation class and other class.
3. For the next researchers, the next researchers can continue this research in the future. It was suggested to other researcherss to carry out further studies about students' attitude toward using printed dictionary in translating text.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasi awal ke lokasi penelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasi hasil penelitian											√	
9	Pelaporan hasil penelitian												√

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LAMPIRAN

Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor

Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	150.000	2	2	600.000
Pengumpul Data	100.000	4	1	400.000
Analisis Data	200.000	2	1	400.000
Sub Total (Rp.)				**1.400.000**

2. Peralatan Penunjang

Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan Penelitian	10	128.000	1.280.000
Fotocopy	Perbanyak instrument Penelitian	5	96.000	480.000
Dokumentasi selama Penelitian	Penelitian	4	150.000	600.000
Jumlah				**2.360.000**

3. Bahan Habis Pakai

Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	3	60.000	180.000
Tinta Printer EPSON	Print laporan penelitian, instrument penelitian	4	175.000	700.000
Buku folio	Catatan lapangan Penelitian	1	23.000	23.000
Pen Correction (Tipe X)	Catatan lapangan Penelitian	2	8.500	17.000
Bulpoint	Catatan lapangan Penelitian	6	4.000	24.000
Spidol Snowman	Pelaksanaan Penelitian	2	9.000	18.000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	8	7.500	60.000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	2	24.000	48.000
Materai 10000	Kontrak Penelitian	12	10.000	120.000
Jumlah				**1.190.000**

4. Perjalanan

Material	Justifikasi Perjalanan	Kuantitas	Harga	Biaya/tahun/12

			Satuan (Rp)	bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	50.000	100.000
Biaya Transportasi Penelitian	Perjalanan Penelitian	8	50.000	400.000
Jumlah				**500.000**
5. Lain-lain				
Kegiatan	**Justifikasi**	**Kuantitas**	**Harga Satuan (Rp)**	**Biaya per Tahun (Rp)**
Publikasi di Jurnal	Luaran	1	250.000	250.000
Sub Total (Rp)				**250.000**
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				**5.700.000**

UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN
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Kampus II Jln. Raya Koto Baru No. 7 Kec. Kubung Kab. Solok Telp. 0755-20127

SURAT PERNYATAAN KETUA PENELITI/PELAKSANA

Yang bertanda tangan di bawah ini:

Nama   : Marsika Sepyanda, S.Pd., M.Pd.
NIDN   : 1015098702
Pangkat/Golongan   : Penata Muda Tk.1/IIIc
Jabatan Fungsional   : Asisten Ahli

Dengan ini menyatakan bahwa proposal penelitiansaya dengan judul: **Students' Attitude towards the Use of Printed dictionary in Translating Text on the Third Year Students of English Department of FKIP UMMY Solok at 2020/2021 Academic Year**, yang diusulkan dalam skema Hibah Penelitian LP3M UMMY untuk tahun anggaran 2020/2021 **bersifat original dan belum pernah dibiayai oleh lembaga / sumber dana lain.**

Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataaan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku dan mengembalikan seluruh biaya penelitian yang sudah diterima ke kas UMMY.

Demikian pernyataan ini dibuat dengan sesungguhnya, agar dapat digunakan sebagaimana mestinya.

Solok, 29 Maret 2021

Mengetahui,
Dekan Fakultas Keguruan
dan Ilmu Pendidikan

Ketua Peneliti,

(Afrahamiryano, S.Pd., M.Pd.)
NIDN. 1009048501

(Marsika Sepyanda, S.Pd., M.Pd.)
NIDN. 1015098702

Menyetujui,
Kepala LP3M UMMY

(Dr. Wahyu Indah Mursalini, S.E., M.M.)
NIDN. 1019017402

Surat Tugas
No.   /ST-P/LP3M-UMMY/III-2021

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama	: Marsika Sepyanda, S.Pd., M.Pd.
NIDN	: 1015098702
Tempat/Tanggal Lahir	: Solok/15 September 1987
Pangkat/Golongan Ruang	: Penata Muda Tk.1/IIIc
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Untuk melaksanakan kegiatan Penelitian dengan judul **Students' Attitude towards the Use of Printed dictionary in Translating Text on the Third Year Students of English Department of FKIP UMMY Solok at 2020/2021 Academic Year** pada Tahun Akademik 2020/2021.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggung jawab.

Solok, 29 Maret 2021
Kepala LP3M UMMY

DR. Wahyu Indah Mursalini, SE. MM.
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