THE IMPLEMENTATION OF TEACHING TRANSLATION BY USING COMMENT EXERCISE METHOD

Purwani Indri Astuti, Veronika Unun Pratiwi
e-mail: indripuspo@gmail.com, pratiwiunun@yahoo.com
Mobile Phone: +6281548609133
Faculty of Teacher Training and Education
Veteran Bangun Nusantara University of Sukoharjo
Jl. Let.jend. S. Humardani no. 1, Jombor, Sukoharjo

Abstract

This research described the implementation of teaching translation by using comment exercise method for the forth semester students of Teacher Training and Education Faculty in Veteran Bangun Nusantara University of Sukoharjo. This research belongs to qualitative. The data is the results of observation, interview and documentation. The sources of data are students and lecturers of translation of English department, Faculty of Teacher Training and Education, University of Veteran Bangun Nusantara Sukoharjo. The method of data collections are interview, observation and documentation. For the instrument, the researcher becomes the key instrument and supported by interview guide, check list and some supported documents. To check the data validity, the researcher used methodology triangulation. For the method of data analysis, the researcher used a model of Miles and Huberman.
After having analysis, it can be concluded that teaching translation by using comment exercise can make students became enthusiasm and well- motivated. It can be shown from the response of the students when they practised implementing this method.

Keywords : translation, comment exercise

INTRODUCTION

Teaching translation as one of the subjects in English Education Department is very challenging. Students are hoped to be a (good) translator after they graduate from their universities but in fact, it is not a guarantee that they are ready to become translators. They are still lack of exercises and their abilities for translation works are limited. The subjects of translation and interpreting that are offered in undergraduate level of universities is only a kind of introduction to translation and interpreting. Other possibility, translation subject is only used to motivate the students in order to be interested in this field. So, to make real the idealism and hopes, it is a challenge for the lecturers to make the process of teaching learning becomes interesting. By having interesting teaching learning process, the students could be enthusiastic in following the lesson and have a strong will to develop their potency in translation field.

According to Nababan (2003:147), the difficulties in teaching translation can be caused of some factors. They are 1) translation area requires a mastery of both source and target languages. In fact, the students ability in mastering Indonesian and English is still not good. They can't be able yet to express the ideas into English. Even ironically, they can't be able, either, to express the idea into Indonesian. Furthermore, Hidayat (2006) said that the students can't synthesize yet. So, the thing happens then, is a word for word translation. 2) The process of mastering English for the students is quite long (3-4 years) but it doesn't make them better in English. 3) The students' ability in English is still low. So, the thing happens in translation class is only about teaching English language (structure and grammar) and the translation practice is ignored. Other problems arises and can interfere the development of the translator is about the standard of education. Their standard of education doesnn't have certain standardization. That is why, we can see that the ones who don't have any education about translation but they are translators. On the other hand, the ones who have translation education but still can't translate well. And because of this complexity, the researcher would like to take participation in the research of teaching translation.

Talking about teaching translation, we must see and talk about teaching method used by lecturers. Nababan in his book said that some aspects of teaching translation and interpreting are the basic competence of the students, the basic competence of the lecturers, sources of teaching and learning, curriculum, method of teaching, students's test and profession ethic code (2003: 149). In this research, the researcher limited on method of teaching to discuss.

Teaching translation in University of Veteran Bangun Nusantara Sukoharjo still remain unanswered problem. The lecturers only gave texts that had to be translated and focused on structure and grammar. The language skill was not involved maximally. This condition was not of course benefitting for the students because they didn't get anything to become a good translator. Translation is not only considered as a knowledge, but also as skill and art. In translation, it is exactly explained that the translator need all language skills. Besides that, the lecturers didn't use a suitable method that could be applied to the students so the students couldn't get amusing learning experience, especially in following the translation subject.

To solve such problem, translation lecturers must know what they have to do. Lecturers must create good, condusive situation between lecturers and students. Lecturers must also select interesting text to discuss. This material possibly related to some knowledges or the hottest issue happens recently around the students, society or even in the country. Besides that, lecturers must be ready to teach translation to the students. It means that translation is not like common subjects that can only be transfered by explaining subject to the students. But translation is kind of teaching – learning that involves students and lecturers to get better solution or answer of the translation problem. Furthermore, the main key in handling the class of translation is teaching method. (Nababan, 2003: 162-164).

Comment exercise is a method of teaching translation used by combining all languange skills needed in the process of translation (Garcia, 1995: 239-52). Here, a student must take a note for some terms that are difficult to get the equal meaning. Then, the student read the explanation he made into target language and another student listens to her translation and translate it to the source language.

Teaching translation in universities is devided into written (translation) and spoken (interpreting). This research focused on written form only. In teaching translation, the most frequently method used by the lecturer is Grammar Translation Method (GTM). GTM is a method of teaching foreign language that emphasize on grammar, accuracy,...(Cook, 2010:9). Meley in Garcia (1995; 239) said, *"Translation has long languished as a poor relation in the family of language teaching techniques. It has been denigrated as 'uncommunicative', 'boring', pointless', 'difficult' and 'irrelevant'....* So that is why, translation becomes uninteresting field for the students to study. Even, for many students, translation is considered as a difficult subject to study.

Specifically, in order to be successful in teaching translation, teachers should be able to combine the teaching techniques they may deem best for the students with of teaching translation should be chosen with attention to both sides of the nature of translation: first its objective and theoretical principles and second, the subjunctive part which is mainly related to the student's intuition and creativity (Tisgam, 2009).

One of the methods that can be applied in class is Comment Exercise Method. It is a method that the student (translator) writes footnotes for each word of the original text he thinks may be difficult to translate. In that footnote, he should say why he thinks that word or phrase is complex (sosiological, cultural, grammatical, etc, differences between the original language and the target language (Claramonte, 1994: 194). In this way, the students can check every single word, to analyse it, to reflect on it, to think about what problem it might pose when translated. Based on the backgound, the researcher arouse a problem of how is the implementation of teaching translation in the 4th semester students of Veteran Bangun Nusantara Sukoharjo.

Based on the phenomenon above, the researcher conducted a researh entitled The Implementaton of Teaching Translation by Using Comment Exercise Method (for the forth semester students of Veteran Bangun Nusantara University of Sukoharjo). The problem arouse in the research was "How is the Implementation of Teaching Translation by Using Comment Exercise?"

METHODOLOGY

This research is descriptive qualitative research that emphasized on describing the implementation of teaching translation in class by using comment exercise method. In this case, the researcher used the process of teaching translation in the class to collect the data. The data of the research are the result of interview, the result of observation in class and some supported documents.

Sample in this resrach was the translation lecturers. The researcher took the sample purposively. To collect the data, the researcher used the methods of interview, observation and documentation, while the instruments are interview guide, checklist and camera. Interview guide was used to conduct the interview to Translation lecturers. Checklist was used to see how the implementation of teaching translation happened in clasas. While camera was used to take some photographs in the class. To check the data validity of data the researcher used methodology triangulation because the researcher used many methods. So the researcher compared all the data from those methods. And then the researcher could check whether the data was valid or not. Last, to analyze the data, the researcher used Miles and Huberman's theory of Interactive Model. In this model, the researcher went through to three steps: Reduction, Data display and Verification.

RESULTS AND DISCUSSION

Based on the data analysis, the researcher described the implementation of teaching translation by using comment exercise in the class. First of all, the researcher analyzed the result of interview with the translation lecturer. This section was devided into some informations about before and after condition in using the method of comment exercise. For some terms, there was no difference between before and after condition using method of comment exercise. They are: 1) the opinion of translation lecturers about translation subject, 2) the condition of the class, 3) method and approach, 4) . For the implementation, the condition before and after implementing the method were discussed separately.

Here, the explanation of the condition before using comment exercise method. First, talking about lecturers opinion about translation subject. According to the lecturers, translation subject in English education department was only a kind of introduction to translation world to the students. It was said that translation only appears twice in their study to get under graduate. So, the lecturer couldn't speak much and detail about it, although translation has been separated into translation 1 and translation 2. Translation 1 is talking about theories and Translation 2 is talking about practices. While about teaching translation, in general, it was hard to do with such big responsibility and its problems.

Secondly, regarding to the condition of the class, the researcher also got informations that the lecturers actually felt hard to conduct translation class because the class was big enough for around 30 students. This number was quite big to conduct and control their works in class. Then, the condition of the class was rather heterogen for the ability of their English. Some of the students were good enough in English but some of them were lack of English mastery.

Thirdly is about the method and approach. The lecturers said that they tended to use one approach only, it is paper based task. The lecturers prepared the material (some texts) to be given to the students to translate individually or in group. The results, then, was being discussed with lecturers or it was presented in group, in front of the class. The main point of this activity, the lecturers

emphasized only on structure and grammar whether it was correct or incorrect. Something what they call by practice is mainly about English grammar.

Fourth, the implementation of teaching translation before using comment exercise method could be described as follow: Firstly, the lecturer entered the class and greeted to the students. The students answered the greetings but the class were still so noisy. Most students were ready to join the lesson but a few seemed to continue speaking to friends. After the lecturer gave warning to the students, they turned to be ready to join the class. The lecturer came to opening session by reminding to the students about the material discussed in the previous meetings. Some students could answer well but some just kept silence. After opening session, the lecturer came to main activity. In this case, the lecturer explained about theory of phrase and sentence, and how to translate phrase and sentence. After that, the lecturer gave time to students to ask or discuss some problems. And if there was not any questions from the students, the lecturer gave exercise or assignment related to the topic. The students were asked to do the exercise in certain time, then in the last minute, the lecturer led discussion with the class. Usually, the lecturer asked one of the students to write the question and answer on the whiteboard, then the lecturer asked the rest of students whether agree or disagree with their friend's answer and gave the reason. In the end, if students still made mistake or had wrong understanding of the question, the lecturer will explain about the solution. After that, the lecturer ended the session by giving a topic to prepare next meeting and said goodbye to students. Before leaving the class, the lecturer wrote the journal and gave the presence list to students to sign.

By evaluating of the weakness of this method, the researcher then tried to implement teaching translation by using comment exercise method. Based on the result of observation, it could be explained as follow. The lecturer came into the class and greeted to the students. The students answered the lecturer greetings. For opening, the lecturer reminded the students by asking some questions about the previous material that had been discussed in the last meeting. After that, the lecturer explained that day topic, for example about phrase and sentence in the topic of culture. After explaining the material, the lecturer gave a practice of some phrases and sentences to be translated by the students. After the students finished working, the lecturer asked one student to translate the phrase or sentence, and also giving a comment to some terms that were difficult to translate. In this case, the lecturer tried to give the material of western and eastern culture. Then, the students were asked to come in front of the class with his/her partner to practice. Student (A) translated the phrase or sentence, then he must take a note for the cultural items. It seems that the activity were same as previous, but then we saw the difference. In this case, the active students were not only student (A) but there was also student (B) to take a part. Student (B) had to translate orally in the target language. By having such activity, the students were not only using reading and writing skills but also using listening and speaking for the language skills. The participation of the students can be seen in the photograph below:

Picture 1
Student Activity in Translation Class
By Using Comment Exercise Method

This practice seemed very interesting to students. They started to encourage theirselves to take part in this method. They started to come in front of the class one by one. If the students found some problems for the terms, the lecturer were ready to help the students by giving them some clues. The lecturer had to be ready to help the student's problem. The involvement of the lecturers in this activity can be seen as follow:

Picture 2
The Involvement of the Lecturer

After practising this method, the lecturer concluded the essence of the material that day. Students were hoped being motivated becoming good translators. If there wasn't any question anymore, the lecturer closed the session. Before leaving the class, the lecturer didn't forget to write the journal and check the presence list.

After everything had been done well, the lecturer left the class by saying good bye.

On the other hand, the result of observation said that in implementing the comment exercise, the students felt nervous in the begining. It happend for many times with different sudents. Some students were seen unprepair for the dictionary (even for the electric dictionary) or other materials. Some others didn't finish their works of translation when the time was over. Some students having such problems preferred cheating to friends to being active for themselves in solving the problems. But when they got their turn to practice comment exercise, the students couldn't cheat to others. Student (B) tried to translate what the student (A) said about. And later on, the situation changed into joyful. Students were motivated to try whether translating the text or translating the noted making by other student. To keep the situation alive, the lecturer must prepare the materials well, organize them well, and even for some difficult materials, the lecturer gave the text to learn before. So, the students can understand and follow the teaching well.

Picture 3
Students Doing Translation Job

Though the implementation of teaching translation had been done well, still there were some weaknesses as well as some merits of this method. The weaknesses were: 1) this method needs long preparation for the lecturers. They had to prepare some texts and matched them with the topics. Besides, the lecturer still made clues or gave some marks for selecting words to comment. 2) this method needs much time to do well. In other word, there were some jobs to do here. First, the students translated the text, second, other students gave the translation of the commented words. 3) The text chosen in theis method was relatively short text in order to be able to finish the discussion in the meeting. While the advantages of implementing this method were: 1) students were enthusiastic with the new method. It means that they felt monotonous with the old method, 2) the students could enrich vocabularies and all language skills while they were practising this method.

CONCLUSION

Based on the data analysis, the researcher took conclusion that the implementation of teaching translation by using comment exercise method could be applied well to the students. As usual, the lecturer did opening, content and closing. For opening, the lecturer greeted to students, and gave some warming up or ice breaking to connect to the theory that day. Or, it was possible after greeting, the students were reminded for any materials that had been discussed in last meeting. For content, the lecturer had to prepare and chose the materials properly in applying this method, so the students could enjoy the class happily. In practising the method of comment exercise, actually the students were practising all language skills (listening, speaking, reading and writing). For closing, the lecturer conclude the material that day and say goodbye.

After implementing the comment exercise as the method of teaching translation, the reseacher also took conclusion that comment exercise method has weaknesses as well as advantages. The weaknesses were : 1) long time to prepare, 2) much time to do well and 3) more suitable for short text. On the other hand, the advantages were: 1) enriching student enthusiasm, 2) enriching vocabularies and all language skills.

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Interlingual and Intercultural Communication Competence
for Quality Translation

PROCEEDINGS

M.R. Nababan
Riyadi Santosa
Agus Hari Wibowo
Agus D. Priyanto

PREFACE

he connection between linguistics and translation studies has developed as linguistic pproaches have been proposed by numerous scholars in translation studies. Linguistic esearch has rapidly advanced and covered the scope of interlingual and intercultural ommunication. Many have also taken some linguistic findings to work on translation tudies; or even for more practical reasons: translating texts. ICOLTS 2016 bring ogether the recent studies in this issue; to accommodate and to disseminate the most ecent studies in linguistics and translation studies.

'rior to this conference, UNS has conducted a series of conference on translation tudies in 2003, 2005, and 2009, when scholars from Indonesia and abroad have shared heir ideas and thoughts within the studies.

The proceedings in your hand now is the compilation of full-papers presented in the CoLTS 2016; conducted in Solo on November 15-16, 2016 as collaboration between English Diploma Program, Undergraduate Program of English Department and Linguistics Master Program of Universitas Sebelas maret (UNS). The conference presents notable scholars to speak in the plenary sessions: Julianne House (University of Hamburg, Germany), Yaegan J. Doran (University of Sydney, Australia) , Amrin Saragih (Universitas Negeri Medan, Indonesia), Mangatur Rudolf Nababan, and Riyadi Santosa (Universitas Sebelas Maret, Indonesia).

Again, the objective of this conference is to provide another platform to all academics and researchers, and also practioners to exchange and share their thoughts, ideas and researches on issues related to Linguistics and Translation Studies, particularly framed by the theme: "Interlingual and Intercultural Communication Comptence for Quality Translation".

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