

# INTERNATIONAL CONFERENCE PROCEEDINGS

## "Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era"

Friday, October 23<sup>rd</sup>, 2015

Syariah Hotel Solo , Jl. Adi Sucipto No. 47 Solo,  
Indonesia



**APTISI COMMISSARIAT II SURAKARTA**  
**October, 2015**

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*“Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era”*

Oleh: Assoc. Prof. Dr. Vanida Durongritichai dkk.

Edisi Pertama

Cetakan Pertama, 2016

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**“Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era”**

Edisi Pertama-Surakarta, Pustaka Hanif, 2016

Prelimiy xi, 258 hlm, 1 jil.: 21.5 x 29.7 cm

ISBN: 978-602-7385-2-1

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## FOREWORD

Thank to Almighty God who has given His favor to the Association of Indonesian Private University (APTISI) Commissariat II Surakarta for organizing a international seminar and call for paper on the theme "Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era".

ASEAN Economic Community (AEC) provides challenges and opportunities for Indonesia. One impact of the implementation of the AEC market is the exchange of goods, services, and human resources among ASEAN countries. Therefore, Indonesia must prepare qualified graduates.

International seminar and call for paper is the result of cooperation between APTISI Commissariat II Surakarta and Huachiew Chalrprakit University Thailand. The purpose of the international seminar and call for papers is to increase knowledge about how to prepare graduates who can compete in the era of the ASEAN economic community and to provide an opportunity for researchers to disseminate the results their research at a scientific forum. Seminar and call for papers was attended by academics from various disciplines, including health, art, technology and other fields of science.

We thank to the speakers who have participated at this international seminar. Hopefully, the proceeding can be useful and can be used as a medium for scientific communication. We realize that the proceeding has still many short comings, therefore we are looking forward to getting any criticism and suggestions.

Surakarta, October 2015

Chairman Of The Committee

## SCHEDULE INTERNATIONAL CONFERENCE AND CALL FOR PAPER

*“Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era”*

Friday, October 23<sup>rd</sup>, 2015

Syariah Hotel Solo, Jl. Adi Sucipto No. 47 Solo,  
Indonesia

No	Activity	Time	Officer
1.	Registration and Coffee break	08.00 - 09.00	Committee
2.	Opening		Master of Ceremony
	a. National Anthem Indonesia Raya	09.00 - 09.10	All audient
	b. Report speech	09.10 - 09.20	Mr. Tominanto, S.Kom., M.Cs
	c. Welcome Speech and Official Opening by the chairman of Aptisi	09.20 - 09.30	Mr. Drs. Sumargana, M.Si
3.	The Conference		Moderator : Mrs. Yunita Widiyantari, SS., M.Hum Associate Professor Vanida Durongrattichai
	a. 1 <sup>st</sup> Keynote Speaker	09.30 - 10.00	Assistant Professor Nick Soonthorndhai
	b. 2 <sup>nd</sup> Keynote Speaker	10.00 - 10.30	Moderator
	c. Discussion	10.30 - 11.15	Mr. Drs. Sumargana, M.Si to Keynote Speakers
4.	Giving souvenir for memories	11.15 - 11.30	All
5.	Break	11.30 - 13.00	Speakers and moderators
6.	Call for Paper (Oral Presentation)	13.00 - 15.00	Master of Ceremony
7.	Closing	15.00 - 15.15	

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# THE PROBLEMS AND CHALLENGES OF TEACHING TRANSLATION

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## *Abstract*

Teaching translation is not simple because there are two big ideas must be considered in it. First, this is about the system of the languages and second, it's about the messages. For many decades, translation has become one of the methods in language teaching. It means that in teaching language, translation can be used as a method of language teaching emphasizing on vocabularies and grammar. On the other hand, translation can also become an independent study recently, especially for the learners. There are many problems in translation. And the one that needs much attention is about teaching translation. In teaching translation, many aspects must be considered. They are something like the ability of the students, teacher, curriculum, method of teaching, and so on. Besides that, the teacher will involve all skills of languages. In fact, it is still a dichotomy of written and oral translation. Written translation needs reading and writing skills while oral translation needs listening and speaking skills. But in a short, it can be said that translation (both written and oral) needs all language skills. To activate all language skills into teaching translation is not easy. This can be the challenge for the lecturers to apply some suitable methods to cover it.

*Keywords: teaching, translation, wrtitten, oral.*

## INTRODUCTION

The fact that the programme of ASEAN Economic Community will be started by the end of 2015, needs many preparations to do for all the countries involved in it. In Indonesia, many preparation have been started for its human resources and any other facilities. In human resources, every institution tries to compete in increasing the people ability especially ability in speaking English. English, once again, will have an important role in ASEAN Economic Community for the means of communication among them. Unluckily, it is still found there are many people who can not speak even understand English. In this case, it is needed translation area to help those people facing the situation.

By seeing the importance of translation, the next step is how can we become a good translator? To be a (good) translator, it doesn't separate to the teaching learning process he passed through. A lecturers must know well what he teaches and what he must do. So far, translation itself can be used as one of the methods in foreign language teaching. On the other hand, translation can also be as an independent subject to learn. So, how can the teacher teach translation? This paper will discuss further about teaching translation and its problems and challenges.

Talking about translation, it is divided into two. They are written and oral translation. In conducting a translation class, the teacher is using some methods to apply. One of them and is still used up to now, is Grammar Translation Method (GTM). This method emphasizes on grammar and drilling of vocabularies. The purpose of this methode is to exercise the students for the grammar and to enrich the students with vocabularies. By having good grammar and vocabularies, it is hoped the students have some assets to do the translation job. In fact, it is not as simple as what people think. Translator must have many competencies related to translation. They are linguistics competence, non linguistics competence, material competence, transferring competence and spontaneity (for oral translation). In relation to this, translation also needs some practices to produce good result. In fact, teaching translation in Indonesia universities are less of practices. It tends to be theoretical and the students often feel bored, difficult, pointless irrelevant and finally feels uncommunicative (Slepchenko, 1994).

To solve some problems above, the teacher must create the situation in class becomes alive and use some interesting methods and media in order to get the student's attention and make the process of teaching learning becomes interesting. The teacher must also think hard how to empower the language skills and give much portion to students to practice. Experience can become an important aspect to remember because the student fluency of doing translation based on the experience they got.

## WHAT IS TRANSLATION?

Translation is a process of transferring message from source language to target language without changing the meaning. Tudor in Slepchenko (1994) said that "*Translation, as the process of conveying messages across linguistics and cultural barriers, is an eminently communicative activity, one whose use could well be considered in a wider range of teaching situations than may currently be the case*". While Nida and Taber (in Yusuf, 1994: 12) said that "*Translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style*". From these definitions, it is clear that comparing to the form, message/meaning is the most important thing in translation.

Further about translation, it is divided into two, written and oral translation. In the process of translation, the translator has a strategic and important role. The translator must responsible for any decisions he took, in order to get the suitable and understandable meaning. In this case, the translator's decision determines the meaning of translation products. The process of translation belongs to the deep structure process because the process happens in the translator's mind. Nababan (2003; 25-29) says there are 3 stages of translation process (written translation). They are analyzing, transferring and re-structuring. First, in analyzing stage, the translator does some linguistics analysis. It is starting from reading an original text (source language text), analyzing phrases, grammar, etc. In understanding a text like this, it consists of linguistics and non linguistics aspects. Linguistics aspect refers to the system of source and target languages, while non linguistics aspect refers to the culture and sociocultural of both languages. The next step is transferring. In this step, the translator transfers the messages from source to target language. The translator must be able to find out the equal meaning of those two languages. This process also happens in the translator's deep structure, then it is expressed in written form. The last step is re-structuring. Here, the translator tries to make the target text becomes readable and acceptable.

To make readable and acceptable text, the translator must translate the text well with suitable strategies. He must also decide what type of translation he should choose, whether word for word, literal translation, free translation, ethnography translation and aesthetic poetic translation. Besides that, the strategy the translator used can also determine the result of translation. Strategy of translation can be structural strategy and semantics strategy. The translator must master both strategies.

## TEACHING TRANSLATION

Translation (written and oral) is a study that applied both theory and practice. So far, teaching translation did not get much attention, especially for oral translation. According to Slepchenko (1994), teaching translation can contribute to the development of professional competence of a future teacher. It gives a chance to see the opportunities of translation, test them through learning and then, use them through teaching. On the other hand, translation can also be thought having similar activities with dictation, reading aloud, etc. It is possible because traditionally, teaching translation does not separate to some activities related to structure and grammar. Later on, people will know that it becomes one of the teaching method, called Grammar Translation Method. In applying this method, the teachers will feel that it relates to a text bound, passive (for written translation), time consuming and also boring (both to do and to correct).

The problems above actually can be anticipated by looking at some approaches that possibly to do. Duff in Slepchenko (1994) highlights at least 5 reasons for using translation in classroom:

- Influence of the mother tongue : It shapes our way of thinking and our use of the foreign language to some extent.
- Naturalness of the activity : Translation is a natural and necessary activity

- The skill aspect : Translation is a perfect means for practising the vital skill
- The reality of language :The proper material for translation is authentic and wide-ranging : the learner is being brought into touch with the whole language, and not just the parts isolated by textbooks
- Usefulness, translation has a lot of merits :
  - it invites speculation and discussion
  - translation develops three essential qualities to all language learning: accuracy, clarity and flexibility.
  - the students might see the link between the language (grammar) and usage.
  - translation will always be needed
- Material for translating, some materials can be chosen to practice. The main point is that the length of the text is also important: short text for oral work in class, and longer ones for translation at home (mostly writing)

On the other hand, translation can also be used as a method of language teaching. According to Nababan (2003: 149), there are some aspects of teaching translation. They are student basic ability, teacher basic ability, teaching and learning sources, curriculum, teaching method and student ability assessment.

*Student and Teacher Basic Ability.* It is not denied that to be able to learn about translation, the students must have mastered some language skills, e.g. reading and writing (for written translation), and listening and speaking (for oral translation). In other words, we can say that a student of translation must be able to read well to understand and then analyze the text correctly. Besides that, the student is hoped to have a basic writing ability or at least having ability to write in intermediate level. While for oral translation, the students must be able to listen well then analyze the speaker's speech directly to transfer orally. One thing that must be remembered, spontaneity is a must in oral translation. And this factor makes it different to written translation. Not only the students, the teacher/lecturer who teaches translation must also have basic abilities. The basic abilities for the lecturer here are exercises (practice) and experiences. Most translation lecturers are only giving the theories without producing result of translation. A sustainable practice will improve the teacher ability and result a very important experience given to the students.

*Teaching and Learning Sources.* The success of teaching and learning of translation in class is also determined by the teacher sources. Teaching and learning sources can be anything, such as translation text books, articles, magazines, documents, etc. Also, it can be any different type of dictionaries needed in each study.

*Curriculum.* Especially in Indonesia, the subjects of translation and interpreting don't get proportional portion to study in universities. This, of course, can influence the result of study and their abilities in doing translation.

*Teaching Method.* Teaching translation must be designed well and interesting so the students can be motivated to learn it seriously. An uninteresting teaching method will only make the students bored and passive. In a short, it can be said that both teacher and students must be able to create a good condition that might permit the process of teaching and learning runs effectively.

*Student Ability Assessment.* Student ability assessment consists of many items, such as: the student ability of general items and technical items, student ability in conducting fast and accurate translating in a short time, skill in using dictionaries, ability in finding out the equivalence, student preparation in entering the job market and student preparation in facing a test handled by the company (Nababan, 2003: 168-69).

Related to the statement above, Claramonte (1994) said that the first thing to do when teaching how to translate a text is to *examine the qualities of the translator*. No doubt, the main quality should be that the translators have a perfect knowledge of the target language, which must always be his mother tongue. There are some attributes for the translator:

- To know perfectly well the language into which he is going to translate.
- He must have a perfect knowledge of the social and cultural background – literature, arts, history, politics, etc- of the two cultures involved.
- He must also be both humble and distrustful. It means that he does not correct the author and he must check all doubtful terms.

On the other hand, the teacher of translation must also have attributes:

- It is essential that the teacher is also a translator. It means that he must have been through the same or similar situations as the student goes through when engaged with a translation and he must know how the world of translation works.
- Teachers of translation must also decide what kind of knowledge and what kind of competence he is to teach the student.

The next is analysis of texts, reading well- especially literary texts and texts on aesthetic theory- is extremely important to translate well. By focusing on attributes and what things to do, it is hoped that teaching translation can be more attractive. It is also possible to do to develop some methods that had been used for the teachers. Ignoring the dichotomy of written and oral translation, the teachers are hoped to combine both written and spoken translation. But in fact, it still difficult to do.

## **PROBLEMS AND CHALLENGES IN TEACHING TRANSLATION**

The purpose of teaching translation tends to give a chance of learning to students in the process of producing the translations and some exercises done by the students as the last result in order to develop the awareness of using languages. The activity of teaching learning translation must be supported by the communicative and natural teaching method.

So far, the teaching translation in Indonesia is classified into 2 types. They are written translation and oral translation. In teaching written translation, the teacher focuses on reading ability and writing ability. In oral translation, the teacher focuses on listening ability and speaking ability. And here, it is clear the separation between them. And by looking at the aspects of teaching translation above, it can be realized that actually there are some problems in them.

First, the portion of translation study in curriculum. In most universities in Indonesia, written translation get much portion comparing to oral translation. It is supported by the condition that common people think whether written or oral translation is no difference. Lack of international events in Indonesia also becomes a problem to the teacher and students of translation. They lack of practices, so they can not get valuable experience.

To solve the problems in teaching translation, the teacher should know well the appropriate approach and method chosen to teach in class. It can be very interesting that in teaching translation, it can be combined both written and oral translation. So, the students will feel more confident in doing translation job.

## **CONCLUSION**

Doing a translation is not simple. That is why we need good translator to do this job. The problem is that to become a good translator, teacher should teach translation well. There are many attributes should be fulfilled for the students as well as the teacher in conducting translation class. By having some attributes, it is hoped that the quality of the future translator will be better.

After having attributes, the teacher gets challenges to make appropriate method in teaching translation. Possibly the method here will combine all language skills, whether listening, speaking, reading and writing into one. So when the teacher is conducting a class of translation, the students can practice all the needed skills and will get valuable experience of translation.

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