THE IMPLEMENTATION OF ONLINE MEDIA METHOD IN TEACHING TRANSLATION

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ABSTRACT

The process of learning and teaching translation still becomes something difficult for teachers and students in Indonesia. Currently, the method used by teachers for teaching translation is still traditional method. Therefore, students feel bored while learning translation because they get the same instruction every time. Thus, it needs to implement a modern method for teaching translation to engage and motivate students in learning translation. The aim of the research was to find out the effective and appropriate method for teaching translation of secondary school students. In addition, it was to know the effectiveness of online media method for teaching translation. The research was a case study. The participants were students at secondary school. The collecting data was conducted by observing the students during Translation teaching and giving a questionnaire to participants.Based on the observation, it was found that traditional method was dominant used by teachers in Teaching translation. The implementation of online media gives a positive impact to students. Students become more active after learning by on-line media than traditional method. Therefore, teacher was not as the centered-point in the classroom, the lesson materials were more practical given and learned in the online media features class than in the traditional class. The teaching method in translation improved significantly in the online media features class because all were enhanced with interactive web technology. In addition, in the online media features class the students and teacher engaged in active learning and did problem solving together.

Keywords: *translation,translation teaching method, traditional method,online media method*

INTRODUCTION

Currently, having a capability in English skill is very necessary. Therefore, in Indonesia all the students are demanded to understand the words meaning that is known as translation. Translation is the process to replace the native language into target language. In fact, the

term of translation itself is the technique or method of the teacher for teaching foreign languages. According to Catford (1965), translation is replacement of textual material in source language (SL), by equivalent textual material in the target language (TL). In addition, House (2009:3) claimed that translation is the replacement of an original text with another text. To sum up, translation is the communication of the meaning of a source language text by means of an equivalent target language text.

In academic area especially for English teaching learning process, translation is one of the core components in the process of teaching English. According to Ali (2013) that "without translation, our world would narrow mercilessly", it means that translation is part of English skill that is very important to learn. Therefore, students are demanded to be able to translate the sentences of the text-book. However, practically it has not successfull yet, since there are so many students gripe that translating is difficult. In Indonesia, translation is being one of current issues supposed to be discussed, since there are still a lot of obstacles to teach the students about this case.

According to Newmark (1988b: 81) that "While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language". He goes on to refer to the following methods of translation:

1. Word-for-word translation: in which the source language (SL) word order is preserved and the words translated singly by their most common meanings, out of context.
2. Literal translation: in which the source language (SL) grammatical constructions are converted to their nearest target language (TL) equivalents, but the lexical words are again translated singly, out of context.
3. Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the target language (TL) grammatical structures.
4. Semantic translation: which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the source language (SL) text.
5. Adaptation: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the source language (SL) culture is converted to the target language (TL) culture and the text is rewritten.
6. Free translation: it produces the target language (TL) text without the style, form, or content of the original.
7. Idiomatic translation: it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
8. Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

Based on the observation, Indonesia students have a great motivation to understand the meaning of the text, however they feel hopeless when they meet difficult vocabularies. According to Soang (2016), students tend to neglect the importance of the knowledge of their mother tongue during the process of translation. When selecting the appropriate vocabulary, students tend to use colloquial language for a written text. They also often ignore cultural factors that would make their translations inappropriate. Whereas, cultural aspect is very important in the process of translation. As stated by Cox (1994), bilingualism is the growing concern on cultural or language diversity.

Translation is not something easy for English learners. Therefore, it needs some aspects to support the process of translation to accomplish the main aim such as the methods of translation in teaching learning process. Study on translation has been conducted some researchers, however there is still less to find the specific method for teaching translation.

Ali (2013) claimed that teacher of translation should follow certain methods to carry out such a duty. These methods should be capable for implementation. Both teachers and students, in the domain of translation, should have certain profiles. One important point is that translation teacher should take into consideration the time determined for his/her lecture. In other words, there should be adequate time for translation trainees since training is the most important factor needed by students to improve their ability in translation. Thus, translation is not a magic process so that it needs a lot training to improve the students' ability in translation.

In this modern era, technogy has been used massively in any sectors, including education. Technological media is the prime aspect used to ease the activity. Moreover, it can help people to understand the context meaning of sentences. Thus, it will be something interesting to implement a new method by online media for translation teaching. Studies related to online media for teaching translation has been conducted some researchers from Indonesia and other countries, i.e. Hartono (2015) used the interactive web to encourage his students to learn and practice translation. Teaching translation through the interactive web is an effective way because it helped translator students easier, faster, and better translate texts from one language to another one, from example from English into Indonesian language.There is a different way in his method in teaching translation, there has found transformation in teaching method of translation from traditional method to modern method.

Furthermore, Prabu in Candlin (1987), used Task-Based Language Teaching (TBLT) to teach translation. This is a task-oriented activity. According to Li (2013), task-oriented has proven to be an effective method for the teaching of a foreign language: The starting premise is that students learn more effectively when their minds are focused on the task they are trying to complete rather than on the language they are learning. In this learner-centered approach, the focus is placed on the learners, the process of learning, the reflective

practice of learning, and the use of real world authentic tasks. The process of this task-oriented approach consisted of six stages of teaching: pre-task, task, reporting, analysis, revision and reflection.

Meanwhile, Hashemi and Azizinezhad (2011) claimed that understanding the way to cooperate technological media in translation teaching is important for helping students to access the latest news and change of style/jargon in the media or blogging as a concrete example for the students to run their own news agency. In addition, a study conducted by Lin (2017) in Cina depicting that the implementation of "Wechat" online media in translation activity was effective method to solve many problems in the traditional teaching model, especially playing a critical role in the translation major that urgently calls for practice and application.

There are a lot of studies on translation that focus on comparative studies among texts or an individual author's commentary on his/her own translations. However, there is still less to find out the research which focus on the methodological problems in translation teaching. Therefore, based on the issue it motivates the writer to observe and analyze the appropriateand effective method in translation teaching in online platform. There are two research questions as follow: 1) What is the appropriate method to motivate students learning translation?;2) What is the impact of online media toward students' interest in translation teaching?.

METHOD

The research method in this study wasdescriptive qualitative that led five steps of research: Identifying the problem, observing data, gathering data, interpreting data and evaluating result (Ferrance: 2000).The research was conducted at English One Course in Surakarta. There were fifteen participants with first until third grade Secondary school. The collecting data was conducted by observing and interviewing the students at Secondary School during Translation teaching.

The data was taken into two parts, firstly by translation assessment in which the participants were given a short text, translated itby traditional method. Meanwhile, in the next session, the participants were given an online media to listen a song in English, then translated the lyrics of song.

Fig. 1. The song as translation media

These two methods were compared to find the result.And secondly, the data wastaken by interviewing the participants. All the datum were gathered to be interpreted. This research was the process of learning and community empowerment. Translators, in terms of the students of translation class, produced the translation results and overcame a variety of problems encountered and always developed in a sustainable way.The final goal of this method is qualitative measures of self-reliance attitude formation of a group or community and lovers of the translation.

FINDINGS AND DISCUSSIONS

Based on the data of interview and observation, it shows that Indonesia teachers are mostly still use the traditional metod in translation teaching. As a result, students tend to ignore the the translation activity because there is no variation in translation teaching method. Therefore, there is a big question toward the translation teaching method in this modern era which known as "revolution industry 4.0" that should be connected to technology. Thus, it needs to implement a new model of teaching that can help students to analyze and evaluate their translation process. In this study, researcher observed the use of traditional method and modern method (online media features) to know the effectiveness in teaching translation.

1. The traditional method of teaching translation

Traditional method is the old method that often to be used by Indonesia teacher to teach traslation. It is also known as Grammar Translation Method (GTM). The translation teaching activities focus on teacher-centered because teachers have the dominant part controlling the students' activities.

Based on the findings, the major activity applied by teacher in translation class at English One course are: (1) Teachers taught students mainly in mother tongue; (2) the short texts were the main media used by teacher to find out the difficult vocabulary and translate the words meaning; (3) the grammar had the main rules for putting words together; (4) students got little attention to the texts content; (5) it was little attention to the content of the texts; (6) the students drilled translating the sentences individually; (7) Teacher did not focus on students' pronunciation; and (8) the final result focused on the words memorization.

The similar result was also found by Elmayantie (2015) that "there were nine major patterns of GTM applied: (1) The classes were taught mainly in mother tongue; (2) the vocabulary was taught in the form of lists of isolated words; (3) the grammar provided the rules for putting words together; (4) it focused on the form and inflection of words; (5) the reading difficult classical texts were begun early; (6) it was little attention to the content of the texts; (7) the drills were exercises in translating; (8) it was little attention to

pronunciation; and (9) it focused on accuracy". It implies that Grammar Translation Method (GTM)

Based on the interview, it was found that mostly students tend to rely excessively on the teacher's version rather than on trusting in their own work. They claimed that they felt tired to memorize the words of the texts, therefore they were afraid to make mistakes when translating, as a result they were not very highly motivated to practicing. They would regard the teacher's version as the gold standard and try to memorize it as much as possible for the sake of exams. In order to call attention to their style of thinking as well as that of writing, it would be necessary to provide students with a new model of practicing translation.

Table 1. Traditional Method

No	Aspect	Classroom situation
1	Teaching approach	Teacher centered
2	Lesson material	Abstract (the teacher transferred the abstract knowledge or science in the form of delivering the lesson material theoretically from the books)
3	Teaching media	Traditional teaching through text paper and whiteboard-based technique
4	English translation learning activity	The teacher delivered information and students listened and took note the vocabularies
5	Classroom management and interaction	Individualistic (the students worked on their own, the teacher worked as individual)

Based on the data in table 1, it illustrates that by implementing the traditional method, the role of teacher is more dominant than students. It also implies that students tend to be the second part who just follow the direction of teachers. Students were less critical thinking to share their ideas, as the result they were less confident to translate the texts with their own words. It implies that the teaching standard for translation teaching is still low. Hence, to motivate students in learning English translation it is very necessary to implement the new method with digital platform in translation activity.

2. Online media for teaching Translation

Currently, technology becomes the main part in every sphere of life. It certainly change the way of people life, since everything should connect to it. In education field,

technology plays an important role. In this activity, teacher tries to conduct an effective and interesting activity. Teacher uses an online media and choose some features related to the text in English.

Table 2. Online media method

No	Aspect	Classroom situation
1	Teaching approach	Student centered
2	Lesson material	Practical (the teacher directly gave the lesson materials practically through website connection)
3	Teaching media	Through the interactive web
4	English translation learning activity	The students and teacher engaged in active learning/problem solving together
5	Classroom management and interaction	Collaborative (the students worked in group; the teacher monitored and managed the students' activity)

Based on the data in table 2, it shows that by implementing the technological media it is much effective in translation teaching. It can be seen that by using the interactive media "mini video" completed with the song lyrics the students tend to be more active in translation teaching. Besides, the class has experienced changing from teacher-centre into students-centre. It assumes that the interactive web brings up the good atmosphere for students in translation teaching learning activity.

The data also shows that there is an improvement in translation teaching process in which the technology of teaching improved significantly in the online media features class because all were enhanced with interactive web technology. In the online media features class the students and teacher engaged in active learning and did problem solving together. Then the classroom management and interaction in the online media Features class were more collaborative than in the traditional class that seemed more individualistic.

DISCUSSION

Teaching translation using traditional and conventional methods are something boring for students. The term traditional or conventional methods refer to the ways of teaching that use pencil-paper or orally speaking based system. This system of teaching and learning seems monotonous. Based on the data of present study shows that by using tranditional method in translation teaching, students were less active in teaching activity since the system was teacher-center which means teacher was the dominant part in the classroom. As the result, students had limited idea related to words meaning of the text

becuase they thought that teacher's word was the final result, then they should memorize it perfectly. It implies that currently using traditional method for translation teaching is less effective because the changing era impact to the people thinking pattern. Therefore, a new improvement toward the translation teaching system is required to attract and motivate students to learn English especially in translation teaching. As known that translation is a difficult skill, it is not only transferring the word from source language into target language but also it needs to fit in the culture or situation where the content of text take place. Hence, the new strategy is needed to make the class atmosphere be comfortable.

In the modern era, technological media is an effective way to engage students learning English. As known that most students currently use technological media such as Youtube, Instagram, Wechat, etc. for their daily life. Thus, implementing fun learning activity by technological media is very useful to engage and help them in translation teaching. A present study shows that the students' interest improved significantly after using the online media during the translation teaching. Students revealed that technological media creates the situation enjoyable, they feel relax and ease to understand the meaning of text. Besides, they could find the words meaning appropriately because they could feel the situation and condition the content of text by watching the video.

The same result was also found by Hartono (2015) that by using interactive web in teaching translation the students' translation products were improved from the average score of initial test 73 to the average score of final test 89. It means that by using technology it gives a good impact to the students' skill in translation activity. Meanwhile, A study by Lin (2017) depicted that the implementation of "Wechat" online media in translation activity of students in China was effective method to solve many problems in the traditional teaching model, especially playing a critical role in the translation major that urgently calls for practice and application.

Therefore, it can be sum up that teaching translation through the online media features improved the students translation skill because the media could cover some aspects of teaching and learning in the classroom. Meanwhile, teaching approach used by the teacher changed from teacher centered to student centered, the lesson materials were more practical given and learned in the online media features class than in the traditional class. Furthermore, students' motivation in translation teaching was improved significantly by using mini video because all were enhanced with interactive web technology. In addition, the student and teacher could be a good partner in the classroom that be active learning and did problem solving together. Thus, the classroom management and interaction in by using online media feature was more collaborative than in the traditional class that seemed more individualistic.

CONCLUSION

Teaching translation is not an easy job for the teachers. It needs a creative way to create interesting materials. In Indonesia, teaching translation by Traditional method has been conducted for many years, therefore it needs a modern method to teach translation.

Teaching translation through the online media features improved the some aspects of teaching and learning in the classroom. Meanwhile, teaching approach used by the teacher changed from teacher centered to student centered, the lesson materials were more practical given and learned in the online media features class than in the traditional class. The teaching method in translation improved significantly in the online media features class because all were enhanced with interactive web technology. In addition, in the online media feature class the students and teacher engaged in active learning and did problem solving together. Then the classroom management and interaction in the online media features class were more collaborative than in the traditional class that seemed more individualistic. Therefore, it is a new effective method to use online media in teaching Translation.

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