Developing Student’s Translation Skill Through Interactive-Communicative Approach

Anam Sutopo, Harn Joko Prayitno and Rahmad Nasrullah

Abstract: This research aims at developing students' ability in translating text from English into Indonesian through Interactive-Communicative Approach. This research applied qualitative research in the form of a case study. The selected locations of the research were in Muhammadiyah University of Surakarta (Central Java) and Muhammadiyah University of Kendari (South-East Sulawesi). The total of students were 120 consisting of 29 males and 91 females. The sources of data in this research were documents, events, and informants. The techniques for collecting data in this research were content-analysis, observation and in-depth interviewing. The collected data were analyzed by using the Interactive model and comparative method. The result of the research shows that the interactive-communicative approach is able to develop students' translation skill. In more detail the interactive-communicative approach can develop; 1) learning activity of students, 2) students' interaction in teaching-learning process, 3) students' activeness, and 4) students' ability in translating text from English into Indonesian. By applying the interactive-communicative approach, students were able to interact with others for supporting the activeness. Therefore, using the interactive-communicative approach in the translation course learning had an impact on developing students' translation skill. The progress of students' translation skill can be seen also from the increasing score average; the average pre-test score was 5.7 while the post-test score average was 7.4. It means that it is an effective enough applying the interactive-communicative approach in developing students' translation skill; besides the learning process of translation course becomes more interesting, comfortable and enjoyable.

Index Terms: interactive-communicative approach, translation skill, developing students, and English department

1. INTRODUCTION

The translation course is one of the English language skills taught for the students of English department both in Muhammadiyah University of Surakarta, Central Java and Muhammadiyah University of Kendari, South-East Sulawesi. The objective of this course is the students are able to translate the text from English to Indonesian well. This course is taught for the fifth-semester students. Teaching translation for the big class is not an essay task [1]. It happens both in Muhammadiyah University of Surakarta and Muhammadiyah University of Kendari. The class of translation course consists of many students. This is a big class with 40 students every classes. It needs special management to handle this situation. The result of teaching translation is not good. Most students have no good performance of translation skill. It becomes a serious problem. The lecturers get a problem because of this big class condition. Usually, the problem may occur in all steps of the translation process [2]. They are analyzing the text to be translated, transferring the meaning from the first language into the second language, and reconstructing the result of the translation and giving feedback to the students [3]. The low ability of the students in translating this text (from the first language into the second language) becomes the specific phenomenon for teaching this subject. The efforts are done by the lecturers to solve those problems by giving explanation in detail related to the theory of translation and improving the structure mastery [4]. Anyhow, the efforts are not effective enough. It is due to the fact that the translation skill is not only theoretical understanding but also practical based on various exercises. The students need many exercises to develop their skill [5].

The objective of this research is to know how far the development of students’ ability in translating text from English into Indonesian through Interactive-Communicative Approach. Thus, the questions of this research are first, is the interactive-communicative approachable to develop the quality of translation course learning? and second, how far is the interactive-communicative approachable to develop the students’ ability in translating the English text into Indonesian?

2 LITERATURE REVIEW

Discussing translation means talking communication [6]. It needs a process. Larson [7] says that there are three major steps when the process of translation happens. First, the translator needs to discover the meaning of the message in the source language to be translated. Second is the process of determining the meaning of gets related meaning to communicate the message in the target language the meaning. The last, the translators need to write or re-express the meaning or the message with the context in the target language using the translation equivalent. Margono [8] explains the diagram of the translation process as follows:

![Diagram of Translation Process]

This diagram explains that the process of analyzing translation is analyzing grammatical relation between constituent parts, identifying the meanings of the semantic constituents, and arranging the meaning of the target language by giving expression in the target language.

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units and finding the connotative meanings of the grammatical structure and semantic units. This is the example of translation from the English language as the source language into Indonesia as the target language.

SL: The Balinese themselves are drawn to exhibition of trance and find them as interesting as the tourist.
TL: Pertunjukan tarian yang penariinya mengalami kerasukan dikenalpun banyak penonton, termasuk wisatawan asing dan orang Bali sendiri. Pertunjukan itu sama menariknya bagi wisatawan mapan orang Bali.

Based on the example above, the original meaning is not changed when translating the sentence from the source language into the target language. Like the example above, all of the meanings in the source sentence are translated correctly in the target language [9]. On the other hand, the equivalence of the translation as very important things when transfer one language into other languages, to get a relation between the source language and the target language. In understanding the equivalence, Catford [10] stated in his book that equivalence of translation have some conditions “translation equivalence occurs when an SL and a TL text are relatable to (at least some of) the same features of substance.” Based on the statement, it has meaning that when source language has some language relations for the features of substance with the target language, is possible for the translation equivalence to occurs [11]. The translation cannot be based only for some meanings but it must be related to some situations and contexts where the equivalence should be established [12]. If the requirement of the translation equivalent in the source language and the target language are relatable, the problem that usually faced in founding this relation is caused by the difference cultures of the people who speak or read the target language with their own language [13]. For examples:

a. SL: Jam tangan anda sangat cantik
TL: Your watch is very sophisicated

b. SL: Lontong
TL: Cooked rice wrapped in banana leaf

The example a) the phrase of jam tangan in source language has equivalence with the watch in the target language, so there is not found the problem for this translation. But in example b) the word lontong is difficult to translate into the English word. So, the translator decided to modify that word by explaining the meaning or shapes of lontong to get a match between the meaning in the source language and target language. Another meaning of equivalence is accuracy. The accuracy of translation is an important part of the translation [14]. Accuracy is one of the factors which are used to determine the quality of translation. Accuracy also means that the meaning of the source text is transferred in the target text correctly [15]. Basically, accuracy is related to choose the correct words in order to reveal the same idea in the target language. Choosing the right word is very important because if the translators incorrectly choose the word, the text will not be accurate [16]. Choosing the right word should consider some factors, such as the target readers, the context of the text and the socio-cultural condition. Nababan [17] says that accuracy is an evaluation of the accuracy of the translation at the sentential level which is intended to find out whether the content of the source language sentences is accurately rendered into the target language sentences. It means that (a) the content of the source sentence is accurately conveyed to the target sentence [18]. The translated sentence is clear to the evaluator and no rewriting is needed, (b) the content of the source sentence is accurately conveyed to the source sentence. The translated sentence can be clearly understood by the evaluator, but some rewriting and some change in the word order are needed, (c) the content of the source sentence is accurately conveyed to the target sentence. There are some problems with the choice lexical items and with the relationship between the phrase clause and the sentence element, and (d) the source sentence is not translated at all into the target sentence i.e. it is omitted or deleted. It can be said that accuracy is a kind of source – text – accurate approach to a translation. A translation is considered to be accurate if it correctly conveys the message in the source language to the target language [19]. Designing an effective translation learning program involves needs analysis, translation syllabus, learning approaches, the role of teachers and learners, and evaluation [20]. Needs analysis is a discrepancy between the actual phenomenon and desired conditions [21] or facts’ finding [22]. Needs analysis is beneficial to identify the qualification of learners’ groups expected to learn the target language. Learners’ groups were, then, placed at the appropriate level of competence during the learning process [23]. Such procedure requires: (1) interviewing with translation learners to gain perceptions about the main difficulties in the language being studied, (2) interviewing with other teachers, and (3) observing about the learners’ skills level in the learning program involves needs’ analysis, translation syllabus, learning approaches, the role of teachers and learners, and evaluation [20]. Needs analysis is a discrepancy between the actual phenomenon and desired conditions [21] or facts’ finding [22]. Needs analysis is beneficial to identify the qualification of learners’ groups expected to learn the target language. Learners’ groups were, then, placed at the appropriate level of competence during the learning process [23]. 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concept of multi exercises, peer review, and class discussion before submitting to the lecturer [29]. The interactive-communicative learning approach focuses on learners’ translation competence and problem solving-based enable them to solve their problems that cannot be separated from one to another.

3 RESEARCH METHOD
This study applied the descriptive qualitative research in the form of a case study. As the purpose of the research to develop the students’ translation skill through interactive-communicative approach, this type of research is very appropriate[30]. The setting of the research was divided into two, namely place and time. The writer took locations of research in the English Department of Muhammadiyah University of Surakarta located in Solo – Central Java province and the English Department of Muhammadiyah University of Kendari located in South-East Sulawesi province in Indonesia. This research was conducted during four months starting from September to December 2018. The subjects of the research were the fifth-semester students of two universities (Muhammadiyah University of Surakarta and Kendari) in 2018-2019 academic year consisting of 120 students; 29 males and 91 females. The data sources of this research were documents, informants and events [31]. To collect the data, the writer used the test, observation, questionnaire, and depth-interviewing. The collected data were analyzed by using an interactive model [32] analysis and comparing method [33].

4 FINDING AND DISCUSSION
The implementation of developing students’ translation skill through interactive-communicative approach was done by giving apperception first. The apperception was important because it may give detail information and explain some theories in line with the material to be translated. In giving apperception, lecturers also motivated students in line with the principles of human life, work hard and study hard. The next step was giving the test to be translated. In this phase, the students got an opportunity for developing their potency to analyze the text completely. After analyzing comprehensively, then they did the transfer. They should transfer the meaning from source language to the target language carefully [34]. After they got a similar message, then they reconstructed or restructured the result of the translation based on the target language norms and grammar. Finish translating alone or individual, they got a partner. It was called a peer’s response. They got a partner and change the work, each person gave a correction to his/her partner’s result. The next step was making a group consisting of 5 – 7 students in each group. In this group, the students worked together. Each member in the group gave correction and positive advice one to another communicatively. Thus, the next phase was the class discussion. The lecturers asked each group to do the presentation of their work randomly. In this class discussion, they had a forum to express their idea communicatively. They could give correction based on grammatical adjustment, diction, or another perspective. This class discussion was mediated and supervised by lecturers. The lecturers highlighted the materials and concluded them. Finally, the result submitted in the learning journal. All students’ exercises were collected in their portfolio [35]. The next was giving the portfolio to students for revising their work. After revising the works, all documents submitted to the lecturers. The last followed the final evaluation.

4.1 Learning Strategy
The learning strategy could be done well. The cooperation among the students was good enough. All students had participated in the class discussion interactive and communicatively. As the reflection, the lecturer gave the questionnaires to students to get comments on the learning strategy applied in the translation course. The result is as follows:

![Interactive-Communicative Learning is More Enjoyable](image)

From this pie diagram, it can be seen that 90 % of students were in the positive comment that interactive-communicative learning is more enjoyable while only 10 % of the students had a different opinion. It means that the interactive-communicative learning approach is acceptable and enjoyable for teaching translation course. On the other hand, this interactive-communicative learning may give benefit to the students in developing their potency of translation skill. The students feel that the strategy of learning is different from the previous one and it also motivates them in learning and developing the translations skill.

4.2 Students Activeess

<table>
<thead>
<tr>
<th>Type of Interactive</th>
<th>before</th>
<th>after</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>Individual Interactive-communicative</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Peer work Interactive-communicative</td>
<td>√</td>
<td></td>
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<tr>
<td>Multy-Interactive communicative (Group Discussion)</td>
<td>√</td>
<td></td>
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<tr>
<td>Class Discussion Interactive-communicative</td>
<td></td>
<td>V</td>
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</tbody>
</table>

Notes:
- H = High, M = Medium and L = Low
- H means more than 75 % active, M means in between 50 % to 75 % and L means less than 50 %.
This pie diagram indicates all subjects of the study, there are 75% of students agreed that the interactive-communicative learning approach motivates students to be active. It means that this interactive-communicative learning approach could make students more active in developing their translation skill. There are only 25% of the students had a different opinion. It means that the interactive-communicative learning approach made them active and active in developing their translation skill.

4.3 Class Management

This pie diagram describes that from all subjects of the study, there are 80% of students supported that interactive-communicative learning approach improves the process of teaching-learning of translation subject. It means that the teaching-learning process of translation course becomes better and different condition from the previous one. It also indicates that students feel happy and they may enjoy the process of learning by applying this interactive-communicative learning approach. This interactive-communicative learning approach may make students also more interesting with the teaching-learning process of translation subject. There are only 20% of the students who have had a different opinion. It can be concluded that the interactive-communicative learning approach is most acceptable and improves the process of teaching-learning of translation subject. It also describes that the class management of the translation subject becomes easier to manage. The class management of translation subject is understandable and it is easy to conduct the class of translation although it belonging to the big class.

4.4 Class Environment

This diagram indicates that from all subjects of the study, there are 73% of students felt that interactive-communicative learning approach makes the process of teaching-learning of translation course more comfortable. It means that the teaching-learning process of translation course becomes more interesting. It also indicates that students got a nice class situation and condition and they could enjoy the process of learning using this interactive-communicative learning approach. This interactive-communicative learning approach made the class becomes different in the process teaching-learning process of translation subject. There are 27% of the students who said that the class is not interesting. It could be summed up that the interactive-communicative learning approach is may change the situation of the class become more comfortable. It means also that the class environment supports the process of teaching-learning of translation subject.

4.5 Students’ Achievement

<table>
<thead>
<tr>
<th>Students’ Ability</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>58 (48.33 %)</td>
<td>101 (84.16 %)</td>
</tr>
<tr>
<td>Readibility</td>
<td>82 (68.33 %)</td>
<td>120 (100 %)</td>
</tr>
<tr>
<td>Acceptability</td>
<td>75 (62.50 %)</td>
<td>90 (75.00 %)</td>
</tr>
<tr>
<td>Average Score</td>
<td>5.7</td>
<td>7.4</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that the students’ achievement in line with accuracy shows that in the pre-test the students get accurate translation score is 58 students or 48.33 %, then it gets improvement into 101 students or 84.16 % belonging to the post test. From this data, it indicates that the students’ achievement for accuracy gets good progress and always improves from one cycle to other cycles. The table above also describes that the students’ achievement in line with readability shows that in the pre-test score of the students who get readable translation is 82 students or 68.33 %, it can be seen that there are 120 students or 100 % belonging to the Post-test. From this data, it indicates that the students’ achievement for readable gets a very good result. In line with acceptability, it can be seen that the students’ achievement of the pre-test score is 75 students or 62.50 %, then it gets improvement into 90 students or 75 %. This unstable progress influenced by cultural mastering. The table above also explains that the average students’ score of the pre-test is 5.7, then the average score of the students the post-test becomes 7.4 These data show that the average score of students achievement develops well. On other words, the students’ achievement in line with accuracy, readability, acceptability and average ability get very good development. In means that the interactive-communicative learning approach may develop
students’ achievement in translation course [37]. The implementation of teaching translation using interactive-communicative approach is effective enough to develop students’ translation skill.

5 CONCLUSION

Based on the analysis above, it can be concluded that the interactive-communicative approach can be used as an effort to develop students’ ability in translation skill. This approach can develop: 1) learning activity of students, 2) students’ activeness or students’ interaction in the teaching-learning process, 3) class management, 4) class environment, and 5) students’ achievement or students’ ability in translating text from English into Indonesian. By applying this interactive-communicative approach, students are able to interact one to another in supporting their activeness. The development of those interactions and activity has an impact on the development of the teaching-learning process and students’ translation skill. The progress of students’ ability can be seen also from the increasing score average. In the beginning of learning (pre-test), the scoring average was 5.7 while at the end of the class (post-test), the scoring average was 7.4. It means that there is a significant improvement in the teaching-learning process on translation course. The teaching-learning process of the translation course becomes more interesting, comfortable and enjoyable in joining the course.

REFERENCES


