



IMPROVING STUDENTS' COMPETENCY IN TRANSLATION AND LIFE SKILL THROUGH PEER GROUP CORRECTION IN TRANSLATION CLASS OF ENGLISH DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF MUHAMMADIYAH MALANG

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Abstract

The objectives of this research are to increase students' competence in translation and life skill. This research is a Classroom Action Research (CAR). The subjects of this research are 18 students of Department of English, Faculty of Teacher Training and Education, University of Muhammadiyah Malang who were taking translation. The data were gathered by using test, observing and interview. The steps in conducting this research is planning, implementation, observation, and reflection. In the planning activity, the researcher prepared the syllabus and lesson plans. In the implementation of Peer Group Correction in class, the students are divided into groups that consist of three up to four students depending on the number of the students in class. Each group is assigned to translate different texts from English into Indonesian. At every meeting each group presents their translation in front of class and the other groups or students give the comments and the idea to make the translation better, not sounding foreign, readable, and understandable. The students in class share with the other friends, they work together, they understand each other to make a good translation. In this activity, the teacher, as a facilitator, will give the comments if there is something debatable, and if the students find difficulties in finding the closest equivalence in the target language. Based on the data analysis, it can be inferred that Peer Group Correction activity could increase the students' translation competence and the students' life skill e.g. brave in giving arguments, self confidence, team work. The students are more aware to the social environment. The students feel more understanding of the others' ideas and they realize that comments from the other friends are beneficent to him/her. And they are also able to respect the others. And also from the presentation activity, the students are more confident. By having high confidence, the students will have positive thinking, and they will be more optimistic in facing life. So it can be said the classroom activity will give much contribution to the students' hard and life skills.

Key Words: Teaching, Translation, Peer Group Correction, Life Skill.

INTRODUCTION

It is a never-ending effort to create interesting teaching maneuver for the development of student's education. In 1916, John Dewey firstly defines the notion of teaching as providing students with the essential information. Later, in teaching world, educators not only demand on how to provide the information but also how to deliver them interestingly. English Education Department (EED) of University of Muhammadiyah Malang provides students with various competencies to produce competent graduates best in both academic and life skills for the needs of stakeholders later. Besides pedagogical courses, there are some content courses offered such as Translation to equip students with linguistics skills.

Students at translation class tended to keep silence and acted as obedient students who didn't have critical thinking. They just believed on teacher's explanation and very rare to have problems based discussion. This condition resulted on linguistics skill of students that should be mastered in working on translation project. Students' translation works seemed robotic sense, it was very clumsy and there were also very little improvement after getting feedback from teacher.

Students of this class also experienced with life skills issues such as self confidence and self independence. There weren't initiative from students to answer or give feedback on translation project. They loved to keep silence if the teacher didn't give prompts such as pointing at students to answer questions or even teacher should apply reinforcement approach in order to generate students' initiative of answering. This shouldn't happen by adult learners, as adult learners have responsibility in deciding the purpose of their learning.

To overcome those problem, considering the materials and the students' condition, Peer Group Correction was implemented. The main steps of Peer Group Correction include (1) Planning, present preparation, (3) product, the students' translation text (2) presentaion, presenting the result of the translation in front of class.

THEORETICAL BACKGROUND

The writer provides some theoretical background to support the research writing as follows:

The definition of translation

For some people, doing translation means changing the literal words from original language to target language. Meanwhile, the concept of translation is not as simple as thought, Munday (2000:4) mentions that the term translation itself has several meanings: it can refer to the product and the process. The product involves the translated text and the process involves the translator changing an original written text (source language) into written text (target language) in different verbal language.

Nida and Taber (1982:12) propose a rather complete definition of translation. According to the two experts, "*Translating consisting of reproducing in the receptor language the closest natural equivalence of source language message, first in terms of meaning and secondly in terms of style.*" The definition proposed by Nida and Taber contains some elements that should be taken into account by a translator in performing his/her task: reproducing the message, equivalence, natural equivalence, closest equivalence, priority on meaning and also style.

According to both theories above, the translator should try to reproduce the message contained in the source language into the one in the target language. In this matter, what the translator should do in translating is to create the equivalent message, not the form in the target language. Or it can be stated that an emphases should be put on the reproduction of the message rather than the conversation of the form or grammatical structures. To get such equivalent message, many grammatical and lexical adjustments should be made.

Based on the two definitions, it is known there are so many factors that should be considered to get a good translation. A good translation, therefore, does not sound like translation. It should be natural as if it is originally written in target language

Translator's Competence

Translating isa complex activity that not only needs academic skill but also soft skill. Larson (1984:22) says 'Translation is a complicated process. However, translator who is concerned with transferring the meaning will find that the receptor language has a way in which the desired meaning can expressed, even though it may be very different from the source language form'.

Translation, of course, cannot be separated to two aspects, they the aspects of linguistics and the aspects of non-linguistics. Nida says 'The actual process of translating can be described as a complex use of language; but the scientific study of translating can and should be regarded as a branch of comparative linguistic, with a dynamic dimension and focus upon semantics'.

Based on the explanation above, to be able to translate well, there are so many aspects that should be remembered by translators. They have to have knowledge to enable them to translate.

The work of translating is not only transferring them meaning from SL into TL. Besides the language knowledge (SL and TL), the translator should possess cultural knowledge, language style used in SL and TL as well as the process of translation. Nababan says (2004:70) that translators should be competent in (1) Language competence, (2) Textual competence, (3) Subject competence, (4) Cultural competence, (5) Transfer competence.

Importance of Students' Soft Skill

According World Health Organization (WHO), life skills as 'the abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life'. Besides, UNICEF defines life skills as 'behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills'. Life skill education is important because it helps adolescents to transit successfully from childhood to adulthood by healthy development of social and emotional skills, help in the development of social competence and problem solving skills, which in turn help adolescents to form their own identity, it promotes positive social norms that can impact the adolescents health services, school and family, promotes the development of positive self-esteem and teaches anger control (Ruchismita).

Peer Group Correction Improve the students' Competence and life skills

As a social human, students need the others to get good progress. Each of the student depends each other. It is inline with what Johnson & Johnson (1989) said. As Peer Group Correction one of cooperative learning, so in doing peer group correction students works together in a group in order to promote both their individual learning outcomes as well as the learning outcomes for their peers (Johnson & Johnson, 1989, in Herrmann, 2013). The students are dependent each other. Education is a social practice, so in the process of learning process involves the direct interaction of teachers and groups students (Kember, 2000:24)

The steps of Peer Group Correction are (1) The students translate English text into Indonesia Language by working in group, (2) Each of group presents their translation in front of class, (3) Each of the members of the group, in turn, explains the their translation as well as gives the reason of choosing the equivalence, (4) the other group pay attention to the explanation and give the idea or the comment on the translation presented in front of the class, (5) The teacher gives the comment or idea if it is needed, (6) The group who presents gives the argument, and if it is necessary, they revise their translation, (7) The students and the teacher conclude the final translation.

METHODOLOGY

Research Design and Setting

This study is a Classroom Action Research with qualitative approach. Qualitative approach is aimed to improve the students' translation competence and life skills such as brave in giving argument, self confidence, and team work. This research was conducted in two cycles. Each cycle consisted of two meetings which took 2 periods of lesson for each meeting (2 x 50 minutes). Each cycle was referred to the spiral Model of Kemmis & Taggard (1998) which consisted of four phases namely



planning, implementing, observing, and reflecting. This study was conducted from February 28, 2012 up to May 31, 2012.

Participants

There are 18 students in Translation class (8 males and 10 females) that have passed. The research was conducted at Translation class of English Education Department, Department of English, Faculty of Teacher Training and Education, University of Muhammadiyah Malang, Indonesia, that consisted of 18 students, 8 male and 10 female students.

Instruments

The instruments used in this research were the implementation monitoring to know the students' braveness in giving the argument, self confidence, and team work. The test was used to know the students' competence in translation.

Data Collection, Procedure, and Analysis

The data was carried out from the beginning to the end of the data collection. The data collected were then analyzed qualitatively to find out the students' bravery, self confidence, and the students' team work. From the students' translation, it can be known the students' translation competence and it is measured by using the criteria of translation of Rochayah Machali.

RESULT

The Improvements Students' Translation Competence through Peer Group Correction

The result of previous research of the students' translation is considered low. After implementing Peer Group Correction, the students' translation competence increased in cycle I and cycle II. It can be seen in Table 1 as follows.

The Cycle I

In cycle I, the process is called as *planning activity* that the researcher conducted the planning process by giving various texts topics to the students such as education, health, engineering and others. Students, then, were asked to translate those texts with their friends in group consist of 3 to 4 students. In this phase, students shared their understanding through reading the texts. At the end, students presented their sharing results in front of the class; each group was offered one meeting to present their understanding of what they have translated. The second phase in cycle I called as *implementing activity* that participant student gave their comment or ideas of the presentation. Students peer correction also applied in this phase that was while they were delivering their ideas or opinions. Teacher could see that students were cooperative and collaborative in their discussion. They set correction and share opinion each other. Meanwhile, the teacher also put the action by observing students confidence as a part of life skill assessment. At this point, teacher always gave feedback of students' mistakes. This phase is called as *observation* where the position of teacher was as participant as observer. Based on teacher observation, students clearly changed their behavior of thinking through their confidence. Students whom seemed confidence tend to speak more and share their ideas while students who had confidence problems tend to keep silence and experienced deficiency in their sentence construction. Some students tended to keep silence that resulted in unorganized sentences; while some others mentioned their best performance proving by the use of sentences. In observation phase, teacher also gave score for students presentation that consisted of ability to understand the content, ability to compose sentence of translation, ability to share ideas and opinion. Based on score of the translation test, it can be seen that the students' score increased if it was compared to the preliminary study, but it still was less satisfactory. On the other hand, student's life skill such as their

braveness, self confidence and team work were gradually improved though they were also less satisfactory from the preliminary study. Based on the reflection on students' score and life skill, the researcher decided to continue the research in the next cycle.

The Cycle II

There were some innovations to expand students' translation competencies as well as their life skill. Therefore, after reviewing the results of Cycle I, the teacher decided to change some aspects for further improvement. For example, teacher decided to change her standing position. In Cycle I, teacher was in front of the class observing the process of teaching and learning while in Cycle II the teacher changed the position by observing students at the back. Accordingly, this technique contributed great results of students' achievements both in translation skill and life skill. The procedure of Cycle II phase is similar with Cycle I like *planning, implementing, observing, and reflecting*. In *planning* activities, students still received similar treatment by translating different kind of topics with their group. Students still did discussion by analyzing appropriate translation from Bahasa Indonesia context to English and vice versa. Differently, in *implementing* activities, students performed more confidence in commenting their friends' works. Students looked free to give feedback or even correcting the works. On the other hand, teacher didn't show intervention to students' activities likewise in the first phase. Based on teacher's observation, students looked more independent without teacher's prompt and guidance. Students had shown their capability in translating as well as giving feedback to others students and it can be seen very small number of students were silence in class. Students' braveness, confidence, comfortable looked well improved compared to the previous Cycle. Thus, teacher came to a decision that the Cycle of this research stopped in the second cycle. The result of the implemetation can be seen in table I.

Table 1:The Score Of Students' TranslationStudents' Score Of Translation

Students	Previous research	Cycle I	Cycle II
1	65	70	80
2	70	80	74
3	65	70	67
4	65	70	46
5	73	80	87
6	70	75	78
7	68	70	75
8	70	78	79
9	65	78	76
10	70	70	81
11	65	68	69
12	75	78	65
13	68	75	73
14	68	78	78
15	65	75	77
16	70	70	70
17	67	70	84
18	70	70	79
Total Score	1229	1325	1338
The Average	68.28	73.61	74.33

Table 2. Observation of Learning Activities

Student Activities	Cycle I		Cycle II	
	1	2	4	5
Students' paticipation in giving the comment,idea, and revision	7 (38.89%)	11 (61%)	13 (72 %)	15 (83%)

DISCUSSION

Some perceptions on how easy to be a translator as translating is just changing literal words from original language to target language should be eradicated. As mentioned by Larson (1982) that translation doesn't need only translation skill but also life skill in line with the results of Cycle I and Cycle II in this research. This research has shown that by having mature confidence of thinking, students looked more ready in any challenge. Teacher could admit that all students' translation works were closest to natural equivalence of source language message. Nida and Taber (1982) proposed that translator competence could not be separated from two aspects, they are linguistics and non linguistics. Linguistics aspects play an important role as without experiencing this part, there won't be any translation text produced.

On the other hand, the implementation of Peer Group Correction increased both students' translation competencis and the students' life skills.As mentioned by Johnson and Johnson (1989), peer group correction promotes individual learning outcomes because students are actually working together with their friends. Peer Group correction helped some students who didn't want to share their ideas and just followed their friend's saying. It can said that the students feel more comfort in studying so it promoted the individual outcomes and students in class socially interdependence (Hermann, Kim J).Based on the students'score, most of the students' score (88%) increased, there were two students (12%) did not increase.It was said that the improvement is successful because more than 75 % students got good score.The total improvement was 6.05%. Based on the observation, the implementation of Peer Group Correction also increased the students braveness, self confidennce, and team work.Based on the data, it was found that the students' life skills increased after Peer Group Correction was implemented.The total improvement from Cycle I up to Cycle II was 54.11%.

CONCLUSION

Based on the preliminary conducted by using observation, interview, and questionares. The results showed that (1) the students found some difficulties in finding equivalence, (2) the students found non linguistics aspect in translating, (3) the students did not self confidence stand in front the class in presenting his/her translation, (4) the students did brave enough in giving the argument in discussion in finding the closest equivalence, (5) the students did not feel good if the other students critized her/his translation.

From the results of this research there are some points that leadto one point that improving students competencies in translation is influenced by several aspects such as translation skills, life skills and peer group correction. However, there is another point that based on teacher's perception it was also contributed on students' translation competencies. The important point is teacher's standing position. To have more explanation on each aspects, the researcher provides a salient information deals with improving students competencies in translation:



Translation Skill

Because all students were generated based on group working activity, immensely, students get various knowledge on how to produce communicative translation product. All ideas from member of the group will be a treasure for students in constructing well translation product.

Life Skill

Team work or group discussion were two models of learning process that were applied by the teacher. Teacher always asked students to solve the problems of translation text by group. From group discussion, it is inevitably that students must have braveness to loud their voice in forms of ideas. Accordingly, students will be mature of thinking because they have good self confidence.

Peer Group Correction

The implementation of Peer Group Correction increased the students' translation competencies. Students looked more mature in composing appropriate text from original language to target language. Peer group correction helped students to think critically because their peers give feedback and share their ideas. Without thinking deeply, all feedback and ideas wouldn't be filtered that resulted in bad translation work.

Teacher's standing position

Accidentally, teacher's standing position also influences students' improvement in academic and life skill. In the process to get though Cycle II, teacher changed to be behind the students and let the students to be the frontier or in other words, teacher let the students to be the frontier. Surprisingly, students' attitudes change that resulted in their confidence. Later this confidence leads them to produce communicative translation product. Indeed, it could be stated students need to express their ideas freely without limiting on teacher's supervision.

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