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THE 2nd ANNUAL INTERNATIONAL SEMINAR ON TRANSFORMATIVE EDUCATION AND EDUCATIONAL LEADERSHIP

Educational Research to Endorse Productive and Innovative Generation in the 21st Century

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October 16-17, 2017

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Preface

The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL with web link is http://aisteel2017.unimed.ac.id/) was held on October 16 -17, 2017 in Medan City, Indonesia. This conference was organized by Postgraduate School, State University of Medan (Unimed) and is the routine agenda at Unimed now. The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, researchers, lecturers and students from universities both in and out of North Sumatera participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

2nd AISTEEL is the annual international seminar with main aim is to discuss of recent research special for Transformative Education and Education Leadership. Several topics like: Teachers Education Model, Research Global Issue in Education, Mathematics and Science Education, Social, Language Education, Vocational Education, Curriculum, Economic, History and Management Education have been discussed at the 2nd AISTEEL 2017. 2nd AISTEEL international seminar provided experts’ view on transformative education and educational leadership as well as curriculum article presentation. There were five keynote speakers have been came Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, and Dr. Yulia Rahmawaty. The organizer had been use online submission system to receive all abstract, full paper and also communication with authors. All of information include with comment of reviewer can be checked real time by author.

Chairperson

Dr. Rahmad Husein, M.Ed
Welcoming Speech of Director of Postgraduate School State University of Medan

The Second Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL)

The honorable,
- Rector of State University of Medan, Prof. Dr. Syawal Gultom, M.Pd.
- Vice Rectors of UNIMED
- Professor Keiichiro Yoshinaga, PhD, Institute of Liberal Arts and Science, Kanazawa University – Japan
- Dr. Bambang Sumintono, M.Ed., University Malaya – Malaysia
- Dr. Sitti Maesuri Patahuddin, Faculty of Education, Science, Technology and Mathematics, University of Canberra – Australia
- Yuli Rahmawati, Chemistry Education Program, Universitas Negeri Jakarta
- Deans of Faculties of Education, Languages and Arts, Social Sciences, Natural Sciences and Mathematics, Engineering, Sports Sciences, and Economics
- Vice Directors of Postgraduate School of UNIMED
- All speakers, lecturers, researchers, students, and participants

Good Morning
Welcome the honorable guests speakers Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, Assoc. Prof. Emilia Zulmira de FAN, and other speakers, lecturers and students from outside and inside Unimed to this international seminar which is the routine agenda at Postgraduate program of Unimed now. I’m glad that ‘The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, lecturers and students from universities both in and out of North Sumatera. and participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

Ladies and Gentlemen,

In this second seminar excels the first one related to the administration by online and the publication index by either Thomson Reuters or Google Schoolar. By the new policy on student’s publication, postgraduate program really matches the system, particularly for the students who will sit in the oral defence examination. Through the seminar, the postgraduate students improve their article journal writing and it is proved by many articles are submitted by the students.

The plenary speakers coming from 15 provinces in Indonesia will present topics covering multi disciplines. They will contribute a lot of inspiring inputs and new knowledge on current trending educational research topics all over the world. The expectation is that all potential lecturers will share their research findings to educational scientists and researchers as well for improving their teaching process and quality. Thus, this will contribute to the next young generation researchers to produce innovative research findings in education and educational leadership contexts.

This second seminar continues the promotion of the first sequel ‘Developing Future Teachers’ Education Model. Therefore, the propose of this second seminar on the transformative education and educational leadership research will trigger the young professional lecturers and educators to compete in the invention of innovative educational teaching and learning strategies, techniques and leadership.

I hope that the scientific attitude and skills through research will promote Unimed to be a well-known university which persists to be developed and excelled in the future.

Thank you the Rector of Unimed who always supports us in organizing the seminar. Thank you all guest and plenary speakers. Special thanks to both steering and organizing committee who have well-coordinated and collaborated in actualizing the seminar.

Director of Postgraduate Unimed

Prof. Dr. Bornok Sinaga, M.Pd
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Students’ Response and Difficulties in Initial Stage of Translation Teaching in EFL Class

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ABSTRACT

The use of translation in language teaching classroom is rising in the recent years. Although there are many study that proof the usefulness of translation teaching, but many argue on its effectiveness and administering. This study aims to investigate the usefulness of translation in two major of students in Universitas Sumatera Utara. For this purpose, a sample of 84 students of Economics and Engineering Faculty was selected randomly. During the course both groups received translation oriented techniques aiming at teaching. Some textual features and the cross linguistic differences between Indonesian (L1) and English (L2) were recognized. A developed questionnaire was given before pre-test translation identify the interest and attitudes of students toward the translation course. The problems encountered by student are stylistic, linguistic and cultural differences. The students attitudes were positive because the translation activities help them to improve lexical knowledge, acquire more fluency and fastness in re-expression, improving their pragmatic conventions, raise awareness of the differences between both linguistic systems, and improve grammatical knowledge. Teaching translation in EFL class needs the attentive activities and time consuming, thus the proper task duration and schedule necessary to be settled.

Keywords: translation, teaching, method, usefulness, EFL

1. INTRODUCTION

Translation is a creative activity and has a great responsibility to develop better understanding among people. Many theorists, linguists, and teachers agree on the importance of using translation in foreign language classes. Atkinson is one of the first and chief advocates of using translation technique in the communicative classroom. He also argues that translation from mother language to the target language which emphasizes a recently taught language item is a means to reinforce structural, conceptual and sociolinguistic differences between the native and target languages. The actual usefulness of translation in English classes lies in exploiting it in order to compare grammar, vocabulary, word order and other language points in English and the student's mother tongue.[1]

The proponents of using translation technique in L2 instruction claim that the use of translation activities not only has a positive effect on students’ second language learning, but also may help them improve the way they learn the target language. [3] contends that treating translation technique as a classroom resource opens up a number of ways to use it, such as for teachers to convey meaning, explain grammar, and organize the class, and for students to use as part of their collaborative learning and individual strategy use.[4]

[9] views translation as a pedagogical tool that can be successfully employed at any level of proficiency at school or University, as a valuable and creative teaching aid to support, integrate and further strengthen the four traditional language skills: reading, writing, speaking and listening. Accordingly, translation in foreign language classes can set a useful ground by which ample opportunities are provided for the students to view language as a holistic system with unique communicative capabilities, no matter what proficiency level they are in. Moreover, translation activities need not be used in isolation, but should be included in an inherent part of the language learning course. Translation plays a very important role in an increasingly globalised world and in increasingly multilingual Europe where it is used on daily basis.[10]

Contrarily, [12] briefly summarizes the main reasons why translation unfavorable in language teaching. Malmkjaer argue that translation teaching is appropriate for training translators.

The utilization of questionnaire in recognizing the student's opinion has suggested in EFL class [2], Carreres conducted a questionnaire among 31 students and third year students of modern languages at the University of Cambridge. All respondents agreed in that translation should be taught in a modern language degree. A half of respondens considered that translation is one of the most effective methods to learn a language, though not all of them found translation activities enjoyable or gratifying.

[5] strongly supports the view that translation is an excellent means of improving one's language because it invites speculation and discussion. Other advantages of
translation are that it helps students develop three essential qualities: accuracy, clarity and flexibility and that students can see the link between grammar and usage. Furthermore, translation can also be an appropriate technique to introduce new words or even to explore the obscure nuances between terms. [5]

However, translation practice can raise students’ awareness on the fact that, as a rule, there is not a perfect one-to-one correspondence between the languages involved. They can understand the problematic nature of translation and focus on linguistic, extralinguistic and cultural gaps between the two languages.[6] In fact, most translation tasks require students to reflect on how to achieve equivalence semantically, functionally and pragmatically, so they can put their efforts in trying to look for adequacy and appropriateness for the communicative purpose defined in a specific translation assignment.

In Taiwan, [10] explored the role of translation in EFL learners in terms of their learning beliefs about using translation and their main learning strategies. Students showed a medium to high level use of translation as a learning strategy. They also reported that translation played a positive role in their English learning experiences, but more proficient learners tended to report negative beliefs about translation and less use of translation, as compared with less proficient learners.

Thus, the objective of this study are to examine:
1) the effect translation activities may have on teaching and learning foreign language skills and components, especially on students’ grammar
2) the difficulties encountered when translating from English into Indonesian and vice versa, and
3) the benefit of translation teaching in EFL class.

2. METHOD

2.1 Participants

For purpose of this study, a sample of 84 students of Universitas Sumatera Utara who studying Economic and Engineering both male and female, aged between 18 and 21, was randomly selected. The selected sample was divided into two groups. By giving the questionnaire and pre-test on translating, the researcher wanted to find out the interest and basic level of English between two groups before give the advance learning on translation.

2.2 Instruments

The instrumentation used in this preliminary stage are Oxford Online Placement (OPT) Test was used for identifying the sample’s proficiency level and the translation material that was selected from the reading module.

2.3 Data Collection Procedures

After carried out the OPT test, the respondent was classified into three proficiency levels. Based on their obtained scores, the respondents are classified into elementary, intermediate, and advanced level. The test was comprised of 20 multiple-choice and 5 openly questions, with a 45 minutes time period.

The two experimental groups were given the introductory to translation theory before giving them the first assignments in translation. This assignment took 3 weeks-course. The test was first piloted with 30 learners and some necessary changes were applied in terms of item characteristics, i.e., item facility and item discrimination, as well as reliability. In order to gauge the participants’ opinions and attitudes toward the usefulness of translation activities in their foreign language learning, the researcher provided the participants of experimental group with a well-organized questionnaire. Giving some explanation on the reason the questionnaire was used, and some instruction on how to answer the questions, the researcher asked participants to complete the questionnaire. The questions were all multiple choice, so the participants were asked to choose from among 5 possible choices, based on the Likert Scale (i.e., completely agree, agree, not sure, disagree, completely disagree), the best one that is in line with their personal opinion.

3. DISCUSSION AND RESULTS

3.1. Students’ Interest towards Translation

The instruments used in the survey included a questionnaire and a pre-test. The procedure followed consisted of two stages: students were first administered a level test and an initial questionnaire on the first day of class and, at the end of the semester, they had to complete the second questionnaire and another level test. Questionnaires from subjects who did not participate in both stages or who failed to complete the questions in the questionnaires were discarded, resulting in the aforesaid total of 155 students in the final analysis.

The first questionnaire was divided into three main parts:

1) Personal background information: This section included questions on students’ age, gender, years of study. However, these variables (as well as the results obtained in the level test) were not finally taken into account in the present study, since a preliminary analysis of the results did not reveal any noteworthy differences between them as regards their attitudes towards the use of translation.

2) How respondents points about translation? The subjects responded to ten items on the Likert scale of 1 to 5, indicating the degree to which they agreed with statements concerning their opinion about translation: 1 for Strongly disagree, and 5 for Strongly agree*.
3) Which are your preferred language learning activities? This was an open-ended question in which students were asked to list their favorite activities, though no specific classroom practices and activities were provided, and no indications were given as regards number of activities to include or information on the activities to provide.

The second questionnaire consisted of four questions:

1) How motivating are the following activity types? Respondents were asked to rank six activity types in order of preference, being 1 the least motivating type and 6 the most motivating one. Since identifying all of the possible activities that can be used in the FL classroom may seem unattainable, only six main categories were established for this survey: activity types focusing on reading, writing, language use, oral speaking/performing, and listening/watching (following Young et al., 2011, p. 1) and translation tasks.

2) Which are the main problems you encountered when translating from English into Indonesian and vice versa? Eight categories of translation problems were devised and students had to rank them with 1 being the most problematic and 8 being the least difficult.

3) Why do you think translation tasks can be useful? How can translation contribute to language acquisition? Respondents had to rate 15 items on the 1 to 5 scale, all of them relating to aspects that contribute to the development of translation competence. They were also encouraged to write any other relevant comments regarding the usefulness (if any) of translation.

4) How useful are these activity types in developing your communicative competence? Students had to state how useful they thought the six activity types were when acquiring a FL, being 1 not really useful and 6 very useful.

The collected data from the questionnaires were quantitatively and qualitatively analyzed and graphed in order to find percentages for each question. When asked about the main difficulties encountered when translating from English into Indonesian and vice versa, students had to indicate the degree to which they considered that the issues specified resembled the translation problems they had over the semester.

Table 1: Students’ responses to translation teaching

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Average scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am exciting to attend the translation class to learn English.</td>
<td>4.6</td>
</tr>
<tr>
<td>2</td>
<td>Translation classes are more enjoyable by discussion in groups</td>
<td>3.7</td>
</tr>
<tr>
<td>3</td>
<td>I make faster progress in English reading comprehension by means of translation.</td>
<td>2.8</td>
</tr>
<tr>
<td>4</td>
<td>The translation task and discussion arise my self-confidence when it comes to answering a reading comprehension question.</td>
<td>4.2</td>
</tr>
<tr>
<td>5</td>
<td>Translation task familiarized me with the target language culture.</td>
<td>4.8</td>
</tr>
<tr>
<td>6</td>
<td>Translation activities helps me better recall the content of a lesson later.</td>
<td>2.78</td>
</tr>
<tr>
<td>7</td>
<td>Translation activities serve as an adequate learning strategy in foreign language classes.</td>
<td>4.46</td>
</tr>
<tr>
<td>8</td>
<td>I feel under pressure when asked to express my opinion in English.</td>
<td>3.2</td>
</tr>
<tr>
<td>13</td>
<td>Translation task improve my Grammar and Writing skill significantly</td>
<td>2.86</td>
</tr>
<tr>
<td>9</td>
<td>Translation activities enhance my comprehension on English text</td>
<td>4.8</td>
</tr>
<tr>
<td>10</td>
<td>By active in discussion, I gain positive attitude toward learning English.</td>
<td>4.2</td>
</tr>
<tr>
<td>11</td>
<td>At some stages of learning, I cannot learn the foreign language without some translation activities.</td>
<td>2.4</td>
</tr>
<tr>
<td>12</td>
<td>The teacher’s use of Indonesian language helps me learn such pragmalinguistic resources of English as register, genre, and some meta-discourse markers.</td>
<td>4.7</td>
</tr>
<tr>
<td>14</td>
<td>Translation activities helps me gain the knowledge about the English vocabulary and idioms easier.</td>
<td>3.4</td>
</tr>
<tr>
<td>15</td>
<td>Sometimes I use Indonesian whenever it is hard to express the opinion in English.</td>
<td>4.3</td>
</tr>
</tbody>
</table>

3.2 Pre-Test Translation

In the pre-test translation we examined the usefulness and validity of translations as a way of creating the students'
self-awareness to their own limitations in rendering the L1 into L2. We analyses the L1 text and its English version produced by the students to attempt to draw possible insight. The students who worked on the texts were supposed to have attained an advance level of English when they attend the pre-test.

Eighty four written English versions of Indonesian text are collected from the students. We have included all those mistakes that we have judged relevant enough, either for the number of times that were made or because we had not expected to encounter them at this stage.

| Table 2. The mistakes and occurrences made by the student in Pre-test |
|--------------------------|-------------------|-----------------|
| Mistake                  | Occurrences | Correct form    |
| which stays here is come from | 7           | who stays here is from |
| married with             | 16          | married to      |
| give me an information   | 11          | give me some information |
| should not to smoke      | 32          | should not smoke |
| themself                 | 8           | themselves     |
| said me                  | 4           | told me        |
| was boring               | 39          | was bored      |
| listen me                | 25          | listen to me   |
| speak english good       | 6           | speak English well |
| didn’t meet nobody       | 28          | didn’t meet anybody |
| in 8:00 pm.              | 15          | at 8:00 pm.    |
| he is success            | 21          | He is successful. |
| account you have         | 3           | account do you have |
| do you like              | 34          | Would you like to |

We will make no distinction between types of errors for our purposes and, therefore, we will obviate any previous distinction between types of mistakes. Some researchers have spoken of errors caused by fatigue and inattention, or “performance” errors, and of errors which stem from a lack of knowledge of the grammar or “competence errors”

3.3. Administering of Translation activity

This step giving to raise awareness of the role of context and register by divide the text into three parts, A, B and C; form groups of three and give each a different section to translate. The students who were given the same portion of the text form new groups of three in which they compare and discuss their translations. They also try to agree on a best version. The students go back to their original groups, put the translated text together, discuss it and make necessary changes.

3.4. The Problem Encountered

There are 8 categories the difficulties encountered by the students. They are inline with the Hale and Campbell (2002, p.14). The difficulties are:

1) The grammar problems: the difference of both language structures

2) Text type problems: specific function of the text, subject-matter, etc.

3) Register problems: formal language, colloquial language, dialects, sociolects, and any other deviation from standard language.

4) Cultural problems: culture-specific terms, differences between cultures, etc.

5) Stylistic problems: translating poetry, puns, humour, metaphors, etc.

6) Historical-temporal problems: historical issues, texts that are temporally distant, etc.

7) Lack of resources: dictionaries, encyclopaedias, style books, etc.

8) Time available: not enough time to carry out the task.

3.5 The Benefit of Course

By analyzing the comments of the students on benefits and applications of using translation, there are six benefits of the course. The courses improve the students’ lexical, grammatical and textual knowledge. It is also help the student in acquiring the fluency in re-expression of both languages. Raise the awareness of the differences of the linguistic systems of L1 and L2. This course also reduce the mistakes in transfer both language.
The use of L1 in the process of L2 acquisition would be of great help for foreign language learners and pave the way for their learning. Accordingly, EFL teachers should take the use of students’ mother tongue into consideration as a pedagogical tool in the process of teaching. It does not seem reasonable to deprive learners from deploying this recourse at the expense of exercising an English-only atmosphere in the classrooms, by virtue of the fact that mother tongue is truly a very rich resource of linguistic knowledge with which any L2 learner is already equipped.

As mentioned earlier, on one hand, reading in a foreign language is not a monolingual event (mental translation), and on the other hand, the students are not skillful enough to understand the passage thoroughly. Therefore, the teacher may help them by providing the translation of the gist of the reading passage and facilitate the process of comprehension.

In some special kind of reading passages, mainly texts about culture and traditions of the people of other nations, beginner learners may not be successful in comprehension due to that lack of background knowledge and cultural differences. In this regard, translation technique and the use of students’ first language might be helpful as it help them to better understand the target language culture and related issues.

4. CONCLUSION
Translation is indeed an act of communication across languages and cultures, as it is a naturally occurring activity that takes place in the real world. Translation is effective method in EFL class by administering the appropriate translation activities and choosing the most appropriate forms of classroom interaction. It can be invaluable in promoting discussion and helping us increase our own and our students’ awareness of the inevitable interaction between Indonesian and English.

The main translation problems encountered were also taken into consideration. In Indonesian-English translation class, the problems consist of stylistic, linguistic and cultural problems. The students opinion revealed the positive feelings when dealing with translation difficulties. Their attitudes were extremely positive because translation could help them acquire knowledge about the source and target cultures, improve knowledge of language registers and dialects, improve lexical and grammar knowledge, acquire more fluency and fastness in re-expression and raise the awareness of the differences between both linguistic systems.

Teaching translation in EFL class needs the attentative activities. It can be integrated in reading, listening and writing activities, and also in vocabulary and grammar practice. Since translation is time consuming, the proper task duration and schedule necessary to be settled.

REFERENCES


