

TEACHING TRANSLATION THROUGH THE INTERACTIVE WEB

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ABSTRACT

Translating is a complex and complicated process because it is not only rendering forms of language but also transferring meanings and styles of culture. It needs both a basic knowledge of English and content mastery to produce good products of translation. Teaching translation through the interactive web helped translator students easier, faster, and better translate texts from one language to another one, from example from English into Indonesian language. The problem happened in the Translation Class II taught in the English Department of Semarang State University, Indonesia. The research method used was Action Research that led five steps of research: Identifying the problem, gathering data, interpreting data, acting on evidence and evaluating result (Ferrance, 2000, p.9). In this study I used online tools that facilitated the teaching translation process, such as search engines of translation, translation class sites, tutor and learner blogs, and translation web quests. Practically those online teaching tools were implemented in and out the classroom. The teacher instructed students through the class sites, tutor blog and web quest while the students did their translation practices and tasks using search engines of translation through the learner blogs. The research result showed that teaching translation through the interactive web improved students' translation products from the average score of initial test 73 to the average score of final test 89. It means that this action was significant that increased the progress score up to 1.6.

Keywords: teaching translation; interactive web, translation class site; tutor and learner blog

INTRODUCTION

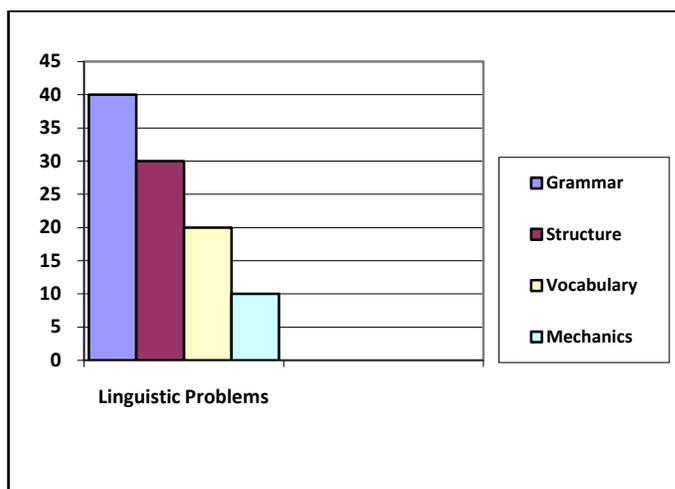
Teaching translation using traditional and conventional methods make our students bored. The term traditional or conventional methods refer to the ways of teaching that apply or use pencil-paper based system. This system of teaching and learning seems monotonous. When the students were given copied materials that they must read, they were not enthusiastic to do and felt bored. They said it was not interesting because the textbooks of translation theories they should read were too thick and those made them

tired to read. The other activity that made them usually bored was translating texts from Indonesian to English on a piece of paper provided. It seemed usual for all students to do this; however, it was too conventional done in a modern technological era.

Beside the teaching technique problems discussed above, the linguistic problems of translation from Indonesian into English that students had were grammar, structure, vocabulary, and writing mechanism. Firstly, they had difficulties in using accepted

grammatical patterns in the target language. The English grammar in their translation product was unacceptable. Secondly, the English structure of translation they produced was still in Indonesian nuance structure. Thirdly, the vocabulary or word choice they chose was not appropriate yet. Fourthly, the writing mechanism they kept in terms of punctuation, capitalization, and spelling was still incorrect. The four

problems of linguistics that the students had based on the research need to be solved and found out the solution so that the students can feel enthusiastic and motivated to learn translation studies theoretically and produce good translation products. The students' problems of linguistics in translation practice can be described through Graph 1.



Graph 1. Linguistic Problems of Translation

The problems of linguistics, based on the preliminary investigation that the students had during translation activity, covered the grammatical problem was 40%, structural problem was 30%, lexical problem was 20%, and mechanical problem was 10%.

To anticipate the boring and monotonous activity of translation and improve their linguistic mastery of translation, the researcher tried to conduct and deliver the teaching translation through interactive web in and out the classroom. This was done in order to motivate students and make them usual in using technology, avoid the monotonous teaching technique and improve their linguistic competence

through interactive web. On the other hand, it is time for all teachers in general and translation teachers or lecturers in particular to try to develop their classes through web technologies. For example, students of translation class today must be literate on technology in order to be able to explore all information of translation studies through websites. Teachers or lecturers of translation can set and manage some activities for students and his or her duty in the class through reading online journals of translation, reading e-books of translation downloaded from internet, delivering PowerPoint slides for one-computer classroom teaching, conducting communication through emails between

teachers and students, making a tutor blog for posting assignments for students and giving feedbacks on their blog comment spaces, making learners blog for checking students' translation works by online, and providing a class site for displaying a curriculum, syllabus, lesson plans, lesson materials, assignments, and other important information for teaching and learning process. However, there were only four main products of interactive web used in this study covering tutor blog, learner blogs, translation class site, and online translation tools from search engines. The teaching and learning process using those web technology products like this is called as Interactive Web Teaching Approach (IWTA).

Talking about blog, Parent (n.d.) states that a blog (sometimes referred to as a weblog) is a web publishing tool that allows authors to quickly and easily self-publish text, artwork, videos, pictures, links to other blogs or Web sites, and a whole array of other content. Then Pinkman (2005) in Tseng (2008) said that "a blog works as an online journal and the content is traditionally personal. Blog users can update the content at any time as long as they can access the Internet. The layout of blog is usually user-friendly. It allows users with little or no computer background to create, design and maintain their blogs" (p. 169). In relation to the blog classification, Campbell (2003) in Tseng (2008) specifically points out three types of blogs used in EFL classes:

(1) The tutor blog: it gives daily reading practice for students since the teacher can post handouts and a syllabus, or provides some websites related to lectures for students to read. It also can encourage students to give comments to tutor's blogs or their classmate's

blogs, and do some online verbal exchange.

(2) The learner blog: The blogs can be used as journals for writing practices, or for personal expression. Students can develop a sense of ownership that they are the masters of their own blogs, and they can gain the experience of exchanging comments with their teacher or their classmates.

(3) The class blog: students could have joint access and publishing rights to create and maintain their class blog. All the posts and messages are transparent and can be commented on by other students, tutors and friends.

In this study the researcher only used two types of blogs: the tutor blog and learner blog while the class blog was represented by using the class site. In relation to the class site, Arsenault and Sabramowicz (2009) stated that "a class site is a site that is designed and edited by an instructor providing some information for students and arranging contents from which the students can read. The class site usually has some components like announcement, calendar, tasks, links, share documents, and team discussion" (p. 7). The class site that the researcher used in this study was designed for teaching translation class, so the components that the translation class site has are home, assignments, exercises, lesson materials, lesson plans, links, and teacher's profile. These components contain some information for students to follow. Besides using tutor blog, learner blogs, and translation class site, in this study the researcher introduced students to choose one of four online translation tools that are available on the following links:

<http://www.freetranslation.com/>,
<http://www.bing.com/translator>,
<http://www.frengly.com/>, and
<http://online.translate.ua>.

The students were suggested to use these media just for helping them to quicken the translation process. Though they used the online translation tool, they had to revise and edit the translation product accurately and naturally.

METHODOLOGY

There were 29 students as the research participants. They were the sixth semester students of English Language and Literature Department of Semarang State University

that took the subject of Translation II (Indonesian to English translation).

There were four types of online interactive media used in this study: 1) Translation class site (Figure 1), 2) Tutor blog (Figure 2), 3) Online translation tool (Figure 3), and 4) Learner blog (Figure 4). The Translation class site was designed by the researcher himself using the application provided by the Google site. It contains some components that are very useful to inform assignments, exercises, lesson materials, lesson plans, links, and teacher's profile. This site is on <https://sites.google.com/site/translationclasssite/>. See the Figure 1.

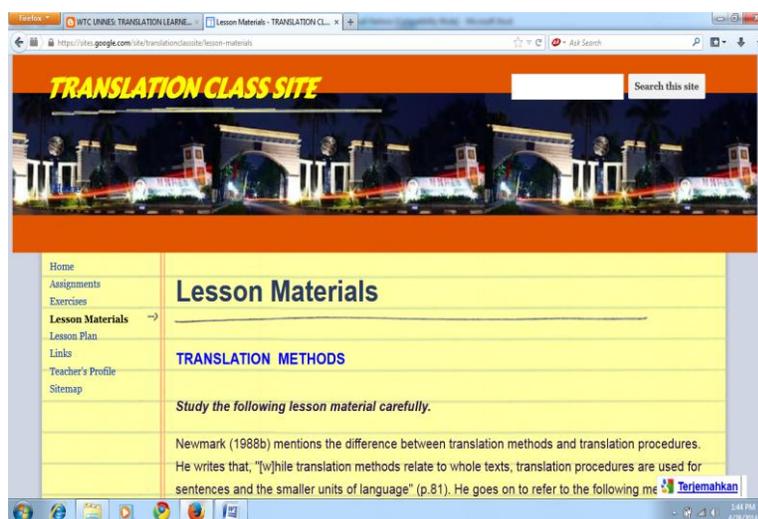


Figure 1. Translation class site

The tutor blog (Figure 1) was designed by using the blogger provided the Google search engine. This blog was prepared to post information, lesson materials, assignments, and links for students to know.

I instructed them to see the tutor blog weekly because a translation assignment was usually published for students to do. This blog can be visited on <http://dunia.terjemahunnes.blogspot.com/>.

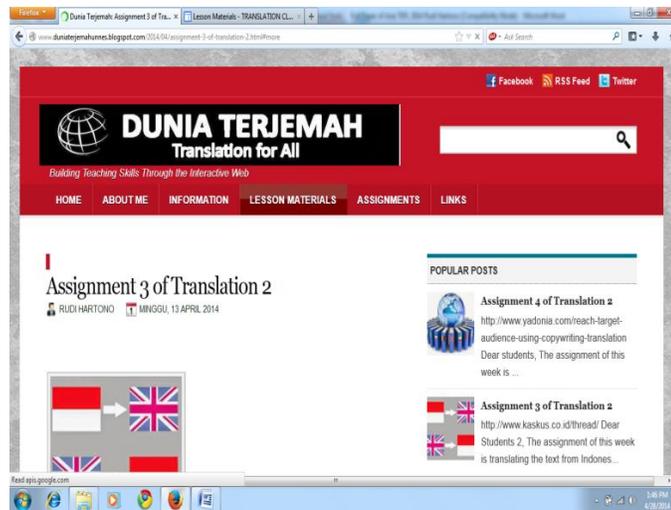


Figure 2. Tutor blog

In this study, as stated in the introduction above, there were four online translation tools that were introduced to the students to choose for their translation process. Figure 3 is the sample of the online translation tools taken from the Bing search engine named Bing translator. This application can be seen

on [http://www.bing.com/ translator](http://www.bing.com/translator). This online transtool produces more accurate translation products than the other online transtools; however, we still must revise some incorrect grammar and structure, inaccurate meaning, and not standard mechanics.

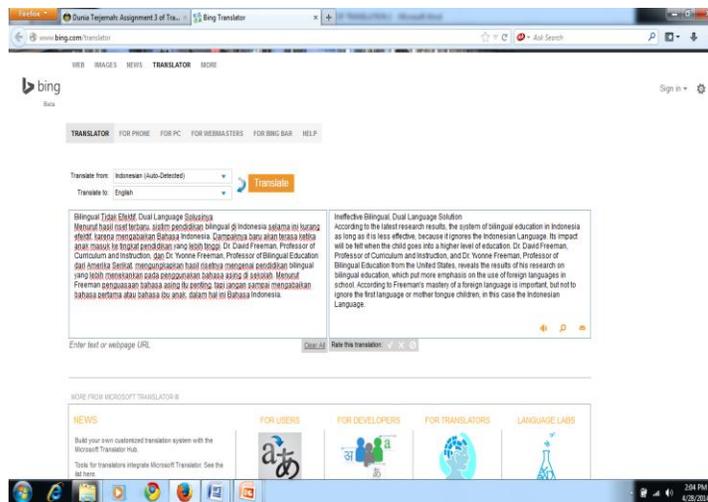


Figure 3. One sample of online translation tools

The last online media product used in this study was the learner blogs (Figure 4). Before the study began, the researcher asked each student to create an academic

blog for translation subject they followed, though some of them had their own blog but not for academic purposes. The learner blog was created as a medium for students to

post their translation product, so the teacher or lecturer, even other students could see their works of translation directly. In relation to this study the learner blogs that the participants have can be seen on <http://wtcunnes.blogspot.com/> in the slot of translation learner blogs. This blog is

another blog that was created by the researcher for the same research demand. There were many learner blog addresses listed in this blog. The following is one sample of the learner blog that can be seen on <http://rustamajifbs.blogspot.com/>.



Figure 4. A sample of learner blogs

The research method used in this study was Action Research that led five steps of research: Identifying the problem, gathering data, interpreting data, acting on evidence and evaluating result (Ferrance 2000, p. 9). The final goal of this method is qualitative measures of self-reliance attitude formation of a group or community and lovers of the translation. Here people are being targeted not at all in a position as a laboratory, but as agents of the process of learning. This action 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. On that basis, the nature of action research was the participatory and

the role of the researcher as the companion and facilitator. Thought about absolutely there was no generalization in this research because each community (context) has a condition with specificity characteristics, along with different needs to the needs of others (Sutopo, 2006, p. 150). As the process of empowerment in the form of action learning and development, this research searched to develop students' involvement in every step and activity of translating the text from Indonesian into English. Therefore, this action research tends known as participatory action. As the companion and facilitator, in this case the researcher was trying to understand the characteristics and needs of the students as translators who were assigned to translate

the Indonesian text "*Bilingual Tidak Efektif, Dual Language Solusinya*" into English.

This action research model used five main steps or procedure in the cycle. The procedure conducted in this study was as follows:

- 1) Identifying the problem, the step in which the researcher identified in detail the problems of translating the Indonesian text "*Bilingual Tidak Efektif, Dual Language Solusinya*" into English.
- 2) Gathering data, after identifying the translation problems, the researcher gathered the data obtained from the translation test done by the students.
- 3) Interpreting data, in this step the data which had been obtained were thoroughly interpreted in details.
- 4) Acting on evidence, after the interpretation step and the data interpreted showed a negative result, the researcher took real action against the existing problems by applying the Interactive Web Teaching Approach (IWTA) that is the application of teaching translation by using tutor blog, learner blogs, a class site, and translation search engines. In this stage, the researcher applied the IWTA, gave the translation test and observed the class to see the conditions and interactions during action performed.
- 5) Evaluating results, then the researcher assessed the results of translation test done by the students using the IWTA.

In this study there were three main research instruments used to gain the data. The first instrument was observation sheets in the form of field note forms, the second was translation test and the third was a

questionnaire. The field notes were designed to gain the data of teaching and learning process of translation in the classroom through the interactive web. The translation test was made for collecting the data of students' translation products while the questionnaire was created for gathering the data of students' responses on teaching and learning translation through the interactive web. All the research instruments were uploaded and attached as the files below the text of assignment on the following site: <https://sites.google.com/site/translationclasssite/assignments>.

All data were collected through the three main research instruments. Firstly, the data from the observation was gained by making notes on the field notes about the teaching and learning process in the classroom. Secondly, the data from the test were collected after all students translated the text and posted on their learner blogs. Thirdly, the questionnaires were distributed to students then after they had finished filling in all, the questionnaires were withdrawn.

The data from the observation were analysed descriptively by using descriptive qualitative data analysis technique (Sutopo, 2006). In relation to the data taken from the translation test, data analysis was done by using the scale of translation quality assessment (Table 1) proposed by Machali (2009, pp. 156-157). This scale was used to justify and determine the students' translation quality. The data from the questionnaires were analysed descriptively and tabulated in the form of percentage table.

Table 1. Translation Quality Assessment Scale

Category	Score	Indicator
Excellent Translation	86-90 (A)	There is no distortion of the meaning, reasonable delivery of meaning; almost like a translation; no spelling mistake; there is no error/deviation of grammar; there is no mistake the use of the term.
Very Good Translation	76-85 (B)	There is no distortion of meaning; no rigid literal translation; no mistake in the use of the term; there are one or two grammatical errors/ spelling.
Good Translation	61-75 (C)	There is no distortion of meaning; no rigid literal translation, but comparatively no more than 15% of the entire text, so it does not feel like a translation; grammar and idiom errors relatively no more than 15% of the entire text; had one or more terms of using non standard/ general; one or two spelling mistakes.
Fair Translation	46-60 (D)	The whole translated text is like as a real translation; some literal translation is rigid, but comparatively no more than 25%, some idiomatic errors and/or grammar, but relatively no more than 25% of the entire text; one or two uses of the term are not common and/or less clear.
Poor Translation	20-45 (E)	The whole text is felt as a real translation; too many rigid literal translation (relatively more than 25% of the entire text); distortion of the meaning; errors of term are more than 25% of the entire text.

FINDINGS

The results of the research were divided into several sections that provided significant information to all research results. These sections were grouped into the tables of observation, translation test and questionnaire result.

Observation

The observation result was a description based on the teaching and learning process in the translation classroom through the interactive web. The following table

describes the improved situations from before to after being the application of the Interactive Web Teaching Approach (IWTA) in the translation class. In relation to the operational observation, it was used the terms Initial Observation and Final Observation to differentiate before and after the IWTA application. In analyzing the data from the classroom observation, the researcher used the criteria of classroom observation proposed by *The National Science Digital Library (2014)*.

Table 2. The Observation before and after the IWTA Application

Aspect	Classroom Situation	
	Initial Observation	Final Observation
Teaching Approach	Teacher centred	Student centred
Lesson Material	Abstract (the teacher transferred the abstract knowledge or science in the form of delivering the lesson material theoretically from the books)	Practical (the teacher directly gave the lesson materials practically through website connection)
Teaching Technology	Traditional teaching through paper	New pedagogical technique through

Teaching and Learning Activity	and whiteboard-based technique The teacher delivered information and students listened to	the interactive web The students and teacher engaged in active learning/problem solving together
Classroom Management and Interaction	Individualistic (the students worked on their own, the teacher worked as individual)	Collaborative (the students worked in group; the teacher monitored and managed the students' activity)

Based on the observation stated in the table above it can be seen that teaching translation through the interactive web improved the some aspects of teaching and learning in the classroom. Based on this observation the teaching approach used by the teacher changed from teacher centered to student centered, the lesson materials were more practical given and learned in the IWTA class than in the traditional class. The technology of teaching improved significantly in the IWTA class because all were enhanced with interactive web technology. In the IWTA class the students and teacher engaged in active learning and did problem solving together. Then the classroom management and interaction in the IWTA class were more collaborative than in the traditional class that seemed more individualistic.

Translation Test

The result of the study based on the translation test can be seen the Table 3 below. The result of the test also showed that the teaching translation through the interactive web (IWTA) could improve the students' translation capability significantly, particularly in the aspect of grammar, structure, vocabulary, and writing mechanism or mechanics. However, in this research result it was not shown the comparative improvement of each aspect. It was drawn globally based on the whole text that the students translated. So the result of the test was just the score of the whole translation text not based on the four aspects mentioned as the linguistic problems in translation. The table was only the improvement of the global translation products before the IWTA application (Initial Test) and after the application of the IWTA (Final Test) in the classroom.

Table 3. The Comparison of the Translation Scores between the Initial Test and Final Test

Student's Code	The Initial Test Score	The Final Test Score	Progressive Score
1	70	88	1.8
2	72	89	1.7
3	70	85	1.5
4	72	87	1.5
5	70	87	1.7
6	72	86	1.4
7	70	88	1.8
8	74	87	1.3
9	70	89	1.9
10	70	89	1.9

11	70	83	1.3
12	71	85	1.4
13	70	88	1.8
14	72	89	1.7
15	71	86	1.5
16	70	88	1.8
17	74	88	1.4
18	70	89	1.9
19	72	85	1.3
20	71	85	1.4
21	70	88	1.8
22	72	89	1.7
23	73	88	1.5
24	70	85	1.5
25	70	87	1.7
26	71	88	1.8
27	75	89	1.4
28	70	87	1.7
29	72	87	1.5
Average Score	73	89	1.6

Questionnaire

The result of the study taken from the questionnaire can be seen in Table 4.

Table 4. The Students' Response on IWTA Application

Question	Description	Response	
		Yes	No
1	Translating Indonesian texts into English is more difficult than translating English texts into Indonesian language.	90%	10%
2	Grammar is a problem on translating Indonesian texts into English.	90%	10%
3	Structure is a problem on translating Indonesian texts into English.	90%	10%
4	Vocabulary is a problem on translating Indonesian texts into English.	80%	20%
5	Mechanics is a problem on translating Indonesian texts into English.	80%	10%
6	Using the interactive web quickens translation process	100%	0%
7	Transtool-based translation needs an accurate and detail editing process.	100%	0%
8	Using tutor blog is very effective for teachers to post translation assignments for learners and monitor their translation products.	90%	10%
9	Using learner blog is very interesting for students to post their translation products.	90%	10%
10	Translation class site is very effective for teachers to display lesson materials, lesson plans, assignments, and other exercises of translation and for students to get more information about translation subject.	90%	10%

CONCLUSION

The differences between before and after using the technology are as follows: (1) Before using the website the students did not have the spirit of reading because they just read the book of translation or the copied articles or handout of translation that I gave. On the contrary reading online articles through browsing the internet made the students being encouraged an enthusiastic and they learned more the knowledge of translation than before. (2) Before using the blog as the medium of teaching and learning, I myself felt monotonous in delivering the teaching process and made me bored and so did the students. After using the blogs all seemed different, I felt having self-confidence in teaching and the students did not feel bored in doing their translation job. (3) In general the technology usage is more economical and save the environment because it is a paperless technology that can save thousands trees for producing paper. This is accordance with my own university that promotes the green campus that has a program to save the environment from the extinction.

Actually we can compare the facts and the results between before and after using the technology applied in the classroom. Logically the before using technology and after using it are different. It can be seen from my students' translation theory mastery that can be known through their cognitive test and skill test of translation. In average the students' scores increased from 70 to 87.5 and their skill of translation improves well, they translate the texts from English into Indonesian with 90% accuracy.

From the project I did, I conclude that: (1) Enhancing the teaching and learning process with technology leads students

literate and adaptive to the global era; (2) By using the internet technology the students can access more information than reading printed books; (3) Assigning, doing, and assessing the school tasks by posting on the blogs are more effective and efficient ways than using pencil-paper or copied paper based system.

In relation to this program, I suggest: (1) All English teacher particularly and all teacher in general can try from now the internet technology for their teaching and learning in or out of the classroom; (2) All English learners must be literate on new technology for the future; (3) Teacher and learners can use internet for multiplying their repertoires of knowledge and use blog as a medium for bridging communication between a teacher and students.

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