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The 61st TEFLIN International Conference 2014

Solo, 7 - 9 October 2014

PROCEEDINGS

English Language Curriculum Development: Implications for Innovations in Language Policy and Planning, Pedagogical Practices, and Teacher Professional Development

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY

BOOK 2

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FOREWORD

These proceedings feature 335 papers out of 531 papers presented at the The 61st TEFLIN International Conference. Enmeshed in the theme, "*English Language Curriculum Development: Implications for Innovations in Language Policy and Planning, Pedagogical Practices, and Teacher Professional Development*", the papers present different lines of scholarship which address such topics as (1) language policy, (2) language planning, (3) needs analysis, (4) language syllabus and lesson planning, (5) language materials evaluation and development, (6) instructional design and language teaching methodology, (7) instructional media and technology, (8) language classroom management, (9) language testing and assessment, (10) language program evaluation, and (11) teacher professional development. The proceedings are alphabetically organized based on authors' names.

All the papers in these proceedings were not peer-reviewed, but the papers published in these proceedings met the basic requirements set out by the committee. All the papers do not exceed a total of five pages (including tables, figures, and references). In the editing process, the editors extended the maximum page limit up to six pages in order to include more papers.

Neither the Conference Committee nor the Editors are responsible for the content, outlook, opinions, and arguments made in the papers. The sole responsibility concerning the ethical aspect, validity of methodology, and political views in the papers rests with the individual authors.

Finally, we would like to extend our sincere gratitude to all of the paper presenters who have shared their bright and inspiring ideas at the conference, and to the board of reviewers and editors who have worked hard in screening all the submitted abstracts. We do hope that readers enjoy reading the papers in the proceedings and find them enlightening and useful.

Surakarta, 7 October 2014
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IMPROVING STUDENTS' TRANSLATION SKILL BY USING INTERACTIVE METHOD FOR THE SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT IN 2013 – 2014 ACADEMIC YEAR

Anam Sutopo
English Department, Universitas Muhammadiyah Surakarta
anam.sutopo@ums.ac.id

Abstract: The purposes of this research are to apply the interactive method for increasing the quality of teaching Translation course and to improve students' ability in translating text from English into Indonesian. Therefore, the proposed problems in this classroom action research are; 1) is the interactive method able to increase teaching quality of Translation course? and 2) is interactive teaching method able to improve students' ability in translating text from English into Indonesian? This research applies the action classroom research. The selected class as the location of research is class A, semester VI in 2013-2014 academic year. This class has 43 students. This research uses 4 cycles consisting of planning, acting, observing, and reflecting. The results of the research show that interactive method is able to be used as an effort to improve students' ability in translation skill. This method can improve; 1) learning activity of students, 2) students' interaction in teaching leaning process, 3) students' activeness, and 4) students' ability in translating text from English into Indonesian. By applying the interactive method, students are able to interact with other students that support their activeness. The increasing of those interaction and activity has impact to the improvement of students' ability in joining the teaching learning process. The progress of students' ability can be seen also from the increasing of average score. In the beginning of teaching (pre-test) the average score is 6.0 while in the end of the class (post-test), the score is 7.3. It means that there is a significant improvement in teaching learning process on Translation course. The teaching learning process of translation course becomes more interesting. The students feel more comfortable and enjoyable in joining the course.

Keywords : *interactive method, translation skill, and English department*

Introduction

The *Translation Course* is one of the English language skills taught for the students of English department in Universitas Muhammadiyah Surakarta. The objective of this course is the students are able to translate the text from English to Indonesian correctly. This course is given in the semester six.

Teaching translation for the big class is not an essay task. It needs special management to handle this situation. It becomes a seriuos problem. This class consists of 40 to 45 students in one class. The teacher gets seriuos problem because of this condition. The problem may occur in analysing the text to be translated, transfering the meaning from L1 to L2, reconstructing the result of the translation and giving feed back to the students. The low capability of the students in translating this text (from L1 to L2) becomes the specific phenomenon for teaching this subject.

The efforts that have been done by the teacher to solve those problems are giving explanation detailly related to the theory of translation and empowering the stucture mastery. Any how, those efforts are not effective enough to solve the problem. It is due to the fact that the transltion skill is not only theoretical understanding but also practicing problem (doing the exercises) . The students need many exercises to improve their skill. Therefore, the teacher feels to solve those problems by proposing a new method. The method proposed by the teacaher, here, is interactive method.

The objective of this study is to implement interactive learning method in improving the quality translation learning and to increase the students ability in translating the text from English to Indonesian. Thus, the questions of this study are first, is the interactive learning method able to improve the quality translation learning of translation course? and second, is the interactive learning method able to increase the students ability in translating the text from English to Indonesian?

Designing an effective translation learning program involves needs' analysis, translation syllabus, learning methods, the role of teachers and learners, and evaluation. Needs analysis is a discrepancy between the actual phenomenon and desired conditions (Gall et al., 2003: 557; Cohen et al., 2000: 390) or facts' finding (McDonough & McDonough, 1997: 215). Needs analysis is beneficial to identify qualifification of learners' groups expected to learn the target language. Learners' groups were, then, placed at the appropriate level of competence during the learning process. Such procedure requires: (1) interviewing with translation learners to gain perceptions about the main difficulties in the language being studied, (2) interviewing with another teachers, and (3) observing about the learners' skills level in understanding the material and their learning difficulties (Richards, 1995: 6-7). It is also used to base curriculum and/or syllabus designing that can be used to identify:

learners' learning needs, availability requirements of the program, learners' learning outcomes and weaknesses, information on the needs of progress, and determine the existing deficiencies in achieving the learning's goals.

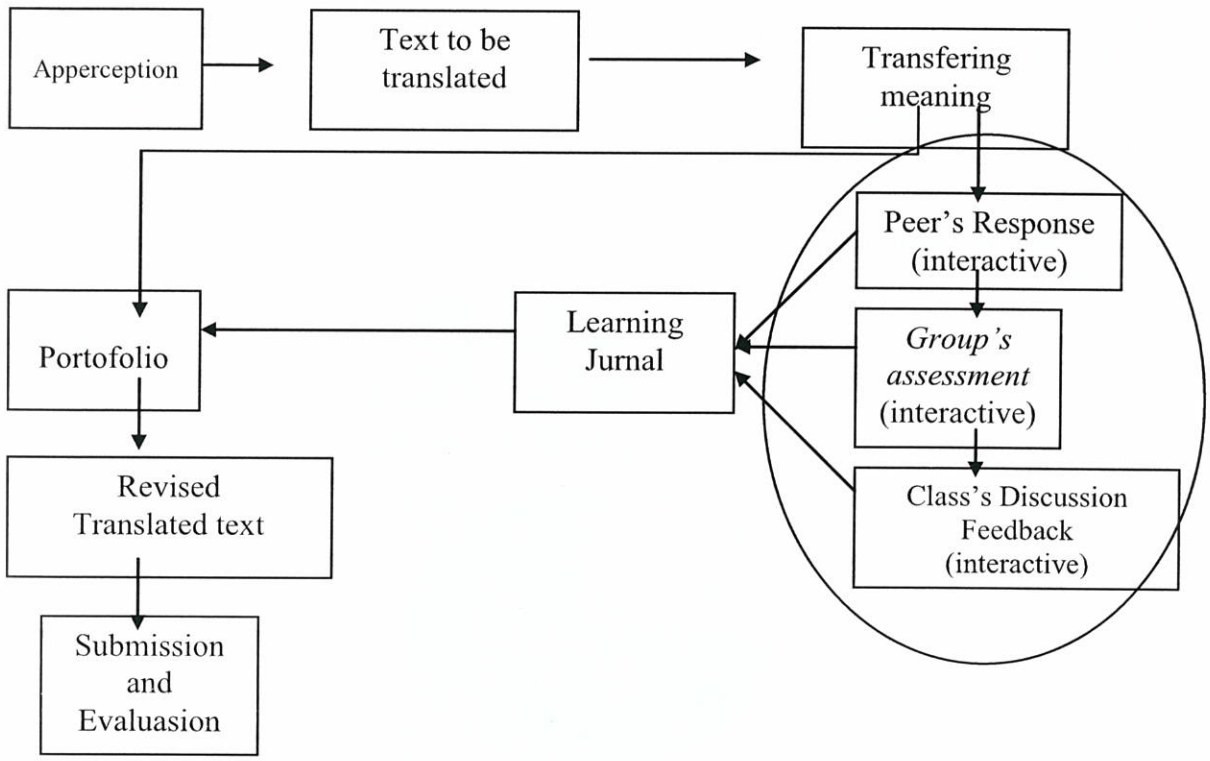
Syllabus is an outline of topics to be covered in a single course or graded. It is also defined as a specification of the work to be covered over a period of time with a starting point and a final goal, the specific plan of tasks for one period of time that begins and ends appropriately to the purpose (Oliva, 1982: 495; Cunningsworth, 2003: 54-55). Syllabus is specified into content-based, structural and functional, situational and topic-based. Content-based syllabus (ideally used at secondary schools) combines all of the above factors within the learning materials that refer to the users' needs. Syllabus content must be designed by the teachers and atually does not need the help of others (McDonough & McDonough, 1997: 215) but in fact, syllabus is often made by experts or syllabus developers because of their unability to design it. It is explicitly related to language courses will be taught (not about the program obtained by the learners) and should include a series of the expected outcomes.

Teaching's method is presentation of the overall plan of materials performed in a sequence and in a harmony with the established approach of learning (Richards, 1986: 15). Teaching method, syllabus design, and objectives' formulation have interdependence as human understanding of the psycholinguistic, interactional, and linguistic content of the process that is essentially cognitive. The process of teaching activities listed in the syllabus is treated as a rationale for selecting appropriate teaching techniques and learning experiences. Theoretically teaching techniques must be accountable.

Interactive learning method is, in this case, competency-based translation skill based on the concept of multi exercises, peer review, and class discussion before submiting to the teacher. The interactive learning method focuses on learners' translation competency and problem solving-based enable them to solve their problems that cannot be separated from one to another.

Research Method

This research applies the action classroom research. The selected class as the location of research is class A, semester VI in 2013-2014 academic year. This class consists of 43 students. This research uses 4 cycles consisting of planning, acting, observing, and reflecting. The data are collected by using test, observation, interview and giving questionnaire. The collected data are analysed by using descriptive qualitative analysis. The procedure of this research is as follows.

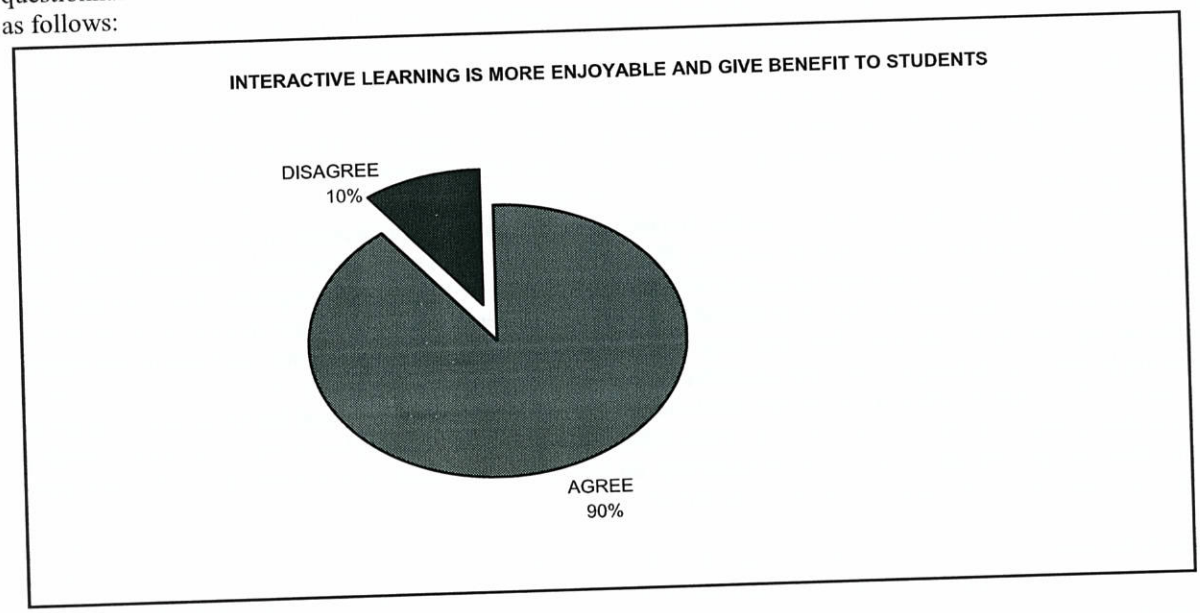


(Interaktive learning method in Translation learning)

Finding of The Research

Learning Strategy

The learning strategy can be done well. The cooperation among the students are good enough. All students have participated in the class discussion interactively. As the reflection the teacher give the questionnaires to students to get comment on the learning strategy applied in the translation course. The result is as follows:

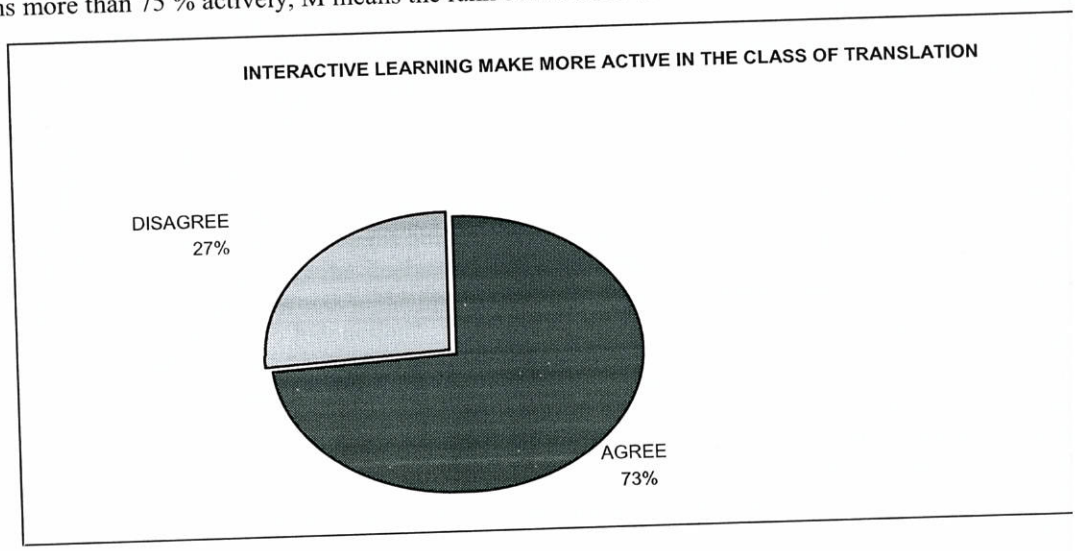


Students Activeess

Interactive Type	Cycle I			Cycle II			Cycle III			Cycle IV		
	H	M	L	H	M	L	H	M	L	H	M	L
Interactive (individual)	√			√			√			√		
Peer Interactive (peer work)		√			√		√			√		
Group Interactive (Group Discussion)		√			√			√		√		
Classical Interactive (Class Discussion)			V			√			√	√		

Notes:

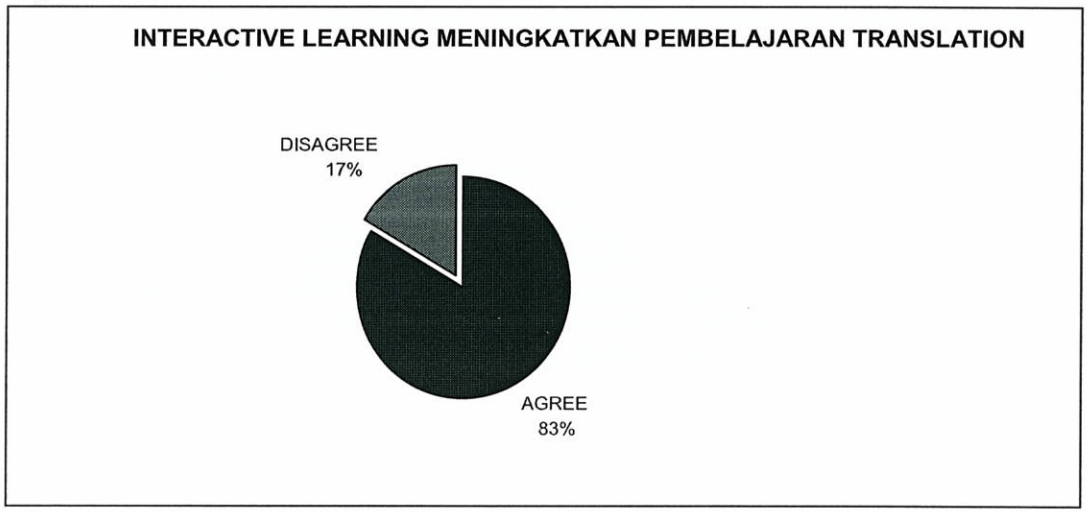
- H = High, M = Medium and L = Low
- H means more than 75 % actively, M means the rank between 50 % to 75 % and L means less 50 %.



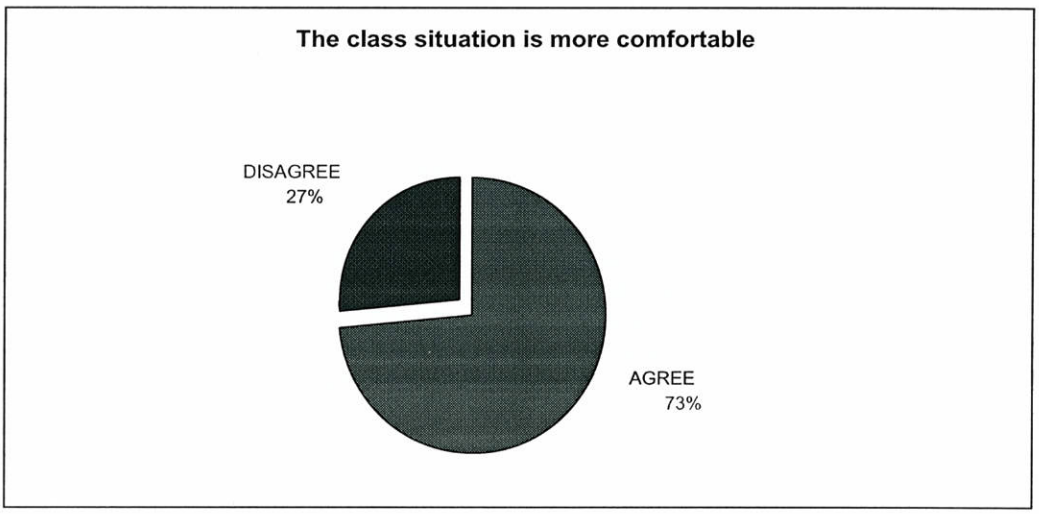
Students Achievement

Students' Ability	Pre-Test	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Accuracy	21 (47,73 %)	24 (54,55 %)	29 (65,91) %	34 (77,27 %)	37 (84,09 %)
Readibility	30 (68,18 %)	34 (77,27 %)	35 (79,55 %)	38 (86,36 %)	42 (95,45 %
Acceptability	33 (75,00 %)	37 (84,09 %)	36 (81,82 %)	32 (72,73 %)	33 (75,00 %)
Average Score	6.0	6.7	6.6	7.0	7.3

Class Management



7. Class Environment



Conclusion

Based on the analysis above, it can be concluded that the interactive method is able to be used as an effort to improve students' ability in translation skill. This method can improve; 1) learning activity of students, 2) students' interaction in teaching leaning process, 3) students' activeness, and 4) students' ability in translating text from English into Indonesian. By applying the interactive method, students are able to interact with other students that support their activeness.

The increasing of those interaction and activity has impact to the improvement of students' abil joining the teaching learning process. The progress of students' ability can be seen also from the increasi average score. In the beginning of teaching (pre-test) the average score is 6.0 while in the end of the class (test), the score is 7.3. It means that there is a significant improvement in teaching learning proces Translation course. The teaching learning process of translation course becomes more interesting.

Finally, this classroom action research has a better result in improving the teaching learning proce Translation course and makes the positive change of students' behavior. The students feel more comfortabl enjoyable in joining the course.

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