

An Overview of Mix Approaches in Translation Teaching for Indonesian Students

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Abstract- This article presents the using of mixing approaches of translation teaching in University setting. This study overview the students problems in learning translation, as well as the result of applying the teaching methods by collaborating grammar translation method (GTM) and communicative approach. Based on observation in teaching translation in classroom, some of students difficulties were resulted from the lack of languages mastery. Most of students have a very remarkable deficiency in languages mastery and in best cases, one can find brilliant students in one language and very poor in the other one, which should be from the beginning, regarded to as an eliminatory criterion to have access to translation class or department. GTM is often considered as an old-fashioned method, however millions people have successfully learn foreign languages to a high degree of proficiency. This success might have been the role of the combination of the GTM and communicative approach in translation pedagogy. The GTM may function as a method that resulted the accuracy of the target language while the communicative approach emphasizes the fluency of the target language.

Index Terms- translation, language, teaching, approaches

I. INTRODUCTION

English has become one of largest spoken and written languages in the globe. It also become the primary language of literature and education worldwide. Today, the technology achievement i.e internet has enable the academic citizen such as teacher, students and researcher to explore the many subject on internet. Internet as a main icon of globalization is like a coin – has two sides named opportunity and challenge for academic society, especially for Indonesians. The first side offers an opportunity to acquire the huge source of knowledge. And the second side reveals a barrier ini mining the gems – that is the language different.

Translation plays a very significant role in international communication of the modern world of today. Thus, there are tremendous global interest in translation in all aspect of human life. Translation has become a subject in language department among the universities. Because of the huge need of translation service in the global world, it is urgent needs to include translation courses in the higher education. Throughout my experience as an English teacher, and for this recent five years as researcher in Translation Studies, and also according to my observation to undergraduates programs curriculums, such as Economic and Engineering, the translation should be introduce to higher education students.

II. LITERATURE REVIEW

A. Translation in Language Teaching

Translation for teaching purposes has a long history. It was first used at the end of the Middle Ages when vernaculars started to be taught in schools, and translations into the classical languages became popular. In this approach, students were asked to select isolated sentences and analyzed them word by word to find the vernacular equivalents(Kaempfer & Barahona, 2011). However the discussion of use of translation in language teaching in modern age was initially born in nineteenth century. The method used was the ‘grammar translation’ method, which had been devised as a way of teaching modern languages in secondary schools in Prussia. The scholar studied the grammar of a language, and read texts, almost invariably religious or literary, with the help of a dictionary and the acquired grammar. However, the effectiveness of the grammar translation method was initially brought into question by some scholars

in the late of 1960-s. The pro and cons appeared. Lado and Gatenby in (Randaccio, 2012) argued that translation is more complex, than, different from, and unnecessary for speaking, listening, reading, or writing. Thus the good translation cannot be achieved without mastery of the second language. Those controversies brought an enlightenment to validity of using translation activities in the language class. For example, (Wilss, 1996) proposed the relevance of translation as a useful teaching resource for its complex process involving a variety of behaviours and skills together with cognitive skills which are the building blocks of translator intelligence. For Wilss, translation is an intelligent activity. After many decades of being forgotten from language learning, translation is gradually being re-introduced as a feasible subject in the language teaching (Pym, 2018).

Inspite of the grammar-translation method has been discredited in foreign language learning, we believe that the incorporation of this method in translation teaching is a stable foundation into the success of translation teaching in higher education. Our observation in both language and translation teaching indicates the benefits of using translation. Besides, the research evidence from several researchers points to its potential usefulness for foreign language learning (Dagilienè, 2012). For grammar is a set of structural rules governing the composition of any language, noticing grammar is crucial both in written and spoken text. Because of translation is also rewriting, thus the grammar-translation method is a very basic matter in translation teaching.

B. The Benefit Translation course for Higher Education Students

Today, in some universities, translation subject is part of higher education curriculum. Translation being a subject in English Programs alongside with Translation Theory. However, in order to face the challenge of job market demand that requires the global communication, translation course is also necessary for non-English Program students.

Translation course regarded as motivating activity because of translation in classroom involving the exercises that involves the students in conscious learning (Shiyab & Abdullateef, 2001) (Carreres, 2006). Translation is not an innate skill, it has to be learned and negotiated, both cognitively and normatively (Hung, 2002).

For Ghazala (2004), the purpose of translation course are varies, they are depend on the students levels and needs, learning outcomes, translation problems, translation methodologies and procedures used and target. The general purpose of translation is its role in international communication and its contribution to human civilization on all level of knowledge. (Kuntarto, 2017) highlights the crucial issue of translation teaching in higher education. Regarding the benefit of translation skill for students language ability and capacity to understand the foreign cultures and global working demands, the educational instutions should made effort in improving the program and curriculum translation pedagogical. Moreover, for non-translation program students, translation course not designed to prepare the learners to be translators as a profession, but to help the student for better academic achievement and global communication in working environment (Siregar, 2018). Thus, as (Bordonaro, 2006) suggested, translation activities should be used in the English classroom, and they should be supported by communicative, natural learning methods. For (Fayez & Al-Zu'be, 2013) argued that translation has positively impact on an individual's writing skills besides improving on vocabulary. It also fosters the attitude of practicality in linguistics and literature analysis within a flexible scope of understanding.

C. Theoretical framework of Translation teaching.

There are skeptisms and controversy on translation teaching in university for two decades. Thus, no one well-established methodology as didactic tools adopted by the teacher (Siregar, 2018). For some scholar who are skeptics about translation teaching, translation can waste the valuable time of students to learn second-language (Owen, 2003). Hurtado put forward three basic elements in any translation teaching process, namely: translation as it is taught, translator competence as the knowledge and abilities needed to translate, and the acquisition of translator competence as a means to develop translation skills.

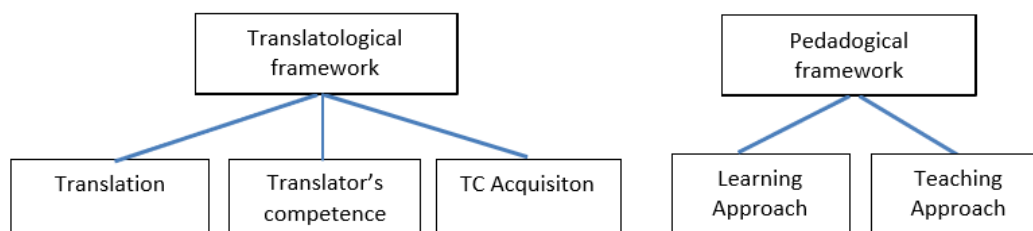


Figure: Theoretical framework of translation teaching
(Hurtado in (Clavijo & Marín, 2013))

1) Grammar-Translation Method

The Grammar-Translation method or so called GTM method focus on learning the grammar rules and its application in translating texts. Thus, GTM emphasizing on writing skill than oral. (Vermes, 2010) views that grammar translation method became ancient

scholastic method. There is a potential ambiguity involved in the term of grammar translation, that is commonly and intuitively meant performing a written translation which has the literary characteristic.

The grammar translation method focuses on grammatical rules and their memorisation. Grammar is an essential part of a language. Its correct usage is very important for communication, because incorrect grammar structures can influence understanding. Language teachers and language learners are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading and writing. It is important to know that grammar is not just a dry list of a fixed set of word forms and rules of usage. However, the grammar-translation method has kept alive the pedagogical focus of scholastic method on grammar and the text and it continued until 20th century as a form of foreign language teaching and learning today.

2) Communicative approach

Initially, the term of communicative approach is applicable to a range of approaches to foreign language teaching that stresses communication both as the goal and as the means to learn a language. It seeks to recreate real-life social and functional situations in the classroom to guide students towards communicative competence. Thus, the communicative approach should be based on the a) transmission of relevant content for the speakers; b) subordinate form to content; and c) be participative and interactive. (Sánchez in Marqués Aguado & Solís-Becerra, 2013)

However, this method has now been approached by teachers to be aware of the need of combing the two methods in translation class which enables students to attain a good command of both source and target languages. While teaching translation the techniques should be chosen with attention to both sides of the nature of translation. Firstly, its objective and theoretical principles and second the subjective part which is mainly related to the student's intuition and creativity (Tisgam, 2009). Hence, the purpose of this paper is to argue for and provide a methodological approach in translation pedagogic in the class by combine the grammar translation method and communicative approach in translation teaching.

Although grammar translation method is considered to be outdated, it is a basic in language learning. On the other hand, communicative approach is highly recommended but it can not stand alone in language teaching. In my opinion, it is best to collaborate both methods in a course program. The primary concern in the choice of method is by asking the students about their needs.

III. METHODS

This study uses collective case study method of 32 students of Universitas Al-Azhar Medan, Faculty of Management in order to examine students strategy and concerns related to the importance of translation process. The researcher collects multiple opinions of students to describe and provide insight onto a particular issue in the collective case study. The notion of the case study is related sources are collected based upon the target topic investigated. For the purpose of case studies is to represent the specific cases and the contexts there is no attempt to generalize the findings of this study and the interpretations are limited to the contexts of this specific research.

Participants

Thirty-two students in fifth semester, faculty of Management, Universitas Al-Azhar who attend the translation course for three months (6 meetings). Those students was divided into 4 groups. All of students are voluntary to attend the course after the class and provided with the handout and syllabus of translation theories.

Data collection

Each participant are interview individually, asked them to fill out the questionnaire, and started an interview for about 10-15 minutes. All the interviews were done in English, recorded under the agreement of the participants, and later transcribed. The exercise sheet also used as medium of data collecting.

IV. RESULTS AND DISCUSSION

A. Teaching and Learning Approach

1) Text Selection

During the selection of the authentic source language texts, we look for a text that can display some of the textual elements that can lead the students to undertake further comparative and contrastive investigation between the source language and the target language. The careful selection of authentic texts of different genres will expose the students to selected structural, stylistic, semantic, and cultural features of the foreign language. Thus, the teaching material should be interesting and varied, covering a full range of styles and registers.

2) Classroom Activities

The activities that can be developed in class are shown in Appendix. Summary of a text in a language other than the original and translation proofreading have virtually the same score, putting them both as the second most used activities. Lastly, and with a significantly lower score, are simulated translation project management and sight translation, both of which got the lowest importance score from more than 40% of students. It is very important to notice that translation project management is the closest activity to the real translation practice, and one of the less used in class. The sequence of activities are:

1. The class reads a text written in the target language.
2. Student translate the passage from the target language to their mother tongue.
3. The teacher asks students in their native language if they have any questions, student ask questions and the teacher answer the questions in their native language.
4. Student write out the answers to reading comprehension questions.
5. Student translate new words from the target language to their mother tongue.
6. Student are given a grammar rule and based on the example they apply the rule by using the new words.
7. Student memorize vocabulary.
8. The teacher asks students to state the grammar rule
9. Student memorize the rule.
10. Errors are corrected by providing the right answers.

3) Teacher's Role

Explanations from the teacher and preparation of a terminology database are the two most widely used methods. This result may be given because the teacher is still the center of knowledge in the classroom, which is closer to the traditional approach. A discussions about translation problems and strategy in dealing with text is frequently asked question in the classroom.

4) Classroom Interaction for Translation Practice

The classroom interaction is developed in translation process. The students followed real translation practices and discuss the materials with peers. The way students interact in class mimic the way professional translators interact in the real practice.

5) GTM and Communicative Approach in Class

The GTM has produced generations of students who can master the grammar of the target language, yet can not engage in simple conversations. Even though the method is believed to be ineffective to teach the target language communicatively, the method is still in use in some parts of indonesia. It is believed that the method can develop students' writing skill. For students who respond well to such a learning process, the language class taught through this method may be boring. However, combining the principles of the GTM with the communicative approach may well be the perfect combination for many language learners. They will learn to communicate in the target language and also acquire a sound and accurate basis in the grammar of the target language.

By emphasizing the accuracy and then continuing on the fluency of using english, the combination of the GTM and the weak version of the communicative approach is likely to be a solution to the problem of learning english as a foreign language in indonesia. Indonesian learners of english still need the mastery of the english grammar in order for them to feel secure in using english for communication. The fluency building can be emphasized after the students have been provided with enough practice of mastering the english grammar for the purpose of accuracy. The typical procedure of the GTM addressed earlier can be continued with the activity that emphasizes the use of english communicatively. The activity for emphasizing the fluency after the student have learned the pattern of simple present tense may be done by working in groups or in pairs. The teacher may ask the students to take turns talking about their daily activities. The following instruction may be used to build the fluency of the target language.

B. Discussion

After observing the classroom activities, the students of translation class felt in a real, professional context. However, there are different aspects that can be analyzed in detail, such as:

- 1) Although online dictionaries, the most commonly used resources, are very useful, students could take a greater advantage of the information found in parallel texts, printed dictionaries, company sites and specialized press. These tools can be a convenient guide during the translation process, for terminology and documentation purposes.
- 2) The students could be encouraged to work according to the translation project management methods, which prepare them for their real-life work experience. When students work in a collaborative project in class, they become familiar with the project scope and the planning of the different steps, also assuming different roles. They learn about resources analysis, work distribution, expected quality standards, schedules and ethical considerations, among other project related terms.
- 3) Although the most commonly used translation activity in class is total or partial translation of a text, there are other pre-translation activities such as sight translation that could be used more often in class. This practice demands a fast analysis of the text and a creative, yet precise interpretation. It could be useful as part of the process to prepare students for their future simultaneous and consecutive interpretation tasks.

The discussions about translations criteria and commented readings are also additional activities that could be used more often in class, in order to get deeper foundations about the translator's task and motivate collaborative learning approaches. The characteristics of a simulated project management make it a useful way to work in group. The whole class is motivated to achieve a common goal, through socio constructivist processes. A simulated project management sets a series of steps that include monitoring, evaluation, creativity, interaction and constant sharing of ideas. This "learning together" certainly enriches the results of the translation task and promotes respect, acceptance and creativity among students.

Developing skills in class to translate to and from English is advisable in view of the current trend. Companies require the translation of different textual genres, however this study only cover Indonesian into English and vice versa. In the combination methods students would be able to share their results with the rest of the class and build their own knowledge.

Lack of methodology module. Translation students in Indonesia are not familiar with the module and syllabe, conducting and elaborating research papers, but even acquiring a methodological thinking while dealing with the practical translation, and preparing for post graduate research for likely future studies second and then to have the readiness to follow the methodology of translation in an advanced stage.

Lack of catering modules or specialization. Modules are speciality or typical domains or fields that may feed the translating practice, as it is commonly agreed that to translate law, the student or translation trainee needs to have a background on law to translate correctly. Some domains are needed even in general translation courses such as political discourse, communication and some law with engineering.

V. CONCLUSIONS

Based on observation in teaching translation in classroom, some of students difficulties were resulted from the lack of languages mastery. Most of translation students have a very remarkable deficiency in grammar mastery. Since the mastery of grammar is the raw material in the whole process of translating, it has a very significant role in the process of translation in the classroom.

Most of students who participate in this training have a very remarkable deficiency in English mastery. By keeping in mind that translation skill is benefit for students, this article aims to explore the problems in translation teaching in non-translation department. It also report the students upturn in translation by applying the grammar translation method.

Although the GTM is often considered as an old-fashioned method, however millions people have successfully learnt foreign languages to a high degree of proficiency. This success might have been the role of the combination of the GTM and communicative approach in translation pedagogy. The GTM may function as a method that resulted the accuracy of the target language while the communicative approach emphasizes the fluency of the target language. Thus, GTM gives the learners a basic foundation upon which language learners can then build their communicative skills through the communicative approach.

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