

Improving the Students' Translation Skill by Using Video on Online Course

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Abstract. It is not deniable that translation is important for most people in the world, since there are so many books, news, article journals, movies, and advertisements shown in English. Therefore, the students at PGRI Wiranegara University Pasuruan were approached to have translation skill by accomplishing the Translation Course of English Education Study Program, at the Faculty of Pedagogy and Psychology, PGRI Wiranegara University Pasuruan. But, based on the preliminary study, the researchers discovered that the students got difficulty in understanding and translating the text, moreover when the course must be done online because of the epidemic. The students tended to translate the text literally which somehow make the text not contextually understood. This research was aimed to solve this problem and hence improve the students' translation by using video. This research used Classroom Action Research (CAR) design proceeded with four procedures; 1) Planning, 2) Implementing, 3) Observing and 4) Reflecting. This research involved 24 students in the Translation Course. The researchers set the criteria for success as if 75% of the students could achieve at least 75 points for their translation product. This research resulted that the students' translation skills increased. It was proved by the score gained from the test on the first cycle. 80% of the students, 19 from 24, got score ≥ 75 . So, it could be concluded that this research was successful in its first cycle because the criteria had been reached. Moreover, in this cycle, 80% of the students were more active in a teaching-learning process. Last, the researchers could conclude that using video improved the students' translation skills and encouraged them to join the online Translation Course enthusiastically.

the replacement of a representation of a text in a second language [2]. It involves activities of understanding words and meanings, interpreting, and restructuring the text in another language, which is not easy. Although translation is not an easy skill, it is not deniable that translation is important for most people in the world, especially for Indonesian people, since there are so many books, news, article journals, movies, and advertisements shown in English. Therefore, university students are to develop their English translation skills. Unfortunately, based on the preliminary study, the researchers found that the students in the Translation course for English Education Study Program, Universitas PGRI Wiranegara Pasuruan got difficulty in understanding, interpreting, and translating the text, moreover when the course must be done online because of the epidemic.

To solve this instructional problem, the researchers initiated to use videos. Video is an audiovisual media which provides materials with its rich context and powerful instructional tool to have a motivational, attentional, and affective impact of students [3]. Video is one of the most familiar and yet controversial media that can enhance students learning through technology. It is also found the effect of LvS (Learning via Subtitling) that has been designed for the creation of active learning task-based activity and he claimed that the students could achieve specific instructional goals for Translation [4].

Considering the importance to have a good skill in translation and its challenge in today's situation, the researchers pointed it important to conduct this study. The result of this study is a description of how lecturers should conduct online Translation Course by using videos. And hopefully, this research result can be implemented by lecturers at other universities to solve the students' difficulties and improve their translation skill.

Keywords: *improving, translation skill, video*

METHOD

INTRODUCTION

Translation is the process of rendering the meaning of a text into another language in a way that the author intended the text [1]. Translation is

In this part, the researchers present the research design, research setting and subject, research instrument, data and sources of data, and procedure of classroom action research. The researchers used classroom action research (CAR), considering CAR is designed to solve practical problems in the process of teaching and learning. And this is in line

with the researchers' objective for this present research. CAR refers to the study of social situations with the view to improve the quality of the action in it [5]. The characteristics of classroom action research according to by Sukardi are 1) the intention to solving a problem that is faced by a researcher in his/her profession every day, 2) the treatment (strategy) planned to solve the problems, and 3) the improvement of quality that can be measured using a set of criteria [6].

CAR is conducted in cycles. For this classroom action research, the researchers started conducting the preliminary study aimed to identify the problem that happened during the teaching and learning process in the Translation course. The researchers interviewed the Translation lecturer to know the instructional problem that happened. It was found the students are unable to identify and analyze the grammatical, situational, and lexical meaning of the targeted text. After this, the researchers continued to make planning, then implementing, observing, and reflecting. These steps are adapted from Latief [7]. Its description is shown as in the following figure

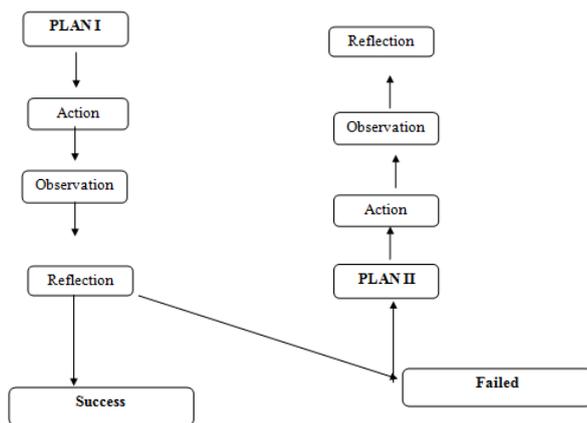


Figure 1. Steps in CAR

The researchers made planning by designing the lesson plan before doing the teaching-learning process in the classroom. In designing a lesson plan, the researchers made the lesson plan based on the syllabus and the competence standard of the Translation course. The researchers also prepared a translation test. It was used to find out the product of the students' translation. It is a written test to translate the script of the movie entitled "The Ant and The Grasshopper" and "Scooby-Doo". It was given to the students at the end of the meeting in cycle 1.

The researchers set the criteria of success used for this study into 3 aspects 1) students can comprehend the targeted text, 2) 70% of the students' scores of translation test was at least 75, and 3) the students were active during the teaching-

learning process. The researchers were also helped by collaborators as the first and the second corrector to assess and give scores to the students' translation results. This was done to make sure that the score given to the students was objective. Some elements measured were (1) Accuracy, (2) Clarity, (3) Naturalness [8]. The researchers also formulated how to decide the score as follows

$$\text{Score} = \frac{\text{The students' score}}{\text{Maximum Score}} \times 100$$

The researchers implemented the planning of the action research as stated in the lesson plan. One of the researchers was acting as the lecturer model. She was responsible for implementing plans of the action, while the other researchers were doing observation. The observation was purposed to know the effectiveness of the teaching and learning process of the translation course using video. Next, reflection was given to the end of the cycle. The purpose was to measure the achievement of the students after they had been given a treatment of learning translation using video. Reflection was done by assessing the students' translation and also concluding results from observation.

This classroom action research took its subjects to form the third-semester students of the English Department at the Faculty of Pedagogy and Psychology, PGRI Wiranegara University, Pasuruan, East Java, Indonesia. It consisted of 25 students. There were two kinds of data that were taken purposively. There were qualitative data and quantitative data. The qualitative data were the data taken from the words or sentences from the observation notes. And the quantitative data were the data taken from the students' translation scores. To gain data, the researchers used observation, interview, documentation, and translation test.

RESULT & DISCUSSION

In this part, the researchers elaborate on the research finding and discussion. The research finding explained the description of cycle one. And the discussion is about responding to the implementation of the plan and the effect of the implemented plan. The implementation included the strength and the weakness as well as the solution taken by the researchers.

There were some procedures in conducting this action research. After the preliminary study, the researchers prepared the lesson plan. The teaching-learning process was carried out in cycle one, which consisted of three online meetings. There were three kinds of activities in every meeting: pre- activity, main activity, and post-activity. The first meeting was for giving the students an explanation about how to approach text with the grammatical

meaning, situational meaning, and lexical meaning on the WhatsApp group. Next meeting, the lecturer model gave the translation materials on video. Then, the lecturer model also led for discussion about the grammatical, situational, and lexical meaning based on the script of the short movie. Last, the students were divided into 12 (twelve) pairs/ groups and assigned to finish the translation test in the third meeting. Some pairs translated the short movie entitled "Scooby- Doo" and the others "the Ant and the Grasshopper".

The strategies implemented could result in the improvement of the students' translation skill. It was showed that 76% (19 out of 25) of the students were active in the teaching-learning process on the WhatsApp group. Also, there were 76% (19 out of 25) of the students scored ≥ 75 , and only 24% (6 students) of the student got above KKM but not less than 62. The average score gained by all the students was 78 and it could be concluded that the criteria of success had been reached in which it requires the minimum 75 of the average score of all the students. From these findings, the researchers could conclude that the use of video for online translation course is effective.

Now, this part covers the discussion related to the activities in teaching translation using video. When the lecturer model led for discussion about the grammatical, situational, and lexical meaning based on the script of the short movie, it was by showing translation techniques to facilitate the students to be easier to translate. This fact supports that teacher/ lecturer as the facilitator means to show learning techniques not just focusing on delivering materials [9]. This research success was also supported by assigning test in pairs. Indeed, it could improve students' efficacy and so improve their translation skills too. This proves the statement from Ahmad and Safaria that self- efficacy can affect positively students' learning and achievement [10].

CONCLUSION

This research could show that video made most of the students were active and interested in learning translation, although it was done online through the WhatsApp group. The implementation was conducted in three meetings; the first was for giving the students the explanation about how to approach text with the grammatical meaning, situational meaning, and lexical meaning on the WhatsApp group, the second was for giving the translation materials on video and discussion about

the grammatical, situational and lexical meaning based on the script of the short movie, the third meeting was for testing the students to translate the short movie entitled "Scooby-Doo" or "the Ant and the Grasshopper" in pairs.

This research was successful since it can reach the criteria for success. This research could show that 76% (19 out of 25) of the students were active and also successful to get score ≥ 75 , and only 24% (6 students) of the students got above KKM but not less than 62. In conclusion, teaching translation during the epidemic can still be done by using video and operating the popular application, Whatsapp.

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