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PROCEEDING



SIEC 2018

SILIWANGI INTERNATIONAL ENGLISH CONFERENCE



Innovations in Language Pedagogy and Assessment
in Contemporary Asia: New Paradigms, Current Policies,
Research and Practices

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**SILIWANGI INTERNATIONAL ENGLISH CONFERENCE
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“Innovation in Language Pedagogy and Assessment in Contemporary Asia:
New Paradigms, Current Policies, Researches and Practices”**

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SILIWANGI INTERNATIONAL ENGLISH CONFERENCE 2018 PROCEEDINGS

“Innovation in Language Pedagogy and Assessment in Contemporary Asia: New Paradigms, Current Policies, Researches and Practices”

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PREFACE

Welcome to you all to Siliwangi International English Conference (SIEC) 2018 organized by English Education Department, University of Siliwangi.

The aims of the conference are primarily providing participants with current issues and trends in English pedagogy and assessment in contemporary Asia. In addition, these issues are more elaborated with regard to new paradigm, current policies, researchers and practices. Therefore, this Conference is able to become a platform to sustain teachers' professional knowledge and development.

All presenters issue a wide range of topic related to multimodality in English language teaching, technology-enhanced language learning, intercultural communication studies, language learning autonomy, language assessment in English language teaching, project-based language learning, literature and English language teaching, critical discourse analysis in English language teaching, digital story telling in language classroom, language policy and materials development, any other relevant topics to English language teaching and learning, applied linguistics, and literature will be considered as well.

The publication of the SIEC Proceedings has taken a long process for a year involving conference planning, screening of presentation abstracts, and the preparation of the Conference Proceedings.

We would like to express our gratitude to the fine work of our contributing presenters upon which the accomplishment of the SIEC 2018 Conference Proceedings depends. We applaud their considerable effort and thank each authors for regarding our publication as a venue for sharing their insights.

SIEC 2018 Committee

August 2018

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THE IMPACT OF TECHNOLOGY IN TT (TRANSLATION TEACHING)

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Abstract: Technology plays an important role in supporting the teaching and learning process. However, with the advance development of computer and internet, traditional teaching method has enhanced to match the millennial generation, and so does happen to translation class. To cope with the new trend and changes happen to the students who are really engaged with the social networking services (SNS) and gadgets, translation lecturers should be able to integrate technology to Translation Teaching (TT) to get students more engaged with translation field and to improve the classical lecturer-centered class. The method of this research is descriptive qualitative method for translation studies by Toury in 1995. The data are the students' translation product in translation class and interviews. The objective of this study is to explore the strategies in applying technology for teaching and learning translation theory/practice in the English Education Department of The State Islamic University of North Sumatra which covers on three aspects; technology, economics, and mini research. It is beneficial to match the 21st century skills by strengthening students' translating competence in using computer as assisted tool for translating text, promoting their own translation business (translation agency project) in SNS, and having an experience in conducting translation research. Finally, it combines the enhancement of technology with traditional teaching (blended learning) to engage and motivate students in learning the translation practice/theory autonomously.

Key words: Technology, Translation Teaching, SNS, Gadgets, millennial students.

INTRODUCTION

Teaching styles have changed significantly over the years. With the development of technology and internet, now most of our students are really into SNS (Social Networking Services) such as; Facebook, WhatsApp, Instagram, YouTube, and etc. Most of lecturers may also realize that the way their students learn is no longer the same as the way the lecturers learned in the past. The traditional teaching method (conventional education) involves the lecturer – centered activities which focuses on individual students' needs and self-control. The old – fashioned teaching style was all about recitation and memorization.

In his book, John Dewey (1938) mentions that in traditional education, where the lecturer is the instrument; the lecturers transmit skills, facts, and standards of moral and social that adults consider necessary to the next generation. The students are expected to receive and believe the fixed answer obediently. However, this conventional teaching method can't be applied thoroughly for today's students.

Prensky (2001), in his article, explains that today's students grow up with new technology. They spend their entire lives surrounded by computers, videogames, video cams, digital music players, cellphones, Internet, instant messaging, and all the other tools of digital age. Prensky also refers the today's students as Digital Natives; those who are the "native speakers" of the digital language of computer technologies and

Internet while the rest of who were not born into the digital world but have adopted the new technology as Digital Immigrants.

Therefore, lecturers cannot deny that technology plays an important role in supporting the teaching learning process. The traditional teaching style should be enhanced to match the learning styles of millennial generation (the digital natives), and so does happen to translation class. This study aims to explore different strategies that the translation lecturers may use in teaching translation theory/practice in the English Education Department of The State Islamic University of North Sumatra. This paper presents the activities for teaching translation with the assistance of technology with no theoretical or methodological claims.

RESEARCH METHOD

This study applies descriptive qualitative method for translation studies by Toury (1995). Qualitative research collects, analyzes, and interprets data in the form of verbal description/words (Sumintono and Widhiarso, 2015). The descriptive qualitative approach is chosen because this study is focused on problems that exist at the time this study conducted (Nawawi, 1998). The data sources of qualitative study can be human, event, activity, place or premise, object, image, recording, as well as document and archive (Sutopo, 2002). The data source of this study is the translation products and the interviews with the translation lecturers and English Education students in the State Islamic University of North Sumatra. The method of collecting data was observation, document analysis, and interviews. Holmes and Toury (1995) split translation studies into two guiding points; pure and applied translation studies. The pure translation study is divided into theoretical and descriptive research. The descriptive research has three orientations; product oriented, process oriented, and function oriented. This study focuses on product oriented. The researchers analyze the translation teaching strategies used for teaching the millennial students in English Education Department of the State Islamic University of North Sumatra. Following is the “map” of translation studies by Holmes and Toury (1995):

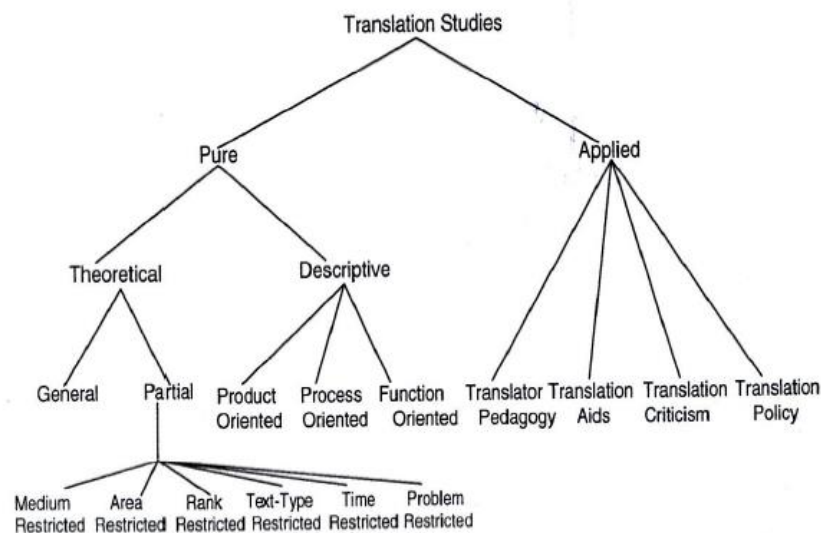


Figure 1. Holmes' and Toury's “map” of translation studies (1995)

FINDINGS AND DISCUSSION

After conducting some interviews about translation class' learning activities with the students and lectures of English Education Department, the researchers conclude that the lecturers' strategies in applying technology for teaching translation theory/practice in the English Education Department of The State Islamic University of North Sumatra covers on three aspects; technology, economics, and mini research. The activities are used to match the needs of 21th century skills by strengthening students' translating competence in using computer as assisted tools for translating text, promoting students' translation agency through SNS (Social Networking Service), and having an experience in conducting research in translation field. Following are several activities used in teaching translation theory with the assistance of technology:

a. *Reflecting and practicing translation theory through Whats App.*

In introducing the translation theory, the students are expected to understand the essence of translation, some theories proposed by translation experts, the process of translating text, and the importance of revisiting translation product. As a practice for this theory, the students translate sentences in Whats App group the lecturer has created. In the group, the students review the grammatical structure of English and Indonesia which is essential to produce accurate, acceptable, and readable translation product. The activity starts when a student gives a sentence for other students to translate in the Whats App group. The rest of the students will provide feedback for the most equivalence and natural translation of that sentence. Then, the next student will give the next sentence to be translated. The lecturer checks the students' explanation and guides the students to be on the right track. For example;

Source Text: My mom also told me to put some fruits on the tables. (Indirect Sentence)

Target Text: Ibuku juga memberi tahu ku untuk meletakkan beberapa buah di atas meja.

Suggestions: Ibu juga menyuruh saya meletakkan beberapa buah di atas meja. (omit "ku" in "ibuku" because it has been understood that "ibu" is "my mom". Change "memberi tahu" as "menyuruh" because it will sound more natural in Indonesian language. Change "ku" as "saya" to sound more formal.

b. *Exploring Translation Techniques though Facebook*

The students are expected to know the eighteen translation techniques proposed by Molina and Albir (2002). After discussing the examples of each translation technique in the classroom, the lecturer asks the students to translate a paragraph (an abstract) from Indonesia into English and vice versa, and exchange the translation product later with other students in the classroom. Then, the students will provide feedback for their classmates' translation product. Students are given freedom to create their summary as creative as they can be. They may turn the summary into something they can remember easily. The lecturer encourages the students to create the summary in the form of poem, songs, or infographic. The summary including the feedback from their classmates will be posted on Facebook, and the other students will give positive comments on Facebook. Besides writing summary, the students may also analyze the translation techniques used by their friends' in translating texts by posting

the result of their analysis on Facebook. This activity enhances students' motivation in learning the translation techniques because most of the students are using Facebook as a media for expressing themselves. Students can also develop their English writing skills when writing the comments on Facebook.

c. Translating Subtitles and Comics

Watching movies and reading comics are two activities that students really engaged today. Most of them spend their free time either by watching movies on cinema or reading comics. Instead of consuming the translation product (the movie's subtitles and comics) that the students always download online, the lecturer asks the students to create the subtitles for movies and translate the Indonesian comics into English. However, the lecturer has prepared the theory which explains some important aspects in translating subtitles and comics for the students in their translation books. Then, for the practice, the students are introduced to the Apps that they can use to edit videos, create subtitles, and translate comics on their Smartphones. Viva video, Videoshow, and Aegisub are some examples of software and Apps that the students can use to create subtitles. For translating comics, the lecturer provides examples for the students to use Image editing software like Photoshop. The lecturer asks the students to explore the software and gives an assignment for the students to create subtitles for new movies or to translate Indonesian comic into English. Sometimes, the lecturer also asks the students to create video promotions with subtitles. In those videos, the students may introduce their Translation Service Agency or explain the wonderful of tourism places in their hometown. This activity also promotes students' awareness of preserving their culture and collaboration as team players when supporting each other and collaborating in creating the promotion videos or giving subtitles to the videos. When the videos and subtitles are done, the students post them on Facebook and YouTube.

d. Using movie's subtitle and novels as an object for conducting translation research

As the students are really up to date on new movies and novels, the lecturer asks the students to conduct a mini research about movie's subtitles and novels in translation field. After learning about translation techniques, translation ideologies (domesticating, foreignizing, and neutral, and qualities in translating text), and translation quality instruments (Nababan, 2012), the lecturer introduces the students to some examples of translation research which focuses on analyzing the translation techniques, translation ideologies, or translation qualities of a text. The lecturer explains the theory of conducting the translation research, and asks the students to come up with their own translation research. In their groups, the students discuss about the object of their mini research (the movie's subtitle or novel that they will analyze) and the aspects they want to find (the techniques, the ideologies, or the qualities). The students conduct their translation research and get some feedback from their lecturer. When the students complete their research, every group presents the findings in the form of seminar in the classroom. After the seminar, the students get feedback from their lecturer and their classmates. Then, the students try to publish their article on national and international journals and present their articles on workshops about translation field.

e. Join in national and international translation community

To develop their translation skills, the lecturer encourages the students to join the national and international translation community such as; Himpunan Penerjemah Indonesia (Association of Indonesian Translators), Proz.com, Bahtera, Global Translation Community on Coursera, Komunitas Terjemahan Google (Google Translators' Community), WordPress – Translation, and etc. The students apply as members and share the information they get from the communities to their classmates in the classroom. These communities will enhance the students' career as young translators because such sites contain a lot of information about translator's everyday work and the problematic issues a young translator may experience.

CONCLUSION AND SUGGESTION

After observing the activities that can be used in teaching translation with technologies, it can be concluded that it is beneficial for teachers to match the 21st century skills by strengthening students' translating competence in using computer as assisted tool for translating text, promoting their own translation business (translation agency project) in SNS (Social Networking Service), and having an experience in conducting translation research. However, the present of technologies in Translation Teaching (TT) doesn't omit the role of teachers in the classroom. It combines the enhancement of technology with traditional teaching to engage and motivate students in learning the translation practice/theory autonomously. Blended Learning is suggested as education program that combines online digital media with traditional classroom methods. Blended Learning will require the physical presence of the teacher and students (Friesen, 2012). Moreover, the translation teaching activities in this article are some of unlimited strategies in using technologies as assistances for teaching translation. There is a lot of more translation teaching strategies that translation teachers can apply for their classroom. Finally, it is hoped that this study will be a reference for other researchers to conduct more researches about Translation Teaching.

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