



## Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Farida Repelitawati  
Assignment title: Farida Repelitawati  
Submission title: THE IMPACT OF TECHNOLOGY IN...  
File name: Proceeding\_SIEC\_2018\_1.pdf  
File size: 6.14M  
Page count: 13  
Word count: 3,273  
Character count: 19,227  
Submission date: 30-Jan-2019 01:31AM (UTC-0800)  
Submission ID: 1070520501



# THE IMPACT OF TECHNOLOGY IN TT (TRANSLATION TEACHING)

*by* Farida Repelitawati

---

**Submission date:** 30-Jan-2019 01:31AM (UTC-0800)

**Submission ID:** 1070520501

**File name:** Proceeding\_SIEC\_2018\_1.pdf (6.14 M)

**Word count:** 3273

**Character count:** 19227



ENGLISH  
EDUCATION  
DEPARTMENT  
SILIWANGI UNIVERSITY



SILIWANGI  
INTERNATIONAL  
ENGLISH  
CONFERENCE

# PROCEEDING



# SIEC 2018

SILIWANGI INTERNATIONAL  
ENGLISH CONFERENCE



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

Santika Hotel  
Jl. Yudanegara No.57 Tasikmalaya West Java Indonesia  
August 11-12, 2018



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

11<sup>th</sup> – 12<sup>th</sup> of August 2018  
Santika Hotel, Tasikmalaya

**Reviewer:**

Agis Andriani  
Dian Kardijan  
Fuad Abdullah  
Junjun M. Ramdani  
Rahmat  
Soni T. Tandiana  
Yusup Supriyono

**Cover Design by:**

Ally Muhammad Abduh

**SILIWANGI INTERNATIONAL ENGLISH CONFERENCE 2018  
PROCEEDINGS**

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

ISBN: 978-602-0826-18-9

Copyright © 2018 by English Education Department UNSIL Press

All right reserved. No part of this publication may be produced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of English Education Department, University of Siliwangi.

Jl. Siliwangi No.24 Tasikmalaya, West Java, Indonesia

Phone: (0265) 323532 [englishfkip@unsil.ac.id](mailto:englishfkip@unsil.ac.id)

Published by:

English Education Department UNSIL Press

Jl. Siliwangi No.24 Tasikmalaya, West Java, Indonesia

Phone: (0265) 323532

Email: [englishfkip@unsil.ac.id](mailto:englishfkip@unsil.ac.id)

Website: [www.eng.unsil.ac.id](http://www.eng.unsil.ac.id)

## 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

## TABLE OF CONTENT

1.	Amaliya Sakinatunnisa Metty Agustine Primary Fera Sulastri	Investigating Young Learner's Engagement in EFL Classroom	1
2.	Andre Anugrah	Students' Personality Types Extroversion-Introversion and Their Inclined Preferable Subjects	16
3.	Anisa Rahmawati Junjun M. Ramdani Metty Agustine Primary	Investigating the Lecturers' Scaffolding in an Indonesian Higher Education	22
4.	Anita Lestari	Private Home Tutoring to Promote Learners' Autonomy	31
5.	Brilian Rachman Wibowo	The Use of Reader Response Theory in Teaching Reading Comprehension of Narrative Text in Senior High School ( A Case Study in One of the Senior High School in Bandung)	37
6.	Dhimas Anugrah Pekerti	"Thanks Facebook, You Help Me Speak English Better": a Narrative Inquiry of an Undergraduate Student in Indonesia	50
7.	Erinawati	Overcoming Difficulties in Speaking Assessment Through Performance-based Assessment	56
8.	Erwin Rahayu Saputra	Integrating Mobile Assisted Language Learning in an ESP Textbook Design	64
9.	Dr. Farida Repelita Waty Kembaren, M.Hum.	The Impact of Technology in TT (Translation Teaching)	69
10.	Fauzi Gunawan	Teachers' Perception in Assessing Writing	75
11.	Ivo Marisya	Teachers' Perception about Cloze Test in Assessing Students' Listening Skill	81
12.	Jacqueline I. Espina	A 21 <sup>th</sup> Century Skills-Based Pedagogical Framework in EFL	86
13.	Kifti H Islami	Donald Trump's Speech "Jerusalem as the Capital of Israel" ( The Mood-Residu Structure Analysis Based On Systemic Functional Grammar)	106

14. Kun Aniroh	Nurturing Food Culture Education through English as Primary Schools' Local Content Subject	111
15. Lee Jun Chien	From Passive To Be an Active Learner: Exploring Play-Based Teaching in Singapore Primary School English Language Classroom	123
16. Meike Imelda Wachyu	School Literacy Drive in Promoting Adolescent Media Literacy	128
17. Muh. Mahrup Zainuddin Sabri	Orai Application to Enhanced Language Learning in Speaking Skill (The Observation at SMAN 1 Jerowaru Lombok Timur Nusa Tenggara Barat)	135
18. Muhammad Irfan Ferlanda Sri Harto	Microstructural Level Analysis of Equivalence above Word Level in the Literary Translation of Brown's "Inferno"	139
19. N.W.P. Anggitawati P.A.K. Dewi L.P.R. Prihastuti	An Analysis of Bilingual Instruction in Bilingual Primary School	145
20. Nida Nafisah Metty Agustine Primary Junjun M. Ramdani	Investigating Collaborative Research Project in an Undergraduate Study: Challenges and Opportunities	152
21. Nurul Amalia Rahmat Arini Nurul Hidayati	A Critical Semiotic Analysis of Students' Poster Presentation in an Indonesian EFL Tertiary Context	163
22. R. Winda Herdisa Sudarsono M.I. Sudarsono M. Handi Gunawan	Textual Metafunction Analysis of Pre Service Teachers' Analytical Exposition Texts	177
23. Rikardus Jehadun I Wayan Bagastana Muhammad Mersandy Wiraja	Critical Discourse Analysis of Joko Widodo's Speech	183
24. Risqi Ekanti Ayuningtyas P.	Slang Language Description of English Department Students at Muhammadiyah University of Ponorogo	193

25. Riyatno	God Reliance Versus Self Reliance: A Study on Rowlandson's Work <i>a Narrative Of The Captivity And Restoration And Gilman's Work The Yellow Wall-Paper</i>	200
26. Rizki Muhammad A. S.	Junior High School EFL Teachers' Perceptions of Computer-Based National Examination in Indonesia	204
27. Roghibatul Luthfiyyah Farah Sukmawati Wahidah	The Use of Listening Strategies: Does It Correlate With Self-Efficacy and Listening Proficiency Level?	211
28. Wildan Hariz	The Relationship Between Readability Level of Text Materials and Vocational High School Students' Reading Comprehension Ability In EFL Classrooms	217
29. Yuvita	Metacognitive Strategy Use In EFL (English as Foreign Language) Reading Competence	224
30. Noni Agustina	Students' Perception Of Electronic Mind Mapping Use In Speaking-Based Activities	231

## THE IMPACT OF TECHNOLOGY IN TT (TRANSLATION TEACHING)

**Dr. Farida Repelita Waty Kembaren, M.Hum**  
The State Islamic University of North Sumatra (UIN SU)  
E-mail: [titaancha@gmail.com](mailto:titaancha@gmail.com)

**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 21<sup>st</sup> 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) mention<sup>6</sup> that in traditional education, where the lecturer is the instrument; the lecturers transmit skills, facts<sup>6</sup> 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.<sup>5</sup>

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):

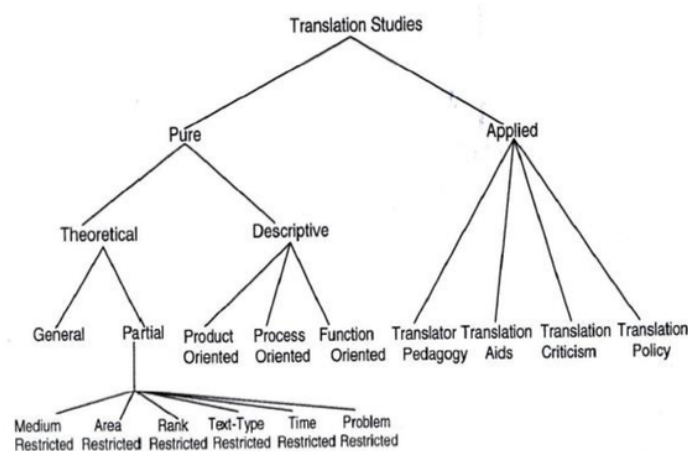


Figure 1. Holmes' and Toury's “map” of translation studies (1995)

## 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, Videoshows, 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 21<sup>st</sup> 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.

## REFERENCES

- Dewey, J. (1938). *Experience and education*. Kappa Delta Pi. pp.1-5.
- Friesen, N. (2012). "Report: Defining Blended Learning"
- Kembaren, F. R. W. (2011). *Translation Theory* (W. R. Darrow Ed.). Medan: Le-Tansa Press.
- <sup>1</sup> Molina, L. & Albir, A.H. (2002). *Translation Technique* <sup>2</sup> *revisited*. A Dynamic and Functional Approach. Meta, Vol. XL VII, No. 4, 499-512
- Nababan, M., Nuraeni, A., & Sumardiono. (2012). *Pengembangan Model Penilaian Kualitas Terjemahan. Kajian Linguistik dan Sastra*, 24(1), 39-57.
- Nawawi, H. H. (1998). *Metode Penelitian Bidang Sosial*. Yogyakarta: Gadjah Mada University Press.

- 9 Prensky, Marc. (2001). *Digital Natives, Digital Immigrants* from *On the Horizon* (MCB University Press, Vol. 9 No. 5, October 2001)
- 2 Sumintono, B., & Widhiarso, W. (2015). *Aplikasi Model Rasch untuk Penelitian Ilmu-Ilmu Sosial* (B. Trim Ed. 2 ed.). Cimahi: Tim Komunikata Publishing House.
- 1 Sutopo, H. B. (2002). *Metodologi Penelitian Kualitatif, Dasar Teori dan Terapannya dalam Penelitian* Surakarta: Sebelas Maret University Press.
- 11 Toury, G. (1995). *Descriptive Translation Studies and Beyond*. Amsterdam: John Benjamin.

# THE IMPACT OF TECHNOLOGY IN TT (TRANSLATION TEACHING)

## ORIGINALITY REPORT

8%

SIMILARITY INDEX

%

INTERNET SOURCES

%

PUBLICATIONS

8%

STUDENT PAPERS

## PRIMARY SOURCES

1

Submitted to Universitas Muhammadiyah  
Surakarta

Student Paper

1%

2

Submitted to Universitas Pendidikan Indonesia

Student Paper

1%

3

Submitted to Higher Ed Holdings

Student Paper

1%

4

Submitted to University of Northampton

Student Paper

1%

5

Submitted to Universiti Sains Malaysia

Student Paper

1%

6

Submitted to Swinburne University of  
Technology

Student Paper

1%

7

Submitted to University of Sunderland

Student Paper

1%

8

Submitted to Viterbo University

Student Paper

1%

9

Submitted to University of Northumbria at Newcastle

Student Paper

1%

10

Submitted to Higher Education Commission Pakistan

Student Paper

<1%

11

Submitted to Heriot-Watt University

Student Paper

<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off