

**LECTURERS' TECHNIQUES IN TEACHING TRANSLATION AT
TRANSLATION I CLASS IN ENGLISH EDUCATION DEPARTMENT
ANTASARI STATE ISLAMIC UNIVERSITY**

**By
Nabiilah Nur Ramadhan
1501240499**



**ANTASARI STATE ISLAMIC UNIVERSITY
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**LECTURERS' TECHNIQUES IN TEACHING TRANSLATION AT
TRANSLATION I CLASS IN ENGLISH EDUCATION DEPARTMENT
ANTASARI STATE ISLAMIC UNIVERSITY**

AN UNDERGRADUATE THESIS

**Presented to
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in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English Language Education**

by

Nabiilah Nur Ramadhan

1501240499

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
BANJARMASIN
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APPROVAL

Title : LECTURERS' TECHNIQUES IN TEACHING TRANSLATION AT
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Name : Nabiilah Nur Ramadhan

SRN : 1501240499

Faculty : Tarbiyah and Teachers Training

Program : Undergraduate Study (S-1)

Department : English Education Department

Academic Year : 2019

Place/Date of Birth: Banjarmasin, 26 Januari 1998

Address : Jl. Sultan Adam Komplek Mahligai RT 18 No. 01 RW 002 Kelurahan
Surgi Mufti Kecamatan Banjarmasin Utara Banjarmasin

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 24 Juni 2019

Advisor
Contents and Research Methods

Advisor
Language and Writing Techniques

Rahmila Murtiana, SS, MA
NIP. 197107302005012004

Fajrianor, M.Pd
NUP. 201704070

Acknowledged by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,

Nani Hizriani, MA.
NIP. 197711272003122001

VALIDATION

Title :. LECTURERS' TECHNIQUES IN TEACHING TRANSLATION AT TRANSLATION I CLASS IN ENGLISH EDUCATION DEPARTMENT ANTASARI STATE ISLAMIC UNIVERSITY, Name: Nabiilah Nur Ramadhan, SRN: 1501240499 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Friday
Date : 12 July 2019
Stated : Accepted
Score : 82,5 (A)

Dean Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin

Prof. Dr.H.Juairiah, M.Pd
NIP. 196001061986032004

THE BOARD OD EXAMINERS:

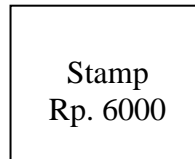
Name	Signature
1. Nani Hizriani, MA NIP. 197711272003122001	
2. Rahmila Murtiana, MA NIP. 197107302005012004	
3. Fajrianor, M.Pd NUP. 201704070	

STATEMENT OF AUTHENTICITY

I, the undersigned, Nabiilah Nur Ramadhan, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 24 Juni 2019

The writer,



Nabiilah Nur Ramadhan

ABSTRACT

Nabiilah Nur Ramadhan. 2019. Lecturers' Techniques In Teaching Translation At Translation I Class In English Education Department Antasari State Islamic University. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Rahmila Murtiana, SS, MA, (II) Fajrianor, S.Pd, M.Pd.

Keywords: Techniques, teaching, Translation class

Nowadays translating activities continue to be more important practices, especially in Indonesia and in approaching globalization era, translation activity has a large benefit in developing knowledge or science as well as in international exchange of culture. Translation does not only transform one language to another one, but also give the right information to convey its content well. Teaching translation was conducted by traditional method based on paper-based system. This system is not interesting for students because the students were very busy with grammar-structure and dictionaries. This situation can decrease student's motivation.

This research is about Lecturers' Techniques In Teaching Translation At Translation I Class In English Education Department Antasari State Islamic University that aim to find out the lecturers' techniques in teaching translation and to identify the difficulties faced by the lecturers in implementing the techniques in teaching translation. The researcher uses observation and interview as techniques of data collection.

The research showed that there are 6 techniques used in teaching translation at translation I class in English Education Department Antasari State Islamic University and found the difficulty faced by the lecturer when he taught in translation class which is most of students have less understanding in idiomatic translation from target language to source language.

ABSTRAK

Nabiilah Nur Ramadhan. 2019. *Lecturers' Techniques In Teaching Translation At Translation I Class In English Education Department Antasari State Islamic University*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Rahmila Murtiana, SS, MA, (II) Fajrianor, S.Pd, M.Pd.

Kata kunci: Teknik, mengajar, kelas Translation

Kegiatan menerjemah saat ini terus menjadi praktik yang lebih penting, terutama di Indonesia dan dalam pendekatan era globalisasi, kegiatan menerjemah memiliki manfaat besar dalam mengembangkan pengetahuan atau sains serta dalam pertukaran budaya internasional. Menerjemah tidak hanya mengubah satu bahasa ke bahasa lain, tetapi juga memberikan informasi yang tepat untuk menyampaikan kontennya dengan baik. Pengajaran terjemahan dilakukan dengan metode tradisional berdasarkan sistem berbasis kertas. Sistem ini kurang menarik bagi siswa karena siswa sangat sibuk dengan tata bahasa dan kamus. Situasi ini dapat menurunkan motivasi siswa.

Penelitian ini adalah tentang *Lecturers' Techniques In Teaching Translation At Translation I Class In English Education Department Antasari State Islamic University* yang bertujuan untuk mengetahui teknik dosen dalam mengajar terjemahan dan untuk mengidentifikasi kesulitan yang dihadapi oleh dosen dalam menerapkan teknik dalam pengajaran terjemahan. Peneliti menggunakan observasi dan wawancara sebagai teknik pengumpulan data.

Penelitian ini menunjukkan bahwa ada 6 teknik yang digunakan dalam mengajar terjemahan di kelas Translation I di jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Antasari dan peneliti juga menemukan kesulitan yang dihadapi oleh dosen ketika ia mengajar di kelas Translation I yang sebagian besar siswa kurang memiliki pemahaman dalam terjemahan idiomatik dari bahasa target ke bahasa sumber.

MOTTO

*Surround yourself with people who make you laugh, forget the past and
focus on the truth*

(Justin Bieber)

DEDICATION

I dedicate this thesis for:

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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Writer

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CHAPTER I

INTRODUCTION

A. Background of Study

Every human being in this world needs to interact each other, and language is the most important aspect in human interaction. Language is an important thing to do the communication. Language is primary source of communication. Without existence of language, of course the people will difficult to communicate with others. Especially in this globalization era where communication is very absolute needed for sharing ideas and getting many kinds of information from others.

Moreover, there are various language in the world. One of the language has an important role that is English. English become the international language that use to communicate worldwide. As an international language, English has been playing an important role in many aspects of life such as education, international relationship and so on. Nowadays, English becomes connector language that chosen by people who come from different countries, including Indonesia. Learning English as early as possible for Indonesian people can help them face global competition. Thus, people have to learn English to get the clear information if they want to share information around the world. In fact, people will find it difficult when they want to transfer their native language into English. There is an

activity to facilitate the process of transferring from native language into English and it's called translation.

Nowadays translating activities continue to be more important practices, especially in Indonesia and in approaching globalization era, translation activity has a large benefit in developing knowledge or science as well as in international exchange of culture. Translation does not only transform one language to another on, but also give the right information to convey its content well.

Translation is becoming more and more important in international and intercultural activity (Tian, 2005). For the facilitates mutual understanding among different and conflicting racial, ethnic, religious, and cultural groups. This is because translation has a function to bridge a communication among different people with different language and culture. For this reason, then he adds that, training translation people from different place and background can understand each other. Without existence of translation, people that have differences language and culture will difficult to communicate. Related to the effort of translation that make people understand each other, Allah SWT says in QS. Yusuf:02 :

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

This verse of Qur'an told that we should understand the language if we want to study the knowledge that we do not know the language of the knowledge. To understand it, we should translate the language into our language, to do that we need to know how the way to translate.

Translation is an effort to divert messages from one language to another language. Newmark (1988) described translation as a craft consisting of the attempt to replace a written message and/or statement on one language by the same message and/or statement in another language. In addition, the process or result of converting information from one language or language variety into another. The aim is to reproduce as accurately as possible all grammatical and lexical features of the “source language” original by finding equivalents in the “target language”. At the same time, all factual information contained in the original text must be retained in the translation (Bell, 1991).

Today, the role of translator becomes very important because translation is now needed in many aspects of life such as in governmental, education and so on. By seeing the importance of translation and the role of translator, it can be said that translators need some competencies and skills that must be trained every time.

In Indonesia, translation field is still rare to be a favorite subject to learn because it needs good, discipline and capable human resources. For example, in South Kalimantan especially in Antasari State Islamic University Banjarmasin that has so many majors especially English Education Department only have 1-2 semesters for the subject of translation in average with 2 credit points of each. This conditions of course will have some consequences for the graduates, especially in translation field.

Commonly, Translation is believed to be complex or difficult subject to be learned by the the students of English Education Department. Based on students’

opinion who have joined this subject, translation is also a boring subject adhere because there are several theories which need understanding and attention. The students not only translate the source language or text but also have to understand deep meaning and catch the message from source language or text.

Teaching translation was conducted by traditional method based on paper-based system. This system is not interesting for students because the students were very busy with grammar-structure and dictionaries. This situation can decrease student's motivation. Based on that phenomena, the researcher interested to conduct the research about techniques in teaching translation.

In teaching English, choosing a teaching technique that suits the needs of students is very beneficial. Teacher should apply the interesting techniques in the classroom, so that the students can understand well and faster about what they are learning. Teaching English as a foreign language is really need great consideration in choosing appropriate teaching techniques. A teaching technique concerns the relationship between the teacher and the learner that is likely to be the crucial factor in the teaching and learning process, therefore it is necessary to use an appropriate teaching technique (Celce-Murcia, 1991).

A teaching technique covers a wide variety of exercises, activities, or devices used in the long classroom for realizing lesson objectives. Some techniques are widely used and found in many methods, such as imitation, repetition, dictation, translation, role play, and many more. Teaching techniques have their own advantages and disadvantages depending on some factors such as the objectives of

teaching, the student's characteristic, etc. It means that a well organized teacher must choose the best techniques for their student's need and situations. In addition, proper teaching techniques will help students to learn English in an interesting and joyful way.

It is extremely important how a teacher teaches English using appropriate techniques. Since there are so many techniques in teaching English, as a result there is no best technique because each technique has its own weaknesses. It means that every technique has different advantages and disadvantages in English language teaching. Therefore, a teacher should be able to adapt his or her teaching to accommodate learner's situations. It means that it is very important for the teacher to make an initial effort to understand who the learners are and what their situations are. In addition, a good teacher also should be able to create the best atmosphere for the students to learn English. It means that a teacher should be responsible to set everything in the language lesson, such as: teaching materials, classroom activities, and teaching techniques that are appropriate to students.

In case, the researcher conducted a research to find out the teacher's techniques in teaching translation. It is focusing on the teacher's effort to help the students in taking up the learning materials and how the techniques are applied by the lecturers.

B. Research Questions

1. What are the techniques used by lecturers in teaching translation?
2. What are the difficulties faced by the lecturers in implementing the techniques in teaching translation?

C. Objectives of Study

1. To find out the lecturers' techniques in teaching translation.
2. To identify the difficulties faced by the lecturers in implementing the techniques in teaching translation.

D. Significance of Study

The researcher hopes, the finding of this study will be useful for:

1. Translation Lecturer

Lecturer can find the best techniques of teaching translation to the students.

2. Students

Students can improve their ability to translate their native language into English or vice versa by the techniques used by teacher to teach translation.

3. University

The university can use it as an input for the improving of science related to teaching and learning English language, especially translation.

4. The researcher

The result of the study will answer those research questions which are the basic of research.

E. Definition of Key Terms

To avoid misinterpretation regarding the title, it is necessary to explain some terms in the title as follow:

1. Technique

Technique is a implementational that which actually takes place in classroom. It is a particular trick used to accomplish an immediate objective technique must be consistent with a method, therefore in harmony with and approach as well. In conclusion, technique is the implementation about how the lecturer transfer the knowledge to the students. What is the trick, the strategy, and what is the media used for transferring the knowledge.

2. Teaching

Teaching is the process of imparting knowledge or instructing someone to do something. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. (Brown, 2007)

3. Translation Class

Translation Class is a subject in English Education Department which is obligated by all English Education Department students in 4th and 5th semester. Translation Class divided into two, those are Translation I and Translation II. Translation I class is usually taken in 4th semester while Translation II class is usually taken in 5th semester.

CHAPTER II

THEORETICAL REVIEW

A. Definition of Translation

The word translation comes from Latin; trans, across, and datum, to carry. From this terminology we can see that translation is the connection between two different languages. Translation is the activity of transferring message from one language (source language) to others (target language). It means that the most important thing the translator must pay attention to is the message delivery; whether it is equal or not. Generally, translation is a process of rendering meaning, ideas, or messages of a text from one language to other language. There are some considerations which follow this process, which mainly related to the accuracy, clarity and naturalness of the meaning, ideas, or messages of the translation. It means that it is important thing to consider whether the readers of the source text do. These considerations are clarified in some definition of translation stated by some experts.

Translation is “*the process of transferring a written text from source language (SL) to target language (TL).*” (Hatim & Munday, 2004). In this definition they do not explicitly express that the object being transferred is meaning or message. They emphasize on translation as a process. The translation must be able to communicate or to act as “the bridges of meaning” between the

manufacturer of the source text and target text reader. Translation is an act of communication that conveys messages from author to readers (Machali, 2000).

Translation is the replacement of an original text with another text (House, 2009). However, translation is an intelligent activity involving complex processes of conscious and unconscious learning (Robinson, 1997).

B. The Importance of Translation

As we have already said, translation is a means of communication. So, we have to deal with the process of translation in a very precise way. In other words, we as translators must be faithful to the original text. This is the simplest principle that should be taken into consideration in translation. But the translator may face problems through doing translation. The first problem is related to the reading and comprehension ability in the source language. Once the translator has coped with the obstacle, the most frequent translation difficulties are of semantic and cultural nature: “Linguistic untranslatability” (cognates, i.e. true and false friends, calque, and other forms of interference; institutional, and standardized terms, neologism, aphorisms, etc.), and “cultural untranslatability,” (idioms, sayings, proverbs, jokes, puns, etc). One should adopt a very cautious attitude toward these words or expressions so as to avoid interference and/or language misuse (Kussmaul, 1995). According to Gerding-Salas (ibid) says: whatever the difficulty in the translation process, procedures must aim at the essence of the message and faithfulness to the meaning of the source language text being transferred to the target language text.

It is essential to claim now that in order to say that the translation teacher must start with himself / herself to overcome such difficulties in translation so as to be able to teach his / her students how to overcome these difficulties, otherwise he / she would be considered an incompetent teacher. The reason behind that is that the quality of translation will depend on the quality of the translator, i.e. on her/his knowledge, skills, training, cultural background, expertise, and even mood. So, if the teacher of translation lacks one or more of the above features he/ she could not succeed in his / her job.

According to “A Textbook Translation”, any good translator should have:

1. Reading comprehension ability in a foreign language
2. Knowledge of the subject
3. Sensitivity to language (both mother tongue and foreign language)
4. Competence to write the target language dexterously, clearly, economically and resourcefully (Newmark, 1988).

To conclude this section, it is important to say that to be a proficient teacher in translation; he / she must be proficient in translation as a process. So, I think, it is necessary, here, to have an idea about the most important translation methods that must be adopted by any translator and that must be grasped by students.

C. Types of Translation

There are many types of translation and the translators are free to choose the type in the process of translation. The selection of the translation types is influenced by several factors, as stated below:

“In applying the revisions various types of translation were applied. This is caused by four factors, namely: 1) There is a difference between the language system and the target language system, 2) There are differences in types of text material understood, 3) Presence of translation translation communication tools, and 4) There are differences in objectives according to the discussion of a text .”
(Nababan, 2003)

Method of translation divides into two emphases which are the source language oriented and the target language-oriented (Newmark, 1988). The selection of the types affects the translation result. The types of the translation which belong to the source language-oriented and the target language-oriented can be seen below:

1. Types of Translation Emphasizing the Source Language

a. Word-for-word translation

Word-for word translation is applied by placing the words directly below the source language. It can be said that the source language is literally translated into the target language text. Cultural terms and naturalism is not being noticed.

Example:

Eliminating some of the taxes was one obvious solution to the crisis.

Penghapusan beberapa dari pajak adalah satu nyata solusi untuk krisis

b. Literal Translation

The grammar structures of the source language text are translated into the nearest equivalence of the target language text but the lexical words are translated by one and it is out of context. If both languages are related to each other, it will be understandable for the readers because they have similar grammatical forms. However, the negative effect of the use of this type is unnatural translation.

Example:

It's raining cats and dogs

Hujan Kucing dan anjing

c. Faithful Translation

This type is reproducing the contextual meaning of the source language but it is still restricted by the grammatical form of the target language text. The deviation of the source language is still kept but the translation is culturally accepted. Faithful translation attempts to be faithful to the intentions and the text realization of the source of language writer.

Example:

Ben is too well aware that he is naughty

Ben menyadari terlalu baik bahwa ia nakal

d. Semantic Translation

Semantic translation focuses on the equivalence of the word by keeping the cultural term of the source language text (Nababan, 2003). It can be said that this type is more flexible rather than faithful translation since the aesthetic value of the source language text is endured. The text sounds neutral because the translator does not add or decrease or even makes the text nicer.

Example:

It doesn't pay

Itu tidak ada gunanya.

2. Types of Translation Emphasizing The Target Language

a. Adaptation

It can be said that adaptation is the freest and the closest translation in the target language. In addition, the important elements like theme, character, and plot should be retained. Usually, poetry and comedy are translated with this type. It is applied by adapting the cultural terms of the source language into the cultural terms of the target language text then the original text is rewritten.

b. Free Translation

This type is applied by translating the messages of the source language only and it is rewritten in the new form in the target language. The original form of the source language is ignored. This type cannot be used too often because it will ruin the original form and the aesthetic value of the source language.

Example:

To play truant

Membolos

c. Idiomatic Translation

The main problem for students is recognizing an idiom and understanding it at once. According to (Cooper, 1999), “idiom study presents a special language problem for all language learners because the figurative meaning is unpredictable. The result of another study stated that mastering idioms and the ability to use them in the written and the spoken discourse is considered as a sign towards proficiency.

The aim of this method is reproducing the source language by using the colloquialism and idiom that do not exist in the source text. Due to this, there will be distortion of meaning nuance, adjustment is often used when the translator applies this type a lot.

Example:

I'll treat you a cup of coffee

Aku akan mentraktirmu kopi

d. Communicative Translation

Communicative translation is applied by translating the exact contextual meaning of the source language in such way so that the context and the language structures are acceptable for the target readers. Thus, the translator should consider the aim of the translation and also the target readers. Communicative translation attempts to create the same effect experienced by the target readers as the effect experienced by the readers of the source language. The translator is free to change the clumsy words of the source language becoming more natural in the target language text.

Among those eight types, only two types that fulfill the aims of translating covering accuracy and economy (Newmark, 1988). They are semantic translation and communicative translation. Semantic translation put emphasize on the author's linguistic level; while communicative translation put emphasize on the reader's linguistic level.

D. Translation Techniques

Sometimes it is very difficult to differ translation strategy from translation techniques. Shortly, translating strategy is applied in time when the source text is translated. However, translating techniques is related to the translation result.

Based on Collins English Dictionary; *a technique is a practical method, skill or art applied to a particular task* (Machali, 2000). It can be said that translation technique is procedural or normative and done based on the available alternatives.

Translation technique describes the result and it can be used to classify various solutions of translation (Molina & Albir, 2000). They define translation technique as a procedure which is used to analyze and to categorize the way of the equivalent works. The translation technique is classified into several parts (Molina & Albir, 2000):

1. Separating the technique of the translation from another related notion like strategy, method and mistake of translation.
2. Putting the only procedure which is suitable to the characteristic of translation.
3. Not judging whether the translation technique is correct or incorrect but they consider the context situation of the text and the chosen method
4. Maintains usual term
5. To formulate the new technique in order to explain the mechanism that is not described yet.

There are various types of translation technique that can be used to solve the problems of equivalence. They are discussed in sub parts below.

1. Calque

It is also called loan translate. Calque means a word or phrase which is literally translated from the source language into the target language. It can be in lexical or structural system.

Example:

Week-end activities

Kegiatan akhir pekan

2. Borrowing

The technique is applied by taking the words without translation (Molina & Albir, 2000). In Indonesian language, there are many terms of words which are borrowed or taken from English language and it cannot be translated since the readers are familiar with the words and it is difficult to the equivalence in the target language.

Example:

Please **download** this file!

*Tolong **download** berkas ini!*

3. Word-for-word

This technique translates the text based on dictionary without any structure and grammatical change into the target language.

Example:

I eat an apple

Saya memakan sebuah apel.

4. Literal Translation

The source language text is translated literally, focuses on form and structure, without any addition or reduction, into the target language.

Example:

I wear red hat

Saya memakai topi merah

5. Transposition

It is a sense a shift of word class. It changes grammatical category. It happens because of the differences of the grammatical structure in different language. (Molina & Albir, 2000).

Example:

Out of control

Tidak terkendali

6. Amplification

This technique introduces or adds detailed information which does not exist in the source language namely explicit paraphrase or explicit. (Molina & Albir, 2000).

Example:

He was born on 1985

*Dia lahir pada **tahun** 1985*

7. Reduction

This technique is used to make a simple and efficient translation by reducing unnecessary words on target language. (Molina & Albir, 2000)

Example:

I like banana very much

Saya suka pisang

8. Discursive Creation

It determines the unexpected temporary equivalence or the out-of-context equivalence. (Molina & Albir, 2000)

Example:

“I will blow your head into pieces!”

“Aku akan meledakkan kepalamu!”

9. Generalization

The technique is applied by using general term or neutral term in the target language. (Molina & Albir, 2000).

Example:

I love that **wallpaper**

*Aku suka **gambar** itu.*

10. Particularization

The technique uses more particular or concrete term. (Molina & Albir, 2000).

Example:

Colonist rejected the **Parliament** decision.

*Kolonis menolak keputusan **DPR**.*

11. Substitution

It replaces the linguistic elements into the paralinguistic elements or vice versa. (Molina & Albir, 2000).

Example:

Take the patient to **ICU**!

*Bawa pasien ini ke **UGD**!*

12. Variation

It changes the linguistic or paralinguistic elements affecting to the linguistic variation. (Molina & Albir, 2000).

Example:

Please call **911**!

*Tolong panggil **polisi**!*

E. Approach in Translation

Translation is for discussion. Both are in its referential and pragmatic aspect. It has variant factor, but this factor cannot be precisely defined since it depends on the requirements and constraints exercise by one original on one translation. Nothing is purely objective or subjective, everything is more or less. There is an assumption of normally or usually or commonly behind each well-established principle. Qualifications such as always, never, must, do not exist, there are no absolute.

There are two approaches in translation (Newmark, 1988):

1. Start translating sentence by sentence in order to get the feel and the feeling tone of the text, the deliberately sit back, review the position and read the rest of the source text.

2. Read the whole text two or three times and find the intention, register, tone, mark the difficult words and passages and start translating.

The first approach may be more suitable for a literary and the second one is for technical or an institutional text. The danger of the first approach is that it may leave too much revision on the early part and is therefore time-wasting. The second approach can be mechanical; a translation text analysis is useful as a point of reference, but it should not inhibit the free play of one's intuition. The first approach is for a relatively easy text, the second for the harder ones.

F. The Principles of Translation

There are some principles that should be considered by the translator (Savory, 2006).

1. A translation must give the words of original.
2. A translation must give the ideas of the original.
3. A translation should read like an original work.
4. A translation read like a translation.
5. A translation should reflect the style of the original.
6. A translation posses the style of the translation.
7. A translation should read as a contemporary of the original.
8. A translation should read as a contemporary of the tranaslation.
9. A translation may add to or omit from the original.
10. A translation may never add to or omit from the original.

11. A translation of verse should be in verse.
12. A translation of verse should be in pose.

G. Definition of Teaching

In much modern usage, the words ‘teaching’ and ‘teacher’ are wrapped up with schooling and schools. One way of approaching the question ‘What is teaching?’ is to look at what those called ‘teachers’ do – and then to draw out key qualities or activities that set them apart from others. The problem is that all sorts of things are bundled together in job descriptions or roles that may have little to do with what we can sensibly call teaching. Another way is to head for dictionaries and search for both the historical meanings of the term, and how it is used in everyday language. This brings us to definitions like: Impart knowledge to or instruct (someone) as to how to do something; or Cause (someone) to learn or understand something by example or experience. As can be seen from these definitions we can say that we are all teachers in some way at some time.

Teaching is the process of attending to people’s needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given (Smith M. K., 2016). Teaching has an understanding from different ways, such as quantitatively, qualitatively, and institutionally. Quantitatively, teaching means the transmission of knowledge. Knowledge that mastered by the teacher is transferred to students. Qualitatively, teaching is interpreted as the facilitation of learning, namely efforts to help facilitate student learning activities. In this case,

the teacher plays a role in facilitating his/her students to learn and create situations and conditions that support the creation of learning activities by students. Meanwhile, institutionally teaching means the efficient orchestration of teaching skills. Teachers are required to always be ready to adapt various teaching techniques for a variety of students with different talents, abilities and needs.

Teaching is a process of guiding learning experiences (Rohani, 2004). The experience itself is only possible if students with their own activity act on their environment. For example, if a student wants to solve a problem he must think according to certain steps. Teaching in the modern sense means the activity of the teacher in organizing the environment and bringing it closer to students so it becomes a learning process. Teaching is an act that requires considerable moral responsibility. The success of education in students is depend on teachers' responsibility in carrying out their duties. The teacher is the creator of the teaching and learning process (Zamroni, 2000).

H. Technique

1. Definition of Technique

Learning techniques are completeness or steps equipped with diversity, focus and explanation. technique is a catalyst method, different in scope and method, and the usage time is shorter than the method (Smith N. , 1982). Technique is the way someone does in implementing a method

(Sanjaya, 2008). Technique is the steps taken in the method for managing learning activities. (Sudjana, 2005)

Technique is a systematic procedure as a guide for carrying out complex and scientific tasks and work, a skill level or an order to do basic benchmarks of an appearance. Technique is a knowledge about ways to teaching that used by teachers or instructors (Roestiyah, 2001).

2. Teaching Methods and Techniques

Method is one of essential constituents in teaching learning process. “Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the other in which the content will be presented” (Richards & Rodgers, 2001). Technique is also an important thing which has to be implemented in teaching learning process. It is engaged with method. It means that the technique is the action of the methods.

a. Direct Method

Direct Method is not new as with Grammar-Translation Method. It was revived as a method when the goal of instruction is learning how to use a foreign language to communicate (Anderson, Larsen, & Diane, 2004). Direct method is a popular method in preparing students to use the target language communicatively. It has one very basic role: No translation is allowed.

Based on the theory above, the purpose of direct method is to make students can speak or write in target language for communication. The teacher has a role as students partner in this method. There are some techniques frequently used by the teachers (Anderson, Larsen, & Diane, 2004) , for instance:

1) Reading aloud

Students catch the turns reading sections of a passage, play, or dialog out loud. It can be shifted into other activities which based on the needs. For instance, it can be singing aloud when the students are to sing aloud for the action.

2) Question and answer exercise

This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the chance to raise questions as well as respond them.

3) Getting students to self-correct

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied.

4) Conversation practice

The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly.

5) Fill-in-the-blank exercise

This technique has already been discussed in the Grammar-Translation Method, but differs in its application in the Direct Method. All the items are in the target language; furthermore, no explicit grammar rule would be applied.

6) Dictation

The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.

7) Map drawing

The class includes one example of a technique used to give students listening comprehension practice. The students are given a map with the geographical features unnamed.

8) Paragraph writing

The teacher in this class asks the students to write a paragraph in their own words on the major geographical features of the United States. They can have done this from memory, or they can have used the reading passage in the lesson as a model.

b. The Silent Way

The Silent Way is used to make the students able to express their idea, insight, and emotion. This method's goal is the students can absolutely rely on themselves. This method's characteristics are: 1) the teacher set up the situation that focus on students' attention on the structures of language; 2) the situations provide a vehicle for the students perceive the meaning ; 3) the teacher asks the students to describe their reaction what they have learned (Anderson, Larsen, & Diane, 2004). The teacher's role is to create the environment which encourages the students to be more active. The Silent Way has several techniques (Anderson, Larsen, & Diane, 2004), such as:

1) Sound-color chart

The chart contains blocks of color, each one representing a sound in the target language. The teacher and later the students, points to blocks of color on the chart to form syllables, words, and even sentences. In this way the teacher can introduce the stress pattern for the word. The chart allows students to produce sound

combinations in the target language without doing so through repetition.

2) Teacher's silence

The teacher offer just as much help as is needed and the teacher will be silent.

3) Peer correction

The students are encouraged to assist each other when they are experiencing difficulty.

4) Rods

Rods can be used to provide visible action or situations for any language structure. Rods allow students to be creative and imaginative.

5) Word chart

The teacher and later the students, points to words on the wall charts in a sequence so that they can read aloud the sentences they have spoken.

6) Structured feedback

Students are invited to make an observation about the day's lesson and what they have learned. The teacher accepts the students' comment in a non defensive manner, hearing things that will help give him direction for where he would work when the class meets again.

c. Desuggestopedia

Desuggestopedia is the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling they cannot be successful or the negative association they have toward studying and to help them overcome the barriers to learning (Larsen & Diane, 2004). This method calls an affective-humanistic, an approach in which there is respect for student's feeling (Celce-Murcia, 1991). In the past, it was called suggestopedia and now it is called desuggestopedia to reflect the importance placed on desuggesting limitations on learning.

The teacher's role is as a leader in the classroom. The teacher is supposed to active. He or she creates the condition in the class to be more comfortable (Larsen & Diane, 2004). There are some techniques mentioned in (Larsen & Diane, 2004), such as:

1) Classroom set-up

This is the teacher's challenge to create cheerful and bright classroom environment.

2) Peripheral learning

It is based upon idea we perceive much more in environment than that to which we consciously attend.

3) Positive suggestion

The teacher's responsibility is to orchestrate the suggestive factors in a learning situation to help students break down their barriers to learning.

4) Choose a new identity

The students choose the target language name and a new occupation. It means that the students are given the opportunity to develop an entire biography about their fictional selves. For example, they will be asked about their fictional hometown, family, childhood, and etc.

5) Role play

Students are asked to pretend temporarily that they are someone else and to perform in the target language as their role.

6) Lecturing

The teacher gives some presentation of the materials to the students.

7) First concert (active) and second concert (passive)

The two concerts are components of the receptive phase of the lesson. After the story has been introduced by teacher as related in the dialog and the students have been asked to pay attention to some particular grammatical points which arise in it, the teacher reads in the target language which the students have had the copies

of the dialog in both target language and their native language. The teacher initiates read in a slow, dramatic reading which is synchronized with the classical music. In the second phase, the students are asked to put their scripts aside and they simply listen to the teacher who reads at normal speed with musical accompaniment. The content governs the manner the teacher reads the scripts, not the music, which is Classical or Baroque.

8) Primary activation

This is the component of the active phase of the lesson. The target language dialog is reread by the students loudly, as individuals or in groups in particular manner.

9) Creative adaptation

The students engage in various activities designed to help them learn the new material and use it spontaneously. Activities particularly recommended include singing, dancing, dramatization and games.

d. Community Language Learning

This method is used to improve the students' ability by their feelings, physical reaction, and intelligence. The goal of this method is the students can learn about their own learning, take increasing responsibility for it, and learn how to learn from one another (Anderson, Larsen, & Diane, 2004). The teacher must recognize how

threatening a new learning situation can be for adult learner as his or her role. There are some techniques typically used in this method as mentioned by (Larsen & Diane, 2004) such as:

1) Tape Recording student conversation

Through their native language, students are asked to have a conversation. Then, the teacher gives the students the target language translation in appropriate- sized chunks. Each chunk is recorded and it gives to students.

2) Transcription

The teacher transcribes the students' tape- recorded target language conversation. Each student is given the opportunity to translate his or her utterances and the teacher write the native language equivalent beneath the target language.

3) Reflection on experience

The teacher gives the students an opportunity to reflect on how they feel about the learning experience, themselves as learners, and their relationship with one another.

4) Reflective listening

The students relax and listen to their own voices speaking the target language which has been recorded on the tape.

5) Human computer

The student chooses some part of the transcript to practice pronouncing. The teacher, following the student's lead, replicates the word or phrase as often as student wants to practice it. The Student's mispronunciation is not corrected by the teacher. Through the teacher's consistent manner of repeating, the student tries to imitate the teacher's model.

6) Small group task

There are several activities which can occur with the students working in small group task. Small group task is used by the teacher who believes the students can learn from each other and they can get more practice with the target language. It also gives the opportunity for the students to get closer to others.

e. Communicative Language Teaching

Communicative Language Teaching is used to assist students to develop their English skills not only grammatically but also communicatively. The goal of this method is to enable the students use the target language (English) for communication (Anderson, Larsen, & Diane, 2004). The teacher's role is as the facilitator of communication in the and the students are as communicator. There are a number of techniques generally used by the teachers (Anderson, Larsen, & Diane, 2004), such as:

1) Scrambled sentences

The students are given a text which the sentences are in scrambled order. Then, they are told to unscramble the sentences so that the sentences are restored to their original order.

2) Language games

Games are used frequently in CLT. The students find them enjoyable, and if games are suitably designed, it gives students valuable communicative practice.

3) Role play

Role plays are very essential or important in CLT because they give students an opportunity to practice communicating in different social.

4) Picture strip story

There are many activities can be done with picture strip stories. For instance, the student is given a strip story. The student shows the first story picture to the other students and asks them to predict what the second picture will look like.

5) Presentation/ student presentation

Students share their work in class and the teacher has a role as facilitator to guide or facilitate the students in doing the presentation. This technique is supported by the activity named

open sharing among students by giving question or suggestion/result battle.

In this research, the researcher attempts to use the theory by Larsen- Freeman as the main guidance.

I. Review of Previous Study

First study is from Gery Agustino, in title An Analysis of Translation Techniques and Translation Quality of Flight Attendant Manual. In this thesis he wanted to know about translation techniques and translation quality of flight attendant manual which is same with researcher's thesis. The different is he described about translation techniques while the researcher described about lecturers' techniques in teaching translation.

Second study is from Mei Sakriani Hadrus, in title The Analysis of Students Difficulties In Translating Argumentative Text From English To Indonesian At The Second Grade Students Of SMA Negeri 1 Lappariaja Bone Regency. In this thesis she wanted to know about the difficulties faced by the second grade students of SMA Negeri 1 Lappariaja Bone Regency in translating argumentation text and also the factor that makes the students difficulties while the researcher wants to know about the difficulties faced by the teacher in implementing the techniques in teaching translation.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a qualitative research because this research needs a long description. To this end, a qualitative research is more appropriate. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to social or human problem (Creswell, 2014). The process of research involves emerging questions and procedures. Data are typically collected in the participant's setting. Then, the data analysis is inductively built from particular to general themes. This is followed by the research's interpretation of the meaning of the data, so the final written report has a flexible structure.

B. Research Setting

There are two subjects of Translation class, those are Translation I and Translation II class. In this research, the research decided to choose Translation I class because in this semester there is only Translation I class subject. Translation II will be taught in the next semester.

C. Subject and Object For The Research

1. Subject of The Research

The subject of this research is the lecturers of Translation I class at English Education Department Antasari State Islamic University.

2. Object of the Research

The object of the research is the techniques which are used to teach translation in translation I class at English Education Department Antasari State Islamic University

D. Data and Source of Data

1. Data

The data that is investigated in this research are the primary and secondary data.

a. The Primary Data

The primary data of this research are the data concerning the techniques developed by the lecturer of translation class and how the application of those techniques. In this research, the researcher got the primary data from observation and interview.

b. Secondary Data

To complete the primary data, the writer also collects other important data those are related to the research object. In this research, researcher got the secondary data from asking to the students about the Translation I class.

2. Source of Data

a. Respondent

The respondent on this research is the lecturer of Translation I class at English Education Department Antasari State Islamic University.

b. Informant

The informant of this research is students of Translation I class at English Education Department Antasari State Islamic University.

E. Technique of Data Collection

To obtain the data the researcher uses the techniques of data collecting as follow:

1. Observation

This technique is use to observe the techniques in teaching translation in translation I class at English Education Department Antasari State Islamic University. It's also used to collect other related data such as the facilities, materials, and, the class environment. In this research, the researcher conducted observation for 5 times in 3 classes.

2. Interview

The second technique is interview. The interview was conducted to get further information about lecturers' techniques in teaching translation. Interview is a data collection technique to obtain more information from the data source directly through conversation and frequently asking questions. Interview is used by researcher to know the things related to the information

more deeply. Interview is a conversation which is done by two people as the interviewer and the interviewee with certain purpose. In this interview, the researcher interviewed the lecturers' of Translation I class to get more information about what are the techniques used by them when they teaching in Translation I class.

Here, the researcher used semi-structured interview. Semi-structured interview are widely used in qualitative research. Semi-structured interview is open, allowing new ideas to be brought up during the interview as a result of what the interviewee says. The interviewer in a semi-structured interview generally has a framework of themes to be explored.

F. Data Analysis

In this research, the researcher uses following steps to analyze the data are:

1. Rereading and confirming the data from the observation and interview.
2. Analyzing the data which are obtained from interview and observation. (the researcher tries to match the data from those instrument, the data are about lecturers' techniques that used in teaching Translation I class)
3. Selecting the important data based on the aims of the research.
4. Drawing the conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher presents the findings of this study with the data analysis which has been done. The findings will be further described below.

1. Lecturers' Techniques Used in Teaching Translation At Translation I Class in English Education Department Antasari State Islamic University

There were six techniques used by the lecturer in teaching Translation I which was described below:

a. Lecturing

In Translation I class, the lecturer did the lecturing technique in pre-teaching while the lecturer was delivering the opening of the lesson, in whilst-teaching while students were working on their assignment or their task and in post-teaching while the lesson was going to the end. Based on the observation, the lecturer always did the lecturing technique in pre-teaching. The lecturer started the lesson using lecturing to deliver the materials to the students. The lecturer could explain the materials clearly by lecturing. Beside that, the lecturer also did the lecturing technique after group presentation to make it clear.

b. Small group work/discussion

Small group discussion or group work was used by the lecturer in some topics such as idiom, short story and short text. In translation class, this technique was applied in group of three.

When the lecturers wanted to give the students a bit difficult topic or topic that wasting more time to do individually the lecturers usually used small group discussion or group work. The lecturers divided into some group when he/she taught about idiom. The lecturers explained about the idiom to students clearly, after that the lecturers gave students which had been divided into some group some idioms to translate, but before that the lecturers had allowed the students to use some dictionary. The lecturers also told the students that there is dictionary of idiom to make the students easy to do the assignment. Small group discussion or group work also used by the lecturers in short story topic. The lecturers usually divided students into some group and gave short story to each group to translate.

For example when the researcher conducted the observation in Class D English Education Department on Thursday, 04 April 2019 the lecturer gave students short story in title "*Payung Cinta*". The lecturer gave students time to translate it while checking each group in case there were some group that need some helps or have difficulties. The lecturer had allowed students to use some dictionary such as google translate or electronic dictionary to translate the short story. After all groups done, the lecturer would discuss about short

story which had been given and showed her translation on powerpoint. The lecturer would compare the translation of short story each group and corrected.

Another example when the researcher conducted the observation in class A 2017 English Education Department on Tuesday, 23 April 2019 the lecturer divided students into some groups and gave them short text. Each group had different short text. The lecturer would gave the students time to translate it and he would checking each group in case there were some group that need some helps or have difficulties. The lecturer had allowed students to use some dictionary such as google translate or electronic dictionary to translate the short text. After all groups done, the lecturer would asked students to collected the assignments that had been given.

c. Presentation

In translation class, there were two type of presentation. Firstly, the presentation was done individually by the student. Secondly, the presentation was a group presentation. Based on the observation, there are not individual presentation, only group presentation. On Friday, 01 March 2019 in Class C 2017 English Education Department the lecturer open the class by greeting students and checking the attendance. The lecturer asked the third group to present their presentation infront of the class. The material is about translation principles. After the third group finished their presentation, the lecturer

explain the material again and then she gave students assignment by using little quiz.

d. Question and answer

In translation class, the lecturer and the students participated in giving question to the other students who were doing presentation. Furthermore, they could also help the students who presented their work to catch the answer up. When the researcher conducted the observation in translation class, the lecturers always gave the opportunity to the students who were doing presentation until finished. After that the lecturers asked the other students to participated in giving question to the students who were doing presentation. In the end of presentation the lecturers would explain the material again and gave suggestions to the students who were doing presentation and to the other students. The lecturers also gave the clue to the other students who would do the next presentation in order to follow the rules of the presentation.

e. Result battle

This technique was used when the class had a presentation session. The students could compare their result to the presenter or other students because there were students who had similar task. It is named result battle since they were like battling their translation version to one another. When the researcher conducted the observation, the researcher found that the lecturer used this technique but there's no presentation session. The lecturer asked the students

to compare their result to each group. After that the lecturer would check it and asked students to fixed it.

f. Peer editing or correction

The students exchange their work and do the correction on their friend's work. It facilitates the students to share their translation version to other students. This technique was applied by the lecturer when the translation class touched the abstract translation topic. Based on the researcher's observation on Tuesday, 30 April 2019 after the lecturer explain the material about academic vocabulary the lecturer gave students assignment about academic vocabulary. Students should do the assignment individually. Then, the lecturer asked students to exchange their work and do the correction on their friend's work while the lecturer checking their work.

2. The Difficulties Faced By The Lecturers' In Teaching Translation At Translation I Class English Education Department Antasari Islamic University

From the data observation and interview to two lecturers of Translation I class in English Education Department, the researcher found that one lecturer has no significant difficulties in teaching Translation I to the students of English Education Department. Otherwise, another lecturer has one specific difficulty in teaching the material to the students which is most of them have less understanding in idiomatic translation from target language to source language.

Idioms which are part of the figurative language, pose a big challenge to the students. Firstly, because of their ambiguous nature which depends on the whole meaning of the words combination taken together. Secondly, because they are culture bound units and they cannot be changed. Moreover, the translation from one language to another which oblige the students to have an extensive knowledge about SL idiom's background culture so that it can be correctly interpreted and translated which is considered as a hard task. For example, the idiom in the sentence "Don't let Justin upset you. He loves laying down the law but nobody takes him seriously." The student answer is "*Jangan biarkan Keith ustin mengganggu kamu. Dia suka membohongi hukum tapi tak seorangpun yang menganggapnya serius*". The correct answer is "*Jangan biarkan Justin membuatmu marah. Dia suka membawa-bawa hukum tetapi tak seorangpun menanggapinya terlalu serius*." From this example, it can be seen that the student do not realized the underlined words idioms, and they translate the sentences word by word in target language. The translation is not equivalent to the target language. Then, another example of idiom is in the sentence "The English grammar test was a piece of cake" the students translate into "*tes tata bahasa Inggris tersebut sulit*". The correct translation is "*test tata bahasa Inggris tersebut mudah*". The students also get difficult in translation the sentence "I am really feeling under the weather today". They translate it into "*saya merasa cuaca tidak bagus hari ini*". The correct translation is "*saya merasa tidak sehat*".

hari ini”. From this example, it can be seen that the students do not realize the underlined words idioms. The translation is not equivalent to the target language.

B. Discussion

In the finding of the research, the researcher found that there are 6 techniques used in teaching translation at translation I class in English Education Department Antasari State Islamic University. Those techniques are lecturing, small group work/discussion, presentation, question and answer, result battle and peer editing or correction.

The lecturer started the lesson using lecturing to deliver the materials to the students. The lecturer could explain the materials clearly by lecturing. The small group work/discussion was implemented by the lecture because the lecturer desired to improve the students’ teamwork ability and the students could feel the actual working atmosphere of translation field. Consequently, they could learn from the other students. The students usually bring the dictionary book and electronic dictionary in translation class. The students often used Google Translate to help them to translate the text. In line with (Larsen-Freeman, 2002), the use of small group task is intended to let the students share their ideas and the small groups allow students to have a better way to get to know each other. Then, the lecturer gave the chance to the students presenting their final work. In the presentation, there were question and answer between the presenter and the audience. The presenter not only got the question but also they got the additional answer or opinions from the audiences. Accordingly, the students got their high desirable to share and gain more

ideas. The statement above is supported by (Larsen-Freeman, 2002), the question and answer technique could facilitate the students learn the target language and they have the opportunity to raise the question as well as respond them. The question and answer was also combined with result battle, especially in individual presentation or student's presentation. Result battle sustained the question and answer technique in order to assist the students discovering more comprehensions about the topic discussed.

Moreover, there were two other techniques which were applied by the lecturer as well. They were presentation and peer editing/correction. Those techniques were rarely used by the teacher because those were specialized in one topic. Presentation were used for each group by presenting the material. The students divided into some groups and present the material that had been given by the lecturer. The last technique was peer editing/correction/ it was applied in abstract translation topic. The purpose of applying this technique was to secure students' feeling and the students could help each others to unravel the problems. They could share their ideas to the others in a good manner. There was no student who said "wrong or right" like normally teacher said. They referred saying "what do you think...? Or based on my opinion..." to those words mentioned above. In line with (Larsen-Freeman, 2002), peer correction encourages students to help their friend when he or she is experiencing complexity and it is necessary that the students offer any help in a cooperative manner, not competitive one. As the result, this technique

was able to assist students to solve their problems and it could create the students friendlier with one another.

In the findings of the research the researcher also found the difficulty that faced by the lecturer which is most of them have less understanding in idiomatic translation from target language to source language. It is appropriate with the statement from (Cooper, 1999), idiom study presents a special language problem for all language learners because the figurative meaning is unpredictable.

CHAPTER V

CLOSURE

A. Conclusion

Based on five times observations and interview two lecturers in English Education Department, the researcher concluded that:

1. There are 6 techniques used in teaching translation at translation I class in English Education Department Antasari State Islamic University. Those techniques are lecturing, small group work/discussion, presentation, question and answer, result battle and peer editing or correction. There were two other techniques which were applied by the lecturer as well. They were presentation and peer editing/correction. Those techniques were rarely used by the teacher because those were specialized in one topic. Presentation were used for each group by presenting the material. The students divided into some groups and present the material that had been given by the lecturer. The last technique was peer editing/correction/ it was applied in abstract translation topic.
2. The researcher found the difficulty that faced by the lecturer which is most of students have less understanding in idiomatic translation from target language to source language.

B. Suggestions


Based on this research, there are some suggestions that the researcher would like to give. The suggestions are:

1. For the lecturers, it is expected to be more creative in teaching translation in order to make the students not fast to bored.
2. For the next researcher, it is expected to do the same research with different class to compare the result with the researcher's finding. Therefore, the lecturers can decide an appropriate technique to teach translation.

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Bimbingan ke-	Tanggal	Catatan Pembimbing Konten dan Metode Penelitian	Tanda Tangan
2	24 Juni 2019	<ul style="list-style-type: none"> - Explain Findings in detail. - check format. 	

Bimbingan ke-	Tanggal	Catatan Pembimbing Konten dan Metode Penelitian	Tanda Tangan
1	12 Juni 2019	<ul style="list-style-type: none"> - Add more theories about translation, types of translation (from Indo to English or from English to Indo), techniques of translation. - Explain Findings in details. 	Mien



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UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: 568/Un.14/III.1.t/04/2019

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Nabiilah Nur Ramadhan
N I M : 1501240499
Jurusan/Prodi : TBI
Alamat : Jalan Sultan Adam Komplek Mahligai RT 18
No. 01 Kelurahan Sungai Jingah Banjarmasin
Utara

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**Lecturer's Techniques In Teaching Translation At Translation I Class
In 4th Semester English Education Department Antasari State Islamic
University**

Pada Hari/Tanggal : Senin, 11 Maret 2019

Tempat : Munaqasyah 2

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 8 April 2019

Ketua,



Mahmudah, M.Pd.I

NIP. 198708212015032004



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FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

24 Juni 2019

Nomor : 1234/Un.14/III.1.t/06/2019
Lamp : -
Hal : Perubahan Judul Skripsi

Kepada Yth.
Sdr (i) Nabiilah Nur Ramadhan
NIM. 1501240499
Mahasiswa Jurusan TBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**LECTURER'S TECHNIQUES IN TEACHING TRANSLATION AT
TRANSLATION I CLASS IN 4TH SEMESTER ENGLISH EDUCATION
DEPARTMENT ANTASARI STATE ISLAMIC UNIVERSITY**

Berubah menjadi:

**LECTURERS' TECHNIQUES IN TEACHING TRANSLATION AT
TRANSLATION I CLASS IN ENGLISH EDUCATION DEPARTMENT
ANTASARI STATE ISLAMIC UNIVERSITY**

Menunjuk :

1. Rahmila Murtiana, SS, MA sebagai Dosen Pembimbing Konten dan Metodologi.
2. Fajrianor, S.Pd, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.



An. Wakil Dekan Bidang Akademik
Ketua

Manudjah, M.Pd.I
NIP. 198706212015032004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT RISET

Nomor: B-2256/Un.14/III.1.t/06/2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama	: Nabiilah Nur Ramadhan
Nomor Induk Mahasiswa	: 1501240499
Semester	: VIII (Delapan)
Alamat	: Jl. Sultan Adam Komplek Mahligai RT 18 No. 01 RW 002 Kelurahan Surgi Mufti Kecamatan Banjarmasin Utara Banjarmasin
Tugas	: Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

**LECTURERS' TECHNIQUES IN TEACHING TRANSLATION AT TRANSLATION I IN
ENGLISH EDUCATION DEPARTMENT ANTASARI STATE ISLAMIC UNIVERSITY**

Tempat yang dituju	: JURUSAN TBI FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI BANJARMASIN
Barang yang dibawa	: Seperangkat alat riset
Lamanya Riset	: 2 (Dua) bulan
Dari tanggal	: 01 Maret 2019
Sampai dengan tanggal	: 01 Mei 2019

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.



Wakil Dekan Bidang Akademik dan
Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,


Nabiilah Nur Ramadhan
NIM. 1501240499