

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.