

Improving the Teaching of Translation Using STAD: A Case Study of University Students in Indonesia

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Abstract: This classroom action research looks at the improvement of the process and the result of teaching Translation Course at the English Department (PBI) of the FTK (Fakultas Tarbiyah dan Keguruan) UIN Ar-Raniry Banda Aceh by using STAD (Student-Teams Achievement Divisions) Cooperative Technique. In this research, students were grouped into six groups consisting of 4-5 group members. This action research was carried out in two cycles, Cycle I and II. The implementation of this cooperative technique indeed improves the process and the result of teaching Translation Course. The average score of pre- test is 66, that of cycle I post test was 86 and that of cycle II posttest was 87. It is recommended that STAD Cooperative Technique be implemented in teaching Translation Courses or other English courses or even any other courses that contain difficult concepts.

Keywords: Teaching translation; STAD, cooperative learning

INTRODUCTION

Translation is one of the major courses of the English department at FTK (Fakultas Tarbiyah & Keguruan) UIN Ar-Raniry, Banda Aceh Indonesia. The improvement of the teaching and learning process and the result of the process are essential. In general, foreign language students,

especially English students have difficulties with translation problems such as *equivalence* and *variance*. *Equivalence* is associated with the problems of matching the word of a source language and that of a target language that represents an accurate concept. Students commonly experience difficulties searching for the most appropriate words in the target language. *Variance* refers to the problems of differences in terms of language aspects which are not solely related to vocabulary, but also the idea producing system and the way of thinking of the source language writer. Besides this, students also have difficulties with ambiguity, grammatical, cultural aspects and idiomatic expressions in translating the texts (Ahmad, 2009).

The researcher faced some significant problems in his current Translation I class, in which the research was conducted. The problems set up barriers for a student-centered teaching-learning process. The students were silent most of the time. It seems that most of them did not prepare themselves before coming to the classroom. The researcher knew the students' unreadiness results in their bad performance in the classroom. In this class, the students were randomly asked to translate the texts of the book entitled: *The Life of Prophet Muhammad, S.A.W. and His Moral Teachings* written by Iljas Ismail. This material was presented in most of the sessions. This book was used as the students are familiar with the content of the book.

As students of an Islamic University, they should have had prior knowledge regarding the materials presented. Unfortunately, the students were neither active in the classroom, nor did they discuss the problems with their classmates. Had they worked together, the classroom atmosphere would have been better. They commonly asked questions on idiomatic expressions. In fact, they could figure out themselves by searching in a dictionary or discussing the problems with their classmates. To avoid being embarrassed from being called upon randomly by the lecturer to translate the texts, some of them worked individually which is not in line with the currently recommended learning approaches, cooperative and collaborative techniques which are under

the grand learning theory, constructivism (Ormrod, 2011). As we know, different people learn at a different pace. In this way, the fast learner would help the slow learner and the slow learner would learn from the fast learner.

Some of the students are actually poor in *Bahasa Indonesia*. They were confused and misused the word. As a consequence of this, they had a serious problem matching or finding an appropriate word of the target language referring to the problem of *equivalence*. Had the students worked cooperatively, most of the translation problems would have been resolved. If the fast learner had shared in a cooperative engagement, the learning process would have been very interesting, and the slow learner would have learned much from the fast ones, and a cooperative learning climate would have been created.

This ineffective condition of the class needs a solution. If the situation is not addressed, the teaching-learning process and the result would not be improved. The teaching-learning process was not as productive as hoped and most students would fail this class. Because of this, the researcher was interested in conducting a classroom action research the use of STAD (Students-Teams Achievement Divisions). STAD is tried for this action research due to its superiority compared to traditional techniques, such as Lecture or Grammar-Translation Method. STAD has also been effectively used for all levels of education from second grade of primary school to high school to college (Omoshehin, 2004).

LITERATURE REVIEW

STAD (Students-Teams Achievement Divisions)

STAD is a cooperative technique of teaching developed by Slavin in 1998. In the STAD, students are assigned to four- or five-member learning teams. The teams comprise high, average, and low performing students, and boys and girls of different racial or ethnic backgrounds. Thus, each team is a microcosm of the entire class.

Problems of Translation

As commonly known, problems of translation are *equivalence*, *variance*, *ambiguity* and *idiomatic expressions*. According to Yunus (1992), the problems of translation is divided into two main categories, linguistics and non-linguistics problems. The problems are as the followings:

- a. Linguistics problems. They include phonological problems, morphological problems, syntactical problems and lexical problems.
- b. Non-Linguistic problems. They include cultural problems and socio-cultural problems.

STAD was implemented in the following steps:

1. Class presentation. The teacher presented the material in front of the class in the classical style that focuses on the concepts of matter to be discussed.
2. Formation of study groups. Students were organized into groups whose members were heterogeneous (both academic ability and gender).
3. Provision of test or quiz (quizzes) to see individual ability without peer support.
4. Individual test (Individual Improvement Score) was held to see the result of cooperative activities, peer support. This was done to measure the improvement achieved individually due to cooperative effort and peer support as a result of group work and the results were compared to previous ones especially those of using traditional methods like Grammar-Translation Method.
5. Awards group (Team Recognition) award was given to the group to give a gift in appreciation of the efforts that had been made during the study. (Slavin, 1995 in Prilatama, 2008).

Pieces of research on Teaching Translation using STAD could hardly be found. However, STAD has been very successful in terms of improving student

motivation and achievement. A study conducted by van Wyk (2012) on the use of STAD for teaching economics education, compared to direct instruction promotes positive attitudes. STAD shows better achievements and motivates students to learn (Wyk, 2012). For teaching English Conversation Class, for example, it was found that students had experienced learning motivation to listen and speak, interpersonal relation, and collaborative work to go toward a common goal (Wang, 2009). STAD is also effective for teaching Reading Course. A research carried out by Hidayat at SMK1 Kota Bima NTB, Indonesia from April to May 2009, found that (1) STAD is more effective than traditional method such as Lecture Method; (2) students have better reading competence because they have high motivation; (3) there is an interaction effect between methods and student motivation (Hidayat, 2009). An exploratory study to identify translation teaching strategies conducted by Clavijo and Marin (2013) of EAN University of Bogota, Colombia reveals that the 'read and translate' directive to teach translation is probably as obsolete and unproductive as the Grammar-Translation Method.

METHODOLOGY

Data Gathering Technique

Cyclical system characterizes data gathering technique was used for this classroom action research. It consists of a series of four cyclical activities. They are planning, action, observation, and reflection (Suharyono, 2009). Test was also used. The test material is texts derived from the rest of the book entitled: *The Life of Prophet Muhammad and His Moral Teaching*, the main material of this class. The cyclical system could be drawn as the diagram below:

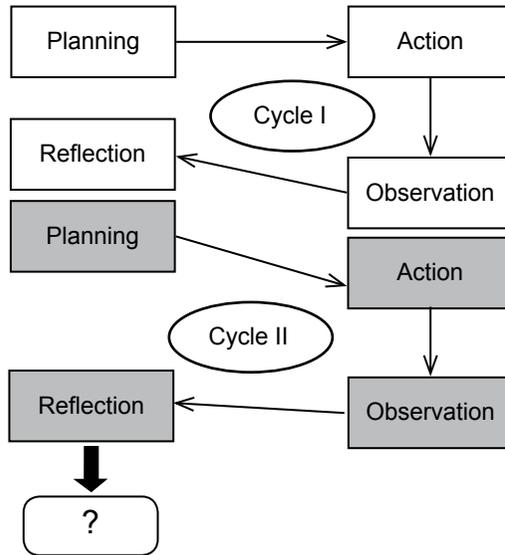


Figure 1 Cyclical system

Research Participants

The participants of this research are 23 current students of Translation I Unit 2 of the English Department of FTK (Fakultas Tarbiyah dan Keguruan) UIN Ar-Raniry Banda Aceh, Indonesia.

Data Analysis

The researcher used his own journal or diary to reflect on specific changes or ideas that would inform his practice of teaching in addition to using observation sheets. The researcher's analysis was informal and addressed his specific classroom problems. So, the researcher reflected on his years as a translation course lecturer and on his days of teaching Translation Class to draw conclusions for improving the process and the result of teaching. Surely, previous and current test scores were listed and compared. The researcher also triangulated the results with other translation course lecturers and the Head of the English Department (Creswell, 2005).

RESULTS

Cycle I

Observation

Each group was instructed to translate a section of the selected book. The students enjoyed learning Translation Course with STAD. They did not keep silent but were working happily. Most of them were cheerfully engaged in translating activities. They did not work individually but really cooperated in doing the task assigned. They were working in a very relaxing manner. The class situation was extremely different from that of using a traditional method such as Grammar-Translation Method. They were seriously engaged in learning activities. Some of them were opening dictionaries searching the equivalent or accurate meaning of the words in *Bahasa Indonesia* and some were discussing how to write a good sentence of *Bahasa Indonesia* that transfers the accurate meaning of the sentence of the source language, English.

Initially, some groups assigned the task to individual members. Each member translated one paragraph. Then, I told them not to work in that way, but in a cooperative way instead. Then, they changed their working style in such a way that they were all actively involved in group activities, translating the passage assigned. They were sharing and helping one another. I ensured all groups' members worked cooperatively. At the end of group activities, one of them was selected to be a representative of the group to present the result of their work to the class. In this way, it worked very well.

Some of them asked the researcher questions on *idiomatic expressions*. The researcher elicited the answer from the groups and then he confirmed the response. Most of them had problems with variance. However, because they helped each other, they solved the problems without their lecturer's assistance. The book used contains many *religious expressions* which were relatively difficult for

them to translate. However, since the group members were heterogeneous, the relatively weaker students learned from the stronger students and the stronger ones assisted the weaker ones. They helped one another and sought for the solution to the problems. They also had a problem with ambiguity. Thanks to their cooperative learning style, they handled the problem of *ambiguity* easily too.

Unlike the classroom situation of twenty years ago when students just used print dictionaries, students used a variety of dictionaries. They did inquiry learning by searching in two formats of dictionary, print and electronic ones. Print ones such as John M. Echols and Hassan Shadily's dictionary, *Kamus Inggris Indonesia*, *English-English Dictionary Oxford English Dictionary* and other print dictionaries. Even though some electronic dictionaries are not exhaustive, the students prefer to use electronic dictionaries such as tablet equipped with dictionary downloaded from the Internet, mobile phone which was also equipped with dictionary downloaded from the Internet, IPAD, Smartphone dictionary, and other kinds.

The improvement of the teaching-learning process could also be seen in the following observation sheets:

Group I		Measurement			
No.	Aspects observed	1	2	3	4
1	The group members were working cooperatively			√	
2	They were sharing and discussing		√		
3	They were helping one another			√	
4	They were learning happily			√	
5	They were searching in more than one dictionaries			√	
6	They enjoyed learning in STAD			√	
7	They developed their tolerance		√		

Figure 2 Observation Sheet for STAD Cooperative Technique

Explanation:

1. Not implemented yet
2. Implemented but not perfect yet
3. Almost perfectly implemented
4. Perfectly implemented

Group II		Measurement			
No.	Aspects observed	1	2	3	4
1	The group members were working cooperatively			√	
2	They were sharing and discussing		√		
3	They were helping one another			√	
4	They were learning happily			√	
5	They were searching in more than one dictionaries			√	
6	They enjoyed learning in STAD			√	
7	They developed their tolerance			√	

Figure 3 Observation Sheet for STAD Cooperative Technique

Group III		Measurement			
No.	Aspects observed	1	2	3	4
1	The group members were working cooperatively			√	
2	They were sharing and discussing		√		
3	They were helping one another		√		
4	They were learning happily			√	
5	They were searching in more than one dictionaries			√	
6	They enjoyed learning in STAD			√	
7	They developed their tolerance		√		

Figure 4 Observation Sheet for STAD Cooperative Technique

Group IV

No.	Aspects observed	Measurement			
		1	2	3	4
1	The group members were working cooperatively			√	
2	They were sharing and discussing		√		
3	They were helping one another			√	
4	They were learning happily			√	
5	They were searching in more than one dictionaries			√	
6	They enjoyed learning in STAD			√	
7	They developed their tolerance			√	

Figure 5 Observation Sheet for STAD Cooperative Technique

Group V

No.	Aspects observed	Measurement			
		1	2	3	4
1	The group members were working cooperatively			√	
2	They were sharing and discussing		√		
3	They were helping one another			√	
4	They were learning happily			√	
5	They were searching in more than one dictionaries			√	
6	They enjoyed learning in STAD			√	
7	They developed their tolerance			√	

Figure 6 Observation Sheet for STAD Cooperative Technique

From the aspects observed it can be clearly seen that the group members were working cooperatively. They were sharing and discussing the task. More importantly, they helped one another. To a certain extent, they also used inquiry learning here by searching the meaning of the words in more than one dictionary. All of them enjoyed learning in STAD. Last but not least, as far as the researcher could

observe and judge, although not perfect yet the group members also developed their tolerance. Since this research was to investigate the improvement of the process and the result of teaching by using STAD, the result was evaluated by using test. The student, one by one, was asked to translate orally several different paragraphs of the rest of the book.

No.	Students' name	Scores - Before	Scores - Cycle I	Scores - Cycle II
1	SH	76	96	97
2	LH	66	85	86
3	MR	60	81	84
4	NF	65	80	83
5	RP	75	94	94
6	ZM	66	87	87
7	FD	75	94	94
8	LK	66	85	86
9	ZSH	60	81	84
10	MZ	70	91	91
11	AN	67	88	88
12	MOI	60	77	77
13	MR	67	76	77
14	YS	69	89	89
15	AP	68	88	88
16	NU	60	81	85
17	DF	70	90	90
18	LF	70	91	93
19	SF	76	95	95
20	ZM	60	81	84
21	MS	50	76	77
22	IRL	61	80	85
23	AA	75	96	96
	Total	1532	1982	2010
	Average	66	86	87

Figure 7 Scores of Individual Students Before and After (Cycle I and Cycle II) Implementing STAD Technique

The average score of individual students before STAD implementation is comparatively low, 66 while the average score of the individual student after STAD implementation of cycle I is relatively high at 86.

Reflection

Based on the result of observation carried out the following points of reflection could be seen:

1. STAD (Student-Team Achievement Divisions) is a cooperative technique that puts emphasis on the importance of interaction among the students and it works very well. Unfortunately, some group members still tried to work individually by dividing the task to be accomplished. Therefore, it is crucial to instill in students the awareness of this aspect of the cooperative technique, accomplishing the task in a cooperative way.
2. Students were sharing and discussing the problems they faced. However, they need to be made aware that tolerance is important in the democratic world.
3. The students were helping one another in the STAD (Student-Team Achievement Divisions). However, it is important to inform them that help here means assisting the slow on how to learn, not just help that make the helped dependent on the help of others.
4. The grades of students after STAD implementation had been tremendously increased compared to those prior to the implementation of the STAD.

Cycle II

Cycle I had been successfully done when Cycle II started. Based on the diary and observation sheet of Cycle I, it reveals that the implementation STAD for teaching Translation Course improves the learning process. It makes students more active, happier and more enjoyable for them. Students

worked together in a cooperative mode. They helped each other. They shared and discussed the translation problems they encountered. As for the lecturer side, through this cooperative technique, a lecturer does not spoon-feed the students, by just lecturing, a teaching style which is not recommended by current learning psychologists. In STAD cooperative technique indeed, learners construct knowledge through a cooperative manner and inquiry learning. More importantly, through this technique, the students showed relatively great tolerance, which is very important for their future life.

Concerning the result of the teaching-learning by using STAD, the improvement could be clearly seen by looking at the scores of the tests prior to the implementation of STAD and those after the implementation of STAD. The average score of the students prior to the implementation of STAD is 66 while that after the STAD implementation is 86. The average score significantly increases by 20 points.

Observation

The results of Cycle II observation and notes do not show significant differences. It indicated that group members became more confident in expressing their ideas. The class became more vivid or lively. It was noisy because almost all of the students were speaking and bravely expressing their ideas. The students became more enthusiastic. The situation looked more relaxing. Sometimes one of them asked the researcher a question on how to translate idiomatic expressions or on the choice of a proper word in Bahasa Indonesia. No quieter student. One of them asked the researcher as to how to use “word attack skill” which means guessing the meaning of the difficult word that could not be found in a dictionary. As can be seen in Figure 7, there was a slight increase of the average score (87) of the test in Cycle II.

Reflection

After the teaching-learning process and the observation were conducted in Cycle II, the reflection was also carried out. The points of reflections are as the following:

1. The teaching-learning process using STAD was going better in Cycle II. However, the lecturer should walk around in the classroom to monitor the students because some of them might deviate from learning indicators.
2. The students helped one another. However, the lecturer should be aware that some of the weaker students may be extremely dependent on the help of others.
3. Almost all the students were sharing and expressing themselves. Still, the lecturer should ensure that some students do not dominate or undermine the others.
4. They worked in cooperation and collaboration. It should also be kept in mind that in STAD an individual member of the group has to be responsible for the success of the individual himself and the group.
5. In addition to teaching translation, cooperative STAD technique is very good for teaching difficult materials, because one of the characteristics of this cooperative technique is that group members are heterogeneous consisting of the weak and the strong. Therefore, they could learn from one another and support each other.

CONCLUSION AND RECOMMENDATION

After the research was conducted, it could be claimed that using STAD (Student-Team Achievement Divisions) Cooperative Technique indeed improves the process and the results of learning English Translation. Based on the observations and reflections on the learning process the learners construct knowledge through sharing their ideas, discussing and searching the meaning of the words in a variety of dictionaries or even by using “word attack skill,” which is using intelligent guess to grasp the meaning of the

words not found either in electronic or print dictionaries. They become more confident in expressing themselves in groups. Even though it could not be precisely predicted, the students might become more tolerant in their future life, due to learning with STAD (Student-Teams Achievement Divisions).

Concerning the improvement of the learning result, the results of the three tests held show that using STAD significantly improves the results of learning. The average score of the test prior to the implementation of STAD was just 66 while that after the STAD implementation of Cycle I was 86, with an increase of 20 points. The average score of the test in Cycle II also slightly increased to 87. Therefore, it may be claimed that the use of STAD (Student-Teams Achievement Divisions) improves the process and the results of the English Translation Class learning. Apart from this, the result of triangulation with other lecturers who teach Translation Course and the Head of The Department confirms and recommends cooperative techniques particularly STAD be used for teaching Translation Class.

Recommendation

The current learning philosophy recommended by a majority of educational psychologists is constructivism. The constructivist theory puts emphasis on the importance of cooperation and inquiry in learning. We educate young generations to equip them with good character, knowledge and skills to live in a changing society. Nowadays, in real life, people mostly work in cooperation and collaboration. The ability to cooperate and collaborate is badly needed. Inquiry is also essential for students' lifelong education. Being tolerant of the differences is also crucial for their future adjustment to society. Every teacher should be aware of these needs. STAD (Student-Team Achievement Divisions) is a good teaching technique for fulfilling those needs. Teachers should use this technique for teaching Translation Course in particular and other English courses, or even those contain difficult concepts in general.

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