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Abstract

The main reason of this study is to describe the importance of cooperative learning as one of teaching method which is suitable to overcome the problem arising in teaching learning *translation 2*. The focused discussion of this study is to explain the application of *cooperative learning* in *translation 2* of English Education study program of IKIP PGRI Madiun. The research method used is descriptive approach. The participants of this study are the seventh semester students of A class in the academic year of 2015/2016 and the lecturer of *translation 2* who in this study takes a role as the researcher. The data of the study is gained from observation, in-depth interview and documentation. The data is analyzed using interactive analysis. *Cooperative learning* is applied in *translation 2* in two main activities. The first activity is the group discussion of student's learning groups in translating text given. The students work together and solve the problems related with difficulties in analyzing text, transferring equivalence, and restructuring translation result. The second activity is presentation of translation result in a group. The cooperative learning is applied through some sessions namely *presentasi 1-diskusi 1-revisi-presentasi 2-diskusi 2-hasil*.

Keywords: cooperative learning, students' difficulties, translation

THE IMPLEMENTATION OF COOPERATIVE LEARNING
IN TRANSLATION 2 COURSE
(A Case Study at English Education Study program in IKIP Madiun)

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Abstract

The main reason of this study is to describe the importance of *cooperative learning* as one of teaching method which is suitable to overcome the problem arising in teaching learning *translation 2*. The focused discussion of this study is to explain the application of *cooperative learning* in *translation 2* of English Education study program of IKIP PGRI Madiun. The research method used is descriptive approach. The participants of this study are the seventh semester students of A class in the academic year of 2015/2016 and the lecturer of *translation 2* who in this study takes a role as the researcher. The data of the study is gained from observation, in-depth interview and documentation. The data is analyzed using interactive analysis. *Cooperative learning* is applied in *translation 2* in two main activities. The first activity is the group discussion of student's learning groups in translating text given. The students work together and solve the problems related with difficulties in analyzing text, transferring equivalence, and restructuring translation result. The second activity is presentation of translation result in a group. The cooperative learning is applied through some sessions namely *presentasi 1-diskusi 1-revisi-presentasi 2-diskusi 2-hasil.*

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INTRODUCTION

Background of the Study

Translation 2 is a subject thatis taught in English Education study program of IKIP Madiun in the seventh semester. During the learning process of translation 2 course there are some problems that arise. In the process of teaching and learning translation courses 2, to the practice of translating the students experience many difficulties in the translation process, which at this stage of the analysis, transfer, and synchronization. In the analysis phase, students have difficulty in understanding the context of the source language text (translated text), whereas it is a very important first step in translating. A text is not just a set of symbols that form of words in a sentence to form a text. Robin (in Soemarno, 2001: 2) asserts that, "Clearly the understanding of word and sentence meaning involves intra-linguistic and extra-linguistic factor". This quote says something that in order to understand a text, extra-linguistic and intra-linguistic are important factors in translation. Objective analysis of factors intra-linguistic is intended that the student must be able to analyze the pattern of the sentence, the structure of the language, collocation, idiom, style language, and so carefully so that no grains of content or meaning is lost. These capabilities are not shared by most of the students of translation 2 course.

In the analysis stage, the students have to know the cultural context within the source because language is closely related to culture, as stated by Toury, "*Translation is a kind of activity which inevitably involves at least two languages and two cultural traditions*" (in Soemarno, 2001: 3).

In the second stage in the process of translation, namely the transfer, the student should be able to find a synonym for all words, phrases, clauses, and sentences, and even figure equivalent to the entire discourse. Students often have difficulty in finding the equivalent in the target language. This is due to the ability of students to use a dictionary is not so good. Students are less able to distinguish the function of a word in conjunction with other words in a sentence so students often wrong in determining the precise equivalent word. In this stage, students also have not been able to determine the equivalent to expressions that difficult once homologize (untranslatable) in the target language.

Furthermore, the level of coordination, students have difficulties when have to pour all of the matches in the translation draft or plan to be adjusted in accordance with the rules of the target

language. Mastery of the grammatical rules of the target language and culture is still not a good student.

Another factor that also causes inhibition of translation proficiency courses for students are good students' passive attitude when lecturers discussed the lecture material to students and when students have to present a discussion in class. Most of the students are only silent when a lecturer tries to involve them to conclude the discussion. When the class is having a discussion to discuss the translation work, only some of them provide an adequate feedback.

To solve the existing problems in teaching and learning in translation course of English Education of IKIP Madiun, it is necessary to provide a learning model which is appropriate with learning condition of the students and is expected to be a solution to overcome the problem. It is necessary to have a learning model that provides access for students to actively construct their own knowledge through discovery and their own thinking by emphasizing the importance of learning together with each other as a team.

Cooperative learning (cooperative) is a learning model that can be applied in the course of translation to be a solution to the problems that have been faced by students. Cooperative learning is a learning process in which it was formed groups that allow students to work together to maximize their own learning and learning from each other. Cooperative learning is structured as an effort to increase student participation, facilitating students to learn about leadership and decision making in groups, as well as provide opportunities for students to interact and learn together students of different backgrounds.

Cooperative learning can change the nature of learning in the classroom is a lecturer-centered to student-centered to create learning situations that can condition students to communicate and interact socially with fellow students to achieve the learning objectives. Johnson (in Isjoni, 2007: 15) describes cooperative learning as follows:

Cooperation means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to all members of other groups. Cooperative learning is the instructional use of small groups that Allows students to work together to maximize Reviews their own and each other as learning

Taking into account the above description, this study suggests the importance of the application of cooperative learning as a learning model that can be applied to solve the existing problems in the learning process of translation 2 course in English Education Study Program (PBI) of IKIP Madiun.

Problem of the Study

Based on the background of the problems described above, the formulation of the problem is determined as follows: how is the implementation of cooperative learning in translation 2 course at the English Education study program in IKIP PGRI Madiun?

Significance of the Study

Based on the formulation of the problem that has been set out above, the purpose of this study is to describe the application of cooperative learning in translation 2 course at English Education study program in IKIP PGRI Madiun.

LITERATURE REVIEW
Teaching and Learning

Learning and teaching are two activities related to one another. Nasution (2005: 43) explains the term 'teaching' as follows:

> Teaching in general a lecturer' efforts to develop conditions or regulate the environment in such a way, so that the interaction between pupils with the environment, including a lecturer, teaching tools, and so-called learning process in order to reach the learning objectives that have been determined

While the term "learning" is defined by Sulityowati (2001: 1) as follows:

Learning is an attempt to seek knowledge by learning through books, received a lesson in school / college or also conducts studies and investigations in the laboratory and library.

In the process of teaching it contains objectives to guide, facilitate, and create better learning conditions to make students learn well in teaching and learning in order to develop their skills and also absorb knowledge. From the learning process, it is expected that there will be a changed behavior as the result of learning.

Cooperative Learning

Definition of Cooperative Learning

Lie (in Isjoni, 2007: 16) mentions cooperative learning with the learning of mutual cooperation, namely the learning system that gives an opportunity to students to collaborate with other students in a structured tasks. Slavin (in Isjoni, 2007: 16) argues cooperative learning as a learning model which time the a lecturer encourages students to cooperate in certain activities such as discussions or lectures by peers. In the process of learning the a lecturer is no longer dominate like at this point, so that students are required to share information with other students and mutual learning among them. Djahiri (in Isjoni, 2007: 19) describes as a cooperative learning cooperative learning groups who demanded the application-centric approach to student learning, humanistic, democratic and adapted to students' abilities and learning environments.

From some of these definitions can be concluded that cooperative learning is a learning activity groups with 4-6 students with the level of ability, background or gender is different. Cooperative learning is purposeful learning activity group, integrated, effective, efficient, towards finding or study something through a process of cooperation and mutual assistance (sharing) in order to achieve process and productive learning outcomes (survival). Planting cooperative learning skills is necessary, among other things which respect the opinions of others, encourages participation, dare to ask, encourage friends to ask, taking turns and sharing tasks.

Skills in Cooperative Learning Cooperative

There are skills to work cooperatively. According Lungdren (in Isjoni, 2007: 46-48) cooperative skills include:
a. Cooperative skills early level, using the agreement, the contributions, taking turns and sharing tasks, were in a group, be in charge, to encourage participation, inviting others, complete the task on time, respecting individual differences.
b. Intermediate level skills, namely showing appreciation and sympathy, expressing disagreement with acceptable manner, listening to the wise, ask questions, make summaries, interpreting, organizing, and reducing tension.
c. Advanced level skills, which elaborates, scrutinize, ask the truth, set goals, and compromise.

Steps in Implementation of Cooperative Learning

Stahl, Slavin and Abdiilhak (in Isjoni, 2007: 83-88) suggests the steps in the implementation of cooperative learning which operationally are as follows:
a. Designing a program plan and learning targets to be achieved
b. Choosing the form most appropriate learning activities
c. Explained to the students the process of cooperative learning
d. Preparing learning materials that allows students to learn well
e. Providing the most appropriate task
f. Grouping students
g. Directing and guiding students both individually and in groups both in understanding the material and know the attitude of student behavior during learning activities
h. Designing observation sheet for the purposes of monitoring student learning activities

i. Setting up a proper assessment instruments
j. Develop a data archiving system advancement participants learn
k. A lecturer provides opportunities to students from each group to present their work
l. Giving praise to the group or individual students
m. Giving a reflection

Translation / Translation

Definition of Translation

Newmark (1981: 7) states, "Translation is a craft consisting in the attempt to replace a written message and or statement in one language by the same message and / or statement in another language." In the definition of this, Newmark require expertise or skills as something that is needed in translation and is not merely an activity redirect messages only.

An expert on another translation, which Larson (1989: 1), defines translation as follows:

> "... translation consists of transferring the meaning of the source language into the receptor language ... It is meaning which is being transferred and must be held constant"

Larson emphasized that the most important thing that must be done in translating is redirecting a message from the source language to the target language at all times with no change of meaning, while the shape may change.

Kridalaksana (1993: 162) defines translation as pemin branches / transfer of a message from the source language to the target language by first revealing its meaning, then as far as possible to maintain the style of language, given that the style of language translation is one of the important aspects that need to be considered in each activity translates.

From the definitions of translation that has been put forward, it can be concluded that the translation is not simple and easy. To translate the specific skills required to produce a good translation (accurate, readable, and natural).

Translating Process

Nida and Taber (1982: 33) argues that the translation process includes three stages: analysis, transfer, and realignment.

In the analysis phase, translators analyzing language version sumber, understand the meaning contained in the text. These include understanding the significance of understanding intra-linguistic factors, such as headings, paragraphs, or a paragraph-by-paragraph, word for word relationships grammatically, collocation-collocation, idiom, and so on (Soemarno, 1997: 2). In addition to the factors intra-linguistic, the translator must also look ekstralinguistik factors, such as culture and context of the situation behind the text either express or implied. The next stage is the transfer or diversion. This stage is a stage where there is a transfer of meaning contained in the source language text into the target language. The transfer of this is the inner meaning, it means going on in the mind of the translator. Translators, furthermore, can proceed to the stage of realignment or restructuring. In this phase, the translator aligns the sentences that result in the transfer phase for the sentences that result may still not good. The alignment process is done so that the results obtained were as natural-fair translation in the target language so that the sentences generated translation easier to understand its meaning.

METHOD

This study is a qualitative research with a qualitative approach. The method used is descriptive qualitative method because researchers describe the application of cooperative learning to overcome the existing problems in the teaching and learning process in the course of translation

2 in the 7th semester student Prodi PBI A lecturer' Training IKIP Madiun. The research design is a case study. Types of case studies used are single-case design.

This research was conducted at the Study program of English Education, Faculty of Language and Art Education, IKIP Madiun, Jalan Setiabudi 85, Madiun.

Sources of data in this study are:

a. 7A semester students of English Education study program of IKIP Madiun.
b. The results of observations on the application of cooperative learning in the teaching and learning process in the subject of translation 2
c. The results of the interview contains student responses on the application of cooperative learning in the teaching and learning process in the subject of translation 2
d. Documents such as the translation of the students, the syllabus and the RPS, a list of student names, the list of student grades.

The sample in this study is the semester students 7A and the translation student. This study applies purposive sampling technique. The research sample was determined by considerations 7A semester students are students who have a level of intelligence, skills, and backgrounds.

Data collection techniques used in this research is observation, interview, and documentation. Researchers do not just observe but researchers are actively involved in the implementation of cooperative learning in the classroom translation 2. Investigatorsact as lecturers in the subject of translation 2. Researcher is as an observer and participant observation that use active role. Researchers used field notes and observation protocols used to obtain information that existed during the learning process. Interviews were conducted against 7A semester students to explore data about the advantages and disadvantages of cooperative learning in the learning process of translation 2.

In this study, the means used to increase validity is triangulation. Researchers used source triangulation and triangulation analysis data. Triangulation source used to compare the data obtained by different sources. Researchers used two sources of data in the data collection, the interviews, and observations. Triangulation methods used to obtain the data by different techniques were interviews and observation.

This study uses an interactive model analysis with some components of the analysis, namely data reduction, data presentation, and drawing conclusions and verification.

RESULTS

Researchers obtain research data by observation, interviews and documentation of the application of cooperative learning in the course of translation 2. A learning activity observed in translation classes 2 is a discussion group to translate the text presented in Table 1 and the presentation of the translation results in Table 2.

Discussion group to translate text

Table1. Observation of Translation Result

Observed case	Group Discussion of Text Translation				
	Group				
	1	2	3	4	5
1. Number of students	5	5	5	6	6
2. Text title	Vessels of life	Befriending the Kamoro	No road needed for a jeep laptop	Happy prince	The value of laptop education
3. Media	Laptop, dictionary	Laptop, dictionary	Laptop, dictionary	Laptop, dictionary	Laptop, dictionary
4. Seat model	Circle	Circle	Circle	Circle	Circle
5. The level of students'	All are active	4 active, 1 passive	4 active, 1 passive	4 active, 2 passive	5 active, 1 passive

	participation					
6.	Working ability	Very good	Very good	Very good	Very good	Very good
7.	The level of focus towards instruction	Very good	Very good	Very good	Very good	Very good
8.	Efforts	Very good	Very good	Very good	Very good	Very good
9.	Motivation	Very good	Very good	Very good	Very good	Very good
10.	Difficulties	Diction	Restructuring	Idiom	diction	Analyzing
11.	The researcher's role	Giving solution	Giving solution	Giving solution	Giving solution	Giving solution
12.	The researcher's position	Accompanying the students	Accompanying the students	Accompanying the students	Accompanying the students	Accompanying the students
13.	Motivation method used by the researcher	Giving appreciation	Giving appreciation	Giving appreciation	Giving appreciation	Giving appreciation
14.	Researcher's attitude	Open, giving attention	Open, giving attention	Open, giving attention	Open, giving attention	Open, giving attention
15.	Special students	All students	All students	All students	All students	All students
16.	Significant difference	Active, enthusiast, serious	Active, enthusiast, serious	Active, enthusiast, serious	Active, enthusiast, serious	Active, enthusiast, serious
17.	The method to control the students	Accompanying the group	Accompanying the group	Accompanying the group	Accompanying the group	Accompanying the group
18.	Factors influencing the researcher	None	None	None	None	None

Table2. Observation result of translation presentation

	Observed case	**Group Discussion of Text Translation**				
		Group				
		1	2	3	4	5
1.	Number of students	5	5	5	6	6
2.	Text title	Vessels of life	Befriending the Kamoro	No road needed for a jeep laptop	Happy prince	The value of laptop education
3.	Media	Laptop, LCD	Laptop, LCD	Laptop, LCD	Laptop, LCD	Laptop, LCD
4.	Seat model	In a row	In a row	In a row	In a row	In a row
5.	The level of students' participation	All are active	All are active	All are active	All are active	All are active
6.	Working ability	Very good	Very good	Very good	Very good	Very good
7.	The level of focus towards instruction	Very good	Very good	Very good	Very good	Very good
8.	Efforts	Very good	Very good	Very good	Very good	Very good
9.	Motivation	Very good	Very good	Very good	Very good	Very good
10.	Difficulties	-	-	-	-	-
11.	The researcher's role	Very Good	Very Good	Very Good	Very Good	Very Good
12.	The researcher's position	In a row with the group	In a row with the group	In a row with the group	In a row with the group	In a row with the group
13.	Motivation method used by the researcher	Giving appreciation and suggestion	Giving appreciation and suggestion	Giving appreciation and suggestion	Giving appreciation and suggestion	Giving appreciation and suggestion
14.	Researcher's attitude	Open, giving attention	Open, giving attention	Open, giving attention	Open, giving attention	Open, giving attention
15.	Special students	All students	All students	All students	All students	All students
16.	Significant difference	Active, enthusiast, serious, being critical	Active, enthusiast, serious, being critical	Active, enthusiast, serious, being critical	Active, enthusiast, serious, being critical	Active, enthusiast, serious, being critical
17.	The method to	Observing	Observing	Observing	Observing	Observing

control the students					
18. Factors influencing the researcher	None	None	None	None	None

DISCUSSION

Cooperative learning in the translation 2 course applied in semester 7. In the first meeting, the lecturer explained to the students about the implementation of cooperative learning in the course of translation 2. Lecturer formed study groups in the class 7A. There were 5 groups that are formed, group 1-5, each of which members consisted of students who had great ability, medium, and low. Group 1 consisted of Gasella, Desi, Concerned, Yanuar, and Brillian. Group 2 consisted of Linda, Yunita, Oktaviani, Rela, and Nita. Group 3 consisted of Aditya, Kristian, Devi, Windy, and Francine. Group 4 consisted of Fikki, Susnifa, Ahmad, Dian, Lucky, and Mita. Group 5 consisted Juwita, Dilla, Risky, Diah, Tri, and Ananda.

There were two tasks in the implementation of cooperative learning students in translation 2 course; those were done both individually and collectively in the study group. The individual task for student was translating text by discussing with their study groups. However, they should report the translation result individually in their workbook. Collective task within study group was presenting the translation result together with other groups. This task was one presentation and it was for different topic for each group.

There were five lecturers given text to be translated prepared beforehand, those were Vessels of Life, The Value of Education, befriending the Kamoro, No Road Needed for A Jeep, and Happy Prince. Group 1 was given the task to present the results of text translation titled Vessels of Life. Group 2 had the duty to present the results of text translation titled befriending the Kamoro. Group 3 had the task to present the results of translation of texts entitled No Road Needed for a Jeep. Group 4 had the task to present the results of text translation titled Happy Prince. Group 5 had the task to present the results of text translation, entitled The Value of Education.

Students translated text in a group discussion on the schedule of translation 2 course but because of the time provided in one meeting class, it was not enough to complete the translation of a text, thus the lecturer gave instructions to continue beyond schedule translation 2. As per the interviews, the students continued to work on the task of translating internal study program text in the library or college library. There was also a study group whose members translated text in each house and entered into an agreement to meet to bring their work and discuss it together in a group. Students were also given the opportunity to consult on the translation results and difficulties encountered in the faculty outside of class schedules.

The results of individual translation written in the folio paper striped with a predetermined format lecturers, namely in the table that contained four columns. The first column contained the number of sentences. The second column showed the source language text that contains English sentences to be translated. The third column showed the target language text contains sentences in Indonesian translation results. The fourth column was the column space provided to make the revised translation as a result of a class discussion. The translation to be presented as the task group created according to power point presentation materials in the same format with individual tasks and consulted on faculty before presenting.

The results of individual translations were collected in the lecturer and signed by professors and lecturers as recapitulated in the notes to recap the translation. The translation was then given back to the students to be analyzed through class discussion. During the discussion the student must make a revised translation according to the results of class discussion. The translation of the revised individual reassembled on lecturers to recapitulate again as a recap of the revised translation. In the next week when a group of presenters presented the results of the revised translation, the revised individual translations were returned and distributed to students to be analyzed more in class discussions. Notes on individual tasks students were evaluated at the end

of the semester by faculty to determine the development of students 'ability to translate the text and to determine the activity of students in translating so that the records can be used as a parameter to determine the students' final grades. Materials in the power point presentation were also collected on the faculty in the form of soft file and saved the professor a document.

In doing individual tasks, there were differences of opinion among the members in the group. When not reached an agreement, the members of different groups still held his opinion and write the results of different translation. The purpose of working in a group was easier for students to translate and discuss the difficulties faced but every student had the background knowledge, opinions, and a different mindset so that there might be different translation results with other group members. To work on the presentation of the group, in case of difference of opinion among members of the group then they should discuss it to produce the results the same translation.

In presenting the results of translation and classroom discussion group presenters presented the results of the translation group. Each member presented a few sentences of the translation and the other group members continued to the next sentence. This session was a presentation 1. Students in other groups comparing the results of the translation group of presenters with their individual translation resulted respectively. Then student groups and student presenters another group together with faculty to discuss the translation results presented in the class discussion. This discussion discussed the translation of the aspects of accuracy, naturalness, readability. Another group, students and lecturers asked questions or provide feedback on the translation of the group renderers. Group presenter shall respond to questions, comments, or suggestions from other students and faculty. One by one sentence reviewed of aspects of the translation accuracy, naturalness, and legibility. Each part of the sentence translation for reviewed the ranging analysis of the sentence, diction, or acceptability and so forth until the last sentence. This session was a discussion session 1. From the results of this discussion, group presenters made a revision in the translation results in a power point that he presented. The other students made revisions translation in his book respectively. This session was a revision.

Revised translation renderer group and another group of students gathered back at the lecturer. Within a week the lecturer read the second revision of the translation. Revised translation in the workbook was signed lecturers and lecturers recapitulated in the notes to be evaluated at the end of the semester to see the progress of each student's ability to translate the text.

In the next week, a day before class, the lecturer returns the revised translation of the translation. The group presented the revised translation renderer. This session was a presentation 2. Students and lecturers of other groups provided feedback, questions, comments, and suggestions on the revision of the translation group of presenters in class discussions. This session was a discussion 2. The results of these discussions as a reference for the group renderers, other students, and lecturers to determine the final result was an accurate translation which is natural and high legibility. This session was a result. The sessions in class discussion was called 1-discussion presentation 1-revision-presentation-discussion 2 2 results.

Lecturers through several sessions designed practice translating into cooperative learning translation course 2 so that students understood and experienced for themselves the actual translation process. In producing a good translation of a translator (especially in the stage of practice as done by the students) would be found many difficulties. In the process of translation, a translator should revise the translation to repeat the stages in the process of translating, analyzing, transferring, and restructuring. Therefore, in class discussions lecturer did not show the final translation results directly but requires the student to practice making first revised translation. Translation revision also aimed to train students to assess the results of the translation by first identifying the weaknesses of the translation and then correcting it.

In the next week another group presented the results of the translation corresponding presentation time predetermined and agreed upon. Each group presented the results of different

translations of the text of the text that had been presented earlier by another group. Likewise, the other student remained individually translate text in a book each work through discussions with group members.

Time allocation presentation of the first week consisted of 5 minutes to set up devices and media presentation, 20 minutes to read the translated text and the translation, 45 minutes to discuss shortage translation results and discuss the draft revision, 25 minutes to make the revised translation, 5 minutes to collect the translation of the faculty and an end to class discussions. The allocation of presentation time second week consisted of 5 minutes to set up devices and media presentation, 20 minutes to read the text translation has been revised, 25 minutes to discuss shortage of the revised translation and drafting the next revision, 25 minutes to make a second revision, 20 minutes to determine the outcome of the final translation is accurate, natural and high legibility, 5 minutes to end a class discussion.

In a class discussion, students of other groups were required to provide feedback on the translation results presented group. Such feedback might include questions, doubtless, a statement supporting the presenter answers, corrections and suggestions to the weakness of the translation group presented. At a discussion session of this class, the lecturer assessed student responses other groups. This assessment concerned the relevance of the question of the material, the quality of the content of the response. At 15 minutes before the class ended, professor reviewing a class discussion on the substance of papers and speakers responses to questions, rebuttals from other students. Besides lecturer was rectifying incorrect answers speakers, restructuring incorrect answer, and appreciating the answers are correct. Lecturer also straightened feedback from students that were less relevant to the content of the presentation.

The value of the group presented the translation was as same as the paper was prepared by all group members. Value mastery of the material and the presentation of the group were different and were determined by the ability of each student in the presentation of translations. Values task of translating each student was individually different.

CONCLUSIONS

There are two main activities in the implementation of cooperative learning in the course of translation 2, the discussion group to translate the text and presenting the results of the translation group. In a discussion group all group members learn to work together and solve problems together but each member of the study group must write and report the results of individual translations. Another activity in the implementation of cooperative learning in the course of translation 2 is the presentation of the translation and it is done through one-discussion sessions on presentation 1-discussion 1-revision-presentation 2-discussions 2-results.

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