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The Implementation of *Cooperative Learning* in Translation 1
(A Case Study at Department of English Teaching IKIP PGRI Madiun)

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Abstract

The purpose of this study is to describe the importance of *cooperative learning* as one of teaching approach which is suitable to overcome problems arising in teaching learning *translation* 1. The objective of this study is to explain the application of *cooperative learning* in *translation 1* of English Teaching Department IKIP PGRI Madiun. The research method used is descriptive approach. The participants of this study are sixth semester students of A class in the academic year of 2015/2016 and lecturer of *translation* 1 who in this study takes a role as the researcher. Data of the study were gained from observation, in-depth interview and documentation. Data were analized using interactive analysis. *Cooperative learning* is applied in *translation* 1 in two main activities. The first activity is the group discussion of student's learning groups in composing translation paper as task given. The second activity is presentation of translation paper in a group through some sessions namely *presentation-discussion-overview*. The finding of this study show the followings. In the first activity, students were enthusiastic in working together with their groups. They actively collaborated with other members to compose paper, solve problems found related with difficulties in composing paper outline, developing outline into explanation, supporting paper with translation theories available. There was transferring knowledge from students who have higher ability to those who have lower ability. In the second activity, students were responsible for the efficient running of paper presentation. Each member presented paper and provided feedback to questions, comments, or suggestions from other groups. Still some students were inactive in teaching learning process but there was a change of teaching learning situation since the class was alive and students were more motivated in studying *translation 1*.

Keywords: *cooperative learning, translation*

Introduction

Translation is a subject which is taught in Department of English Teaching IKIP PGRI Madiun. Translation 1 is taught to students in the sixth semester and Translation 2 is taught to students in the seventh semester.

The translation syllabus and lesson plan in Department of English Teaching is focused on students' mastery of translation theories and translation practices as the implementation of theories have been studied. It is based on the consideration that translation is science, skill, and art (Nababan, 1999: 12). Translation is not merely an art because translating process involves specific skills. On the other hand, translation is not merely an art or skills as translating process involves linguistic analysis. Translation is applied science since practical aspects are required in it. In line with the explanation, 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

this definition, Newmark requires expertise or skill as something that is needed in translation and is not merely an activity transfers messages only. Besides translation is interdisciplinary subject as translation involves more different subjects or areas of knowledge such as syntax, semantics, psycholinguistics, sociolinguistics, etc.

As the implementation of syllabus and lesson plan in teaching learning process, during the learning process of Translation 1 students study translation theories. During the learning process of Translation 2 students apply translation theories on translating texts.

There are problems arising during the teaching learning process of Translation 1. Students have problems in understanding theories of translation discussed in class. Actually students have studied other subjects supporting translation theories taught such as Morphology, Syntax, Semantics, Sociolinguistics, CCU, Pragmatics, etc. but students mastery about those subjects are still lower. As a result students experience difficulties to understand translation as an interdisciplinary subject.

Almost students are also inactive when they presented translation paper as task given in class even when lecturer tried to let them to be involved in class discussion. Students keep silent when lecturer tried to involve them in getting conclusion of explanation given. Such case is also happened when there is class discussion to discuss students translation results. Only a few students give feedback.

To overcome problems arising in teaching learning Translation 1, it is necessary to apply teaching approach which is appropriate with the class and students conditions in order it becomes solution to overcome problems. It is necessary to have teaching approach that provides access for students to actively construct their own knowledge through their own thinking by emphasizing the importance of learning together with each other as a team.

Cooperative learning is a teaching approach that can be applied in Translation 1 and expected to be solution to the problems faced by students. Cooperative learning is a teaching approach in which groups of students are formed that allow students to work together to maximize their own learning and learning from each other. Cooperative learning is constructed as an effort to increase students' participation, facilitate students to learn about leadership and decision making in group, as well as provide opportunities for students to interact and learn together with students from different backgrounds.

Cooperative learning can change the nature of learning in the classroom from a lecturer-centered to student-centered to create teaching learning situation which can make students into habit to communicate and interact socially with other students to achieve learning objectives. Johnson (in Isjoni, 2007: 15) describes cooperative learning as follows:

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

Considering above description, this study suggests the importance of the application of cooperative learning as a teaching approach that can be applied to solve problems arising in teaching learning process of Translation 1 in Department of English Teaching IKIP PGRI Madiun.

Methods

This study is a qualitative research with a qualitative approach. The method used is descriptive qualitative method because researcher describes the application of cooperative learning to overcome problems arising in the teaching and learning process of Translation 1 in the sixth semester students of Department of English Teaching. The research design is a case study. Type of case study applied is single case design.

This study was done at Department of English Teaching, Faculty of Letters and Art Education, IKIP PGRI Madiun, Setiabudi street 85 Madiun.

Sources data of this study are:

a. 6A semester students of Department of English Teaching IKIP PGRI Madiun
b. The observations results of the application of cooperative learning in the teaching and learning process of Translation 1
c. The interview results contained students' responses of the application of cooperative learning in the teaching and learning process of Translation 1
d. Documents such as translation papers, syllabus and lesson plan, a list of students' name and students' score.

The sample of this study is 6A semester students and translation paper. This study applies purposive sampling technique. The sample was choosen based on consideration that 6A semester students are students who have different level of intelligence, skills, and backgrounds.

Data collection techniques used in this study are observation, interview, and documentation. Researcher did not only take observation but also actively involved in the implementation of cooperative learning in the class. Researcher takes a role as lecturer of Translation 1. Researcher is as an observer and active participant. Researcher taken field notes to gain information during teaching and learning process. Interviews with students were handled to obtain data about advantages and disadvantages of cooperative learning in the teaching and learning process of Translation 1.

Triangulation is used to increase validity. Researcher uses source and method triangulations. Source triangulation used to compare data obtained from different sources. Researchers uses three sources of data in collecting data, the interviews, documentation, and observations. Method triangulation used to obtain data by different tecniques, interviews and observations.

This study applies an interactive analysis with some components of analysis, namely data reduction, data presentation, and drawing conclusion and verification.

Results and Discussion

Researcher obtains data from observation, interview, and documentation of the application of cooperative learning in teaching learning process of Translation 1. Activities observed in Translation 1 are the group discussion of student's learning groups in composing translation paper presented in table 1 and presentation of translation paper in a group through some sessions namely *presentation-discussion-overview* presented in table 2.

Table 1. Observation Result of Students Group Discussion in Composing Translation Paper

Students Group Discussion in Composing Translation Paper					
Observed Case	Group				
	1	2	3	4	5
Numbers of students	5	5	5	6	6

Titles of papers	Translation Method and Its Application on Translating Text	Untranslatability and Adjustments on Translating Process	The Ideology of Translation	Translation and Culture: Problems Arising on Translating Process	The Analysis of Translation Quality: Case of Advertisement
Media	Laptop, references	Laptop, references	Laptop, references	Laptop, references	Laptop, references
Seat model	Circle	Circle	Circle	Circle	Circle
Students participation	4 active, 1 passive	3 very active, 1 active, 1 passive	4 very active, 1 passive	5 very active, 1 passive	5 very active, 1 passive
Working ability	Very good	Good	Good	Good	Very good
Students focus towards instruction	Very good	Very good	Very good	Very good	Very good
Efforts	Very good	Very good	Very good	Very good	Very good
Motivation	Very good	Very good	Very good	Very good	Very good
Difficulties	To explain application of method in translating process	To explain relation between untranslatability and adjustments	To compose paper outline	To develop outline into explanation	None
Researcher's role	Giving solution and suggestions	Giving solution and suggestions	Giving solution and suggestions	Giving solution and suggestions	Giving solution and suggestions
Researcher's position	Accompanying students	Accompanying students	Accompanying students	Accompanying students	Accompanying students
Ways to motivate students	Giving appreciation	Giving appreciation	Giving appreciation	Giving appreciation	Giving appreciation
Researcher's attitude	Open, watchful	Open, watchful	Open, watchful	Open, watchful	Open, watchful
Observed students	All students	All students	All students	All students	All students
Significant changes of students attitude	Active, enthusiastic, serious	Active, enthusiastic, serious	Active, enthusiastic, serious	Active, enthusiastic, serious	Active, enthusiastic, serious
Ways to control students	Walking around to monitor class	Walking around to monitor class	Walking around to monitor class	Walking around to monitor class	Walking around to monitor class
Pressure done by researcher	None	None	None	None	None

Table 2. Observation Result of Translation Paper Presentation

Observed Case	Translation Paper Presentation				
	Group				
	1	2	3	4	5
Numbers of students	5	5	5	6	6
Titles of papers	Translation Method and Its Application on Translating Text	Untranslatability and Adjustments on Translating Process	The Ideology of Translation	Translation and Culture: Problems Arising on Translating	The Analysis of Translation Quality: Case of Advertisement

				Process	
Media	Laptop, LCD	Laptop, LCD	Laptop, LCD	Laptop, LCD	Laptop, LCD
Seat model	In a row	In a row	In a row	In a row	In a row
Students participation	All are active	All are active	4 very active, 1 passive	5 very active, 1 passive	5 very active, 1 passive
Working ability	Very good	Very good	Very good	Very good	Very good
Students focus towards instruction	Very good	Very good	Very good	Very good	Very good
Efforts	Very good	Very good	Very good	Very good	Very good
Motivation	Very good	Very good	Very good	Very good	Very good
Difficulties	Other groups get difficulties when there were no paper distributed by group of presenters	None	None	None	None
Researcher's role	1) reviewing paper presented, 2) reviewing presenters' performance, 3) completing and correcting presenters feedback, 4) reviewing presentation and class discussion, 5) reviewing other group feedback, 6) Giving score for paper, presenters, and other students feedback	1) reviewing paper presented, 2) reviewing presenters' performance, 3) completing and correcting presenters feedback, 4) reviewing presentation and class discussion, 5) reviewing other group feedback, 6) Giving score for paper, presenters, and other students feedback	1) reviewing paper presented, 2) reviewing presenters' performance, 3) completing and correcting presenters feedback, 4) reviewing presentation and class discussion, 5) reviewing other group feedback, 6) Giving score for paper, presenters, and other students feedback	1) reviewing paper presented, 2) reviewing presenters' performance, 3) completing and correcting presenters feedback, 4) reviewing presentation and class discussion, 5) reviewing other group feedback, 6) Giving score for paper, presenters, and other students feedback	1) reviewing paper presented, 2) reviewing presenters' performance, 3) completing and correcting presenters feedback, 4) reviewing presentation and class discussion, 5) reviewing other group feedback, 6) Giving score for paper, presenters, and other students feedback
Researcher's position	In a row with group of presenters	In a row with group of presenters	In a row with group of presenters	In a row with group of presenters	In a row with group of presenters
Ways to motivate students	Giving appreciation	Giving appreciation	Giving appreciation	Giving appreciation	Giving appreciation
Researcher's attitude	Open, watchful	Open, watchful	Open, watchful	Open, watchful	Open, watchful
Observed students	All students	All students	All students	All students	All students
Significant changes of students attitude	Active, enthusiastic, serious	Active, enthusiastic, serious	Active, enthusiastic, serious	Active, enthusiastic, serious	Active, enthusiastic, serious
Ways to control students	Wacthing and monitoring students from	Wacthing and monitoring students from	Wacthing and monitoring students from	Wacthing and monitoring students from	Wacthing and monitoring students from

	researcher's seat	researcher's seat	researcher's seat	researcher's seat	researcher's seat
Pressure done by researcher	None	None	None	None	None

In first meeting of Translation 1, lecturer explained to students about implementation of cooperative learning in the class. Lecturer grouped students into 5 student's learning groups. Each groups consisted of students who had high, medium, and low ability. The members of group 1 are Gasella, Desi, Prihatin, Yanuar, and Brillian. The members of group 2 are Linda, Yunita, Oktaviani, Rela and Nita. The members of group 3 are Aditya, Kristian, Devi, Windy and Lilis. The members of group 4 are Fiki, Susnifa, Ahmad, Dian, Lucky and Mita. The members of group 5 are Juwita, Dilla, Risky, Diah, Tri and Ananda.

Lecturer explained to students about tasks of student's learning groups in the application of cooperative learning, namely composing translation paper and presenting paper composed in class discussion. Lecturer also informed to students about material, method, references, consulting schedule, presentation time allocation, assessing paper, assessing student's mastery of material and performance, paper distribution, task of other groups to provide feedback, assessing other groups feedback, and role of lecturer in class[1]

There were five topics of translation papers to be composed, those were *Translation Method and Its Application on Translating Text*, *Untranslatability and Adjustments on Translating Process*, *The Ideology of* [1] *ranslation*, *Translation and Culture: Problems Arising on Translating Process*, and *The Analysis of Translation Quality: Case of Advertisement*.

In second and third meetings of Translation 1, students began to work in a group. Students collaborated to do the task. There was job division given to group members. Individually, each member gained theories supporting paper. Collectively, all members of group discussed to arrange paper outline, to develop outline into explanation, and to support paper with translation theories. Students who has higher ability help other members to do the task especially when they got difficulties to cite appropriate translation theories and to understand implied message of certain parts of references.

Students composed translation paper in a group discussion on the schedule of Translation 1, but because of the time provided in one meeting class, it was not enough to finish the writing of paper, thus lecturer gave instruction to continue beyond Translation 1 schedule. As interview results to students, students continued to work on the task of composing paper in the library or in each student house and made agreement to meet and discuss it together in a group. Students were also given chance to consult translation paper and difficulties to the lecturer outside of class schedule.

In fourth meeting, group of presenters presented the results of composing translation paper. One presented introductory parts of paper and other group members continued to next parts. This session was *presentation*. Students in other groups asked questions and provided feedback on translation paper of the group of presenters. Such feedback might include questions, doubtless, a statement supporting the presenters' answers, corrections and suggestions to the weakness of presenters' answers. Group of presenters shall respond to questions, comments, or suggestions from other groups. This session was *discussion*. At a discussion session, lecturer assessed other groups students' responses. This assessment concerned to relevance of questions proposed with material presented and quality of responses. At 35 minutes before class ended, lecturer reviewed a class

discussion on the substance of papers and group of presenters' responses to questions and rebuttals from students in other groups. Besides lecturer rectified incorrect answers, elaborated incomplete answers of group of presenters, and gave appreciation to students who proposed correct answers. Lecturer also straightened feedback from students that were less relevant to the content of paper. This session was *overview.* In the next week, another group presented other translation paper corresponding presentation time predetermined and agreed upon.

Time allocation of paper presentation consisted of 5 minutes to set up devices and presentation media, 20 minutes to present paper, 40 minutes to propose question and answer in class discussion, 30 minutes to overview paper, presentation, and class discussion, and 5 minutes to end paper presentation and class discussion.

The score of paper was same for all members of group presenters as paper was composed by all group members. The score of material mastery and presentation performance was different as it was determined by ability of each member to present paper.

Conclusion

There are two main activities in the implementation of cooperative learning in Translation 1, the discussion group to compose translation paper and the presentation of translation paper. In discussion group all group members learn to work and solve problems together. Another activity in the implementation of cooperative learning is presentation of translation paper through some sessions namely *presentation-discussion-overview.*

References

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