

Developing a Teaching Methodology of Translation Course : A Cooperative Learning Model for English Department Students

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ABSTRACT

The article, firstly, analyzes some basic concepts of translation and cooperative learning model. Further, a design of translation course's syllabus for an undergraduate level is described. In addition, an example of lesson plan and an example of students' analysis are elicited. The teaching methodology consists of a step-by-step procedure which adopts the cooperative learning model. In this cooperative learning model, the educator is understood as a facilitator, whose role is providing the materials, checking the students' understanding, giving feedback, and evaluating the failures and the weaknesses of the knowledge-transfer-process. Therefore, the transfer process of translation theory and practice is mainly accomplished by the students, collectively and individually. Overall, the implementation of cooperative learning model in the design and procedure of translation course is viewed as an effective way to improve the ability of students in translating English text into Indonesian and in translating Indonesian text into English.

Keywords: *cooperative learning, translation course, undergraduate level*

A. INTRODUCTION

One primarily goal of translation is to serve a cross-cultural bilingual communication among people. This implies that translation is not merely an activity of rewording or changing the source language to the target language, but it is an activity that transfers messages, ideas, perspectives, or knowledge to readers coming from different background of cultures. Norman Saphiro reminds us that a good translation should lead to the end of communication, which is comprehensibility. In the following quotation, he states that translation is:

“... the attempt to produce a text so transparent that it does not seem to be translated. A good translation is like a pane of glass. You only notice that it's there when there are little imperfections-scratches, bubbles. Ideally, there shouldn't be any. It

should never call attention to itself” (Venuti, 2008, p.1).

In my opinion, a good translation comes from a good translator, and a good translator is born from a good training and is forged by experiences in the practice of translation. This implies that a translator should educate himself in order to acquire the theory and practice of translation. He also needs to have deep and vast knowledge and understanding in linguistics and various cultures. Acquiring one or more foreign languages can be the next requirement to fulfill in order to become a good and professional translator.

In general, translation training as formal professional activity is quite new in the academic field. In some countries translation has become an independent major and some new terms have been coined for the new subject called Translation. In Canada, for example, it is

taught under the subject of "Translatology," in Spain it is known as "Traductologia," and it is called as "Translation Studies" in Belgium and Netherlands (Gerding-Salas, 2000).

In particular, translation course in Indonesia is a part of language learning in universities. It is taught as one of the subjects under language teaching or literature programs. This is in line with Alan Duff's statement in his book *Translation: Resource Book for Teachers* about the benefits of translation course for language learning, especially in the context of English language learning (p. 5-7). Duff claims that translation course is very essential for language practice and improvement (p.5). Alan Maley suggests that translation is not merely a course for learning various language skills related to translating texts, but it can be obtained as resource for the promotion of language learning (as quoted in Duff, p.3).

Accordingly, as a language learning activity, translation has many benefits (Duff, p.7). Firstly, it is an activity which involves critical analysis and discussion. There is rarely a 'right' answer in translation although there may be some wrong ones (Duff, p.7). Therefore it is not necessary for the students to work all the tasks alone. They can work in groups for oral discussion. Secondly, translation trains students to search for the most appropriate words to convey the message of texts (Duff, p.7). This means that it develops accuracy, clarity, and flexibility; three main qualities which essential to all language learning. Thirdly, translation can show the students the link between grammar and usage (Duff, p.7). This can be done by giving the students material that may illustrate certain aspects of language structure with which the students have difficulty in English, for example prepositions, articles, *if*-clauses, the passive, and so forth. Lastly, translation will always be needed in various numbers

of fields, such as trade, education, science, medicine, engineering, law, arts, entertainment, and so forth (Duff, p.7).

However, Peter Newmark in his writing *Approaches to Translation* (1981, p.185) claims that translation is "an exceptionally difficult and challenging exercise" since it requires infinite curiosity about things and words, and it is also a collaborative work that requires the consultation of people as well as books, although in the end it is the responsibility of one person. In addition, translation can clearly and explicitly show the complexity of language and specific texts.

Reading the many merits and challenges of translation in language learning activity, I was inspired to develop possible design and procedure for communicative language learning of English programs, especially for undergraduate students in Indonesia setting. From my preliminary observations, there are many studies analyzing the process and product of translation. However, there are only a few number of studies concern on the dynamic process of teaching translation in the classroom. Therefore, this study focuses on the teaching of translation strategies in a translation classroom of undergraduate students. To be specific, the method of teaching translation course is adopted from cooperative-learning style. In the end, this study aims to reveal the effectiveness of cooperative-learning procedure to promote and improve the language competence, and to help the students in order to be able to handle the problems of translating texts by using the appropriate strategies.

B. TRANSLATION STRATEGIES

"Strategy" is a term used to refer to both conscious and unconscious procedures (Seguinot, 1991, p. 82). A translation strategy is a potentially conscious procedure which offers the solution of a problem which an individual is faced with

when translating a text segment from one language into another (Lorscher, 1991, p. 67). Translation strategy concerns the translation act which revolves around such questions as "why translate," "what to translate," and "how to translate" (Tisgam, 2009, p. 542). Past translators generally adopted the whole-text strategy which means a type of translation with no drastic change of ST sequence and with a only few of additions and omissions above sentence level (Dollerup, 1995, p. 73). It is the traditional and most common form of translation practice. Present translators apply the policy of combining whole-text strategy with part-text strategy. Accordingly, the part-text translation is a type of translation of a heterogeneous nature, which may be the translation of a part of ST, or the editing/ summarizing and then translating of several STs, or the full-text/partial-text translation together with paraphrase/ narration/ comment/writing (Tisgam, 2009, p. 542).

Peter Newmark in *Approaches to Translation* (1981) describes some practical strategies in translating text (p. 20). Newmark suggests that a translator should begin the translation process with understanding the text, and this can be done by analyzing the text or at least making some generalizations about the text before he chooses an appropriate translation method (20). In the analysis, the translator needs to identify the intention of a text, the intention of the translator, the reader and the setting of the text, the quality of the writing and the authority of the text (Newmark, p. 20-21).

Further, in *Approaches to Translation*, Newmark (1988) describes translating procedure as operational process, and it begins with choosing a method of approach; semantic or communicative method (p.81). Secondly, it deals with four levels more or less consciously in mind: (1) the SL text level; (2) the referential level; (3) the cohesive level; (4) the level

of naturalness (Newmark, 1988, p. 81). Finally, there is the revision procedure, which may be concentrated according to the situation (Newmark, 1988, p. 81). This procedure covers at least half of the complete process.

According to Newmark (1988), the most important procedure is literal translation. Literal translation lies between free and word-for-word translations (Catford, 1965). It may start from word-for-word translation, but make changes in conformity of the TL grammar. The others are transference, naturalisation, cultural equivalent, functional equivalent, descriptive equivalent, synonymy, through-translation, shifts/transpositions, modulation, recognised translation, translation label, compensation, componential analysis, reduction and expansion, paraphrase, notes, additions and glosses, and deletion (Newmark, 1988, p. 81-93).

The above procedures are effective tools to deal with the problems of translation which may occur in the translation process. Therefore, these procedures are applied in the translation course that I develop in this article. While translation methods deals with the whole texts, translation procedures are applied for sentences and the smaller units of language. In my opinion, Peter Newmark's procedures are quite complicated yet it is comprehensible for the undergraduate students in dealing with the problems of translation, such as equivalence and non-equivalence, loss, gain, and untranslatability found in both literary and non-literary texts.

As Newmark states, "translation is for discussion" (Newmark, 1995b). Students should then be encouraged to take notes and discuss the (in)convenience of the contributions and comments arising from this analytical reading of each one of the different versions proposed (Gerding-Salas, 2000). In this case, the model of

cooperative learning process can be applied to ensure the effectiveness of individual and collective learning in a translation course.

C. COOPERATIVE-LEARNING IN A TRANSLATION COURSE

Alan Maley states that for long translation has been denigrated as “uncommunicative,” “boring,” “pointless,” “difficult,” “irrelevant,” and the like since it has been suffered from too close association with grammar (as quoted in Duff, p. 3). To shift the above old image into the brand new one, a lecturer should develop a communicative method that increases the students’ language performance in the classroom, mainly collaboratively and in some occasions individually. This can be conducted through a method known as cooperative-learning style.

One concept of cooperative learning that has most commonly used in higher education is probably the one that is formulated by David and Roger Johnson (2015). According to Johnson and Johnson (p. 7), cooperative-learning is an instruction that involves students working in the teams to accomplish a common goal, under certain conditions as follows:

1. **Positive Interdependence.** This means that team members are obliged to rely to one another in order to be able to accomplish the goal.
2. **Individual accountability.** This means that every student in a group should be accountable for their share in the work and for their mastery of all the materials they need to learn.
3. **Face-to-face Promotive Interaction.** This means that some of the works must be done interactively. In the interactive group work, every member should give feedback, challenging reasoning and conclusions, and most importantly teaching and encouraging one another.

4. **Appropriate Use of Collaborative Skills.** This means that every student is encouraged and helped to develop and to practice trust-building, leadership, decision-making, communication, and conflict management skills.

5. **Group Processing.** This means that in the learning process every group should set up goals, periodically they should evaluate their performance in the classroom, and identify changes that will make them function more effectively in the future.

Conducting a cooperative learning procedure does not simply develop an activity that will be accomplished in a group, but it requires all the five mentioned elements to be qualified as a cooperative learning.

Cooperative Learning is a formal way of structuring activities in a learning environment that involves particular elements to increase the potential for rich and deep learning by the participants (Macpherson, 2000, p. 1). Cooperative Learning models include the following basic principles:

1. Group tasks are designed to be suitable for group work.
2. Positive interdependence is built in – cooperation is necessary for students to succeed.
3. Attention and class time are given to interpersonal/cooperative skill building.
4. Participants learn together in small (2-5 members) groups.
5. Students are individually accountable for learning and participation.
6. The instructor’s role changes from being the “sage on the stage” to the “guide on the side.”

Alice Macpherson explains that cooperative learning is about moving from rote learning to learning how to think critically and in changing circumstances (p. 1). The main principles of cooperative learning is the consistent use of these principles in an organized way.

As stated by Macpherson (2000, p.5), the lecturers should prepare their curriculum as well decide and prepare the materials and teaching strategies they will apply in certain circumstances. Lecturers may structure lessons so that (Macpherson, 2000, p. 5):

1. Learners are in a win-lose struggle to see who is best. Learners are competing with each other.
2. Learners learn on their own, individually, without interacting with other learners.
3. Learners work in pairs or small groups to help each other master the assigned material.

In this case, the lecturers also need to acquire instructional skills so that they can decide when and how to structure learners' learning goals competitively, individualistically and cooperatively (Macpherson, 2000, p.5).

Macpherson (2000, p. 5) also emphasises the reasons of using cooperative learning for undergraduate students:

1. Adult learners often manage conflicts destructively. Cooperative learning may increase the ability to get along or manage conflicts constructively.
2. Industry requires people who can work cooperatively in teams. The Conference Board of Canada has said that learners need academic skills, personal skills and cooperative or teamwork skills. Schools and colleges generally do a good job of the academic skills but often neglect the personal and teamwork skills because they see them as the responsibility of the home.
3. Cooperative learning helps people learn social skills and therefore increases the chances that they will be able to keep the jobs for which we are training them. Researchers have found that 90 to 95% of the people who lose their jobs do so because they cannot get along with other people on the job. Only 5 or 10

percent (depending on which studies you read) of people lose their jobs because they cannot do the work.

4. Cooperative learning structures can be used to develop constructive and supportive peer relationships. Learners bring with them their own negative attitudes and prejudices. Population diversity is becoming more the norm than the exception in many places. When there is a mix of learners in the same class there is the potential to diminish negative attitudes and to develop positive ones depending how interaction is structured.

To maximize the potential for successful group activities the instructor needs to be fully prepared. The following are some of the activities that may need to be done before the group activity (Macpherson, 2000, 17).

1. Ensure that interaction through activity, interdependence, individual accountability, interpersonal communication and interaction through reflection are built into the activity in a positive and promotive way and present in all structures and activities.
2. Facilitate the setting of group guidelines for communication.
3. Form heterogeneous groups of participants that match the learning objectives.
4. Negotiate project groups with other instructors in similar areas.
5. Structure suitable activities for the learning objectives.
6. Identify suitable readings for activities.
7. Monitor group activities.
8. Negotiate with other instructors to allow for group projects that cover more than one subject area.
9. Encourage participation – through structures, assignment of roles, coaching, etc.

10. Arrange space to enable interaction through activity.
11. Coach participants in positive interpersonal communications skills.
12. Identify ways to promote positive interdependence through structures and activities.
13. Require individual accountability in all activities through demonstrations, tests and documentation.
14. Analyze group process with participants as well as group product using interaction through reflection.

These are some of the activities that individual participants may be assigned to do before working in groups (Macpherson, 2000, p. 18).

1. Commit to the concept of working with others.
2. Participate in setting group guidelines for communication.
3. Pre-read written materials using set questions to gather information.
4. Listen to an audiotape focusing on particular aspects.
5. Watch a videotape focusing on particular aspects.
6. Prepare an extract from an article or chapter.
7. Research specific aspects of a topic.
8. Complete an inventory or survey.
9. Prepare a presentation on a topic.
10. Bring in news clippings on current subjects.
11. Locate general information on the Internet.
12. Write a one page description of a situation from personal experience.
13. Keep a personal journal that relates to the subject.

D. POSSIBLE DESIGN OF TRANSLATION COURSE

This part of analysis presents a possible design for translation course aimed for undergraduate students who have equipped with English linguistics and culture during their study in the English language department. Therefore, I assume that the students are able to translate texts from English into Indonesia well. The syllabus goes for the seventh semester students who have passed Translation I in which they have studied the theory and practice of translation which enable them to handle basic grammatical problems by applying appropriate strategies in translating simple texts, for example news title, part of stories and textbooks.

In this course of Translation II, I apply the cooperative learning model to conduct the process of study. The lecturer is understood as the facilitator of the transfer process in the classroom by creating graded and sequencing cooperative learning activities. The students are the ones who are going to accomplish all of the tasks in the classroom, mainly collectively and also individually. To ensure the efficiency of the activities, the students are allowed to consult all possible information sources, for example, English dictionaries, KBBI (Kamus Besar Bahasa Indonesia), bilingual dictionaries, encyclopedia, translation software, term data base, international data processing nets, their own lecturer, experts, and native speakers.

To get more understanding on the objectives of the study, basic competency, and course outline, I present the possible design of Translation II course in the following page.

SYLLABUS OF TRANSLATION II (TRANSLATION PROBLEMS AND STRATEGIES)

Course : Translation II
 Course Code : SAE 445
 Credit : 2 credits or 2 contact hours
 Semester 7

Course Description

This course examines various theoretical concepts of translation, focusing on the interdisciplinary nature of translation studies. Translation II course discusses common issues and terminology in translation in terms of their linguistic and cultural aspects as well as the difficulties that may occur in the process of translating texts. This course will provide opportunity for practicing general skills of translating a variety of select texts from the source language into the target language, in this case, translating English text to Indonesia text and also Indonesia text to English text.

Standard Competency

The standard competency of this course is to account for different debates on contemporary theories of translation and their contribution to the practice and research in translation studies.

Basic Competencies

1. The ability to identify the basic principles in current theory of translation.
2. The ability to mention the criteria of good translation.
3. The ability to identify the problems of translation.
4. The ability to apply translation strategies.
5. The ability to translate both literary and non-literary texts.
6. The ability to translate Indonesian texts into English and to translate English Texts into Indonesian.

MATERIALS

Meeting	Subject Matters	Performance Indicators
I	Definition of Translation	Able to define the concept of translation.
II	Process of Translation	Able to understand the process of translation.
III	Types of Translation	Able to differentiate types of translation.
IV	Translation Problems	Able to indicate the problems of equivalence and non-equivalence.
V	Translation Problems	Able to identify the problems of loss, gain, and untranslatability.
VI	Translation Problems	Able to identify the problems related to culture.
VII	Progress Test	Able to mention the concept, process, and types of translation, and able to identify the translation problems.
VIII	Translation Strategies	Able to apply translation shifts/ transposition and synonymy.
IX	Translation Strategies	Able to apply descriptive equivalent, addition, and glossary.
X	Translation Strategies	Able to apply transliteration and naturalization.
XI	Translating Literary Texts	Able to translate prose and poetry.
XII	Translating Non-literary Texts	Able to translate cultural texts, articles, recipes, etc.
XII	Review	Able to mention the concept, process, and types of translation, able to identify translation problems, able to apply translation strategies, and able to translate both literary and non-literary texts, and able to translate Indonesian texts into English and vice versa.
XIV	Final Test	Able to identify the basic principles in current theory of translation mention the criteria of good translation, able to identify the problems of translation, able to apply translation strategies, able to translate both literary and non-literary texts, and able to translate Indonesian texts into English and vice versa.

Teaching and Learning Strategies:

1. Lectures
2. Discussions
3. Questions and Answers
4. Assignments

Scoring Points

Class Participation : 10%
Assignments : 25%
Progress Test : 30%
Final Test : 35%

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E. A LESSON PLAN OF A TRANSLATION COURSE

LESSON PLAN		
Course : Translation II (SAE 445). Students : University students of semester seventh. There are 30 students. Meeting 13 Lesson : Review. Resources : Various literary and non-literary texts.		
Lesson Plan	Role of Lecturer	Role of Students
Perspective (Opening)	Preview new lesson (ask them to prepare their own literary and non-literary texts, both in English and Indonesian languages).	1. Respond to preview. 2. Prepare their own of literary and non-literary texts.
Stimulation	Asks what the students have learned from previous lessons (basic concepts of translation, translation process, translation problems and strategies)	1. Pay attention to the teacher. 2. Respond to the questions about the material given during the whole semester.
Instruction	1. Present activity (ask students to work in a group three or four people to discuss and to identify the problems and strategies of translating the literary and non-literary texts). 2. Go around the class and check for their understanding. 3. Encourage the students to be active in the discussion.	1. Work in a group of three or four people. 2. Discuss the problems and strategies of translating literary and non-literary texts, both English to Indonesia translation and Indonesia in English translation. 3. Consult the lecturer or other formal sources, such as dictionaries, encyclopedia, etc. to clarify their understanding and to solve the problems.
Closure	1. Ask the students to present the results of the discussion. 2. Ask them to give evaluation from one group to another. 3. Give formative evaluation, indicate the preferences and creative acts, give the reasons, and offer your own translations. 4. Analyze the failures and weaknesses in the process of translation.	1. Present the results of their translations to the class. 2. Listen and respond to the evaluation, comments, and suggestions from the lecturer and other students. 3. Listen and respond to the lecturer's analysis.
Follow up	1. Ask the students to prepare the final test (group project). 2. Ask them to work in a group of three or four people. 3. Assign them to find four different texts of literary and non-literary texts, both in English and Indonesian language. 4. Ask them to identify the translation problems and to apply the appropriate strategies to the translated texts. 5. Ask them to type the analysis and submit it on the due date.	1. Prepare and do the final test by following the lecturer's instructions. 2. Work in a group of three or four people. 3. Find two different texts of literary and non-literary texts. 4. Discuss the translated texts in order to identify the problems and strategies. 5. Type the analysis and submit it on the due date.

The above lesson plan applies the cooperative learning method which

includes the elements of positive interdependence, individual accountability,

face-to-face promotive interaction, appropriate use of collaborative skills, and group processing. Firstly, positive interdependence can be promoted in the process of discussion by assigning different roles to team members, for example coordinator, writer or recorder, editor, and process monitor. The coordinator makes sure that everyone in the group does their tasks and shares contributions in the work; the writer records or writes down the ideas and analysis proposed in the group discussion, the editor checks the final analysis before it is presented to the class and before it is handed in to the lecturer; and the process monitor makes sure everyone understands the problems and strategies that are analyzed in the group discussion. Secondly, individual accountability can be encouraged by designating which group member should report each part of the tasks. The coordinator should make sure that everyone participates equally in the group discussion and the process monitor ensures that every idea and question is heard and counted in the analysis.

Thirdly, face-to-face promotive interaction can be achieved during the group discussion and presentation by guiding and encouraging the students to contribute ideas, to give feedback, to ask the application of cooperative learning model that entails the five above elements.

questions, to challenge proposed ideas and conclusions, to teach and to motivate one another. Fourthly, appropriate use of collaborative skills is one essential element that needs to be promoted during the whole process of group work and presentation in order to help the students develop and practice certain soft skills, such as trust-building, leadership, decision-making, communication, and conflict management skills. Lastly, in the group processing, every group are suggested to set up goals, to create policies, and to enlist expectations. These are very useful in the group work in order to anticipate problems or challenges that may occur during the group discussion and presentation. In the end of every meeting, the lecturer provides some checklists to see and evaluate their progress. Every two or four meetings, the lecturer asks the students to evaluate their performance in the classroom by asking them writing down their obstacles and progress. The evaluation is conducted by answering these two main questions:

1. What did every member do that was helpful for the group?
2. What can every member do to make the group work better?

In the following page, I present the possible design of student handout in order to show

F. A STUDENTS' HANDOUT OF A TRANSLATION COURSE**TRANSLATION II
REVIEW****SNAPSHOT**

- A. Go through all the lessons that you have studied the whole semester.**
- B. Talk about these questions.**
 - 1. What is translation?
 - 2. What is the process of translation?
 - 3. What are the procedures of translating a text?
 - 4. What are the problems that often occur in translation?
 - 5. How to deal with each of the problem? What kind of strategies that can be applied?

MAIN ACTIVITIES

- A. Prepare your own literary and non-literary texts, both in English and Indonesian languages.**
- B. Work in a group of three or four people.**
- C. In your group, decide one literary text and one non-literary text to be analyzed.**
- D. Discuss the texts in order to identify the problems and strategies in translating both texts.**
- E. Translate the texts with appropriate strategies.**
- F. Present the result of the translated texts to the class.**
- G. Get ready for unexpected questions in the question and answer-session.**

POST-ACTIVITIES**A. Home Assignments**

- 1. Revise your translations and the analysis of the process.
- 2. Type it in the format of Word with 1.5 spaces and in A4 paper.
- 3. Submit it at the secretariat on December 10, 2015.

B. Final Test

- 1. Work in a group of three or four people.
- 2. In your group, decide one literary text and one non-literary text to be analyzed.
- 3. Choose one text in English and one in Indonesian language.
- 4. Discuss the texts in order to identify the problems and strategies in translating both texts.
- 5. Translate the texts with appropriate strategies.
- 6. Explain your strategies in dealing the problems in a short essay of 1,500-2000 words.
- 7. Type it in Word format with 1.5 spaces and in A4 paper.
- 8. Submit it at the secretariat on December 18, 2015.

G. A STUDENTS' ANALYSIS

TRANSLATION II HOME ASSIGNMENT

1. Translating an English literary text to Indonesian literary text by paying particular attention to the question of implicature and the whole image the writer's description of himself .

Memberi Nasehat

Memberi nasehat, khususnya ketika aku tidak dalam posisi memberi dan tidak paham apa sedang kubicarakan. Aku mengatasi masalahku dengan sepenuh hati, penuh perhatian, dan kemampuan *bak* seorang penyanyi tenor di kafe-kafe yang sedang mabuk. Aku dengan tak keruan berayun dari antusiasme ke kemuakkan. Aku berubah pikiran *semudah membalik telapak tangan*. Hari ini aku di sini dan keesokan harinya aku pergi. Ketika sedang melakukan suatu pekerjaan, aku malah berandai-andai sedang melakukan pekerjaan lain. Aku menilai sesuatu berdasarkan pada apapun yang aku pikirkan atau rasakan saat itu—atau tidak sama sekali. Aku tidak pernah sedikit pun peduli pada apa yang harus aku lakukan atau dimana aku seharusnya berada enam bulan kedepan. Bukannya memegang satu hal dengan benar, aku malah bermain-main dengan enam hal yang berbeda. Aku tidak bisa membuat rencana dan walaupun bisa, aku tidak bisa setia pada rencanaku. Aku sosok yang pesimis di pagi hari dan optimis di malam hari. Aku merasa *keok* pada hari Selasa dan berjaya pada hari Jumat. Karena badanku besar, suaraku berat, dan menghisap tembakau, beberapa teman menganggapku orang yang *angin-anginan* yang selalu mengikut kemana angin *membawa*. Lalu aku dimintai nasehat. Kemudian, dalam sepuluh menit, aku seolah menjadi Semar, sang tokoh bijaksana pemberi petunjuk dalam kisah pewayangan. Aku duduk tenggelam di kursiku, bermodalkan postur besar, dan suara berat penuh kharisma dan menghirup tembakau dalam-dalam, aku memulai: 'Gimana ya, aku harus *ngomong* bahwa situasimu ____' Dan dalam hati aku menggelembung dalam kegirangan (taken from J.B. Priestley's *Delight*, published by McGraw-Hill, 1964).

Analysis:

To begin with, we analyze the text's genre. The Source Text is an essay that appears in *Literature in English*, one of the English for Today Series. It is a descriptive essay on the real experience of a person on giving advice. The description is actually put much on the narrator's characteristics and it gives only a slight description on the experience itself. Since it is presented in a literary series, the writer needs to translate the Source Text (ST) to the Target Text (TT), which is Indonesian language, in such a way in order to be able to maintain the literariness of the work.

Therefore, we also would like to provide possible explanations on the strategies of translating the ST to the TT. The first strategy is by adding the sentence with the first person pronoun 'saya' which functions as subject in TT since the ST does not have any subject. The subject is used to show the one who is doing actions and undergone actions in the story. The word 'saya' is also considered to be appropriate for the genre of the text that is formal literary text since its target readers will be teachers and students

published by the National Council of English Teachers. That is why the text should be formal since it will be one of the readings supplementary that will guide and improve their development in acquiring English language.

In the next sentence, the writer did not change the expression of *drunken Irish tenor* into Indonesian cultural term since the writer cannot find another expression that is equal with the ST in the TT. The strategy used in this case is by paraphrasing the expression. Paraphrasing is aimed to clarify the meaning of the phrase to the readers by explaining the circumstances surrounding the cultural term through an extended phrases. The key word *juggle* in the ST is also being explained within the sentence since the writer would like to give a clear description on what is implied by *juggle*. The writer gives an analogy that enables the readers on the activity of *juggle* which has similar implicature to *saya malah sibuk melemparkan diri ke enam hal yang berbeda secara bergantian bak seorang badut yang memainkan enam bola sekaligus ke udara*.

In addition, the analogy *changing policies as a woman changes hats* is not likely to have the same implicature in bahasa Indonesia since it is unusual for Indonesian women to change hats as many as changing policies, but it is common for them changing clothes as frequent as changing minds. Therefore, the translated version is *sering berubah pikiran sesering wanita berganti pakaian*. In the sentence *am defeated by Tuesday*, the strategy used is also finding the equal word for *defeated* in which in the TT it becomes *keok* or totally exhausted since it is closer to the context of the meaning rather than using the synonym of the word which is *dikalahkan*.

Moreover, the writer changes *flibbertigibbet on a weathercock* becomes *semar yang berada pada alat penunjuk arah angin* since *semar* is likely to have the same implicature in the TT. The main character in the narrated story is a big, fat man known for his wisdom when he is giving advice. *Polonius* remains in the TT since the writer is unable to find any character that is equal with *Polonius* in the TT and the writer provides explanation of the key word in the footnote form. The expression of *two hundred pounds of portentousness* is translated into *semar, ..., yang siap memberi nasehat yang menyesatkan*. The expression in the TT is likely to be equal to the one in the ST since the description of the person in the expression is similar to *semar* and in addition the writer gives further explanation on the expression which is *yang siap memberi nasehat yang menyesatkan* to fit the description of *semar* with the one in the ST which is *a large man ... gives grave ('portentous') advice*.

2. Translating an Indonesian non-literary text to English non-literary text by paying attention to the problems of equivalence and non-equivalence.

Fasting as Medical Therapy

Breast cancer, for some women, are often more frightening than any other type of cancers. The uncertainty of the recovery from the illness, in this case, there is no guarantee the surgery or even the other invasive therapy can cure the illness is more frightening than the risk of the death from this illness. Another factor is the risk of physical defect or the lost of one or both breasts which cannot only

Analysis:

The main problem of translating the above health article is finding the equivalent terms from English to Indonesian language. The first problematic word is “pasangan,” in this case, the word “pasangan” have multiple synonyms in English. It may refer to “partner,” “pair,” “couple,” or “spouse.” The solution for this problem is finding the most appropriate meaning of the word, for example, the word “spouse” involves both woman and man, while in the text the word “pasangan” only involves the man or husband. Therefore the word “couple” cannot be used there. It is better to use the word “partner” in translating the text since this word may refer to either man or woman. Similarly, the word “penderita” may refer to “sufferer” or “patient.” In the text, the person is described to be suffering from the illness therefore the word “patient” is more appropriate.

H. CONCLUSION

In sum, cooperative learning refers to a learning method conducted by students who work in groups in order to accomplish certain tasks, such as a set of problem solutions, a project report, or the design of a process. The group work should involve (1) positive interdependence (2) individual accountability (3) face-to-face promotive interaction (4) appropriate use of collaborative skills, and (5) group processing. The technique has been used with considerable success in all disciplines, including translation. The expected benefits of cooperative learning are improved communication and teamwork skills, and improved language skills and competence. This article offers a number of suggestions for developing syllabus, lesson plan, and students’ handout under the conditions that involve the five defining cooperative learning criteria. The suggestion for lecturers who have never used this model is that they have to work on the method gradually in order to be able to see the improvement and handle the problems based on the progress of the method’s implementation in the classroom.

To conclude, it can be stated that a good translator needs a constant training in order to be able to produce a reliable TL which serves the essence for communication; comprehensibility. In this article I propose a design of a translation course aimed for undergraduate students who sound linguistic knowledge, have wide cultural

background of the SL and TL, acquire both languages in this case English and Indonesian language. The course adopts cooperative learning model which provides the lecturer and students a positive approach to learning that is applied to the transfer process of ideas from one language to another. In the preparatory phase of a translation, cooperative learning may increase the self-consciousness and self-confidence. It develops conscious mental activities, where translating problems are identified and analyzed, and information and knowledge are accumulated. From psychological and social point of view, cooperative learning may encourage and train the students to work collectively. This is very beneficial to the students since as a future translator, whose profile should be that of an intellectual worker with professional training characteristics, will be more successful since his social-affective development is given more emphasis. As the result, he may acquire language competence from the learning process, for instance higher tolerance level, show respect to others, self-criticism and sensitivity, acquire analytical thinking. These qualities may lead the students to a greater self-awareness which will move them to achieve an excellence in their lives and to give a greater contribution to their society for the sake of a better

future.

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