

# COOPERATIVE-CONTRASTIVE LEARNING MODEL IN TRANSLATION TEACHING FOR ENGLISH DEPARTMENT STUDENTS

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**Abstract:** Number of students taking courses of Translation from year to year is always high. However, the number of students who pass the subject is still low. Class is always filled with students taking recourse of this subject. The tests results show that students have difficulty aligning the structure of English into Indonesian and vice versa, in terms of syntactic function, grammatical meaning, looking for the right diction. The subjects of this study are students of Semester VI English Language Study Program PGRI Adi Buana University courses Translation contracted academic year 2012/2013 both recourse and regular. When examined student failure factor is the difficulty experienced by students in translating English text into Indonesian and vice versa. From the test results was identified that students had difficulty in aligning the structure of the target language with the language of origin in terms of functionality syntactic, grammatical meaning, the use of proper diction, and cultural adjustment. This research applies Contrastive Cooperative Learning Model that aims to describe the efforts made in improving student teachers in formulating measures learning model, describing learning achievement, and describe the advantages and weaknesses of the model. To achieve the above objectives used quasi-experimental research methods that implement Cooperative Learning Model - Contrastive will be applied in the classroom to address the problem of translation.

**Key words:** *translation, teaching translation method, cooperative learning model, contrastive learning model*

## I. INTRODUCTION

Translation is not simply replacing the activities of the source language text (ST) to the target language text (TT) but rather should be seen as an act of communication, not just a collection of words and sentences (Newmark, 1988b). Translators need to see the translation of the two approaches, namely the processes and products, as well as the need to be equipped with the intellectual tools (ability to source and target language, knowledge about the topic of translation, application of personal knowledge, and skills) and practical (use referral sources as well as directly and indirectly context recognition).

Theories in teaching translation encourage teachers to use the native language in lessons to influence the classroom dynamic and authenticate the learners' experiences. The actual usefulness of translation in English classes lies in exploiting it in order to compare grammar, vocabulary, word order and other language points in English and the student's mother tongue (W. Schweers in Newmark, 1988a). Schweers conducted a research in this context and found out that a high percentage (88.7%) of the student participants felt that the mother tongue should be used in their English classes in the first period of teaching. However, N. J. Ross in Colina (2003), says that if students are aware of the differences, language interference from their own language is likely to be reduced. Moreover, translation in the TL classroom offers a way to highlight similarities and differences between SL and TL forms. Translation at the final stage of language teaching, translation from SL to TL and TL to SL the most important social skill since it promotes communication and understanding between strangers. No matter how good the students are at comprehending authentic reading or listening materials, the majority keeps mentally translating from TL into SL and vice versa (Munday, 2001). This fact makes teachers of foreign languages conscious of the significance of translation in language classrooms. Students use their mother tongue in class. According to J. Harmer (2001), a principal cause of this SL use is provoked by the activity, i.e. if students are linguistically incapable of activating vocabulary for a chosen task.

Another reason is that translation is a natural thing to do in learning a language, and code-switching between SL and TL is regarded as naturally development.

Chomsky's theory (in Soedjatmiko, 2006) of surface and deep structure to explain the process of translation, i.e., analyzing the source text (ST) into kernel sentences, transferring the kernel sentences from ST to the target text (TT), and restructuring the TT kernel sentences into acceptable TT.

The purpose to conduct the study is to test the application of cooperative-contrastive learning model in the classroom Translation teaching to improve the ability to translate English text into Indonesian and vice versa by the students as well as individuals and as a whole class.

## II. FRAMEWORK OF THEORIES

Cooperative learning system can be defined as a structured system of group work. Included in this structure are five basic elements namely positive interdependence, individual responsibility, personal interaction, and process expertise working in the same group. Cooperative learning method is also called collaborative learning method. According to Bannet (1991), cooperative learning is group work but not all group work is cooperative learning. The basic element of cooperative learning are: 1) positive dependence, 2) individual accountability, 3) face to face interaction, 4) social skills, and 5) processing. But not all work can be considered cooperative learning groups (Roger & David). To achieve maximum results, the five elements of mutual aid learning model should be applied: 1) positive interdependence, 2) individual responsibility, 3) face to face, 4) communicative among members, and 5) evaluation of the group process.

Nur (2005) states that in cooperative learning students also learn from their peers. Teachers act more as facilitators. Classroom management cooperative learning model aims to develop learners in fostering collaboration and tips as well as interact with other learners. There are three important things to note in cooperative learning model class that are grouping, cooperative spirit, and mapping class. Learning model is suitable for class groups by the number of students between 30-40 people per class as described by Hess (2001) that a large class is a class with a number between 30 to 40 students who meet as a large class. According to Hess, a large class requires extra personal attention and personal encouragement that can lead to increased learning. Classes are very likely to apply cooperative learning model.

Contrastive analysis is a study of the elements of language. According to Lado (1975), contrastive analysis is a way to describe the difficulty or ease of language learners in learning a second language and foreign language. Contrastive analysis does not only to compare the elements of language and linguistic systems in the language of the first (B1) with a second language (B2), but at the same time to compare and describe the cultural background of both languages so that the results can be used teaching a second language (B2) or foreign language. In particular understanding of contrastive analysis is to compare the structure activity native or first language (B1) with acquired or learned language after their mother tongue better known as a second language (B2) to identify differences in the two languages (Moeliono, 1988). Someone who will be studying B2 itself would compare the B2 to B1. By comparing the two languages will be found equal factors, similarities and differences. Based on the theory of learning behavioral psychology that dominates contrastive analysis, language errors occurs only for the absence of negative transfer. The term is defined by the use of negative transfer system in use B1 B2, whereas two different linguistic systems. Errors of this kind cause B2 learning process fails. Therefore this kind of error should be eliminated in the process of studying B2. Thus, contrastive analysis can be defined as activities that try to compare the structure of B1 with B2 structure to identify the differences between the two languages.

Scope of contrastive analysis is to find or determine patterns and ease the difficulty in learning and self-learners acquire a second language. The pattern can be found or determined if performed (1) a description of the system's first language and second language system, (2) the selection of a grain of rules and forms that exist in the first language and second language, (3) the contrast, namely: formulate patterns (maps) of the common linguistic system to something more specific; course, the results show the differences and similarities of each element are contrasted, and (4) prediction of difficulty and ease of acquiring and learning a second language.

### III. RESEARCH METHODOLOGY

Stages to be carried out in the application of Cooperative Learning Model - Contrastive include the formulation of objectives, teacher observations, the formation of the group, the cooperative task completion, task cooperatively presentations, lectures describing the re-contrastive, and evaluation. In addition, it also used observational methods to look at the form of student difficulties and their response to the model is implemented. Data collection is using tests, questionnaires, and analysis of formatting difficulties.

### IV. ANALYSIS AND FINDINGS

A series of activities in the translation process will be implemented through which it should be in teaching translation. A series of translation in the learning process in the classroom Translation English Education Study Program PGRI Adi Buana University Surabaya Semester of the academic year 2012/2013 this is going to be re-examined by applying a learning model to enhance the ability of individual students and the class in general in translating English text into language Indonesian and from Indonesian to English. Expected result at the end of the study that the number of students who take recourse of Translation subject will decrease. This will impact the overall student graduation rates.

#### 1. Students' difficulties

From the observation of the task group worked cooperatively between the students was seen that they were experiencing some difficulties as described below. The description of the difficulty was followed by several attempts were made to overcome the lecturers. This work is done in the context of the course after the student group presents its work.

##### A. syntax changes

The students have difficulty in replacing English syntactic function syntactic function Indonesian equivalent. In translation, the source language syntactic function replacement language to the recipient, for example, replacing the object with the subject, predicate with information, and objects with information, a symptom that is commonly done. An element in the source language sentence that serves as the predicate should be replaced with information elements, as elements of the predicate in the language of the recipient has been replaced by elements of the sentence is added by the translator. Thus, the substitution was a substitution technique source language sentence element functions with other functions when the sentence was restructured in the language of the recipient, as occurred in the replacement predicate noun in the source language sentences are subject - predicate pattern.

The use of substitution technique - even the use of other techniques besides transfer techniques - the implications of the use of the translation method is to change. This occurs because the translator is not conveyed by the text, but its meaning. Meaning conveyed to the reader in order to be understood. To that end, sometimes the translator must perform addition, subtraction, mention of, or omission in the language of the recipient.

##### B. Finding the right diction

In general, students have difficulty in choosing the right vocabulary to express a concept contained in the source language. The words were chosen student did not consider compliance with the context, meaning that there are shades of difference, and pair words with other words in the sentence. The diction problems stem from one cause, namely the low mastery students will be Indonesian, but always requires a translation experts in order to master the language interpreter source and recipient language, even the language of the recipient should be more controlled than the source language. These requirements are more rigid after the elusive translation refined and improved with regard to word choice, and sentence length. This view is in line with research Kemper and Cheung (1992) who concludes that the complexity of the sentence is determined by three things: (a) the length of the sentence, (b) the amount contained in the embedded sentence, and (c) the form of the existing embedded in that sentence. This conclusion is stable after

researchers validate the findings with further research that examines the level of understanding of the reader over this complicated sentence and pronunciation accuracy. Therefore, Koda (1994) set after he examines the factors that affect the reader's understanding that the reader knowledge of orthography, vocabulary, and the discourse is very influential on his understanding.

Thus, the low student mastery of the language of the recipient resulting in low quality of the translation is marked by imprecision, sentence complexity, and less careful in choosing words. Syihabuddin (2000) concluded that according to the readers, the translation is easy to understand has some characteristics, namely (a) the use of sentence structure is simple, uncomplicated and straightforward, (b) attention to spelling, (c) the use a common vocabulary used, (d) describes the specific terms, and (e) save the use of vocabulary.

### **C. Understanding the grammatical meaning**

Grammatical meaning is linguistic devices attached to a word or syntactic structure. Thus, the lecturer explained to the students that they describe and explain the meaning of words in the source language as the language of the recipient change words into phrases or simple phrases into complex phrases. This method is able to reveal the meaning of the source language in the language of the recipient.

### **D. Implications to teaching translation**

Teaching translation aims to educate learners to have the ability to compare the two systems and the processing of language and culture, so that he is able to produce high quality translations. To achieve these objectives need to be developed three principal classes of material: (1) the source language and the language of the recipient following the culture, (2) translation theory and problems of translation, and (3) the practice of translation. Materials of the structure can be submitted through contrastive approach, while the vocabulary items can be presented by comparing the structure of the dam contrasts through context. Furthermore, the practice of translation can be delivered through group exercises. Then the learning success can be measured through a translation made by a student of a complete discourse. Assessment is focused on two main things: the accuracy and clarity of the translation with reference to the answer guide has been prepared. Furthermore, the material can be presented with a contrastive method. The use of this method is in line with the review of Emery (1985) about the similarities and differences between the English and the English language. He asserted that the contrastive analysis provides a framework for comparison applied in choosing the language of any of the information useful for specific purposes such as teaching, bilingual analysis, and translation.

Another is the subject vocabulary. The study findings suggest the importance of mastering the core interpreter of the meaning of a word, semantic components, the similarities and differences that are cognate vocabulary, and context of use. Therefore, the vocabulary can be taught through several methods as follows. First is by comparing a group of words that are cognate as proposed by Larson (1984:79-80). He contrasted a group of words that have similarities. Vocabulary grouped into one category. Then examined the characteristics of the similarities and differences in meaning between the two words are contrasted. The characteristics of the component - compensations in the form of meaning, so it transpired the main concepts of each word are compared. Secondly is through the context. The advantages of this method are corroborated by Fisher (1994) who performed experiments teaching vocabulary. He compares teaching vocabulary through context and through the dictionary. He concluded that learning new vocabulary through context more effectively than through the dictionary.

Substantially translate teaching aims to educate learners to have competences, i.e. the ability to compare and process the language and culture systems (Hewson and Martin, 1991:211). Operationally, this teaching aims to (1) provide students with knowledge of the theory of translation and (2) give them experience in translating the discourse of religion, science, literature, economics, and culture with various levels of language difficulties. In turn, learners are expected to have the skills to translate at the beginning level, the ability to express the meaning and intention of the source language in the recipient language correctly and clearly. At this level the student is not required to produce a reasonable translation with a relatively high rate of speed. The first discussion is the translation of theory and problems of translation. The subject is related to the delivery methods, procedures, and techniques that can compromise translation differences

and similarities between English and Indonesian. This material can be delivered to the lecture method, discussion, and question and answer. In addition, the most important is that the theory of translation must be submitted by displaying in resolving cases directly through the practice of translation. The second discussion is the practice of translation. Preferably the subject is done through groups led by students who have the ability to exceed his friends. Practice is focused on the application of a theory to a particular type of language. Furthermore, the results reported group work in class. Lecturer or other groups can repair, criticize, advise, and improve outcomes group renderer.

It is expected that in this way there will be an intensive learning interactions. Things are reluctant to ask the lecturer will be presented to her freely. What is meant here is the assessment measures a student's ability to master the problems of translation. Assessment of the ability to translate necessarily has to be done through translation. It is less appropriate if the ability is measured through mere theoretical knowledge. According to some experts (Larson, 1984; Nida, 1982, and Zukhrudin, 1982) is the focus of assessment translation are accuracy and clarity. This means that students who are well capable to translate the source language correctly and clearly.

Assessment materials given in the form of translation units that range from complete phrase, sentence, and discourse are intact. Assessment is based on the accuracy of the translation conformity with the basic idea of the source language or the mandate that has been prepared in advance. While the assessment is based on the clarity of translation complexity or simplicity of sentence structure, spelling usage accuracy, and vocabulary selection. Such traits are obvious translation as the study's findings. Once implemented cooperative learning model - contrastive in Translation courses, students argue as much as 61 %, want the use of cooperative learning and contrastive. Only 39 % of students who suggested that the above model is used after correcting the deficiency. Few students who suggested the use of lecture and question and answer 6.72%, and 7.12% which suggests the use of discussion method 9.33 % . It is enough to prove that they are more like the model of learning is done cooperatively. In addition, 37.6 % of students believe that professors are able to explain thoroughly the entire translation problems faced by the entire group , 31.78 % stated that the lecturer is able to provide a new understanding of translation and can provide translation problem-solving techniques. Only 9.4 % are students who perceive that are less able to describe all the problems facing the group.

## 2. The Implication of Cooperative-Contrastive Model to Students' Ability

Pre - test results showed the acquisition value indicated by scoring weights A, B, C, and D. Total of 40 students increased the score of D and E of 72.73 %. While score ranges B and C achieved by 15 students, or by 27.27%. No student has achieved score A. While score D and C are used as a grouping for students to take make-up courses in Translation. In classroom, pre-test and post-test are used as tools to measure the graduation of 40 students who did not pass or take make-up course. Post-test results showed the following values showed gains. A total of 23 students gained weight D and E was 41.8 %. While weight ranges B and C achieved by 30 students, or by 43.73 %. From the post-test results show as much as 2 students achieving A or weighting of 3.63 %. When the results of post-test used as a measure of student graduation then there are 32 students who passed and 23 students did not pass.

In Table 1 are shown the weight percentage of students who follow the detailed value of the pre - test and post - test .Of the 55 students taking the pre - test and post - test , after they received treatment and post-test done , it appears that the average score obtained by 62 students in a range of 10-100 . While the pre-test results showed an average score of 44 in the range of 10-100.

Tabel 1 Result of Pre-test and Post-test of Translation Subject

Score	Pre-test		Score	Post-test	
	No.of students	%		No.of students	%
A	-	-	A	2	3.63
B	4	7.27	B	6	10.9
C	11	20	C	24	43.63
D	27	49.09	D	17	30.9
E	13	23.63	E	6	10.9

There is an increase in the average value of the pre - test and post - test. The above data show that there is an increase of 30.89 % of students who successfully be passed through the treatment of this learning model that students who obtained grades A, B, and C after the post-test. Although when considering the level of graduation, it can be said that there are still high as 41.8 % of students who did not pass and repeat this course. But if you pay attention to the percentage that did not pass the pre-test was 72.72 %, the acquisition value of the post-test students still pretty good. The above description shows that the cooperative model - contrastive treatment is quite significant in improving the ability of individual students in translation.

## CONCLUSIONS AND RECOMMENDATION

### Conclusion

From the above it can be shared some conclusions as follows.

1. The students participating in the course Translation difficulties in substituting syntactic function, transposing function, overcoming the word implicit means, use appropriate word choice, and facilitate the grammatical meaning in the target language. Then the lecturer tries to teach the technique of substitution, transposition, description, reduction, and correspondence.
2. Cooperative-contrastive learning model - student quite able to overcome the difficulties of the kind described above to equalize the structure of English into Indonesian structure in Translation courses. This can be seen from the average graduation increased from 27.27 % to 72.72 %, so there are still 41.8 % of students who have graduated from the 55 students participating in Translation course.
3. Cooperative-contrastive learning is a model that includes formulation of objectives translation lectures, observation of the lecturer will be the possibility of implementing the model, the formation of groups with faculty guidance, each group completed the task cooperatively through peer tutoring, each group presented a cooperative task, reviewing faculty lectures are contrastive, and the last assessment.
4. In addition to the academic implications, cooperative-contrastive learning model also has psychological implications, namely the nature fosters cooperation, empathy, mutual respect, democratic, and discipline

### Recommendations

English Language Study Program participants should divide the class into two classes. This is to avoid the uncomfortable atmosphere of the class, monotonous, and not dynamic, as well as to respond to the demands of the implementation of a learning model. In addition, English Study Program or the means necessary to check periodically instructional media, so that when necessary, the media can function properly.

Translation lecturer is expected to increase its presence in the lecture room and not leave the task to an assistant, preparing the material better, and modify creative learning models to be implemented in the lectures.

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