



**PEDAGOGICAL TRANSLATION IN ENGLISH TEACHING
USED BY TEACHERS IN TEACHER EDUCATION PROGRAM**

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ABSTRACT

The purposes of this research were to analyze what situations teachers use translation (from English into Bahasa Indonesia and vice versa) in the Teacher Education Program classes and to describe how the teachers implement the translation in classroom. The research utilized descriptive qualitative method. The participants of the research were two English teachers in high school level in Jambi Province. The data were collected in the form of video recording and then the utterances were transcribed and analyzed based on the theory of situation of using translation proposed by Atkinson (1987), which consists of six situations namely: Eliciting Language, Checking Comprehension, Giving Instruction, Presentation, Checking for Sense, and Language Testing/Language Assessment. The result showed that there were five situations of using translation occurred in this study, they are eliciting language, checking comprehension, giving instruction, presentation and language testing/assessment. Further, pedagogical translation is very useful to facilitate the communication process in the classrooms by interpreting the information received in one language (L1) into another language (FL) and vice versa.

Keywords: *English Teaching, Pedagogical Translation, Teacher Education Program*

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INTRODUCTION

Over the past several decades, there has been a lot of discussion about the function of translation in foreign language (FL) and second language (L2) classrooms. An

enormous rise in publications in this field since the beginning of the century speaks to a resurgence as new methods and conceptions of translation in the classroom being researched. In language classes, translation is a common and helpful activity (Raju, 2016:186). It is one of the most common characteristics in an EFL classroom, according to Booth, Azman, and Ismail (2014:78). Translation is an activity that has a function to facilitate the communication process by interpreting the information received in one language (L1) into another language (FL) and vice versa (Al-Musawi, 2014:1). Today's ESL educational reality, which is influenced by translation, bi/multiculturalism, and globalization, necessitates the use of translation to improve students' English language ability. According to Mohamed (2014:28), academic conferences on applied linguistics, language education, and translation in various regions of the world are where English teachers and translators typically connect. However, there are two reasons why the use of translation is frequently questioned. First, according to Shiyab (2006:115), translation should not be employed while teaching foreign languages since it muddles the spoken and written languages. Also, translation can prevent people from thinking in the target language and lead in compound rather than coordinated bilingualism.

The advantages of translation for EFL students are varied. The translation and related tasks, according to Schaffner (as reported in Dagiliene, 2012:124), may improve target language acquisition. (1) To increase verbal agility, (2) To motivate learners' vocabulary in the target language, (3) To develop their learning style, (4) To enhance their comprehension of how languages function, (5) To integrate target language structures for active use, and (6) To track and improve target language comprehension. According to Atkinson, as mentioned in Bhooth, Azman, and Ismail (2014), the usage of L1 is a component of communicative methodology and should be done so appropriately at the proper periods. If teachers in EFL classrooms insist on using the target language throughout the whole instructional process, it may result in little to no contact between the teacher and the students. In this regard, the mother tongue (L1) can be used when it is necessary. There are six situations of the use of translation by the English teacher provided by Atkinson (as cited in Mahmutoglu & Kicir, 2013:52) namely: Eliciting Language, Checking Comprehension, Giving Instruction, Presentation, Checking for Sense, and Language Testing/Language Assessment. The followings are the explanation of each situation.

The first is language elicitation. Eliciting is a method used to discuss a topic at the beginning of a skills class and to encourage students to come up with vocabulary and

language forms and norms. The example phrase for eliciting vocabulary is one that asks, "How do you pronounce X in English?" 'X' is the native language (L1), thus by using L1, the teacher may make it simple for the students to learn English concepts or vocabulary.

The second is a checking comprehension. Understanding anything is referred to as comprehension. The teacher can motivate the students by asking questions, such as (a) Yes/no questions, (b) True/False questions, and (c) Wh-questions in the students' native language, in order to assess their understanding of the content given in the classroom instructional process (Day & Park, 2005:65).

Giving instructions is the third. Akdeniz (2016:58) claims that instruction is a comprehensive process that involves assisting students' learning and providing guidance. In the process of teaching and learning, there are two instructions: (a) directing the students in setting up pairs or groups for work (Atkinson, as stated in Alrefaai, 2013:15), and (b) directing the task and activities in the classroom. The opportunity to practice the target language in actual communication is provided by giving instructions.

Presentation is the fourth. This point relates to the activities in the learning process when the teacher explains the idea of English to the students and transmits vocabulary. Therefore, it is almost necessary to translate it into the native tongue in order to convey it clearly. It is possible to deliver the presentation in L2 initially before translating it into L1.

The fifth is doing a checking for sense. In this situation, the teacher clarifies the students' mistake. The easiest method to explain their mistake in this situation is, for example, to translate an inaccurate sentence they typed into their native tongue.

The final step is language testing. If the teacher translates the question into the students' native tongue, it could make it simpler for the students. Both the native language and the target language should be used for the exam (Saricoban, 2012:2962). In this situation, the teacher might interpret the written test supplied in the form of a different language (such as English) into the students' native language in order to communicate it to the students directly or verbally (Saricoban, 2012:2962).

Translation training for educators has suddenly become more significant with the current century's "multilingual revolution" (Laviosa & Gonzalez-Davies, 2020). Studies in education, applied linguistics, or translation studies have all been done on this issue. Gutiérrez (2021) on her study concluded that A dialogue between fields remains valuable and even though the nature of the rapport between translation and language learning is different in the professional (translation) field and in the (foreign language) educational

practice, their relationship is indissoluble. Other study found that translation is theoretically divided into pedagogical translation (translation as a means) and real translation (translation as an end). Both are regarded as different and independent activities, but they are actually connected and related at some levels in the practice (Gunawan, 2020). In the other study, pedagogical translation in the form of code switching also occurred during teacher-students interaction (Noor Azaliya et al., 2014). Those are the previous studies of pedagogical translation while this study aims to analyze and find out regarding the situation of teachers whom are part of Teachers Education Program that use pedagogical translation in the classroom. The research questions as follow:

1. What situations do teachers use translation (from English into Bahasa Indonesia and vice versa) in the Teacher Education Program classes?
2. How do the teachers implement the translation in classroom?

As a means of communication, translation is used for multilingual notices, which have at last appeared increasingly conspicuously in public places; for instructions issued by exporting companies; for tourist publicity, where it is too often produced from the native into the 'foreign' language by natives as a matter of national pride; for official documents, such as treaties and contracts; for reports, papers, articles, correspondence textbooks to convey information, advice and recommendations for every branch of knowledge. Its volume has increased with the rise of the mass media, the increase in the number of independent countries, and the growing recognition of the importance of linguistic minorities in all the countries of the world (Newmark, 1988). For a teacher, translation is employed as a tool for the sake of helping ESL students to understand the lesson of L2 (Cook, 2010, Leonardi, 2010). It is a common misconception that pedagogical translation is "a method at training professional translators," yet basically "a strategy to help students in acquiring, strengthening, and expanding their knowledge competency in a foreign language" (Leonardi, 2010, p. 17). In other words, pedagogical translation refers to the use of translation to improve SLA rather than to the use of translation to educate students how to translate. By knowing that translation itself is a process, a teacher can always restructure and rewrite his/her pedagogical translation based on the Descriptive theoretical frameworks shown earlier on. The translation also happens in teaching scene, 'intralingual teaching' (Stern 1992: 279) and 'monolingual teaching' (Widdowson 2003: 149) were set in opposition to 'crosslingual' and 'bilingual' teaching (Cook 2010). Given such positions, it is not unexpected that a

possible reintroduction of translation into the FL classroom has been ushered in as a result of the extensive re-examination of monolingual principles in the language studies field in general and in language teaching in particular. Strict concepts of monolingualism and even bilingualism are no longer left to the field's debunked past; rather, thinking about them has allowed for a reconsideration and reevaluation of the value of translation in today's FL instruction. Shiyab argues (as stated in Alrefaai, 2013:14) that translation is beneficial since it explains grammar and teaches vocabulary for beginner level learners. L1's primary role in language instruction was to give students an efficient means to understand the meaning and substance of what needed to be spoken in the target language (Afzal, 2013:1846). The mother tongue shapes one's mind, and translation helps in improved comprehension (Raju, 2016:188).

The difference between practitioners and theorists in the field of language learning and teaching is highlighted by Schjoldager (2003, p. 200), who claims that while the majority of teachers and policy-makers view translation as an effective language learning tool, the majority of theorists either ignore it or consider it to be an ineffective, potentially harmful teaching tool. This perspective is supported by the case study's findings, which also support the claim that if translation is to be employed in the classroom, it should preferably be based on a strong ethical theoretical framework. Yet, the pedagogical translation exists in teaching scene despite the theorists' consideration. In reality, pedagogical translation works as "a method for assisting learners acquire, develop, and further increase their knowledge competency in a foreign language," as opposed to the common misconception that it is "a means of educating professional translators" (Leonardi, 2010, p. 17). In other words, pedagogical translation refers to the use of translation to improve SLA rather than to the use of translation to educate students how to translate.

Cook (2010) conducted a thorough investigation on how translation evolved in language classrooms (TILT). In particular, he believes that the resurgence of bilingualism in English instruction provides a justification for looking at and reevaluating the role of translation in language classrooms. His work is attentive to the difficult and sometimes conflicting nature of translation in the FL classroom, but it does not sufficiently distinguish between the usage of the student's home tongue in the FL classroom (often without translation) and translation as an actual classroom activity. Harbord (1992) concluded that there are three reasons for using L1 in the classrooms. They are facilitating communication, facilitating teacher-student relationships, and

facilitating the learning of L2. Cook (2001) elaborated further by stating teachers should use L1 to convey meaning and organize classrooms. Students can use L1 for scaffolding (i.e building up the basics, from which further learning can be processed) and for cooperative learning with fellow classmates. Perhaps the biggest reason for using L1 in the classroom though, is that it can save a lot of time and confusion (Harbord, 1992).

METHODOLOGY

In this study, the method employed to collect the data was descriptive qualitative. Descriptive qualitative research concerns providing description of a phenomenon that occurs naturally without any intervention of an experiment or an artificially contrived treatment (Bogdan & Biklen, 1992: 28). The participants of the research were two English teachers in high school level in Jambi Province. The data were collected in the form of video recording and then the utterances were transcribed and analyzed based on the theory of situation of using translation proposed by Atkinson (1987), which consists of six situations namely: Eliciting Language, Checking Comprehension, Giving Instruction, Presentation, Checking for Sense, and Language Testing/Language Assessment.

FINDINGS AND DISCUSSIONS

The finding of this research was presented as follows:

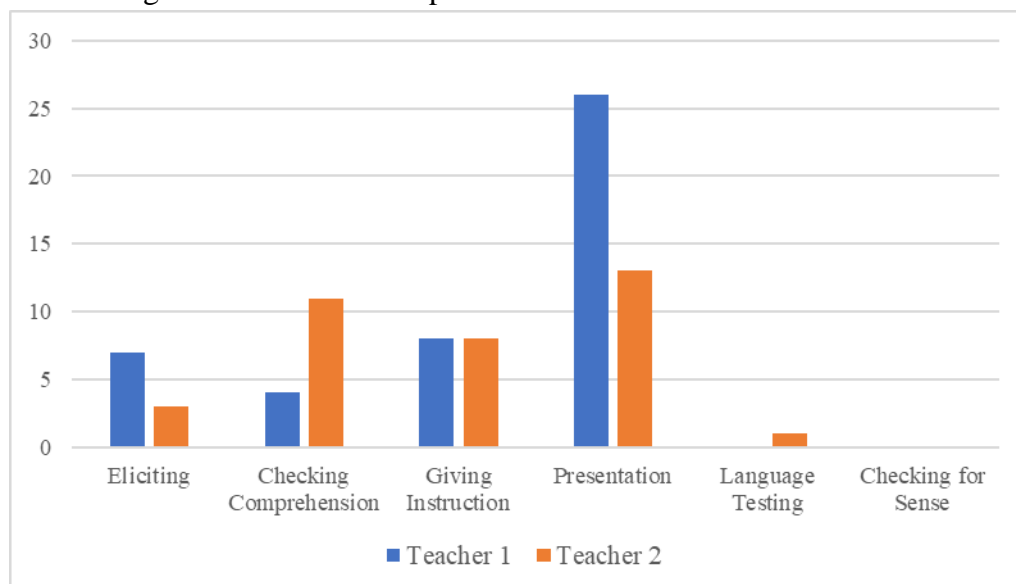


Chart 1. Situations of Using Translation in Classrooms

a. Eliciting Language

Eliciting language is a translation situation used at the beginning of a skills lesson to get students to brainstorm a topic and develop vocabulary, language forms, and rules. Based on the results, it showed that both teachers often used eliciting language in the translation process in the classroom situation. Here is the data example:

Data (1):

Who absent today?

Siapa yang absen hari ini?

(Teacher 1)

In data (1), Teacher 1 also used the eliciting language in the classroom. Eliciting language here is used to stimulate the students to answer the questions from the teacher so that there is no obstacle when teacher asked the question to the students (Turgut and İrgin, 2009). Data (1) showed that the teacher used translation to make sure the students who did not attend the class. If the teacher did not use the translation after her statement, it can make the students did not reply or answer her questions since some of them perhaps or did not understand of it.

Another data example is uttered by Teacher 2:

Data (2):

What topic that we discussed before?

Topik apa yang sudah dipelajari sebelumnya sama minggu lalu?

(Teacher 2)

From the data above, it can be seen the Teacher 2 used eliciting language to brainstorm the topic from last meeting or last week. The teacher 1 started with the L2 then translating into L1 in order to make the students understood with the statements given. It is in line with the statement of Cook (2001) who stated teachers should use L1 to convey meaning and organize classrooms. By using L1 in the classroom that it can save a lot of time and confusion (Harbord, 1992). However, the teacher still made wrong translation in delivering his utterances. As it stated in translation '*topik apa yang sudah dipelajari sebelumnya sama minggu lalu?*'. The word *minggu lalu* has meaning in 'last week' in English, yet, it does not mention on the statement.

b. Checking Comprehension

The second situation of using translation by the teacher was when checking comprehension. The teacher used translation when checking comprehension in order to check whether the students understand or not about the answers given during the question and

answer the task and in order to check the students' comprehension about the lesson given in the classroom. Hence, the use of translation can speed up the students' comprehension process (Shiyab and Abdullateef, as cited in Alrefaai, 2013). There have been found some of the data about checking comprehension by the teacher in the classroom. T

Data (3)

Apa artinya asking and giving questions?

(Teacher 1)

The result showed that the teacher used translation for checking comprehension to find out how far the students' understanding regarding to English vocabulary with the sentence above. Regarding the reasons for using translation in relating to the situations appeared, there were two reasons given by the teachers in this study, namely: the students did not understand many vocabularies or words, sentences, and material given in English and the students felt uncomfortable if the teacher used English only in the classroom instructional process. Tang (2002) often use L1 for low and medium proficiency level students in English classes to give instructions, explain meanings of words, explain complex ideas and explain complex grammar points. Students may understand better when the explanations of the subject matters are given in their own language.

Data (4)

Do you have any questions?

Apakah ada pertanyaan?

(Teacher 2)

The result showed that the teacher used translation for checking comprehension from L2 into L1. The use of translation can be used as a post procedure in learning process to check and evaluate students' comprehension. Day & Park (2005) stated that checking comprehension refers to an understanding of something. In order to check students' comprehension of the material given in the classroom instructional process, the teacher can stimulate the students by asking questions.

c. Giving Instruction

The opportunity to practice the target language in real communication is provided by giving instructions. Giving instruction is a situation when the teacher gives direction to the student about particular thing, it may guide students to sit or work in groups or it also relates to task or classroom activities guidelines. Giving instructions has a direct impact on learning; when students do not comprehend what they are expected to do, a lesson or activity becomes disorganized and fails. The researcher presented the findings from teacher 1 and teacher 2 on

extracts as follow:

Data (5)

Do it with your group.

Lakukan atau diskusikan dengan teman segrup kalian

Teacher 1

Data (6)

Look around you, are there rubbish or not, if you find some rubbish, pick and then throw them to the dustbin.

Sampahnya diambil lalu dibuang

Teacher 2

Based on the extracts above, it shows that while giving instructions, the teachers translated the instructions into the students' source language because they wanted to make sure that their students understand about the instructions and able to comprehend what they are expected to do. The use of the L1 for instruction-giving is justified for the sake of efficiency and clarity because the teachers found that several students in the classrooms had difficulty understanding simple instructions in English. It is in line with the study conducted by Campa and Nassaji (2009) as cited in Bozorgian and Fallahpour (2015), the teacher uses L1 for many purposes; one of them is for giving instruction to the students. Besides, according to the finding of a study conducted by Bozorgian and Fallahpour (2015), L1 is used by the teacher in ELT for several purposes; one of them is for instructional purposes.

d. Presentation

Presentation is the most situation used by teachers in the classroom. When presenting the material, the teacher used translation in order to ensure that the students understood the material and understood the meaning of the new vocabulary. Here is the data example.

Data (7):

I strongly believe that going abroad is great idea

Dia sangat percaya kalau pergi keluar negeri adalah hal yang keren, hal yang baik.

(Teacher 1)

Based on the data above, it showed that the teacher used presentation situation of translation to help students understood with the material that presented and to explain meanings of words that used (Tang, 2002). Thus, the students do not find any difficulties to comprehend in learning – process. Yet, in translating, the teacher put the different meaning from L2. The phrase I strongly believe is translated into *Dia sangat percaya*. The word *Dia* in L1 has meaning he or she in L2. This translation could make the students confused or

misunderstanding with the meaning of word I.

Data (8):

You have done best

Kalian sudah melakukan yang terbaik

(Teacher 2)

This situation in data (4) refers to activities in the learning process in which the teacher teaches vocabulary to the students by giving appreciation. The teacher portrayed how to use the expression for appreciating what have they done so that, by knowing the meaning students can implement that expression. It is in line with Turgut and Irgin (2009) who stated the use of appreciation in L2 can build a natural relationship between teachers and their student. Furthermore, he used the proper meaning in L1, but not in L2 which is stated you have done best. This sentence, however, literally translates based on the structure of L1 whereas in the L2 is not proper. A correct translation is you have done your best.

e. Language Testing/Assessment

Translation activities in tests can efficiently measure a learner's proficiency in using the target language to communicate in real - life settings. Atkinson (1989, p. 94) considers the mother tongue as a useful tool for increasing the validity and reliability of many tests. The researcher presented the finding from teacher 2 on extracts as follow:

Data (9)

What is special character of Descriptive text?

Apa ciri khas dari teks Deskriptif?

Teacher 2

Based on the extract above, it expresses that teacher 2 involved translation in test. He asked the question in English and then translated to Indonesian at the end of the meeting to reiterate students' understanding over the topic. By doing this way, students may develop knowledge of what is acceptable and unacceptable in both languages through translation tasks. Such words or phrases in translation materials may encourage learners to be imaginative, try to come up with fresh ideas to the task, or attempt to express the idea in their own words.

CONCLUSIONS

From the data analyzed, it could be concluded that there were five situations of using translation occurred in this study, they are eliciting language, checking comprehension, giving instruction, presentation and language testing/assessment. Further, pedagogical translation is very useful to facilitate the communication process in the classrooms by interpreting the information received in one language (L1) into another language (FL) and vice versa.

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