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Determination of Appropriate Topic for Exercise - A Strategy in Succeeding Translation Teaching for Undergraduate Students Roswani Siregar1\*, Syahron Lubis2 1Al-Azhar University – Medan 2Universitas Sumatera Utara Corresponding Author: Roswani Siregar, E-mail: roses\_air@yahoo.com ABSTRACT Translation is a real-life, a natural activity and increasingly needed in globalization era.

Although many believes that translation skill is acquired naturally, but many scholars believe it can be teachable. teaching is difficult set and activity, is to carefully. the of article to the in the appropriate topic for exercise in teaching translation course for undergraduate students.

This is part study inventing model translation in setting non- translation class. As translation is process that involve the intellectuality, it is also viewed as art, thus article clarify the material prepared, aspect be considered before giving it in practice.

This article also briefly describe the student perception on teaching-learning activities that suggest that the appropriate preparation of material is significant in keeping the student interest on translation teaching. INTRODUCTION In this globalization world, the role of translation as an intercultural is growing. 2010; 2010). debate translators born made" "made not born" has had a rather negative influence on translator training.

there opinions some the skilled translators in the industry are self-taught (Gile, 2009: p.6). The of teaching pedagogy to - cate to capable performing translation and to and them develop knowledge and of The of qualities has been defined as "translation competence". The teaching of translation and its role in language learn - ing been controversial for Translation can be seen as interfering with the acquisition of a second

or foreign language due to the constant reference to the students.

2010: but the hand, - lation also seen a part the learning that students gather to the they (Pym al. p.7). translation the of learning discuss the of as "fifth skill" can viewed a in language process as a method of assessing the student's language skills. Published by Australian International Academic Centre PTY.LTD. Copyright (c) the author(s). This is an open access article under CC BY license (<https://creativecommons.org/licenses/by/4.0/>) <http://dx.doi.org/10.7575/aiac.ijclts.v.7n.4p.35> LITERATURE REVIEW Translation a exercise be and more interesting for the learner than having to constantly write essays, which is a commonly used exercise in language learning.

When translating texts the student is already introduced to the and of text "only" to or transfer these ideas into another language, thus eliminating the need to create the content and arguments him/herself. However, - er, translation in language classrooms is often limited to tra- ditional i.e. translating words, sentences and longer units from one language into the other. Pym al. pp.126-133) many of ways which can modified fit communicative language teaching and learning approaches: Delisle was one of the first scholar to establish some clear objectives the process translation.

His the to basic princi - ples their one the important being establishment clear achievable The element the translation are: 1) communication teacher students; 2) the of teaching it different learning activities, and it gives a basis for the as - sessment of learning (Delisle, 1998, pp. 21-22). International Journal of Comparative Literature & Translation Studies ISSN: 2202-9451 [www.ijclts.aiac.org.au](http://www.ijclts.aiac.org.au) ARTICLE INFO Article history Received: August 15, 2019 Accepted: September 30 , 2019 Published: October 31, 2019 Volume: 7 Issue: 4 Conflicts of interest: None Funding: None Keywords: Translation, Teaching, Material, Text, Student, Course 36 IJCLTS 7(4):35-41 In with Nord a complete model on premise the of should professional For there no translation without realistic Before af - ter it, should some to help do exercises for the translation competence. (Nord, 1991: p. 144).

Delisle Nord the of process in the teaching of translation. In this sense, the teaching of translation should be more concerned with the translation process than merely resulting written product. Gile follows this same line of thinking.

He states that the point to students' of and - gests "good translation principles, methods, and procedures" instead merely students to and discussing the translations in class, indicating what is right and is in different presented. Gile, approach especially for first translation teaching stages. (Gile, 1995, p. 10), According to Vienne, the activity in class should be based on series translation professionally previ - ously carried out by the

teacher, so that they can act as the initiator the process a realistic Students out contextual of translation project that teacher, as initiator, the questions provides with in - formation to do the translation. (Vienne, 1994, p. 52). Zabalza in Jordan-Núñez (2014) admitted difficultness in make a selection of the contents.

According to him, not all that can be taught should be taught and he, therefore, sug - gests the basic important that will the to the process an autonomous way. Concerning material Tarasova an - perimental teaching postgraduate She the aspect selection translation material. Tarasova suggests that the selection ma - terial should not be overloaded with unfamiliar terminology and not be large in size. (Tarasova, 2015: p.352).

In addition, material should stimulate interaction among the students as group, to learning as as on formal aspect of language. (Siregar, 2017: p.323). According Sevilla al. pp. 110-111), de - signing the syllabus for the course, it is advisable to take into account three fundamental aspects: 1) The learning and theoretical related to translation that they should acquire. 2) The level expectations interests), which can be assessed through questionnaires where they can express their opinions.

3) The professional practice of translation, the actual diffi - culties this involves the ap - plied for solving those difficulties. Sevilla suggest to hand out a questionnaire to the students at the beginning of the course in order to ascertain both their knowledge the In with suggestion, pre - liminary questionnaire has been administered to investigate the perception translation The of such questionnaire the material that of preferred specific as - lating compared general Translate text also English skills a specific discipline. (Siregar, 2018 p.96-97) According Orozco Jordan-Núñez a - er specific has methodological to help acquire command a area.

first is on product translation, investing for to the special - ized or thematic knowledge and converting the course into an to of areas specialization is most demand. the option, on process, entails promoting all those skills that allow students to deal with new projects on subjects they are not specialized in. It is the general text.

Moreover, criterias selecting texts the translation 1) texts come a source should able become projects; they be texts; they be in terms subject type degree specialization; and 4) they should be able to be translated by students, since a of difficulty lack value. (Sevilla et al. 2003: p. 298) As far as designing translation course is concerned, there must a of between and al - though is to a bit practice, it is practice that actually produces a good translator Accord - ingly, the translation course has to be designed in such away that who this will translating as as (Tisga, The should - sider structure nature the How does it What of or do receive at end; the reflect interests giving you the

training you need to succeed in the translation profession? the investment of time and efforts. A translation course (Samudra, 1993: 9.53). By consider the above statements and general belief that translation is one the goals in training teaching.

this before questions on to the competence, very problem deal how keep the students encouragement in doing translation activities. Thus, article clarify pre post exercise how prepare translation and aspect be in the - priate topic of translation in practice.

METHODS Place and Participants The was in Department Eco - nomics and Engineering, Universitas Sumatera Utara in **Determination of Appropriate Topic for Exercise - A Strategy in Succeeding Translation Teaching for Undergraduate Students** 37 Medan Indonesia.

surveys in-class were to the opinion the translation Sixty-two undergraduate are participating in this study (32 are Economic Faculty Stu - dents 30 Engineering). The and is of year in However observation only took three weeks that consist of two sessions of meet - ing. first is preparation the session is the review or translation exercise.

Instruments and Data Collection The surveys were administered by online-questionnaire (Google The questionnaire of semi-structured questions with a mixture of closed-ended and open-ended that for informa - tion from the students to explore the topic they interested in. DISCUSSION Pre-exercise: Capturing the Students Interest on Special Topic Before of text teacher about topic interested There some - eration in choosing the text genres for translation exercise.

The topic stimulate among students are accustomed to discussing translation problems in class, it is likely that they are more critical in evaluating their translation when they work as translators. Beside, the cho - sen should students focus formal of the language. Therefore, students should be trained to decide how they should restructure the same message in different styles.

also encourage to learning skills and skills in learning-how-to-learn. The class discus - sion discussing assignments meant provide - dents efficient strategies: to with the problem of long sentences, how to choose words etc. Similarly, topic encourage to their knowledge to work as translators.

It is assumed that stu - dents will know how to cope with problems of translation af - ter they finish the course. The result of survey indicates that: News, Celebs, Football, Movies, Music, Poli\_cs Economics, Business, Engineering , Designing, Machinery, Architectur al Environmen t, Health, Lifestyle, Shopping Novel, Manga, Poems Other Frequency 21 16 13 84 0 5 10 15 20 25 Preferred reading-topics Out 62 in first 21 prefer celebs, movies

music, politics, or are Only of read manga and poems. others indicated than topics specified the psychology, arts, travelling, and gardening.

Yes/No Frequency 54 8 0 10 20 30 40 50 60 Possession of favorite academic subject Interesting, out of 62 students, 8 students admitted does not have favorite subject. Although is small percentage, teacher explore actual in reading for it is also significant in arrange the exercise topics. Very important/important Not sure Frequency 27 22 13 0 5 10 15 20 25 30 Importance of specific topic This questions intended to describe the awareness of the students about the importance of given topic in exercise. Out of student, argued specific is important, while 13 students not sure about this point.

reading more about the topic attend a course on the subject merely attending the class Frequency 30 92 3 0 5 10 15 20 25 30 35 Effort in improving specific subject The of question to the more about importance certain they in. What they to for understanding about subject. students more the the they are and Nine students attend the course for any subject they interest - ed in. And 23 student only attending the class.

Yes/Not sure Frequency 45 17 0 5 10 15 20 25 30 35 40 45 50 Availability the specific topic in English 38 IJCLTS 7(4):35-41 The of further is find-out awareness students importance specific by questioned the availability of topic in English. Forty-five students that specific they is in English, while the rest of students not sure about its availability.

This result suggest that, most of students involved in translation they specific The source for text is internet. In-Class Sessions: Administered the Exercise The gives brief about exercise should conducted consist translation topics, of exercise exercise Each participant may have one worksheet.

Students asked make remind what be first doing Student may use the tools in doing translation, such as: dictionary, smartphone or internet during the exercise. Student may discuss text groups, they provide translation. The objective this is familiarize students this of to on ability to economic, and texts English, and to work on their ability to do research and to look for information and specialized documents.

The aim of this activity is not only to make students familiar the available doing job also work some such the to research, the ability to carry out research tasks and to look for information and specialized documents, and the ability to do conceptual and terminological research. Student may put comment in space provided in translation worksheet. example, she/he to certain or as is.

are to all term have in texts the and present selection Indonesian and definition of the concept either in English or in Indonesian. The objective the is develop ability to learn and to manage their own learning, the ability to apply techniques and to acquire terminology from special - ized translation, the ability to carry out research tasks and to look information specialized the to manage keep information docu - mentation is for out job, the ability to do conceptual and terminological research.

Post Translation Exercise Regarding translation students asked, correcting translation during face-to-face sessions, to identify and solve the mistakes in their own work to a proofread of trans - lation exercise. These texts be in next It important students to the suggest - ed by their classmates or the teacher in the classroom. They should their final They be to analyze their own work based on those suggestions and to just is It also to into account the correction suggested by the teacher.

The ba - sic of task therefore make learn to the in and the However, they are also expected to develop some other com - petences as ability work motivation quality, **their ability to learn** and manage their self-learning throughout professional and ability con - sider alternatives and take justifiable decisions. In final session, students to out sur - veys.

The given survey results are as follows: When asked specify translation - ness, of said phrase long other difficultness reframing idea paragraph. For few students "should put translation to order?". other the put to lesson translating the idea of paragraph into target language. 81% 19% Exercise topics relevancy to academic subject Yes No When is the of topics aca - demic 81% students it while rest not aware about it relevancy.

66% 31% 3% Most difficult topic in translation exercise Specific topic General topic Other: The of question to an and challenge students. percent stu - dents argued that specific topics is most difficult. In the second place, of admitted general is When rest other such cultural-rich The to question that aware importance of knowledge in relevant field should enable them to find the appropriate equivalent meaning in target language.

**Determination of Appropriate Topic for Exercise - A Strategy in Succeeding Translation Teaching for Undergraduate Students** 39 47% 40% 8% 5% Rating the difficultness of translation exercise very difficult difficult moderate easy Overall, in rating the difficultness of translation exercise, most students rate very 40% 8% moderate 5% easy. students the difficultness in translating word. Sometime a word has more than one meaning, thus it is confusing to decide the best word. this is ambiguous.

a phrase or sentence can have **more than one structure** it is said to structurally This not

problematic because some of the alternatives are unintended, that may lead to wrong interpretations. 3% 11% 50% 36% Duration of translation exercise 30 minutes 45 minutes 60 minutes 90 minutes - 60 - specialized. CONCLUSION Before and the exercise, should these the - cise-topic relevant the of the texts come a situation should in knowledge the 3) text be in of matter, and of specialization; and 4) the text should be able to be translated by students, since the over-difficult text will lose the students interest in doing translation.

Translation should into of duration. The duration trap student a task, resulted poor translation. the hand the longer duration may lead the student to linger in the part over-scrupulous decide word terms equivalent. It possible ask question the - cultness encounter by student in doing translation and avoid - ing on they The who stressed on exercise-result may quit and no longer attend the learning. ACKNOWLEDGEMENTS I like express gratitude Prof. Lubis for his constructive suggestion during the preparation of this article.

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**Determination of Appropriate Topic for Exercise - A Strategy in Succeeding Translation Teaching for Undergraduate Students** 41 Participant Number: \_\_\_\_\_ Faculty: ?

Economics ? Engineering Questions 1 What do you do in spare time. Please specify:\_\_\_\_\_ 2 If it is about the reading or learning, what topic do you prefer? ? News, Celebs, Football, Movies, Music ? Politics, Economics, Engineering ? Environment, Health, Lifestyle ? Novel, Manga, Poetry ? Other : Please specify: \_\_\_\_\_ 3 Why do you choose that topic(s) Please specify:\_\_\_\_\_ 4 Do you have a or some favorite subject on your academic? ? Yes ? No Please specify:\_\_\_\_\_ 5 How important is to improve a specific/specialized topic in your academic subject? ? Very important ? important ? Not sure 6 What effort you take to improve your favorite subject? ? Reading more about the topic ? Attend a course on the subject ? Merely attending the class 7 **Do you think that** subject is available more in English ? Yes ? Not sure Pre Exercise Questionnaire Participant Number: \_\_\_\_\_ Faculty: ? Economics ? Engineering Questions 1 What your difficultness in translation exercise.

Please specify:\_\_\_\_\_ **2 Do you think** the exercise topic related to your academic subject? ? Yes ? No 3 In which topic you found most difficult term in translation exercise? ? Specific topic ? General topic ? Other Please specify:\_\_\_\_\_ 4 Could you tell the benefit of translation exercise? Please specify:\_\_\_\_\_ 5 How you rate the translation exercise ? Very difficult ? Difficult ? Moderate ? Easy 6 How long the duration of exercise should be ? 30 minutes ? 45 minutes ? 60 minutes ? 90 minutes Post Exercise Questionnaire

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