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**“Innovation, Trends, and
Challenges in English Language Learning
in the 21st Century”**

**Faculty of Foreign Language and Culture
Universitas Muhammadiyah Semarang**

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**1ST ENGLISH LANGUAGE AND LITERATURE
INTERNATIONAL CONFERENCE (ELLIC)**

PROCEEDINGS

**“Innovation, Trends, and Challenges in English
Language Learning in the 21st Century”**

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Editors

Prof. Aslam Khan Bin Samahs Khan, Ph.D.

Dr. Issy Yuliasri, M.Pd.

Cheah Swi Ee, Ph.D.

Prof. Dr. Djamaluddin Darwis, M.A.

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Phone: +622476740295, email: ellic@unimus.ac.id

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REFLECTION ON IMPLEMENTING BLENDED LEARNING IN THE TRANSLATION CLASSROOM VIA EDMODO

Singgih Widodo Limantoro
Politeknik Ubaya, Surabaya
Indonesia
ngagel2015@gmail.com

Abstract

To face the challenges of 21st century education, schools have to reform their traditional classroom by using online learning to enhance and transform teaching and learning. Blended learning is a mixture of face-to-face learning and online learning. In translation classroom, students may use their ways for translation. They may use electronic device for translation, dictionary, or other ways to gain the desired quality of the translation output. They usually expect their translation would meet at least three quality aspects, such as accurate, natural, and communicative. To gain the quality of translation, students have to make sure that the input of the source language and the process of translation are semantically and structurally correct because it would be hard to translate the sentences which have problems. In this paper, the writer would like to share some feedbacks from the students of the Business English Study Program of Politeknik Ubaya Surabaya Indonesia in his translation classroom by reflecting on the student learning experience in Translation. These feedbacks would help guide the students to improve the output of translation. This classroom action research findings would help the teacher encourage the students learn how to translate in better ways. In other words, the teacher would facilitate the students to become smart translators by using reflective ways to raise their awareness to gain the desired output of translation.

Keywords: reflective ways, translation input, desired output, blended learning

Introduction

The vast development of digital technology has given a great impact to the 21st Century challenges faced by teachers and schools/educational institutions. Today technological applications seem to be the first language for students. They use a fast increasing various web-tools, such as WA, facebook, Twitter, and even Edmodo apps. They live and learn by using technology. On the other hand, teachers are the learning facilitators today that also have opportunities to learn the vast development of digital technology for better learning and teaching. Therefore, the Business English study program of Politeknik Ubaya Surabaya would try to use the blended learning in teaching translation as a new approach to face the 21st Century education challenges today.

In this paper, the writer would like to reflect on the drawbacks and benefits in implementing translation subject by using

blended learning via Edmodo. These feedbacks are necessary to improve the translation classroom and the virtual classroom in blended learning. Therefore, the writer would like to find out the challenges/difficulties/drawbacks in learning Translation by using blended learning, the successful factors for Translation classroom by using blended learning, and the reflective ways to raise the awareness to gain the desired output of translation and to learn how to be smart translators.

In this paper, the writer would like to discuss about blended learning via Edmodo. What is blended learning? Blended learning is not about replacing teachers with technology or about technology integration. Blended learning here means a personalized student-centered learning that combines face-to-face learning and online learning.

In blended learning, the students could optimize their face-to-face learning to learn how to learn in class and then they

could enrich their online materials, and do some online instructions/tasks independently anywhere and anytime via online learning apps, such as Edmodo. To be successful in blended learning also starts from the learning design of the teacher. The teachers have to design the challenging learning material which would be a bit more difficult knowledge level than the average student knowledge level (Limantoro, 2012). If the knowledge level is too easy for most students, most of them would be bored but if the knowledge level is too difficult for most students, most of them would be lost. It means they could not understand and do it. In blended learning, students and teachers have to be active and focus on learning but the students should not focus on technology because technology is merely a tool for learning.

In this part, the writer would also explain about the benefits and drawbacks of blended learning. The benefits of blended learning would be as follows:

1. Flexibility of access to learning that reinforces the student's autonomy to accomplish tasks at their own pace in any place at any time (Poon, 2013).
2. Opportunity to embrace technology, encourage a community of inquiry, and support active and meaningful learning (Owston et al, 2008)
3. Student satisfaction to enable them to become more motivated and more involved in the learning process, thereby enhancing their commitment and perseverance (Donnelly, 2010; Sharpe et al, 2006)
4. Encouragement to develop the critical thinking skills (Owston et al, 2008)

And the drawbacks of blended learning for teachers would be as follows:

- a. Difficulties in acquiring new teaching and technology skills (Poon, 2013).
- b. Technological problems for teachers.
- c. Teacher resistance to technology means a marked reluctance by

academics to engage with online learning (Anderson, 2008).

- d. Teachers were much less positive than their students about the learning benefits of an online learning way (Heaton-shrestha, May, and Burke, 2009).
- e. Teachers worldwide had low enthusiasm for using technology in learning (Becker and Jokivirta, 2007).
- f. The previous research result had been found out that 65% of teachers were more afraid of teaching with technology (Allen et al, 2012).
- g. The attitude, readiness, and technological skills of the facilitators were also the key factors to facilitate student learning (Harris et al, 2009).
- h. Time commitment for blended learning course design and for monitoring and given feedbacks for students.

And the drawbacks of blended learning for students would also be as follows:

- Technological problems, such as updated technology tools, poor signals, and low batteries.
- Attitude and motivation of learners to cope with independent learning (Tabor, 2007; Mitchell and Honore, 2007).

Moreover, the commitment and readiness of the schools/institutions for online learning are also the key factors to facilitate student learning by providing facilitates for accessibility with consideration of sufficient bandwidth, firewalls, and connection speed.

In this part, the writer would also discuss about the Translation classroom. Translation is a basically a change of form. And in translation process, the form of the source language is replaced by the form of the target language (Larson, 1998) and the diagram of the translation model from Larson could be seen below:

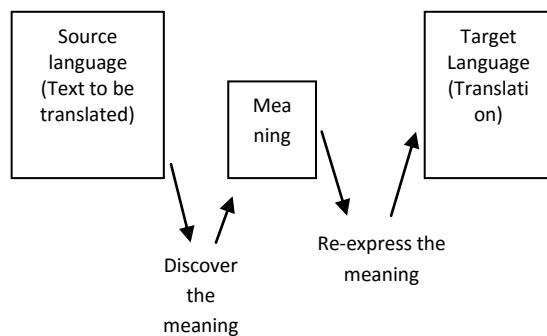


Figure 1. Diagram of Translation Model from Larson

This translation model starts analyzing the words, grammatical structure, situation context, and cultural context in order to gain the meaning of the original text. Then, the translator continues re-expressing the meaning of the text by using the words, grammatical structure, situation context, and cultural context in order to gain the translation of the text in the target language. In the translation process, the input text to be translated should be semantically and structurally correct. If the sentences/ the texts have sentence problems, such as fragments, run-on, non-parallel, the sentences/ texts will be difficult to translate.

Further, there have also been types of translation, such as a literal translation and a free translation. A literal translation is a translation that approximates to a word-for-word representation of the original. And a free translation is a translation which reproduces the general meaning and intention of the original but which does not closely follow the grammar, style or organization of it (Richards et al, 1992). The other translation types could be translating (written form of translation) and interpreting (oral/spoken form of translation) from the source language to the target language. Ideally, competent translators should have mastery of source language and target language, have knowledge of source and target cultures, understand the topic, know the vocabulary and grammatical structure of both languages.

Furthermore, achieving the desired output of translation, translators have to consider the qualities of translation. Ideally, the target text needs to be accurate, natural, and communicative. An accurate translation conveys the precise/some meaning as the source one. A natural translation would be as natural as the source one so that the target one doesn't sound like a translation at all. And a communicative translation makes the readers/audience understand the meaning of the target one so that the message could be delivered and understood.

Methodology

In this case study, the writer would like to conduct a survey on the implementation of blended learning in Translation via Edmodo. In this survey, the writer would like to use questionnaires and interview to collect the data. He also did some observation to investigate the students' activities and tasks in translation classroom via Edmodo. The questionnaires and interview were used to know the students' opinions on the translation subject and on accomplishing the translation tasks/assignments via Edmodo. The respondents of this survey were all the students who took the translation subject in the odd semester of the academic year of 2016/2017. There were fourteen students of the second year from Business English study program of Politeknik Ubaya Surabaya. The respondents consisted of three male students and eleven female students. The results of this survey would be analyzed in the form of percentage and reported in Findings and Discussion section.

Findings

In this chapter, the writer would like to explain the findings of his survey (questionnaires and interviews) as follows:

1. When asked whether the respondents had difficulties to translate from Indonesian to English, they replied that more than half of the respondents (79%) had difficulties to translate and a few of them (7%) did

- not have difficulties to translate, and a few others (14%) sometimes had difficulties to translate from Indonesian to English.
2. When asked their difficulties to translate from Indonesian to English, they replied that more than half of the respondents (71%) had difficulties in vocabularies/equivalent words and half of them (50%) had difficulties in grammatical structure.
 3. When asked whether the respondents had difficulties to translate from English to Indonesian, they replied that more than half of the respondents (71%) had difficulties to translate, and a few of them (14%) did not have difficulties to translate, and a few others (14%) sometimes had difficulties to translate from English to Indonesian.
 4. When asked their difficulties to translate from English to Indonesian, they replied that more than half of the respondents (71%) had difficulties in vocabularies/equivalent words, and half of them (50%) had difficulties in grammatical structure.
 5. When asked how they usually translated, they replied that more than half of the respondents (79%) used literal translation and a few others (28%) used free translation.
 6. When asked which one was more difficult, translating or interpreting, they replied many of the respondents (43%) thought that interpreting was more difficult than translating because of some reasons, such as lacks of vocabularies/choice of words, lacks of new words, incorrect grammar, unclear voice, and nervousness.
 7. When asked their opinions about translation class, they replied that more than half of the respondents thought the translation class was useful (71%) and interesting (64%) but a few of them thought the translation class was difficult (21%).
 8. When asked what made them enjoy translation, they replied that almost all respondents (93%) enjoyed translation because of some reasons, such as the teacher (29%), new vocabularies (21%), challenging subject (14%), interesting modules (14%), and practice with fun (14%).
 9. When asked how they usually translated, they replied that more than half of the respondents (79%) used electric devices, such as smart phones and Google translation, more than half of the respondents (57%) asked their friends, and a few of them (14%) used a dictionary.
 10. When asked what kind of learning they liked most, they replied that more than half of the respondents (71%) liked blended learning and a few others (29%) still liked traditional (face-to-face) learning because they could still ask their teachers/friends directly/orally.
 11. When asked what their difficulties were in translation tasks via Edmodo, they replied that more than half of the respondents (64%) didn't have difficulties in translation class via Edmodo, some of them (29%) had difficulties in poor connection/signals.
 12. When asked why they liked learning online/via Edmodo, the respondents replied that they had flexible time to do it (86%), learning via Edmodo was easy and helpful (71%) and they could also open/use it again and again (64%).
 13. When asked how they expected the qualities their translation output, they replied that the respondents expected the qualities of their translation output were natural (50%), communicate (50%), and accurate (36%).
 14. When asked them to translate a sentence (There were a plenty of

mice in the warehouse of my cousin's son the day before yesterday) from English to Indonesian, the respondents made the following translation:

- a. Mistakes in vocabularies/equivalent words, such as they translated "the day before yesterday" = "*kemarin lusa*" (43%) and "*lusa lalu*" (7%), "cousin's son" = "*ponakan*" (14%) and "*anak*" (21%), "warehouse" = "*ruang bawah tanah*" (14%), and "a plenty of" = "*puluhan*" (14%).
 - b. Mistakes in grammatical structure, such as they translated "there were" = "*di sana*" (21%).
15. When asked them to translate (*Tidak ada orang yang datang ke rumahku yang kecil dan sederhana ini tahun lalu*) from Indonesian to English, the respondents made the following translation:
- a. Mistakes in vocabularies/equivalent words, such as "*sederhana*" = "ordinary" (14%) and "wooden" (29%).
 - b. Mistakes in grammatical structure, such as "*tidak ada orang*" = "nobody is/are" (46%), "*yang datang*" = "come/comes" (29%).

Discussion

In the discussion of the findings, the writer would like to highlight the key points of the findings above as follows:

In translating from Indonesian to English (79%), the respondents had a bit more difficulty than that from English to Indonesian (71%). It means that more than half of the respondents had difficulties in translating because of lacks of vocabularies/equivalent words (71%) and grammatical structure (50%). There were two big challenges/difficulties in translating when they had to find out the equivalent

words and use the appropriate grammatical structure.

In types of translation, the respondents who got the translation subject in the first time preferred using literal translation (79%) to free translation (28%). As novice translators, the respondents learnt literal translation first.

According to the respondents, interpreting was more difficult than translating (43%) because of some reasons, such as lacks of vocabularies, lacks of new words, lacks of grammatical structure, the unclear voice of the source, and the state of nervousness.

Almost all respondents (93%) enjoyed the translation classroom because of some reasons, such as the teacher (29%), new vocabularies/words (21%), challenging subject (14%), interesting modules (14%), and practice with fun (14%). The teacher role was very important because the teachers were the facilitators, the materials/course designers, and motivators for fun learning.

The respondents usually translated by using electric devices (79%), such as smart-phones and Google translation or by using a dictionary (14%) but they still asked their friends (57%) when they had difficulties in translation/interpretation. Therefore, the majority of them didn't have difficulties in using Edmodo (93%). From the data, the students who took Translation subject had their electric devices like smart-phones or laptops with apps and internet connection so that they didn't have difficulties to use and send their works/tasks via Edmodo/online. They also had the need for collaboration by asking one another or learning together. It was also interesting to know that only a few of them still used a dictionary while most of them used online devices.

The respondents usually liked blended learning (71%) meaning they also used online learning like Edmodo but a few others still preferred traditional/face-to-face learning (29%) because they could still ask their teachers/friends directly. In fact, all the respondents didn't mind using and sending

their works/tasks via online/Edmodo because the students had flexible time to do them (86%), learning via Edmodo was easy and helpful (71%), and they could also open/use it again and again (64%). But if they were given an option to choose, some others still preferred face-to-face learning. In addition, some students had difficulty in poor connection/signals (29%) and their e-device didn't support the blended learning via Edmodo (7%).

Conclusion

In this part, the writer would like to conclude the important points of this paper. Today technological applications seem to be the first language for students. Therefore, the Business English study program of Politeknik Ubaya Surabaya would like to use the blended learning in teaching many other subjects including Translation via Edmodo to face the 21st Century education challenges today.

In this paper, the writer would like to reflect on the drawbacks and benefits in implementing blended learning via Edmodo. These feedbacks are necessary to improve the translation classroom and the virtual classroom in blended learning. Blended learning means a personalized students-centered learning that combines face-to-face learning and online learning. In blended learning, the teachers are the facilitators that help, guide or facilitate their student learning. To be successful in blended learning, the teachers have to design the challenging learning materials. In blended learning, students and teachers have to be active and focus on learning but the students should not focus on technology because technology is merely a tool for learning. And the benefits and drawbacks of blended learning would be a lot. It is also important to know the attitude, readiness, and technological skills of the facilitators to facilitate student learning.

Further, translation is basically a change of form from the source language to the target language. There are two types of translation, such as literal translation and

free translation. And the other translation types are translating (written form of translation) and interpreting (spoken form of translation). And to achieve the desired output of the translation, the translators have to consider at least three qualities of translation. And the qualities of translation are accurate, natural, and communicative.

In this survey, the writer found out that the respondents' difficulties were vocabularies/ equivalent words (71%) and grammatical structure (50%). They also preferred using literal translation (79%) to free translation (28%). They also said that interpreting was more difficult than translating (43%). And almost all respondents (93%) enjoyed the translation classroom because of some reasons, such as the teacher (29%), new vocabularies/words (21%), challenging subject (14%), interesting modules (14%), and practice with fun (14%). They also thought that the translation class was useful (71%), interesting (64%), but difficult or challenging (21%). So, the majority of the respondents had positive thinking about the translation class by using blended learning via Edmodo because they had flexible time (86%), learning via Edmodo was easy and helpful (71%) and they could open/use it again and again (64%). And the respondents translated by using electric devices (79%), by using a dictionary (14%), but they also asked their friends (57%). The respondents usually liked blended learning (71%). And based on the data collected, their two big difficulties/drawbacks of their translation were vocabularies/equivalent words and grammatical structure. Finally, the teacher role in blended learning was also the key factor because the teachers were not only the course designer but also the facilitators and motivators for fun learning.

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