THE EFFECTIVENESS OF THE USE OF COOPERATIVE LEARNING TECHNIQUES TYPE STAD TO INCREASE THE CAPABILITY IN TRANSLATING THE GERMAN TEXT INTO INDONESIAN

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Abstract

This study discusses in detail the process and the resulting increase in the ability of IV semester student majoring in German of FBS of UNM in translating the German text into Indonesian through cooperative learning model type STAD. The research was conducted in March 2016 - June 2016. The subjects were 35 students. This action research refers to the concept of Kemmis which has four stages: Planning, Acting, Observing and Reflecting. The results showed that the average value of the pretest was 42.6, after the first cycle of acquisition increased to the average value of 64.6, the average value of the test results after the second cycle increased to 74.2, and the average value of after the third cycle to 87.6. The indicators of success reached 45.4%.Therefore, the use of STAD cooperative learning techniques are effective in improving students' ability in translating German into Indonesian.

Keywords: ability to translate, type STAD of cooperative learning

INTRODUCTION

Background

One way to improve the national development and exploit science and technology is to improve the capability and transfer the knowledge and progress achieved by the State more advanced into Indonesian. In an effort to divert the science and technology, translation holds a very important role. In addition, along with the development of science and technology, the more the scientists publish their knowledge and research in various fields of science. One piece of evidence can be seen is, by the discovery of books and publications that foreign-language in the markets and in the library, both in high school and on college. Publishing books so much, it will be wasted if people or students that will need it do not understand the language of the source. This is a challenge for scientists that have mastered and understand the language of science and technology such as English, German, Japanese, French and others to distribute it through the language translation business to many people who do not understand foreign languages.

To address challenges in the field of translation, almost all the foreign language department makes the translation as a subject that must be saved. It aims to equip the students any abilities to translate before they go into the field. As the next generation, the students are expected to bridge the transfer of knowledge in foreign languages for the benefit of society. Therefore, they have a very

necessary skill in translating a foreign language text into Indonesian, including the ability to translate German texts into Indonesian.

German Language Department in Makassar State University aims to produce qualified graduates with the need to have language skills, such listening, speaking, reading, and writing, as well as the two components, vocabulary and grammar.

To achieve these outcomes, German language department at the State University of Makassar implements learning based on the syllabus developed by curriculum KKNI 2014, which contains the subjects that should be taught to the students. One of them that become the focus of this research is the ability of German Text Translations into Indonesian.

This course is a subject of tiered, namely Uebersetzung 1 (translation 1), Uebersetzung 2 (Translation 2) and Uebersetzung 3 (Translation 3) presented starting from the third semester - the seventh semester. Uebersetzung 1 and 2 are compulsory subjects that are taught in the third and fourth semesters, while Uebersetzung 3 are of elective courses presented in the 7th semester. The purpose of teaching this course is to give students the abilities to translate the German text into Indonesian. To achieve that objective, the teaching of German translations into Indonesian referring to the communicative approach, it began to emphasize the transfer of meaning of the source language text into the target language on the whole, not word by word and sentence by sentence. With the implementation of learning methods based on this approach, the ability of the students has been increased from the previous, although they not achieve the expected results. This was caused by their lack of ability to understand the meaning of words and phrases that build sentences in the translated text. They tend to interpret the words in the text literally regardless of contextual meaning. In addition, the students also still lack in understanding the structure and rules of German grammar, so they tend to follow the pattern of Indonesian sentences that is very different with the pattern of the sentence in German.

Besides the factors mentioned above, it may also be caused by less precise implementation of learning techniques during the presentation of the material. To anticipate this, the lecturer should have mastered the techniques of learning relevant and varied as learning techniques that are included in a group learning techniques (cooperative learning) and apply them in the learning process. The application of the techniques of cooperative learning is giving students the opportunity to work together in groups, helping each other and appreciate, motivate students to be confident in expressing opinions, so the taste of the competitive, individualistic, and sense of inferiority that usually owned by students can be minimized, thus they will learn more fun and the results obtained will be better (Isjoni, 2013: 13).

This is supported by the theory that "language is a tool for interaction between individuals in a society. In the process of social, language is used not only to communicate but also to strengthen the intimacy between individuals as social beings". Meanwhile the assumptions about the nature of language learning that underlie this technique is a theory which states that "what was learned by the people in general are cognitive and affective. Lessons are presented in such a way so as to create an atmosphere that allows students to communicate and interact with each other freely."

There are several reasons that make cooperative learning occupies a main track in the practice of education. One of them is their positive effects brought about by the development of intergroup relations, acceptance of classmates that are weak in the academic field and can improve self-esteem. Another reason is the growing awareness that students need to learn to think, solve problems,

integrate and apply their skills and knowledge, and cooperative learning is a very good technique to achieve things of such, because in cooperative learning will create an interaction that more wide, namely the interaction and communication made between teachers and students, students with students, and students and teachers (multi way traffic communication).

In line with the foregoing, Slavin (2009: 128) gives the definition of cooperative learning as a teaching technique where students learn together, contribute to each other thoughts and responsibilities towards the achievement of individual and group abilities.

In cooperative learning in the classroom, students are required to mutually discuss and argue with each other to sharpen the knowledge they master at the time and closed the gap in the understanding of each other. It is in line with the opinion of Asep da Haris that prioritizes cooperation cooperative learning among students to achieve the learning objectives. The objectives are: 1) To improve the performance of students in academic assignments, 2) Improve mutual between the students, 3) develop students' sense of social skills such sharing tasks, actively ask, respect the opinions of others, explain ideas or opinions.

A different definition proposed by Wena (2009: 190) that the cooperative learning is learning which is consciously and systematically develop mutual interaction grindstones, love one another, help other students as an exercise in social life.

Sharan (2009: 473) says that the cooperative learning is a centered learning group of students in teaching and learning in the classroom, trying to get the students to have a high responsibility for their own learning, and instead of accepting learning given by others. Firmer Cohen in Sharan (2009: 474) states that the cooperative learning contain significant decentralization of decision-making in the classroom, giving students the power to play an active role to guide their academic behavior in the classroom. The opinion suggests that the cooperative learning gives full powers to the learners to actively participate in managing their activities in the classroom, including the implementation of learning. Their participation is a key way to strengthen the collective responsibilities and their personal motivation to improve their learning. This is in accordance with the opinion of Anita Lie (2002: 55) that the cooperative learning was developed on the assumption that the learning process would be more meaningful if the learners are able to teach one another.

It is in line with the opinion of Westwood who says that effective teachers is to form study groups as a component of teaching, because by working in groups, students can learn together, exchanging opinions that the effect is not only improve the active participation of students, but also develop social skills and improve the ability to communicate (Westwod, 2008: 68). Opinions indicate that the benefits of implementing cooperative learning may reduce the educational gap, especially in the form of input at the individual level. Besides, cooperative learning can develop social solidarity among students, and it is hoped someday to be bright and have a strong social solidarity.

The success of cooperative learning in improving capabilities, it cannot be separated from its advantages. As stated by Fachrurrosi and Mahyuddin that the power of cooperative learning is able to build relationships between students who can produce a healthy atmosphere and reduce the sense of inferiority in slow students, even self-esteem can be fostered in such class. In addition, students from early learning to communicate each other and use their cognitive ability to apply the rules of language before they formulate their individual sentence (Fachrurrosi and Mahyuddin 2011 133-134).

Joyce et al, (201: 302) says that the assumptions underlying the development of cooperative learning are: 1) enhanced synergy in the form of cooperation will increase the motivation is far greater than the individual in the form of a competitive environment. Integrative social groups have a greater influence than in the group that pairs for feeling connectedness produce positive energy. 2) The members of cooperative groups can learn each other, thus, each learner will have more help than a learning structure student that raises the isolation between the students and other students. 3) Interaction between members will generate aspects of social complexity that creates intellectual activity that could develop learning when it was compared in a single learning. 4) The collaboration increases positive feelings and mutual respect of each other. (Joyce, 2011: 302)

Based on those opinions, it can be concluded that cooperative learning is a learning technique that can create interaction penance grindstones so that the source of learning not only from teachers and teaching materials, but also from fellow students. This is very important learning techniques applied in the classroom because it can generate energy and the students' motivation to complete the understanding of the related materials.

Cooperative learning can run for their cooperation, a shared responsibility, goals and individual accountability in achieving a common goal. This togetherness will create synergies, and in synergy, the members of the heterogeneous group give each other their respective strengths to complement the deficiency in which each member of the group help each other to improve their existing competencies in order to achieve a common goal. Finally, the members of this group are interdependent in a positive and motivation to learn because they feel could learn better together than individually.

Learning atmosphere and camaraderie that develops among fellow members of the group allows students to understand the lessons better. This learning process helps students who are not interested in becoming more enthusiastic in learning. Students who are less passionate in learning will be assisted by other students who have the spirit of higher learning and have the ability to apply what they have learned and understood. Such learning environment will also foster values such as mutual cooperation, social awareness, trust, acceptance and giving, and students are responsible either to himself or to the group.

There are various types are included in the cooperative learning techniques that already exist and applied. In some studies, this method has been proven to improve the quality of learning outcomes. One of them is cooperative learning techniques. type STAD.

STAD usage refers to a group of students learning, present new academic information to students. They are in a particular class divided into groups with a number of member 4-5 people, whose members are heterogeneous group which consists of men and women, from different tribes, has a high ability, medium and low. Team members use other learning tools to complete the lesson material and then help each other to understand the lesson material through tutorials, quizzes or discussion. Each individual is regularly given a quiz which then results of the quiz were given a score of development (Sharan, 2009: 215).

Slavin argues that STAD cooperative learning consists of five major components; class presentations, team, quiz, scores of individual advancement and recognition of the team. More details, Slavin explained that the main idea behind STAD is encourage learners to assist each other to master the skills taught by teacher. If students want a group received an award, they must help their friend group in mastering the lesson. They should encourage their groups to do their best,

showing the norms that learning is important, precious and enjoyable. The students are given time to work together, but do not help one another when undergoing a quiz, so that each student must master the material (individual responsibility). (Slavin, 2009: 12)

Isjoni argues that STAD cooperative learning emphasizes the activity and interaction among students to motivate each other and help in mastering the course material includes several stages: stage presentation of the material, group activities, individual test, the stage of the calculation of scores of individual development and the stage of the award. (Isjoni, 2003: 51). Similar opinion was expressed by Sugiyanto that STAD learning techniques emphasized the cooperation in the group that steps include: 1) the distribution of group members is heterogeneous, 2) discussion group, 3) Evaluate the form of quiz to determine mastery of them against the teaching materials they have learnt, 4) scoring and awards in accordance with the achievements obtained (Sugiyanto, 2010: 44).

From some of these opinions, it can be concluded that the learning techniques STAD is a learning technique that consists of small groups were heterogeneous and each small group consisting of 4-5 people. This technique gives the opportunity to students as much as possible to work together, help each other to achieve the learning objectives that have been set. Because it is heterogeneous, then each member of the group receives each other's shortcomings, mutual respect and help each other to fill or supplement the shortages they have. With this technique, not only academic achievement could be improved but social skills, ability to communicate, cooperate, collaborate and solidarity can be developed too.

Further understanding of translation in general is a process of translation from one language into another language. In the context of Interlingua, translators as intermediaries should be able to reveal the contents of the source language into the language of the recipient appropriately. Definition of translation is the transfer of meaning of the source language to the target language through semantic structure and meaning is transferable and must be maintained, while the shape may be changed. Furthermore, he stated that the translating means (1) studying the lexicon, grammatical structure, communication situation and cultural context of the source language, (2) analyzing text source language to find meaning, (3) expresses the same meaning by using the lexicon and grammatical structure that appropriate in the target language and its cultural context (Larson, 1989: 3). Furthermore, according to Newmark, translation is an activity in an effort to replace a written message from one language with the same message in another language (Newmark, 1991: 3). This restriction emphasizes that there is activity in the translation language materials in the form of replacement of words, phrases, clauses and sentences and meaning in the text of source language with a similar material into the target language.

Furthermore, Albrecht (2005: 24) defines translation as the replacement of text material from one language into another language with equivalent meaning. These limits stresses that occur in translation activities meaning of language replacement such words, phrases, clauses and sentences of the source language text with the material equivalent in the target language.

A similar meaning expressed by Stolze (2008: 96) that the translation is a result of the transfer of the meaning of a text from a source language to the target language in which the source language and the target language creates a relationship suitable translation (Stolze, 2008: 96). The limitations stressed that in translation, we are required to try to find the equivalent of meaning between the source language and the target language.

From the opinions mentioned above, can be inferred that essentially the translation can be understood as a series of processes in transferring the message contained in the source language, then poured into the target language with meaning as close as possible to consider the reading public. Maknalah greatest extent possible, its equivalent in the target language sought to be conveyed purpose desired by the source language writer to the reader. Thus the translator should be able to search for language equivalents natural resources in terms of both meaning and style of expression.

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Commonly, the translator experts now days, more concern to the equivalent meaning such mentioned in the previous translating theory. In line with it, Nida and Taber say that the concept of translation followed consists of 5 elements, such (1) producing, (2) equivalency, (3) natural, (4) closet, (5) meaning priority. Translation, in accordance with this concept, is dynamic translation.

In translation, the translator is often faced with the issue of selecting or concerned with the meaning or Stylistics. In the present concept, the meaning must be given priority since it does not have the translation results equivalency meaning and at the same time meet the equivalent stylistics. However, in some conditions, at the result of the translation, there is an equivalent stylistics, then as far as possible we need to seek the equivalent Stylistics translator with the source language, shortly, if the original text is using scientific language, so the result must us ethe scientific language too.

Many factors need to be considered in applying the stages of the translation process, not only issues related to linguistic but also non-linguistic including the cultural aspects. In this case, culture is the cultural aspect contained in the text and the culture of writing in both language. In other words, a translator must not only *bilingual* but also *bicultural.*

Matching the translation is not easy to do because each language has its own uniqueness, so that each word in the source language is not necessarily equivalent in the target language, although there are the equivalent word, is still possible multiple interpretations. Therefore, it requires the knowledge and skills of a translator in discovering the meaning of words needed.

Related to the previous explanation, Newmark suggests that there are ten factors that need to be considered by a translator, especially when translators attempt to understand the content of the text to be translated. The ten factors are: author, norms, culture, setting, tradition of the source language, the reader, as well as the culture and tradition and setting of the target language; the moral aspect and the factual truth and the interpreter itself.

Furthermore, according to Newmark, translation is divided into two kinds of translation which tends to side with the source-language text, which it is divided into four, namely: translating word for word, literal translation, faithful translation and semantic translation. While translation-oriented target language is also divided into four, namely: adaptation translation, free translation, idiomatic translation, and communicative translation.

THE RESEARCH METHOD

This research was used action research method developed by Kemmis and Mc. Taggart with the stages: planning, action, observation, and reflection, by using the cooperative learning techniques, Jigsaw. The data collection was conducted by using two ways, qualitative and quantitative. Qualitative data collection was conducted by observing, field notes, while the quantitative data collection was conducted by giving pre-test, evaluation at the cycle 1, cycle 2, and cycle 3. Then, the data was analyzed by using two ways; qualitative data analysis and quantitative data analysis. Qualitative data analysis means that the research analyzes the data that happened during the learning Translation process by using cooperative learning techniques, Jigsaw model. Meanwhile, quantitative data analysis was used to analyze the learning result or compare the value of the learning outcomes, before, during, and after the performing the action to the ability of the students in translating, that can be achieved during pre-test, the evaluation cycle 1, 2 and 3 and post-test. The focus of this research is all of the problems found from the observation and the student achievement in the learning outcomes obtained from tests on the provision of the pre-study.

From the observations and test results obtained findings and facts in the pre-study. There are two main factors that cause results not optimal in translating German texts into Indonesian: those factors are the teachers and the students.

The implementation of the action in this research used STAD cooperative learning techniques.

The observations were conducted by the researchers to observe the students at each meeting in the learning process by using the tools of observation that have been prepared.

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Evaluation of the implementation of the observations made during the process of learning using cooperative learning techniques, the model Jigsaw. This is the evaluation of assignments, either individually or in groups.

The reflection carried out at the end of each cycle of the learning process and learning outcomes that were collected through observation and tests in accordance with the stages that were designed in this study.

FINDINGS AND DISCUSSIONS

The research data obtained from the pre-test to the 35 students based on the five aspects of evaluation (understanding of the content of the translation, the legibility of translation, linguistics, strategy, and the fairness or accuracy pragmatics), indicates that the average value obtained was 10.10 , with a highest score 25 or the achievements only 40.4% .This shows that early ability in translating the of students is still low (less).

From 35 students as the sample, no one scored "very good", there are five students (14.3%) scored "good" (score 16-20), 9 students (25.71%) scored "enough" (score 11-15), there are 11 students (31.42%) scored "less" (the value range 6-10), and there are 10 students (28.57%) scored "very less" because it is on value range 1-5.

Based on the observations carried out in the first cycle, the analysis results obtained are as follows: there is 1 student (2.85%) were scored "very good", 6 students (17.14%) who received grades of "good", 13 students (37.14%) were earning an "adequate", 8 students (22.86%) who received grades of "less", and there are 6 students (17.14%) were scored "very poor". From these values, it gained an average 16.24 (64.96%) which is supposed to be the highest score achieved was 25. The average has increased 24% from the value obtained when pre-test. However, the ability to translate German texts into Indonesian achieved by students is still relatively enough.

The results of the observations in cycle II indicates 19.10 (76.4%). There are 3 students (8.57%) were scored "very good", 10 students (28.57%) who received grades of "good", 12 (34.28%) were earning an "adequate", 6 students (17.14%) who received grades of "less", and there are 4 students (11.43%) were scored "very poor". This suggests that the ability to translate German texts into Indonesian has increased by 12% and this is category "good"

From the Observation result and assessment in the third cycle then we obtain the data as follows: from the 35 students who took the tests, there were 5 people (14.28%) who received grades in the category of Very Good, 14 people (40%) who received grades of "good ", 14 students (40%) were earning an" adequate ", 2 students (5.7%) who received grades of" less ", and no student whose grades" very poor ". The average from the score they earn was 20.65 (82.6%) and it is categorized as "very good".

Furthermore, after the action is completed, then we did post-test where the results are as follows: the average score they gain was 21.85 (87.4%). Of the 35 students who attend the post-test, there were 18 students (51.42%) were scored "very good", 15 students (42.855) which scored "good", 2 students (5.71%) were scored " enough ", and none of students scored of "poor" and "very poor".

As the results of the data analysis, it showed that the implementation of STAD cooperative learning techniques is very effective in improving students' ability in translating German texts into Indonesian. The increase was significant enough to reach 47.2%. Similarly on the implementation of actions, as ranging from the cycles 1, 2 and 3, it showed an increase of the learning outcomes from one cycle to the next cycle.

The successful implementation of STAD cooperative learning techniques in improving students' ability in translating German texts into Indonesian is inseparable of the advantages of the method itself. The underlying reasons for these results were the STAD cooperative learning techniques is that it gives more the students opportunity to obtain the contribution of thought in doing the task. Thereby, they can obtain the ideas given by other members of the group. They discussed the tasks together with what they got from the group.

The findings were supported by the opinion of Slavin (2009: 237) that STAD technique contributes positively to the learning outcomes. With this technique, the students are motivated to work hard to get the maximum outcomes in the group. The key point was the positive interdependence among group members in order to achieve the maximum results.

CONCLUSIONS AND SUGGESTIONS

As the results of the data that had been obtained, it was concluded that the implementation of STAD cooperative learning techniques are very effective to improve the students' ability in translating German texts into Indonesian. This technique is able to create an atmosphere that conducive and fun

learning, to minimize the lack of confidence and low self-esteem for students whose academic achievement is less. As such, it can create a very good response from the students during the learning process. This was reflected in their enthusiasm and seriousness in learning.

Referring to the conclusions mentioned earlier, it can be concluded that the ability in translating text German into Indonesian demanding range of capabilities, including the ability to understand the meaning of the source language, the ability to pour the results of the translation into the target language, the ability to understand the topic or material translated and ability to understand the cross culture of the two languages involved, in this case German and Indonesian. These abilities are not easily possessed by students without providing appropriate learning techniques.

Therefore, to improve the ability to translating text German into Indonesian student, we need to consider several factors, among others: 1) In teaching, the lecturer should be able to be creative in using various and appropriate learning techniques in order to create the classroom atmosphere alive and be able to encourage the students to participate, be active, and to avoid the emergence feeling bored and tired of the students. Therefore, professors are required to be more observant in varying the use of both techniques the learning. 2) In teaching translation, the lecturer is recommended to present the material, both in theory and practice by applying the variety of learning techniques so that students can be motivated to improve their knowledge and skills in the translation.

In addition, the quantity and variety task needs to be improved. Guidance and direction during students do chores must continue to be given. 3) To optimize the ability of the lecturer to manage the learning process of translation, advised policymakers at the FBS of Makassar State University in order to empower the lecturers, especially a lecturer in translation to carry them out on the scientific discussions forums related to the teaching of translation.

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