THE USE OF AUTHENTIC MATERIALS IN TEACHING ENGLISH TRANSLATION

[1]Ratu Yulianti Natsir, [2]Haryanto Atmowardoyo, [3]Murni Mahmud
[1,2,3] State University of Makassar, Indonesia.

ABSTRAK

This research aimed to know the improvement of the students' translation skills through Authentic Materials at the fifth semester of English Department. Pre-experimental design was used in this research with the population was consist of 180 students and applied purposive sampling technique and the chosen 30 students were taken as samples. It employed of six meetings (one meeting for pre-test, four meetings for treatment, and one meeting for post-test). The instrument was in the form of translation test of English News into Indonesia The result of this research showed that the authentic materials in learning translation had good impact to students' translation competence. The use of authentic materials was effective to improve and to provide feedback to the students' translation ability for the fifth semester of UNISMUH Makassar. The test results show that the test value of t-test is greater 7.774 with sig of 0.000. It shows that the use of authentic materials in the form of news text significantly improve students' translation achievement and suggest that using authentic materials in learning translation.

Keywords: Authentic materials, Translation

INTRODUCTION

English is a language that occupies the first position in the world to communication. It is the important language in the all fields including in educational world. In this country, the government has been actively expanding the teaching of English as a essential part of the school curriculum because by mastering English, students can obtain various of information and develop their knowledge.

Lecturers are important people by this it means that quality of education can only be good as the quality of the lecturers that are working within it. It is stated that one of the best ways to enhance the quality of the lecturers is through continuing professional development. Although continuing professional development seems to be indispensable from lecturers' professional lives yet, research shows that lecturers are often contained by the lack of availability of time and financial support in joining formal face to face professional development program.

In the process of teaching English, material is very important to support the learning process. But, these problems are often assumed come from the material and method used by English lecturer in the classroom teaching. The

Klasikal: Journal of Education, Language Teaching and Science
Volume 3 Issue 3 Desember 2021
p-ISSN: 2656-9914 e-ISSN: 2656-8772

lecturer's teaching material and method are important factors in creating a good atmosphere in the classroom activities and to encourage the students' learning translation skills effectively. The lecturer should know how to build the learners' interest during the class, know how to design materials which are easy to be understood by students.

In the context of teaching English, translation is more difficult than other skills of English; Translation consists of translating the meaning of the sources language into the receptor language. Students must have ability in translation as a primary necessity for students who learn language especially foreign language. For example, In Indonesia English think as a foreign language. Nowadays, many sources or learning materials are provided by a lot of experts, and most of them are written in English. The ability in translation is very useful to help students in understanding those materials such article, journal, essay or even a textbook. Moreover, it also can be a tool for students to study about English.

Based on preliminary research, the researcher found problems related to the materials used by lecturer, especially in translation skill. The first is the materials used by lecturers is less supportive in the process of learning; students fell bored with the materials that has not changed so students fell lazy to study like. The second is the materials used by the lecturer is the usual materials, materials of teaching translation in English have been applied by the lecturer such as a book containing general translation knowledge and seldom have anyone used authentic material in teaching and learning process. Authentic material is needed by lecturer in teaching and learning process to increase students' motivation in learning translation so that students are more interested and not easily bored with the material that is always used by the lecturer and the most important thing is the students can improve their translation ability.

Harmer (1994) also claims that authentic materials are able to boost their confidence in producing and acquiring language in real-life situations. This statement also supported by Richard (2006) where activities in the classroom should be closely parallel with the real situation since a language is a tool for communication.

As stated earlier, the use of authentic materials can be chosen to expose students to authentic language that will be a bridge between students' interest and the reality of the target language. Besides authentic materials are more interesting and stimulating rather than textbooks, implementation of authentic materials with the goal of students' need will make them have a sense that real language for communication is being learned (Peacock, 1997; Lee, 1995).

Rogers and Medley (1988) and Mestari and Malabar (2017) add that the use of authentic materials should be qualified in terms of students' needs, goals and objectives, and others. It means that several considerations should be noticed. Besides considering those aspects, lecturers have to consider the amount of time, suitable sources, and learning tasks to scaffold students' learning process (Azri & Al-Rashdi, 2014). In other words, lecturer's creativity is demanded when using authentic materials in their teaching process. In line with Harmer (1994) and Pinner (2015) who state the role of lecturers in choosing and giving appropriate

Klasikal: Journal of Education, Language Teaching and Science
Volume 3 Issue 3 Desember 2021
p-ISSN: 2656-9914 e-ISSN: 2656-8772

type of authentic materials is really important to fulfil students' needs because the difficulty and ambiguity of authentic materials are a higher level of comprehension.

Several previous studies (Allehyani, Burnapp, & Wilson, 2017; Azri & Al-Rashdi, 2014; Huda, 2017) indicates that lecturers have a positive attitude towards authentic materials because the use of authentic materials have several advantages for the students such as increasing students' motivation and giving the opportunity to the students to expose to the real use of language. In Indonesia context, the researcher found several studies regarding the use of authentic materials with different focus such as lecturer's belief in using authentic materials (Kristiana, 2018; Huda, 2017; Mestari & Malabar, 2017), students' perceptions when using authentic materials (Mudra, 2014), and the effect of using authentic materials (Apsari, 2014).

From the previous studies, it appears that further comprehensive study is required to conduct. This present study is undertaken adjusting authentic materials in English translation course.

Translation by using authentic materials seems very suitable to be applied to the students of English as foreign language as a material in translation. Rogers (1988) defines authentic materials as appropriate and quality in terms of goals, objectives, learner needs and interest and natural in terms of real life and meaningful communication. Moreover Bell (1994) stresses the importance of translation materials should be authentic in terms of texts and tasks..

Based on the short explanation above, the researcher is interest to formulate the research title in under the title "The Use Authentic Materials in Teaching English". The problem of this research is formulated in the following question: "How is the improvement of the students' translation kill through the use of Authentic Material at the ninth grade of SMP Unismuh Makassar?" Focus of this research limited to improve the students' translation ability using authentic materials namely newspaper (English news into Indonesian) and the translation is restricted toward accuracy dan acceptability.

LITERATURE REVIEW
Translation

There are some definition of translation according to Brislin as cited in Choliludin (2014: 18) defines translation is general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form, whether the languages have established orthographies or do not have standardization, or whether one or both languages are based on signs, as with signs languages of the deaf. In the definition, he gives wide coverage in translation. He includes transferring thoughts and ideas to sign languages of the deaf or uncommon language in translation.

Catford as cited in Choliludin (2014: 20) states translation has often been defined with reference to meaning a translation is said to have the same meaning as the original or a translation should not sound like a translation. Every translator

needs also to consider the fact that each language has its own distinctive forms to represent meaning. It is also important for translators to realize that not all of the elements of a language have equivalent forms in another language.

The kinds of translation according to the expert namely Larson as cited in Choliludin (2014:25) translation is classified into two main types, namely form-based and meaning based translation. Form-based translation attempts to follow the form of the Source Language and known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language. Such translation is called idiomatic translation.

While based on the purposes of translation, Brislin as cited in Choliludin (2014) categorizes translation into four types, namely:

a. Pragmatic translation

It refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the source language form and it is not concerned with other aspects of the original language version.

b. Aesthetic-poetic translation

This refers to translation is which the translator takes into account the affect, emotion, and feelings of an original agnate version, the aesthetic form used by the original author, as well as any information in the message.

c. Ethnographic translation

The purpose of ethnographic translation is to explicate the cultural context of the source and target language versions.

d. Linguistic translation

This is concerned with equivalent meanings of the constituent morphemes of the source language and grammatical form.

Process of Translation

According to the Larson (1984: 17) define that when translating a text, the translators' goals an idiomatic translation which makes every effort to communicate their meaning of the source language text into the natural forms of the receptor language. Furthermore, he states that translation is concerned with a study of the lexicon, grammatical structure, communication situation, and cultural context of the source language text, which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or re-constructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

The forms of the text to be translated and the translation results are shown by the different forms between square and triangle. They describe that in translation text, the forms of the source language may be changed into appropriate forms of the receptor language in order to achieve the idiomatic translation.

In the translation process, the first thing to do is understand the total meaning of the source text Nida and Taber as cited in Choliludin (2014: 33), namely, Referential meaning, Connotative meaning and Grammatical meaning.

Klasikal: Journal of Education, Language Teaching and Science
Volume 3 Issue 3 Desember 2021
p-ISSN: 2656-9914 e-ISSN: 2656-8772

Good translation

A good translation is one that carries all the ideas of the original as well as its structural and cultural features. Shafey (2014: 2) suggests other criteria for a good translation; these include three main principles:

a. A good translation has good grammatical of the target language plus the knowledge of vocabulary, as well as good understanding.
b. A good translation must be precise in the meaning. The translator has a good ability to reconstitute the given text (source-language text) into the target language.
c. The translation should capture the style or atmosphere of the original text, because the target is the reader, so the translation must be good acceptable to the reader.

From the criteria for a good translation, the one important is grammar of the source language plus the knowledge of vocabulary, as well as good understanding of the text to be translated.

Baker (1992: 83) said: "Grammar is the set of rules which determine the way in which units such as words and phrases can be combined in a language and the kind of information which has to be made regularly explicit in utterance". Thus, grammar is very important in any language. There is no language which has not its specific grammar and no person can learn a language without learning its grammar.

Baker mentions five categories of grammar which may lead a translator into difficulties because of the lack of grammatical structure in the target language, those are: number, gender, person, tenses and voice, but in this research, the researcher only focus on tenses, such as simple present and simple past.

According to Suherman (2014: 155) defines that tenses is the form of the verb that shows the time of the event. The change of the verb, it is influence the time and the incident happen.

a. Simple present are asking the habitual action, asking the general truth, asking the ability, asking the future condition, using in the imperative, and using in the headline. There are some time signals in the simple present, such as: usually, generally, habitually, as a rule, normally, every day, every week, every month, every year, every morning, and etc.
b. Simple past are asking the event in the past moment, and asking the habitual in the past moment. There are some time signals in the simple past, such as: once, this morning, yesterday, last week, the other day, a few minutes ago, and etc.

Translation evaluation

Nababan (2012) states a good translation has to fulfil criteria such as accuracy and acceptability in order to avoid ambiguity and awkwardness in translation result. He further proposes a standard assessment to measure quality of translation.

a. Accuracy is important aspect in translation assessment. Accuracy refers to the equivalence between source text and target text on the level of meaning.

b. Acceptability is a target-reader approach where a translation follows the norms of the target language (TL) and culture. It is possible due to the way the text expressed is opposite of structure, norm and culture of the target text. In English culture, for example, it is common for a grandson greets his/her grandfather by saying "how are you john". From this sentence we could see that the grandson directly call his/her grandfather's child name. In Indonesian culture, especially in Javanese, such kind of surname is impolite.

Authentic Material

Authentic material, both of which related to the theme as well as the achievement of basic competencies, should form authentic material This is considering that in learning a language must develop four skills; listening, speaking, reading and writing. Therefore, class activities must be linked to the four skills, by having a reference to the learning objectives that are based on all four. Reading skills, that student should have the ability to read and understand texts written in a language that he learned without intentionally doing translation. And listening skills, students can understand the language spoken by native speakers in similar situations as their own experience. In addition, he must also be able to understand the use of everyday language, such as questions of various general activities that are normally carried out both inside and outside the school environment, stories, explanations about an event, and so on.

Mamo (2013) said that texts are the texts which have been written for native speaker of the language and not for second language readers. Define "authentic text" as a text that was created to fulfil some social purpose in the language community in which it procedure". Using authentic materials can provide students with opportunities to expose authentic language of the real world in the classroom.

From a more practical point of view, the internet is modern day reality, most the students use it and for teachers, there is easier access to endless amounts of many different types of material. From a even more practical/economical point of view, trying to obtain authentic materials abroad can be very expensive, an English/ magazine can cost up 3-4 times the price that usually is and sometimes is not very good. Authentic material should be the kind of material that students will need and want to be able to read when travelling, studying, or using language in other context outside the classroom.

Harmer (2010) There are many discussions on the definition of authentic materials in teaching EFL classrooms. give the resolution that the original text is the design material intended for the original speakers as well. Authentic texts can also be referred to students for one language class. Sources of authentic material can be delivered from newspapers, magazines, television, dialogue or speeches. And use the term "authentic" to refer to language of cultural and

Klasikal: Journal of Education, Language Teaching and Science
Volume 3 Issue 3 Desember 2021
p-ISSN: 2656-9914 e-ISSN: 2656-8772

situational context that can be found in the language as used by native speakers. Another opinion sees authentic materials as printed materials, which are used in classroom in the same way they would be used in real life.

According to Martinez (2011), authentic materials are materials that are not original constructed for teaching purposes, Instead, they have produced to fulfil some social purpose in the language community such as for entertaining, advertising or giving information. text is usually regarded as textually authentic if it is not written for teaching purposes, but for a real communicative purpose, where the writer has a certain massage to pass on to the reader.

The researcher conclude that authentic materials which are designed for language students, However, authentic materials can used as materials in teaching English because it provide real context to the students so they can understand the culture of native language in real life.

Teaching materials are an essential part in teaching and learning a foreign language. Nowadays, those materials are easy to be got. Teacher can get it from many sources. Remembering that we are living in the advancement of technology, one of those sources is internet. In internet, many sources that can be used as learning materials for teaching a second language is easy to be accessed. In this case, It is possible if second language teacher can get and use sources which can be created as learning materials originally from native speaker. In other word, authentic materials are easily obtained by the teacher.

The sources of authentic materials (whether spoken or written) are infinite. The most common sources are newspapers, magazines, TV, video, radio, literature, and the internet. According to Gilmore (2007) authentic materials are categorized into authentic listening, authentic visual, authentic printed materials, and realia. The examples of authentic listening materials are radio news, cartoons, and lyrics song. Then, street signs, magazines, and post cards can be presented as authentic visual materials. Authentic printed materials can be the forms of sports reports, newspapers, restaurant menus, and train tickets.

Component of Authentic Material.

Hildayanti (2015) in Authentic Material, there are several components that must be considered, including.

a. Text

Display in the form of test or better knows as typography is a fairly important element in making multimedia. Most multimedia uses text language it is very effective for conveying ideas and guidelines to users. Text is a from of multimedia data that is most easily storied and recognized, and text files have simple a simple structure text usually refers to words, sentences, paragraph, everything written or aired.

b. Image

Are a means of forming information that is easier to understand that is easier to understand. Image is also of the important components in multimedia because it can summarize and present complex data many words. Images in multimedia

Klasikal: Journal of Education, Language Teaching and Science
Volume 3 Issue 3 Desember 2021
p-ISSN: 2656-9914 e-ISSN: 2656-8772

publications are more interesting and can reduce boredom compared to text, because humans are always visually oriented.

c. Audio

Audio technology also pays an important role in delivering information, without the audio in a multimedia the results are incomplete. Sound or audio in multimedia can be in from of music sounds, sounds from voice recorders and other sound effects.

d. Video

The use of video in helping students to develop listening skills has received much attention since it began to appear regularly in language classes in the mid.

e. Internet

In other words, the activities are repeatable; thus, students can work at their own pace and have the scope for both intensive and extensive listening. Therefore, teachers can direct students to sites on the internet where they can practice listening to these materials.

METHODOLOGY

The research method used pre-experimental design. It gave the result the effectiveness of authentic materials in learning translation. The research method used group pre-test and post-test design. The population of this research was all of the fiifth semesters of the students English Department at Muhammadiyah University of Makassar 2017-2018 in academic year which consists of 6 classes. The total number of the population was approximately 180 students and the sample was 30 students and the sampling technique used in this research was purposive sampling. The researcher took one class from the total population. This research used translating Englis news as the instrument to collect the data. These tests aimed to examine the students' ability translate the newspaper namely English news into Indonesian. The researchers followed the criteria of accuracy and acceptability in assessing the results of the students of translation.

Table 1 Criteria of Accuracy and Acceptability

Criteria	Score
Accuracy: Accurate and clear meaning, without any omission and addition or changes meaning. **Acceptability: Natural form, appropriate word, and none of grammatical error.**	5 (accurate and acceptable)
Accuracy: correct meaning with minimum omission, addition. **Acceptability: Minimum inappropriate word, and any grammatical error.**	4 (accurate and acceptable)
Accuracy: unclear meaning with omission and addition. **Acceptability: inappropriate word, minimum unnatural word, and any grammatical error.**	3 (accurate and acceptable)

Klasikal: Journal of Education, Language Teaching and Science
Volume 3 Issue 3 Desember 2021
p-ISSN: 2656-9914 e-ISSN: 2656-8772

Accuracy: unsuitable meaning with omission, addition or changes meaning. **Acceptability: in appropriate, minimum unnatural word, and any grammatical error.**	2 (accurate and acceptable)
Accuracy: Different meaning, ambiguous. **Acceptability: in appropriate, unnatural word, and any grammatical error.**	1 (inaccurate and inacceptable)

(Nababan, 2012: 57)

After getting data from rating the student' scores based on the translating test the researcher analysed the data by using descriptive statistics to find out the means score of the students, the standard deviation, the t-test and the percentage. In calculating the means score, the standard deviation and t-test, the researcher used SPSS.

RESULT AND DISCUSSION

The students' achievement analysis deals with the percentage of the students' achievement means score, standard deviation, t-test value of the students' pre-test and post-test on experimental classes.

a. The percentage of students' achievement for the pretest

The pre-test result of the students for the experimental class namely, three students (10%) got good category, twenty one students (70%) got fairly good category, and six students (20%) got fair category. None of them got very poor, poor and very good category.

b. The percentage of the students' achievement for the posttest

The students' achievement of experimental class in the post-test, there are two students' (6.66%) got very good, eleven students 36.6.5%) got good category, fifteen five students (50%) got fairly good category and two students (6.66%) got fair category and none students got poor and very poor category.

c. Test of significant (t-test)

Inferential analysis was used to test the hypothesis. The researcher used t-test (test of significance) for independent sample test. This is a test to know the significance difference between the results of students' means scores in the post-test and the pre-test experimental class after being taught by using authentic materials in learning translation. The test results show that the test value of t is equal to 7.774 with sig of 0.000. It shows that the use of English translation materials significantly improve students' translation achievement and suggests that using authentic materials in learning translation. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It is concluded that there was a significant difference before implementation and after implementation of authentic materials. In other words, there was an improvement in the students' translation ability between pretest and posttest after implementation. Finally, the researcher states that the implementation of authentic materials is good in increasing the students' translation skills. It is supported by Kilickaya (2004) stated that, there are some advantages to using authentic materials such as having a positive effect on the

Klasikal: Journal of Education, Language Teaching and Science
Volume 3 Issue 3 Desember 2021
p-ISSN: 2656-9914 e-ISSN: 2656-8772

learner motivation, providing authentic cultural information, providing exposure to real language, relating more closely to the learner' need and supporting a more creativity approach to teaching. As Freiremuth (2005) stated that the definition of success in the language learning classroom is often determined by the measure of accuracy on production by the students. Although accuracy is one dimension of a learner's ability, it is limited in scope as measurement of capacity to communicate effectively.

CONCLUSION

Authentic materials in learning translation had good impact to students' translation competence. The use of authentic materials was effective to improve and to provide feedback to the students' translation ability for the fifth semester of UNISMUH Makassar. This shown by the great change of the mean score of the pre-test lower than the mean score of the post-test which indicates that authentic translation teaching materials had helped to improve the students' translation ability. It is also proved by the t-test value which is greater than t-table.

REFERENCES

Allehyani, B., Burnapp, D., & Wilson, J. (2017). A comparison of teaching materials (school textbook vs authentic materials) from the perspective of English teachers and educational supervisors in Saudi Arabia. International Journal of English Language and Linguistics Research , 5 (2), 1-14.

Azri, R. H. Al, & Al-Rashdi, M. H. (2014). The effect of using authentic materials in teaching. International Journal of Scientific & Technology Research, 3(10), 249–254..

Choliludin, (2014), The Technique of Making Idiomatic Translation, Cetakan

Fansury, A. H. (2019). Authentic Materials as A Teaching Media to Motivate Efl Students. Klasikal: Journal of Education, Language Teaching And Science, 1(3), 99-111.

Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. Language Teaching , 40, 97-118.

Hildayanti. (2015). Pengaruh Multimedia Pembelajaran Terhadap minat belajar siswa.

Huda, M. (2017). The Use of Authentic Materials in Teaching English: Indonesia Teachers' Perspective in EFL Classes. International Journal of Social Science, 3(2), 1907–1927.

Kristiana, A. D. (2018). A case study on EFL teachers' beliefes on the use of authentic materials in teaching listening and the classroom practices at Muhammadiyah university of Surakarta. (Thesis). Universitas Muhammadiyah Surakarta, Surakarta.

Mamo. (2013) the effectiveness of using authentic material to teaching english.

Martinez. (2011). *Reading Comprehention*.New york.

Mestari, S. A., & Malabar, F. (2017). The Use of Authentic Materials in Teaching Grammar for EFL Students (Teachers' Perspective). LLT Journal, 19(2), 125–131.

Mudra, H. (2014). The utilization of authentic materials in Indonesian EFL contexts: An exploratory study on learners' perceptions. International Journal of English Language& Translation Studies , 2 (2), 197-210.

Nababan, Manguntur dkk. (2012). Pengembangan Model Penilaian Kualitas Terjemahan. Journal Kajian Linguistik dan Sastra, Vol. 24, No. 1, : 39-57

Nida, E. A., & Taber, C. R. (2003). The Theory and Practice of Translation. Leiden: Brill.

Pinner, R. (2015). What We Talk about When We Talk about Aunthenticity. Uniliterate , Retrived from http://uniliterate.com/2019/05/talk-talk-authenticity

Richards, J. C. (2006). Communicative Language Teaching Today. Cambridge: Cambridge University.

Ruhansah,Vina Hinayati. (2012). An Analysis of Students' Ability in Translating Grammatical Equivalent. Skripsi tesis. Salatiga: State Institute of Islamic Studies Salatiga.

Shafey. (2014). *Introducing Translation Studies.* Routledge: New York.