



The 5th COTEFL International Conference

Fakultas Sastra

University of Muhammadiyah Purwokerto

11-12 May 2013



Proceeding

**INTERNATIONAL CONFERENCE
ON TEACHING ENGLISH
AS A FOREIGN LANGUAGE**

**“Redefining English Teaching:
Policies & Practices”**



Perpustakaan Nasional: Katalog Dalam Terbitan (KDT)

Proceeding International Conference of Teaching English as a Foreign Language

vi + 220 hal; 2159 mm x 1700 mm

ISBN : 978-602-98472-3-9

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First Impression : May, 2013

Published by

Faculty of Letters

University of Muhammadiyah Purwokerto

Jl. Raya Dukuhwaluh, Kembaran, Purwokerto, Indonesia

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PREFACE



It is such an honour for University of Muhammadiyah Purwokerto to host the 5th International Conference on Teaching English as a Foreign Language (COTEFL). It gives me great pleasure to write few words of welcome to presenters and the participants from different cities in Indonesia and different countries in Asia and Australia.

With the aim of promoting academic research and teaching in English, this conference is meant to create critical interest and debate in issues relevant to ELT in different areas and regions.

We feel privileged with the opportunity to organize this prestigious conference and we have done our best for the smooth run of the programs. I would like to extend our sincere gratitude especially to the keynote speakers who have been willing to come to share their knowledge and experience and all presenters and participants who have come and participated in this conference.

I would like to take this opportunity to thank to all the sponsors for their assistance and I would like to express my particular appreciation and thank to all the committee for all their excellent work they put in to make this event possible.

We hope that through this conference, there will be a stronger bond amongst academics, especially those with the expertise of ELT and there will be better networking among scholars of ELT. Last but not least, I wish you have a wonderful conference and all pleasant stay in Purwokerto.

Santhy Hawanti, PhD

Chair of 5th COTEFL Committee, University of Muhammadiyah Purwokerto

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Wahyuningsih, Titik & Hawanti, Santhy [Ed.]
Redefining English Teaching: Policies and Practices. Proceeding of the 5th International Conference on Teaching English as Foreign Language (COTEFL) — By: Titik Wahyuningsih & Santhy Hawanti (Ed.)—Purwokerto, Central Java: Faculty of Letters, University of Muhammadiyah Purwokerto, 2013
ISBN : 978-602-98472-1-5

© Faculty of Letters, University of Muhammadiyah Purwokerto, 2013

Cover Design : Majid, Rony Hendarto
Layout : Adi, Aldias & Abe

Printed and Published by
Faculty of Letters

University of Muhammadiyah Purwokerto

Jl. Raya Dukuhwaluh, Kembaran, Purwokerto, Indonesia

Phone : 62-281-636751 ext 137

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Printed in the Republic of Indonesia

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AUTHENTIC ASSESSMENT MODEL DEVELOPMENT TO INCREASE STUDENT COMPETENCE IN TRANSLATION COURSES: A CASE STUDY OF TEACHING TRANSLATION

Dyah Nugrahani & Festi Himatu Karima
IKIP PGRI Semarang

Abstract

This study is aimed at describing the implementation of portfolio as an assessment model for students' achievement in Translation subject and the development of students' academic and social competences. The approach of the study is descriptive qualitative. The data are the score from students' portfolio and the students' answers. These are collected by using (1) students' work sheet and (2) questionnaire to describe the students' motivation and competence. From this study, the writer finds that (1) the implementation of the authentic assessment model motivates students to take the course seriously, (2) the assessment model gives the positif influences and changes of students' academic and social competences, (3) the result of the study could be adopted in any subject.

Key words: authentic assessment, portfolio, translation

Introduction

So far translation courses cannot be applied to all university's student, so the authority to get translation courses only belongs to the English students. Actually, this situation cannot be understood because of the needs of the university students to be able to access science and technology is very urgent. As we know, most of the science and technology references are written in International language, which is English. And of course this become worse because the students have to face lots of difficulties to access them, because they have no enough knowledge to transfer the foreign language into the target language. Therefore, it is needed to develop an efficient teaching model to translate the foreign language into an easier and effective target language.

1. Authentic Assessment

Authentic assessment tries to measure the students' actual performance in certain things directly. This authentic assessment also known with performance assessment (www.dsea.org). In other opinion, authentic assessment is an assessment which tries to measure the students' knowledge and skill in a real life. The aim of this assessment is to push student to do the right teaching method. And as part of the performance assessment, authentic means realistic or dealing with real life application. (Ott, 1994:6)

Performance assessment as the other name of authentic assessment has its own explanation. The difference of performance assessment is assessment that asks students to construct response, produce and demonstrate the result. In this kind of assessment do not need the right or wrong answers, but also to know how far is the students' knowledge and their next activity. So, this assessment is the best way to know the improvement in teaching translation.

The evaluation of performance assessment based on the criteria that has been established. There are rules, instructions and principals which are used to measure the response decision and the results of students' performances and works. In contextual learning, which is characterized by emphasized the understanding the concepts and solving the problems, the students will learn the learning process significantly. They will actively build the new knowledge based on their experiences and their previous knowledge. This authentic assessment with various types of assessment strategy presents the real study result which is hoped by the students. Thus strategies can be a project appraisal or students' activity like portfolio, journals, checklist and observations' instructions.

This is the following assessment procedure that can be used to measure the skill of students' problem solving based on the aims of predefined learning.

5 Learning Objectives: Students can solve the problems cooperatively. Students work in small group to solve the problems and the lecturer observes the students' effort.
4 Students are given a new problem then asked to work on some related tasks how their group should work to resolve the problems.
3 Students are asked to make series of questions related with how they can resolve the problem in collaborative, then asked to answer their question with a short answer.
2 Students are able to answer the multiple choice question about the steps to resolve the groups' problems.
1 Students are able to answer the free-choice questions related with the best procedure to resolve the groups' problems.

In 1,2, the assessment based on two responses' choices, 3,4,5 is an assessment based on the students' construction. And in 4 and 5 is collaborative activity to resolve the problems.

2. Journal and portfolio.

Journal is the students' hand written which can be shown as a result of the learning process that has been taken, such as their feeling during the process of translating, their difficulties or their successes in resolving the problems. Besides that, journal is the appropriate way to train the students', so they can increase their ability in translating. Those journals' result can be collectable as a portfolio assessment. Portfolio is a collection of student tasks within a certain time period. Portfolio tells of students' activity, and it focuses in resolving the problems, thinking and understanding, writing, communicating and students' view to themselves as a translation learner. Portfolio is not only a students' "folder" work, but a collection of work related with the development of student progress or students' intellectual development in learning translation. Portfolio is used to analyze the students' performance in resolving the problem within one semester. So the portfolio should demonstrate the range of teaching objectives with the related tasks. This portfolio assessment can be conducted by student and lec-

Portfolio	Yes
To show the range of students' reading and writing	To show the range of students' reading and writing functionally and does not indicate what the students are doing
Asks students to measure their progress, work result and their learning objectives.	The mechanism assessment or lecturer's assessment (little input)
To measure the progress of each student's objective which different with other student	To measure all of the student with the same dimension
To represent the collaborative approach in assessment	How collaborative assessment process
The students' assessment itself is an objectives	The students' assessment is not an objectives
To indicate the progress and improvement	To indicate improvement only
To relate an assessment with teaching in learning	To divide among learning, testing, and teaching

3. Portfolio Evaluation

The process of students' portfolio evaluation can give students and lecturer opportunity to create a dialogue about what has been learned and how to indicate the knowledge and skills' improvement. The best way to assess this portfolio assessment is by giving comments. The lecturers' objective in giving portfolio assessment is to help students in getting additional information in their performance. These views will engage students' development in understanding the object, increasing the use of the appropriate approaches. Thus also can increase their problem solving steps

4. Technique of Translation Evaluation

Speaking of technique of translation evaluation mean talking criticizing the way in assessing the quality of the translation. To begin in translating, Brislin (in Soemarno, 1988: 33-34) suggests three ways, 1) reverse translation, 2) understanding test, 3) testing through one's performance.

- Reverse translation is the translation of a text in A language translated into B language. The result of the translation of B language is back translated into A language (A1). To assess the result of translation, translation A1 is compared to the original text. From this comparison can be seen and tested, whether the translation is appropriate or not.
- Understanding test means that the text in A language is translated into B. Someone, by reading the translation in language B was asked to provide the answers of the questions or questionnaires in language B which the material is taken from the text of language A. The answers of the questionnaire is used to assess the result of the translation.
- Testing through someone performance. The purpose of this test is to ask someone to perform an action according to what is written in the translated text. This method is typically used to assess the technical translation.

Meanwhile, Larson (1984: 536) states that there are six ways to test a work of translation. These methods are:

- Comparison with the source text
- Translated back into the source language
- Checks understanding
- Reasonableness test

- e. Readability testing
- f. Testing consistency

Research method

1. Variable and Research Design

This research variable is the students' competence through the characteristic of meaning accuracy, equity and readability. Thus subject condition is completely untouched by the treatment that controlled by the lecturer. So in this research, the field condition described completely. The data of translations' collected then classified and analyzed to obtain a comprehensive picture of the problem examined.

2. Population and Sample

a. Population

The population of the research is the fifth semester student of English Department of IKIP PGRI Semarang in academic year of 2009/2010.

b. Sample

The sample of the research was 40 students which are selected randomly.

3. Research Instrument

The instrument of the research was a test and an assignment which given to the student, such as portfolio as an individual assignment and group assignment. The questionnaire was given to the students to find out their motivation and their social competence.

4. Data collection Technique

The data in the form of portfolio were collected with a plot as follows:

Assignment I ↔ Reflection ↔ Assignment II
↔ Reflection ↔ Assignment III ↔ etc

5. Data Analysis technique

There are three main component in the analysis process, 1) data reduction, 2) data presentation, 3) verification (Miles&Huberman).

C. Results and Discussion

1. The Implementation of Authentic Models' Assessment in Translation Course

a. Students' Learning Motivation

The learning motivation data which obtained through questionnaires showed that there was increase of 20,23% before and after the application of portfolio assessments' model. It can be seen from the result before the portfolio model assessment ap-

plied was 69,7%, and its' increase after the model applied until 83,8%. It can be increased because one of the basic principals used in the portfolio model-based learning was students' centered, so the students was involved from the planning, implementation and evaluation in teaching learning activity. According to Gagne and Berliner, in order to increase the learning motivation, the students must be involved in learning process directly. It can be started from the planning stage. In this stage, students were taking the translation courses and they were given the authority to express their ideas about the problems which occur during the concept of discussion process.

The next step is implementation. In this implementation step, students went to the person who has competence in a particular field of science in order to translate depend on the text being translated. Thus resources can be a dentist, biologist or figures.

Then, the evaluation phase, student's process the data in the form of writing, interviews, and students' translation texts' results in portfolio, so they can understand how important is the assignment and accept that as a challenge.

2. Student Life Skills

The result of student life skill which given in the previous and after the portfolio assessment models' applied showed that there was a significant increase in 58,50% from 50,75 into 80,44. It also can be seen through questionnaire that some substantial aspects had highly increased, such as the students' awareness in translating (74,3%), proficiency in digging information (58,7%), communication skills in written and oral (76,7%) and the cooperative skills (78,6%).

3. Student Translating Result Evaluation.

This part of evaluation will discuss the student performance of translating practice. Firstly, it will be analyzed the meaning appropriateness of student translating from the previous language to the target language. The student presents three kinds of different text, there are procedure, discussion and description, and then they have to identify the genre of the text.

From 40 translating text (Indonesian Language) 85% of the translation has accuracy, so only 15% students cannot convey the meaning

of the text from the language source to the target language.

In the first sentence "having flying kit is interesting and make it by self is easy". In the sentence, the word 'having' not translated "memiliki" like "memiliki layang-layang menarik..." but 'playing', "Bermain layang-layang adalah sesuatu yang menarik...." Because if only possessed, the kite will not present their interesting just like when the kite is played, it will be enjoyed.

In another text about 75 % of the 37 text of translation has meaning accuracy. The first sentence of the first paragraph of the translated text be translated into 'Ujian nasional menjadi topik hangat di hampir semua pembicaraan'. By understanding the concept, the students encounter little difficulties in translating the text. For example, "Though the Supreme Court has rejected an appeal by the government on the organization of the national exams, the controversy over whether it is necessary to maintain the national exams (UN) has continued.. . an appeal by the government.. . can be translated into a sentence "Rancangan undang-undang pemerintah" mengenai....but the term can also interpreted... 'usulan pemerintah'.

It was found that students had difficulty in transferring the meaning or message of the third text. from observation, it was found that the text content has a major influence on the ability of student in producing a good translation. When the students have lack knowledge of the text, it can complicate them to transfer the translation text into target language.

The text contains depictions of national parks in Australia. Some phrases that cannot be conveyed well by the student is... "is reached by following the Pacific highway to Nerang and then by traveling through the Numinbah Valley; The phenomenon of the rock formed into a natural 'arch' ; dan the cave through which a waterfall cascades is a short 1 kilometer walk below a dense rainforest canopy from the main picnic area".

Conclusion

The conclusions of the researches are:

1. This assessment model has a big influence to the students' motivation in following the lecture.
2. This portfolio authentic assessment can -

give positive influence to the students' competencies, both changes in increasing their academic and social competencies.

The students' of English department has increased their translating ability.

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