

THE EFFECT OF LEARNING TECHNIQUE AND LOCUS OF CONTROL ON STUDENTS COMPETENCE IN TRANSLATING FROM GERMAN TEXT INTO INDONESIAN (AN EXPERIMENT AT GERMAN STUDY PROGRAM OF MAKASSAR STATE UNIVERSITY

Misnah Mannahali¹, Yumna Rasyid²

¹Universitas Negeri Makassar, Indonesia

²Universitas Negeri Jakarta, Indonesia

¹misnah_mannahali@yahoo.co.id, ²yumna.rasyid@unj.ac.id

ABSTRACT

The aim of this research was to find out the effect of learning technique and Locus of Control on students competence in translating from German Text into Indonesian. The research was conducted at the fourth semester on German Study Program in the academic years 2013/2014. It was an eksprimental study with 2 x 2 factorial design. The sample was 40 students. It was divided into two groups, each group experiment consisting of 20 students where 10 students had Internal Locus of Control and 10 others had external Locus of Control. The data was collected by using two kinds of test : Locus of Control test and test of translating from German Text into Indonesian. ANAVA and Tukey test were used to analyse the data. The results of this research concludes that generally Jigsaw learning technique was more effective than STAD learning technique, that is : 18,65 > 17,35. The result of this research also conclude that, the students who have internal Locus of Control when following lectures with STAD learning technique is higher (20,2) than Jigsaw learning technique (17,1). On the contrary students with external Locus of Control showing that Jigsaw learning technique (20,2) is better than STAD learning technique (14,5).The finding that Jigsaw and STAD learning technique can be used in teaching translation, however in choosing the teaching technique students' Locus of Control should be considered.

Keywords: Competence in Translating; Learning technique; Locus of Control.

In the era where science and technology advanced, a translator plays very important role. This is a challenge for scientists who have mastered and understand the language of science and technology, such as English, German, Japanese, French and others to distribute foreign-language books through the translation of information for countries that are not understand foreign languages yet.

One of Indonesia government's efforts to improve the translation activities, in Universities, the translation become as subject which students have to program. It aims to equip the students the ability to translate before they go into the field. To achieve this goal, now, German department of State University of Makassar uses the communicative approach as an appropriate teaching in teaching German. With this teaching approach, the ability of the learners in translating has increased from the previous although not as expected caused by their lack to understand the meaning of words and phrases in building sentences in the text of the translation and another influences such as the lack of application of learning techniques in presentation the material. So, the translating ability of student is still less of maximum. In anticipation of this problem, the lecturer should master the learning techniques more sophisticated and varied such as cooperative learning and apply in the learning

process. By the application of cooperative learning as teaching techniques will give learners the opportunity to work together in groups, helping each other and mutual respect. So, a sense of competitive, individualistic, and low self-esteem are usually owned by learners can be minimized, thus they will be learning more fun with the result that they achieved the ability to be better (Isjoni 2013: 13).

Meanwhile, the lecturer also faces another problem of personal differences. It should be accommodated in the learners' selection. In this case, the personal difference means the differences that linked to the level of ability, interests, talents, experience, background, motivation and internal factors such as locus of control that learners have (Fachruosi and Mahyuddin, 2010: 187). Related to locus of control, there are some learners who follow lessons with pleasure and there is also with a sense forced. The learners who follow the lessons with pleasure are driven by their internal characteristics. They feel have responsibility for their own academic achievement, whether it is good or bad. While, the learners who follow the lesson with sense forced tend to be motivated from outside factors of themselves. They wanted to study that influence of their surroundings, for example: pleasant atmosphere, discipline, and etc (Urbina, 2007: 449). They are highly dependent on external factors. To anticipate it, the lecturer has important role being central position as a source of motivation and inspiration for them. Therefore, the lecturer must know exactly what is required of learners in teaching.

A lecturer must know his role is not only to the delivery of information to learners, but also required to understand learners with their variety of unique in order to be able to help learners in overcoming difficulties and be able to apply the effective learning techniques for guiding the students optimally (Mulyasa, 2009: 29). That opinions are indication of how important the selection of appropriate learning techniques in the management of the learning process in considering with the uniqueness character and personality of the learners as well as locus of control that the learners have.

Locus of control refers to the perception of what is a major cause of events in life. What are the main causes of the events in life are controlled by the goal of itself (internal locus of control) or controlled by other factors or fate (external locus of control). Differences locus of control of students make the lecturer difficult to determine the appropriate learning techniques for the entire class. Therefore, in gaining the translation ability be better, teachers should first know the characteristics and uniqueness including the locus of control of students before determining the teaching techniques that will be used, because teaching technique is not necessarily going to give good results equally to students who have unique characteristics and different.

Capability is the capacity of a person's ability to do a job and as the assessment of what can be done by someone (Robbins, 2008: 57). Semiawan and Munandar (1984: 1) stated that capability is the power to do something action as a result of the nature and exercise.

Translating is a transfer of meaning of the source language to the target language through semantic structure; in this case, the meaning is transferred and must be maintained while the form of structure may be changed, (Larson, 1989: 3). Nida and Taber in Albrecht (2005: 24) explained that the translation means creating a closer meaning in the target language from the source language, first is in terms of meaning and the second is the style language. According to Newmark (1988: 5) said that the

translation is an activity to replace written message from one language to another language with same message. That restriction are mentioned above indicating that the main point in the translation is transferring the meaning of message from source language and accepted by the readers of the target language. If it is associated with definition of capability, the translating capability can be interpreted as a skill, the ability of the physical, mental and intellectual knowledge socially and practically that the students have. So that the students can shift the meaning or message contained in the text of the source language (German) to the target language (Indonesian) with equality or equivalence of meaning and appropriate, clearly and reasonable language style.

The quality of good translation can be seen from understanding the meaning of the source language, mastery of target language, and mastery of the translation (Moeliono, 1988: xiii-xiv). The same opinion is stated by Machali (2000: 11). He stated that a translator should have good ability in the source language and the target language, understanding of the subject to be translated, the ability to use the referral sources such as dictionaries, dictionary terminology and others. Besides that, according to Larson (1989: 6) argued that a good criteria of translator is translation by using reasonable form in the target language, convey as much as possible the same meaning to the recipient of the target language in accordance with the intent of speakers sources and maintains the dynamics of the source language text.

Based on the opinions above, it suggests that the main requirements to be a good translator in producing a good translation must have the capability of understanding the meaning of the source language and be able to put it in the target language, understanding cultural aspects of the source language and target language, understanding the topic of the text material being translated and be able to use referral sources. Thus, the translation can be delivered to the reader and evoke a response from the reader. The students' ability in translating German texts into Indonesian can be measured by referring the following theories. It is rubric translation assessment developed by Claudia Angelelli (2009: 30-43) that the assessment focuses on five aspects: 1) aspect of understanding meaning the contents, 2) the accuracy of the use of style, cohesion and coherence, 3) linguistic capabilities, 4) understanding of the pragmatic, and 5) the ability of the strategy. These aspects can also emphasis in determining the quality of the translation.

In the social relationships, language is not only used to communicate but also to strengthen solidarity between individuals as social beings. There are several reasons that make cooperative learning as the main point in the education field namely, a) giving the positive effects about development relations of intergroup; b) acceptance the classmates weaknesses in academic; c) improving self-esteem; d) growing awareness between students; e) solving problems; and f) integrating and applying their skills and knowledge. Cooperative learning is an appropriate technique to achieve such things, because in cooperative learning will create an interaction more extensive and communication is conducted between teachers and students, students with students, and students and teachers called multi-way traffic communication.

According to Slavin (2009: 4) stated that the cooperative learning refers to a variety of learning techniques where students learn together in groups, each contributing thoughts and responsibility towards achieving the ability to individually or in groups. Furthermore, he also asserted that cooperative learning can help the teacher to make a difference of the students note problem of learning. Roger and

Johnson in Suprijono (2009: 58-59) stated that to achieve maximum results in cooperative learning, there are five basic elements that should be applied. These five elements are: 1) positive interdependence; 2) personal responsibility; it means that students have a responsibility to help their friends who need; 3) Interaction or face to face promotive; it means that students should help each other, inform each other, remind each other, motivate each other and trust each other; 4) interpersonal skills; In this case the students are required to be able to interact with other students in the group and how to behave as a member of the group. 5) Group processing; it is how the group discuss and establish a good working relationship to achieve goals well.

The success of cooperative learning in improving the students' ability is related to the superiority of cooperative learning itself. According to Fachrurrosi and Mahyuddin (2010: 133-134) said that the power of cooperative learning is to build a relationship between student to student and can generate a healthy atmosphere and reduce the sense of low self-esteem in students, and even self-esteem can be fostered. Based on the opinions above, it can be concluded that cooperative learning is very important to be applied in the classroom because it can generate energy and motivation to complete the students' understanding related to the materials should be mastered by the students at the end of the lesson.

The main idea of STAD is to spur the learners to encourage and help each other to master the skill that is taught by teacher. If the learners want their group to get the award, they must help each other in group to master the lesson. They should encourage their friends to do the best and enjoy the learning. The learners will be 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, 2010; 21).

Cooperative learning in Jigsaw model is model of cooperative learning which learners learn in small groups that is heterogeneous. In using this learning technique, learners collaborate as teamwork independently and responsibility. The key of jigsaw learning technique is interdependence that means each student depend on his teammates to provide the necessary information in order to perform the assessment. In addition, jigsaw technique also formed group of "experts" who discuss subjects coherently. So, the learners will gain more idea and information by using jigsaw learning technique than by using STAD learning technique.

According to Isjoni (2010: 54) stated that Jigsaw is a cooperative learning that increasing the learners more active and helping each other in comprehending the subject to achieve maximum performance. Referring the explanation above about Jigsaw and STAD, the difference is the formed of expert group in Jigsaw technique that gives effect on the learners' ability to transl.

Everyone ever have experience in their life whether failure and success and they differ in valuing the success and failure that they got. Some of them likely blamed other people for failures that happened, and some of them blamed themselves for the failure that happened. Instead of some of them believe that they get the success caused by chance or someone's helping, while some of them believe that they get success caused by their hard work and ability. It is related with the locus of control of person.

As Rotter in Anastasia (2007: 449) defined that the locus of control is as person's perception about the sources that control the surroundings in life. Furthermore, he also explained that the effect of strengthening follow certain behavior, not just the

process of achieving, it depends on someone's perception at the causal relationship between behavior and reward. In this case, there is locus of control internal and locus of control external. Internal control refers to the perception of something or phenomenon that happened causing someone's behavior or characteristics and vice versa external locus of control refers to indicate positive or negative reinforcement that happened not only followed his actions, but also as the result of chance, fate, or luck.

In this case, when someone believe that the success or failure is caused his or her personal responsibility and his or her effort, then it can be said that he or she has an internal locus of control. Whereas, when someone believe that the success or failure is caused efforts from outside himself or herself such as fate, luck or other powers, then it can be said that he or she has external locus of control. On the other hand, it can concluded that the learners who have an internal locus of control have learning achievement more higher comparing with learners who have an external locus of control. This means that locus of control is affecting on the learners' ability toward transferring the learning because the learners' ability is a variable formation in transferring the learning. As the consequence of learning, the learners who have an internal locus of control have higher ability in transferring learning than the learners who have an external locus of control. Thus, it can be said that the learners' locus of control is as a component of affective style that affecting the learners' ability to transfer learning for achieving the learning achievement.

METHOD

The research was conducted in the second semester of the German Language Department FBS UNM 2013/2014 academic year for four months (March - June 2014). The method was the experimental method with 2 x 2 factorial designs. In this study, there were two independent variables namely cooperative learning techniques (STAD and Jigsaw) and locus of control (internal and external). Both of these independent variables gave effect on the dependent variable: the ability of students in translating German texts into Indonesian. The data of this study were analyzed using ANOVA and Tukey's test.

RESULTS

Based on the findings by analyzing the data, the discussion are presented in some parts. They are:

First: There is difference in the ability to translate between learners who learn by Jigsaw and STAD learning techniques. It is verified. Generally, by using Jigsaw technique, the learners' ability to translate German texts into Indonesian have higher score (x: 18.65) than learners who learned with STAD technique (x: 17.35).

Second: There is difference in the learners' ability to translate German texts into Indonesian between learners with internal locus of control and external locus of control.

Third: There is interaction between learning techniques (Jigsaw and STAD) with learners' locus of control on their ability to translate German texts into Indonesian.

Fourth: there is difference in the learners' ability to translate German texts into Indonesian with learners who have internal locus of control were studied with Jigsaw and STAD technique.

Fifth: There is difference in the learners' ability to translate German texts into Indonesian with learners who have external locus of control studied with Jigsaw and STAD technique. It is verified.

Sixth: There is differences the learners' ability to translate between learners who have internal and external locus of control with Jigsaw learning technique. It is also verified.

Seventh: There is difference the learners' ability to translate between learners who have internal and external locus of control with STAD learning technique. It is also verified.

DISCUSSION

First: Although both of these learning techniques is kind of cooperative learning, Jigsaw technique is more contribute ideas and thoughts in doing the task. Moreover, beside basic group formed, the members of group also being experts group that discuss a given task. This is an advantage of the Jigsaw learning techniques. However, both of techniques have increased the ability of the students in translating German texts into Indonesian than the previous.

Second: The average of learners' ability with internal locus of control in translating German texts into Indonesian is higher ($x: 18.65$) than the learners' ability with external locus of control ($x: 17.35$). as the basic reason, the fact that the learners with internal locus of control is more active for doing the tasks independently without expecting help from other members group. They feel that they have to be responsible with their performance to achieve learning objectives. That principle makes them more active and creative to do the task given by themselves. It is very contrast with learners who have external locus of control. They are not active and creative in doing the task and very dependent on outside efforts from themselves to help them in the academic achievement.

Third: The differences locus of control of learners also has different characteristics when they study. The main difference refer to what and who influence or motivate them to achieve better performance, whether the motivation that comes from within themselves or from outside themselves. The suitability between the learners' locus of control and learning techniques give an affect to learners' ability in translating German text into Indonesian.

Fourth: Learners who have internal locus of control and learn with STAD technique has the ability to translate higher ($x: 20.2$) than the learners who studied with Jigsaw technique. The underlying assumption of this finding that learners who have internal locus of control believe their academic achievement depends on their own efforts to learn, not for the others helping. Thus, learners are able to organize the obtained information by themselves without hoping help from others. Although both of learning techniques have priority group work techniques but the level is different. The contribution of STAD technique is less gain information than Jigsaw technique.

Fifth: The learners who have external locus of control were studied with Jigsaw technique has the ability to translate higher (x: 20.2) than the learners who studied with STAD technique (x: 14.5). So, the assumption that islearners whohave external locus of control tend to get good performance because of the influence from outside. Thus, they are very dependent on the other people's ability who can help them and they can get in Jigsaw learning techniques.

Sixth: On teaching with Jigsaw learning techniques, the learners with external locus of control in acquiring the ability to translate is higher (x: 20.2) than the learners with internal locus of control (x: 17.1). The assumption is that learners with external locus of control in the study tend to expect help from their friends in group rather than create or effort by themselves. They have convergent mindset that expecting help and receiving the opinion of other members in group and lack initiative to learn and analyze the meaning of the translation, so that they are less capable to productthe correct sentence in translation result without helping of their friends in group. Therefore, the application of jigsaw learning technique is more contributed to gain idea and more appropriated with the learners who have external locus of control.

Seventh: On teaching with STAD learning technique, learners with internal locus of control in acquiring the ability to translate is higher (x: 20.2) thanlearners with external locus of control. The assumption is that the learners' ability to translatewhohave internal locus of control is not hoping help from their groups in analyzing the meaning of German text. Even though, STAD technique emphasizes discussion in the group, but the learners'internal locus of controlmoreinitiative and creative to translate the right meaning. Comparing with the Jigsaw learning techniques, the techniques STAD is not too many contributions to gainidea and opinion because the members of the group from certain members of the basic group.

The authors recognize that this research still has limitations that can be used as reference for the nextresearchthat relevant. The limitations are: *First*, this research only used sample 40 students with 10 students per cell. Ideally, the number of members of the sample is affecting to the strength decisions in making conclusion. In addition, this research only executed learners of the German departmentof FBS UNM, so that the conclusions are only applicable to learners of German department of FBS UNM. Thus, it still needed to do the same research in different places with a larger number of samples. *Second*, the sample in the group hasdifferent attitude, motivation, perception, talents and interests. These factor differences are not included in the scope of analysis and may be give affect in experimental results.

CONCLUSION

Based on the results in this research, the researcher presents the following conclusions: In general, use Jigsaw learning techniques are more effective as STAD learning techniques to improve the students ability to translate German language text into Indonesian. While it also concluded that students who have an Internal *Locus of Control* has the ability to translate text in German language text to Indonesian higher than students who have an External *Locus of Control*. Results of this research also concluded that there are significant interaction between learning technique with the *Locus of Control* on students' ability to translate German texts into Indonesian.

Learning techniques Jigsaw is more appropriately applied in to group of students with External *Locus of Control* because it proved to have resulted in the ability to translate German language text in to Indonesian better than the application of STAD learning techniques. While STAD learning techniques more appropriately applied to a group of students who have internal *Locus of Control* because it is proved their ability to translate German language texts in to Indonesian achieved better than the application of Jigsaw learning techniques.

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