

THE USE OF YOUTUBE CHANNEL TO IMPROVE STUDENTS' ENGLISH-INDONESIAN TRANSLATION ABILITY

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ABSTRACT—This research aims to improve the students' English to Indonesia translation ability by using media learn English with TV Series. This research was conducted by using Classroom Action Research (CAR). The subject of this research was class XI-MIA grade at MA DDI Padanglampe academic year 2019/2020 which consists of 25 students. This research was conducted in two cycles which each consists of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The data was analysed based on the parameters of translation quality (accuracy, readability, and acceptability). The result of this research showed that there was an improvement on students' translation ability. The mean of pre-test was 61.16. The mean of post-test 1 was 74.96. The mean of post-test 2 was 79.96. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 up were 4 students (16%). In the post-test of cycle 1 students who got point >75 up were 13 students (52%). The post-test of cycle 2, students who got point >75 were 25 students (100%). In other words, the students' ability in translation improved significantly. The students also showed their positive perception toward the use of YouTube channel in translation teaching. It could be seen from the questionnaire score. Each statements got high percentage from the students.

Keywords— Students' Translation Ability, YouTube Channel.

I. INTRODUCTION

Language is an important way of communicating with the people, no exception that English as international language, English becomes the most influential language used in the world. Therefore, English is obligated to learn. In learning English, there are four important skills, listening, speaking, reading, and writing. However, besides the four skills there is a skill that is considered as the fifth skill which is called Translation. According to Wiratno (2003) says that translation is a process of transferring message from source language (SL) into target language (TL). Source language (SL) is an origin which is translated. While, target language (TL) which is used to express the result of translation.

Generally, translation is transferring the meaning of source language into target language. Translation is a communication activity that

involves language. People who have different languages can be connected by translation. Through translation they can understand any text that they read. The translation is important because it has been part of human life since long ago.

Another statement is expressed by Levy in Venutti (2000: 148), he states that translation is a process of communication: the objective of translating is to impart the knowledge of the original to the foreign reader. Furthermore, Satria (2014: 9) meaning is an essential element in translation. Understanding the meaning of the source text is vital to have the appropriate equivalent in the target text. In conclusion, the first aspect that must be assessed in translation is the appropriateness of the originality. Means, if the information deliver and author's message consist in the source language change and the reader will not obtain the original

message, it will ruin all the target text and can be considered as a bad translation.

The explanation above point out the significance of translation. The significance are it is really useful in spreading information, knowledge, and idea. Besides, it can avoid misunderstanding among the communicators. Therefore, through English lesson, the students are taught on translation. Based on the preliminary observation, the same case was applied in MA DDI Padanglampe School. Nevertheless, the result of their English translations is still lack. After exploring, they still use word to word translation as the source language which makes the meaning sounds weird. Consequently, the researcher tries to solve the problem by using media Learn English with TV Series. Learn English with TV Series is one of channel on YouTube. It contains much snippet of Hollywood movies and reality shows. Although this channel tend on listening and speaking it also can be used to improve students' ability in translation especially English to Indonesia. The researcher conducts this research to make the students getting better and better in Translation.

Related to the explanation above, the teacher should use technique or strategy or even media . the media that will be used by theresearcher is audio visual media. In this case is media channel on YouTube "Learn English with TV Series". Learn English with TV Series is one of channel in YouTube and it includes in audio visual learning media. Akram and Malik (2012) potrayed audio-visual media as a bright, colorful experience that

captures students' attention via the sense organ of sight and hearing organs. Ashaver and Igyuve (2013) reported that audio-visual material can be functioned as a supplement to teachers' instruction and text books, it also stimulates learners' thinking and understanding of multifarious values.

Learn English with TV Series contains many snippets of famous Hollywood movies and shows. The Snippet is facilitated with English subtitle which make it available to use on teaching translation. It contains much snippet of Hollywood movies and reality shows. Although this channel tend on listening and speaking it also can be used to improve students' ability in translation especially English to Indonesia. The writer conducts this research to make the students getting better and better in Translation.

Method

This research used a Classrooms Action Research design (CAR). According to Zuriah (2003: 54), classroom action research is expected to improve the quality of teaching and learning in the field of education The procedure of conducting this research followed the basic principles of classroom action research.

The subjects of this study was the second year students of MA DDI Padanglampe in the academic year 2019/2020 which consists of 25 students. The data was analyzed by using observation data analysis. After obtaining the data, a descriptive

analysis will be carried out so that later the data will be obtained accurately about the learning process that takes place in class using youtube channel.

perception toward the use of channel on YouTube “Learn English with TV Series”.

1. Observation checklist

Observation sheet contained something that the students should done during learning process. This observation sheet consists four items: Pre-teaching, while teaching, post-teaching, and class situation with five scales measurement: Perfect, Excellent, above average, Average, Unsatisfactory, No applicable.

2. Giving Translation Test

This test was given to measure the students’ English translation ability during the use of channel on YouTube “Learn English wit TV Series”.. The data was obtained from the results of the task that had been given to the students.

In order to make the assessment more objective,

The assignment form used in this study was one of the video on channel youtube Learn English with TV Series. The writer used three topics: Harry Potter and the sorcerer stone, The Rule of Quiddutch, and Home alone. In this case, the students watched a video for three times then they were given a paper that is contained a dialogue based on the video.

3. Questionnaire

The writer asked the students to answer some questions in the questionnaire. It was given after doing the test to find out the students’

RESEARCH FINDINGS

1. The Quantitative Data

a. The Result of Students’ Test

The Quantitative data were taken from the tests result in the class, which was carried out in two cycles, there were four meetings conducted. The test was given to the students in forms of pre-test, post-test of cycle I and cycle II. The result of the students’ score could be seen in the following tables

Table 1. The Result of Students’ Score for Pre-Test, Pots-Test I and Post-Test II

Meeting	Students who get score up to 75 above	Percentage
Pre-test	4	16%
Post-test I	13	52%
Post-test II	25	100%

The result showed the improvement of students’ score from the pre-test to post-test II. In the pre-test, there was only 16 % (4 students) who got point 75. In the post-test I there was 52 % (13 students) who got point 75. It means that there was increasing 36 %. The post test in cycle II, there was 100 % (25 students) who got point 75. The increasing was about 48 % and the total increasing of students’ score from pre-test until post-test II was 84 %. It was concluded that using media channel on YouTube Learn English with TV Series succeed effectively and efficiently in improving the students’

English to Indonesian transition at second grade students of MA DDI Padanglampe.

2. Qualitative Data

a. First Cycle

1. Planning

In this phase, the writer made a planning for the action based upon the problems faced by students toward translation. In this case, the writer arranged a lesson plan based on the teaching material. The writer also prepared the post-test 1 to collect the data to know whether there are some students' improvement scores from pretest to post-test 1.

2. Acting

The action of cycle I was done on March, 7th, 14th and 21st 2020. In the first meeting, the writer acted as a teacher and teach based on lesson plan. First, the writer gave acknowledgement about the material to students. Second, the writer let the students watch the video and then give them explanation about the content of the video. In this case, how the video could help them to translate better. Third, the writer gave the students example took from the video and asked the students to translate it manually. After that the writer asked the students to translate the example again based on the explanation in the video and then compare the result. Fourth, the writer took some examples from the video and asked the students to translate together based on the explanation of the video.

b. Students' Questionnaire

The questionnaire used by the writer to find out the students' perception about the use of media channel on YouTube: Learn English with TV Series to improve students' English to Indonesia translation ability. The questionnaire consists 10 positive statements with 5 scales (strongly agree, agree, neutral, disagree, and strongly disagree). The results as follow:

Table 2. The result of students' questionnaire

Statement	Score	Percentage (%)	Interpretation
1	108/25x100	86.4	Strongly agree
2	98/125x100	78.4	Agree
3	97/125x100	77.6	Agree
4	104/125x100	83.2	Strongly agree
5	107/125x100	85.6	Strongly agree
6	101/125x100	80.8	Strongly agree
7	102x125x100	81.6	Strongly agree
8	98/125x100	78.4	Agree
9	103/125x100	82.4	Strongly agree
10	97/125x100	77.6	Agree

Based on the table above showed that most of the students gave positive perception toward the use of YouTube channel to improve the students' English to Indonesia translation.

In the second meeting, the writer gave the post-test to students via Whats App because of pandemic. It was the dialog script of channel “learn English with TV Channel: learn English with Harry Potter”. The writer sent the script along with the video and ask the students to translate based on what they have done in the previous meeting. The post-test I is carried to measure how well the students’ achievement in translating improved.

3. Observing

In this phase, the writer tried to notice all activities in the physical classroom activity. It might be about the teacher’s performance, students’ response and students’ participation during teaching and learning process using the media learn English with TV Series. It was found that the students got difficulties in translating. Some students were serious in the class but there were some students who still noise, and disturbed their friends. Observation was done carefully because data which was taken from this activity were used as a basic reflection.

4. Reflecting

The writer and the teacher evaluated about the conclusion of implementing the action. Based on the result of post-test I, they were only 13 students or 52% of students who passed the KKM. Then, the writer and the teacher tried to modify the action in order 75% of students in the class

could pass the KKM. Instead, the writer and the teacher felt satisfied enough because their efforts to improve students’ translation ability had been improved proven by score they get although not all the targets accomplished yet. Beside of that, the students seemed to accept the material easily by using media learn English with TV Series. From the reflecting phase above, there must be more efforts to improve students’ translation ability by using media learn English with TV Series. This effort was done in the next lesson plan of cycle two.

b. Cycle II

1. Planning

After finding the fact that the students’ translation ability was low, which was proven by their post-test I scores, the writer rearrange the lesson plan which was used in the previous cycle with some modifications. Beside of that, the writer still also prepared the observation sheet to note the classroom activities. Next, the writer also prepared the post-test 2 and questionnaire to collect the data.

2. Acting

The action of cycle two was done on April 04th and 11th 2020 via online meeting. In this meeting, the writer asked the students on the difficulty in using media learn English with TV Series and try to emphasize some aspects that have not been

done yet in the first cycle. The procedures of this strategy were the same with the first cycle. Writer tried to do the best in teaching students and motivated them to increase their ability in translating.

3. Observing

Although the teaching and learning process done via online, the writer really grateful because the students were still active in asking question.

4. Reflection

The writer analyzed the result of cycle 2. Most of the students responded the teacher actively. The teaching learning process was done well. The writer felt satisfied because the students had significant improvement from the score they get from pre-test, post-test 1, and post-test 2. After achieving the target, in this case the students got score up to 75 above, therefore the writer decided to stop the Classroom Action Research because it had already succeeded.

c. Interview

The interview was done in the first cycle. The object of interview is English teacher. The teacher was interviewed about the students' translation ability and the teacher's problem in teaching translation. Based on the results of the interview, the teacher gave positive responses. She said that the use of YouTube channel in teaching and learning process is really innovative.

d. Observation Sheet

Observation was used to see the level of students' activities and teacher's activities during teaching learning process. The observation was focused on the situation of teaching learning process which media learn English with TV Series was applied, students' activities and behavior, students' speaking ability in English Lesson

Based on the observation and written note, students were more active and enthusiastic in learning process by using media Learn English with TV Series. This study represented that there was improvements on the students' English to Indonesia translation ability by using media learn English with TV Series. The mean of second cycle was 79.96. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the student who got point >75 up were 4 students (16%). In the post-test of cycle I students who got point >70 up were 13 students (52%). The post-test of cycle II, students who got point >75 were 25 students (100%). in other words, the students' ability in translation improved and became well in the first meeting to the next meeting.

Discussion

The research that had been done by the writer indicated that media learn English with TV Series was effective or could be used in teaching translation. It could be seen from the tables that showed us the improvement of students' score from first cycle to second cycle. The further explanation of each cycle as follow:

- 1. First Cycle.** In the first meeting, without explanation the writer gave task to students. The topic used by writer was: Harry Potter and the Sorcerer Stone. While the students done the task the writer found that the students' relay on electric dictionary in translating which indicated a weird translation. So, Most of them got low average. Second meeting, the students started learn by using channel YouTube Learn English with TV Series and the writer gave explanation about the video. Third meeting, the writer gave task to students by using video entitled "The Rule of Quidditch". Half of students got successful and half of them got failed. The writer found that the students confuse in determining appropriate meaning of new vocabulary. It concluded that the first cycle was unsuccessful, so the writer continued to Cycle II.
- 2. Second Cycle.** It conducted in three meetings. First meeting, the writer sent video to students and gave them explanation about the topic. Next, in the second meeting the writer gave the second task to students by using video entitled "Home Alone". All of students got successful in this test. Then, in the third meeting the writer sent the questionnaire which got a positive respond from the students.

The result of the research showed that the implementation of media learn English with TV Series could improve the students' ability in translation. It could be seen from the qualitative data

that show the students' score got better in the post test I than the pre-test, and the post-test II got better than the post-test I. Another could be seen from the qualitative data showed the students' was active and spirit in teaching-learning process.

CONCLUSION

Based on the results of classroom action research that has been carried out in 2 cycles using youtube channel in the learning process, it could be concluded as follows:

1. Media learn English with TV Series can improve students' English to Indonesia translation ability showed by the score they get. The students were more active and participated in the teaching-learning process. Therefore, media learn English with TV Series can be alternative strategy for teacher in teaching translation which can improve and keep their ability. In the first test (pre-test), just several of the students who passed the KKM. In the second test (post-test 1) half of students got successful. In the third test (post-test 2) all the students passed KKM.
2. The students gave positive perception toward the use of YouTube Channel in teaching and learning translation. It could be seen toward the result of questionnaire which was given by the writer.

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