TRANSLATION TEACHING USINGLOCAL WISDOM AROUND STUDENT'S HOMES: A CASE STUDY

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Abstract

Non-Native English Teachers (NNETs) in Indonesia have the responsibility not only to teach English for Indonesian learners but also to globalize the Indonesian local wisdoms. Unfortunately, the study program in which the would-be NNETs are educated have not attempted optimally to facilitate the students to do so. Such an attempt can be started from the Indonesian-English Translation class which is held by applying Task-Based Language Teaching (TBLT). This research aims at explaining how to revitalize English teaching by globalizing local wisdom around student's homes, and describing how to arrange such local wisdoms to become an English learning-teaching material for Indonesian-English Translation class. The explanations are based on the research which is conducted by the use of descriptive-qualitative method. The research findings are that such a class is effective not only to develop students' translation skill but also to promote the local wisdom found around student's homes. Furthermore, the results of such a research were both the model of Indonesian-English Translation teaching and its material in the form of coursebook. Thus, the NNETs can facilitated in the Indonesian-English Translation class for the sake of being capable of globalizing local wisdom around students' homes.

Keywords: *Local wisdom, Non-Native English Teachers, Indonesian-English Translation, Task-Based Language Teaching*

INTRODUCTION

The textbooks of translation, especially which are written by Indonesian scholars, are usually utilized by lecturers of Indonesian-English Translation in their translation class. Unfortunately, in such textbooks, there are only few materials of Indonesian-English translation and there is obviously no information of how to use these communicatively in the classroom. As a matter of fact, the lecturers of such a subject should not rely only on the textbooks. As one of Non-Native English Teachers (NNETs) they should be capable of making use of their being bilingual to develop a teaching model to improve the traditional method so-called the read and translate method.

Some valuable things are obtained by the researcher due to his experience of being involved in teaching English together with native speakers who are professional to teach English as a foreign language. One of them is that Native English Teachers (NETs) teaching English at university attracts the students learning English better than that of NNETs. Furthermore, dealing with pronunciation and culture, NETs are to some extent better than that of NNETs.

The facts that boththe advantages and disadvantages are owned by NNETs are in accordance with the research done by Florence (2012). The advantages include their proficiency in students' L1, their knowledge of students' learning difficulties, and the ease of students' experience in understanding their teaching and in communication. The disadvantages appear to be the reverse of what NETs have, i.e. NETs have good English proficiency and have ability to facilitate student learning.

As a matter of fact NETs kept respecting NNETs because, among others, NETs are monolinguals, whereas NNETs are bilinguals.Such a fact can be realized by the researcher due to his interaction with NETs. It is not exaggerated if NETs behave in such a way. As

teachers venture into the far corners of the earth and teach English, one of his primary tenets should be the highest respect for the languages and cultures of his students (Brown 2000). If NETs do not consider wisely and appreciate highly the languages and cultures of their students, they will face the problem like what happen in Hongkong. NETs perceive challenge to their self-positioning as professional English teacher from some local English teachers and school managers who seem to question the value of their teaching experiences and practices in the context of English language classrooms in Hong Kong (Trent 2012).

Many English Language Teaching (ELT) professionals respect to those who are bilinguals. Dealing with language teaching, there is some positive evidence on foreign language reading and writing. It says that selective translation into the native language may play a positive role for some, if not many, language learners in the comprehension, retention, and production of written texts (Cohen, 1999).

Some anxieties dealing with the domination of English as an international language that can threaten the position of Indonesian as a national language can be found among Indonesian linguist circles. The current sociolinguistic situation in Indonesia implies that Indonesian is facing a threat from English language in its status as a symbol of national pride, particularly among the young generations (Djiwandono, 2002). Actually, the code-switching, i.e. using Indonesian during English learning-teaching activity, is not ill-advised. Code-switching may not necessarily be connected to ability level and serves multiple communicative and learning purposes. This indicates not only that total proscription of L1 is ill-advised, but that the mother tongue can be usefully exploited for learning, for example when performing contrastive analysis (Sampson, 2012).

The educated people in Indonesia generally accept the importance of English. They realize that English manages to spread sciences and technologies around the world. International federation of documentation, a world institution that deals with information distribution, reported that almost 85 percent of information of science and technology are written or abstracted in English (Nurkamto, 2003).

Some ELT professionals in Indonesia has already responded such anxiety. They argue that such an anxiety can be ignored. Even they state that English does not threaten the superiority of Indonesian, but, on the contrary, English teaching in Indonesia can help developing Indonesian teaching (Mulkhan, 1996; Ramelan, 1994).

ELT professionals should consider the findings of research conducted mainly based on the student's written tasks taken from a classroom activity. The importance of approach which is based on classroom-based research is widely known. Studies of naturalistic acquisition (both L1 and L2) are drawn extensively to advance a theory that has had considerable impact on language teaching. The attractions and the dangers of an approach rest on the application of non-classroom-based research (Ellis, 1990).

What is called "cultural imperialism" through English teaching must also be considered. The traditional view of English language teaching and applied linguistics has nothing to do with politics is challenged. Educational institutions should be thought as cultural and political arenas. Teaching is a process of political engagement and the curriculum should be based on themes of social relevance to students (Pennycook, 1994). Nationalism matters because it is a vital part of collective projects that give shape to the modern world, transform the very units of social solidarity, identity, and legal recognition within it, and organize conflicts (Calhoun, 2006).

It is a promising attempt and hopefully a good model to protect Indonesian from such a threat if NNETs hold a learning-teaching activity by making use of students' national language appropriately. Thus, it is no exaggeration if nationalism is wisely and carefully considered as an important entity in implementing English teaching in Indonesia.

In this research, the problems are: 1) how to revitalize English teaching by globalizing local wisdom found around student's homes?, and 2) how to arrange local wisdom found around student's homes to become an English learning-teaching material?

A narrative, in its most basic form, requires at least three elements: an original state of affairs, an action or an event, and the consequent state of affairs. In a narrative, there must be plot. Plot can bring a list of events into a meaningful whole. The easiest way to do this is by introducing chronology, which in the mind of the reader easily turns into causality (Czaniawska, 1998). A narrative can be understood to organize a sequence of events into a whole so that the significance of each event can be understood through its relation to that whole. A narrative conveys the meaning of events (Elliot, 2006).

In English lesson, narrative text or story becomes an integral part. In fact, any text belonging to narrative is usually called story. The reason why narrative text is an essential thing is quite reasonable. It is related to the language itself as a social phenomenon. As a consequence, language is always related to the entity that society is fond of, i.e. telling and being told a story. It is not exaggerating when human beings is said to be fond of story, either fictional or factual one. However, it must be admitted that not all people are able to tell a story well. It must also be admitted that writing a story well is not easy. Even, many people believe that writing a story is more difficult than telling a story. It means that those who can tell a story well do not mean that they can also write a story well. In fact, one is the broadening of curricular goals to include not only language, but also the stories that are told in that language; such stories serve as exemplars of social interaction within the particular culture (Kern, 2000).

In the English Education Study Program of Teachers Training and Pedagogy Faculty, writing a narrative text or story, especially non-fictional ones, can be found in the subject of Essay Writing. As we know, in Essay Writing, we can find several kinds of essay, among others, narrative and descriptive. What is meant by story in this case is mainly narrative and descriptive. Actually, another factor that has an impact on processing difficulty is the type or 'genre' of text. Furthermore, genre theorists argue that narratives, recounts, and descriptive texts will be easier to process than abstract or argumentative texts involving the expression of opinions and attitudes (Nunan, 2006).

Based on some studies it is revealed that students could accomplish their writing task well if they wrote the key words of their essay in their first language or mother tongue first, and then translated such key words into their second or foreign language. If the students did such a thing (i.e. writing the key words of their essay in their first language or mother tongue), their essay would be better dealing with its organization and idea, and they would write more detailed essay. Chinese ESL students translated key words into Chinese while writing in English 'to get stronger impression and association of ideas for the essay'. Such language switches improved the quality of students' writing in terms of ideas, organization, and details (Kern, 2000).

Thus, the narrative text written by students, if they are allowed to make use of their first language in the process of composing it, will have some positive characteristics. The narrative text will be a detailed one, have a good idea, and have a good organization.

In language teaching in the classroom, it is widely known that it traditionally has two polar focuses. These polar focuses claim that the truth belongs to either of them, either the polar focusing on meaning or the polar focusing on form. A balanced perspective is important to create indeed. Some problems in English teaching consist of, among others, to find out the nature of the relationship between form and meaning. During the audio lingual era, language teaching went through a period of focus on form at the expense of meaning. This was followed by communicative period of focus on meaning at the expense of form (Kern, 2000).

Indonesian-English Translation class held by employing TBLT can obviously create a balanced perspective, i.e. considering both form and meaning.

The researcher collected the tasks when he taught the subject. The directions of the task are that: the students are either to write about their most interesting experience or to write about someone inspiring them a lot first in Indonesian and then translate it directly into English. Dealing with writing a good English essay, it is found that Chinese English as Second Language (ESL) students produced longer and better essays when they planned the essay in the language in which the topic was primarily experienced (Kern, 2000). Furthermore, it is found that the most proficient writer in her group of ESL students would write her essays in her native language and then translate them into English (Kern, 2002).

In fact, when the researcher taught Essay Writing, the problems he encountered, among others, were the problems dealing with determining the idea, specifying the detail, and arranging the organization. In writing their essay, the students tended to write based on the idea which was very simple and trivial, and they tended not to write in detail. Besides, they tended to have difficulties in organizing their essay. In addition, what the researcher experienced had already been thought by ELT professionals. They conducted some research dealing with the student's essays. They found that student's essays would be better in terms of idea, detail, and organization if they wrote their essay first in their mother tongue.

METHODS
The researcher employs the use of the mixed methods which has been proposed by Hesse-Biber (2010). This research constitutes the case study whose characteristics are, among others, staying in a certain place to collect the data for quite a long time. Moreover, quantifying the data in certain aspects was used. In this research, quantifying the data was done especially when dealing with the treatment, i.e. classroom activities done by students. After distributing the questionnaire both for students and lecturer, quantifying the results is also employed. In this case, quantitative surveys may be a very useful introduction and pretext for contacting a range of different people. In fact, people may be more familiar with the idea of questionnaires, providing a structure which can then be an opportunity for qualitative methods like participant observation and unstructured conversation.

The researcher considers statement of ELT professional. Such a statement says that the rigid distinction between qualitative and quantitative research is simplistic and naive. Although writers on research traditions have made a binary distinction between qualitative and quantitative research, it has been argued that the distinction is simplistic and naive. Most researchers adopting qualitative or ethnographic technique have recognized the need to continue their analysis with some quantifications of events. The value of the qualitative insights lies in their power to alter perspectives on the variables of interest and to aid in the development of theoretical constructs or relationships.

The Mixed Methods which combine proportionally both qualitative and quantitative research are utilized by the researcher. There is growing interest in trying to combine the two techniques, although quantitative and qualitative research methods have distinct purposes and traditions. An observation system that utilizes both methods to investigate classroom influences on the development of students' achievement expectations has been developed.

The characteristics of alternative development are possessed by this research. It is important to say because the philosophical consideration in conducting this research is humanism. Furthermore, approaches that will be considered include participant observation, case studies, and participatory research methods. Participatory methods are not participatory if a researcher chooses both research questions and research technique, takes the data collected away to a distant university, and analyzes them with no further discussion with the research subjects.

The principles of conducting qualitative-descriptive research are considered by this research. It meant the researcher decided not to "disturb" what had already been implemented by the lecturer. He did not want to change completely what the lecturer had already done. Rather, he merely added the materials of Indonesian-English Translation, i.e. adding with idiomatic or natural translation.

This research is mainly qualitative-descriptive in nature, so the population and sample are not necessarily determined. The research was conducted at the university in which the researcher is one of the teaching staffs namely English Education Department of Teacher Training and Pedagogy Faculty of Purworejo Muhammadiyah University.

This research is qualitative-descriptive in nature, so what is meant by variables are by all means both being accurate and comprehensive. In this case, collecting and analyzing information and opinion given by the lecturer and collecting and examining exercises and questionnaires done by the students are taken into consideration in developing the model of Indonesian-English Translation.

The students' written tasks and the questionnaire constitute the collected data. The students' written tasks are students' bilingual essay telling either their most interesting experience or the most inspiring person for them. The number of essays examined depends on the time the researcher has, i.e. the length of time to discusss the bilingual essays with the NET.

The questions are written in the questionnaire. They are, among others, the question about what materials the students need to learn in the learning-teaching activities, the reasons why they need such materials, what difficulties they encounter during mastering the materials of translation, whether or not they want to intensively make use of the materials, and in what part they especially want to make use of the materials.

The researcher arranges the research instruments to obtain the reliable and valid data about the differences found between students' bilingual essays and the NET's revision. The differences include the lexical and structural items which possibly influence the sense of the sentences. In this case, the students' bilingual essays constitute the main instrument to collect the data.

The students are given the written task, i.e. to write a bilingual essay. Its direction is: to write about their most interesting experience in Indonesian and then translate it into English, or to write about someone, whom they know well, who inspire them a lot in Indonesian and then translate it into English. Such a written task constitutes a compulsory task for students who take Indonesian-English Translation subject, and it must be submitted before they attend final examination.

The importance of NET's improvement is really realized by the researcher, so he interacts intensively with the NET. The improvement accomplished by the NET is especially done when he visited the NET at the Ohio State University in August to December 2013. Before and after his visiting, the researcher also kept interacting with the NET.

A plan to provide the lecturer of Indonesian-English Translation with the materials which are written based on student's tasks is prepared by the researcher. The materials are arranged in such a way that they function as treatment during learning-teaching activities in the classroom. The main reason why he really intends to do so because he has examined the student"s essays collected for the sake of doing this research. He finds that they still make many mistakes in writing their essay both lexically and structurally.

A distinction between the objective needs and the subjective ones is made by some experts. Actually, objective needs can be deduced by parties other than the learners themselves, their choice regarding language use, their level of language proficiency, etc. Meanwhile, subjective needs are based on the learner's own statements.

In line with the need analysis and problem determined, the data collection in this research mainly makes use of the materials the researcher proposes. The followings are a bit description of his materials which is used as the instrument, i. e. the bilingual essay written by students.

The researcher examines the essays carefully, and it is found that the essays belong to the genre of narrative and descriptive texts. It is intentionally done because both genres are considered easier than the other genres. Another factor that has an impact on processing difficulty is the type or 'genre' of text. Narratives, recounts, and descriptive texts will be easier to process than abstract or argumentative texts involving the expression of opinions and attitudes. However, it is still argued by genre theorists (Nunan, 2006).
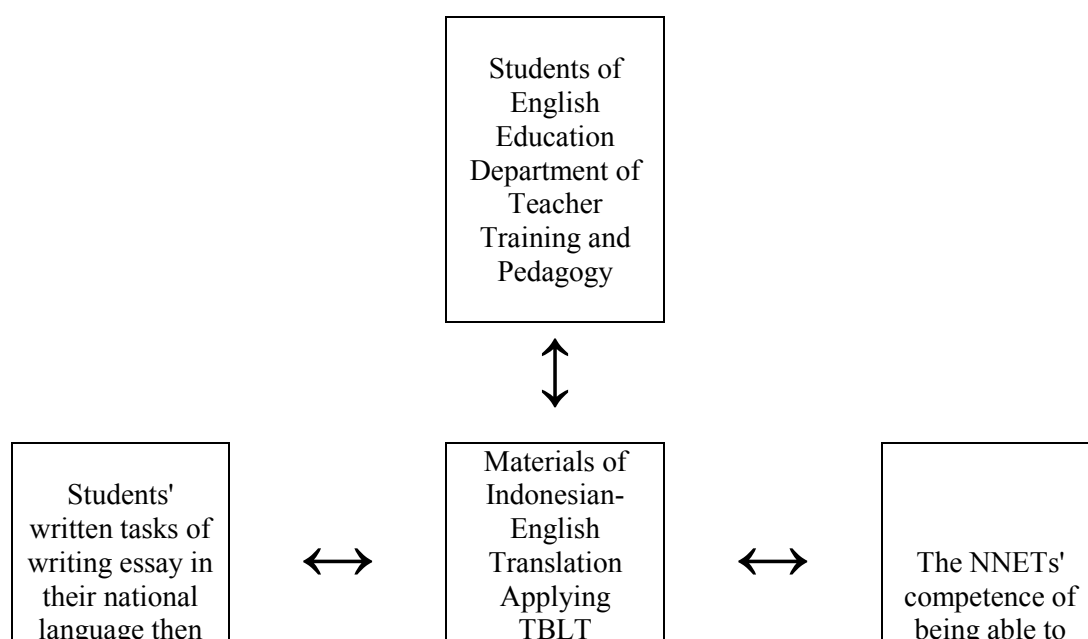
RESULT AND DISCUSSION

In this chapter, the research findings and discussion which consists of revitalizing English teaching by globalizing students' local wisdom and arranging students' written tasks becoming learning-teaching material are presented.

Revitalizing English teaching, especially in translation teaching for prospective English teachers, can be done by examining several research findings concerning with English teaching beyond English speaking countries. These research findings indicate that in writing, most EFL (English as Foreign Language) students will write better essay related to its idea, detail, and organization if they are allowed to write their essay first in their mother tongue.

Revitalizing English teaching can also be done by utilizing the local wisdom found around students' home. Students are asked to write the local wisdom in the form of narrative essay. This narrative essay can be utilized not only in the writing class, i.e. Essay Writing class, but also in the translation class, i.e. Indonesian-English Translation class. These classes will attract the students more because the materials they learn are about their own real life.

The theoretical foundation to perform the revitalization in English teaching by globalizing local wisdom is basically Indonesian-English Translation teaching which is held by Communicative Approach. This teaching is held for educating the prospective English teacher who will teach English in either lower or upper secondary school. Such teaching approach is already realized in the form of students' task. The following figure can clarify the relationship.

being translated into international one or English with the help of the NET		globalize the local wisdom through written English

$\updownarrow$

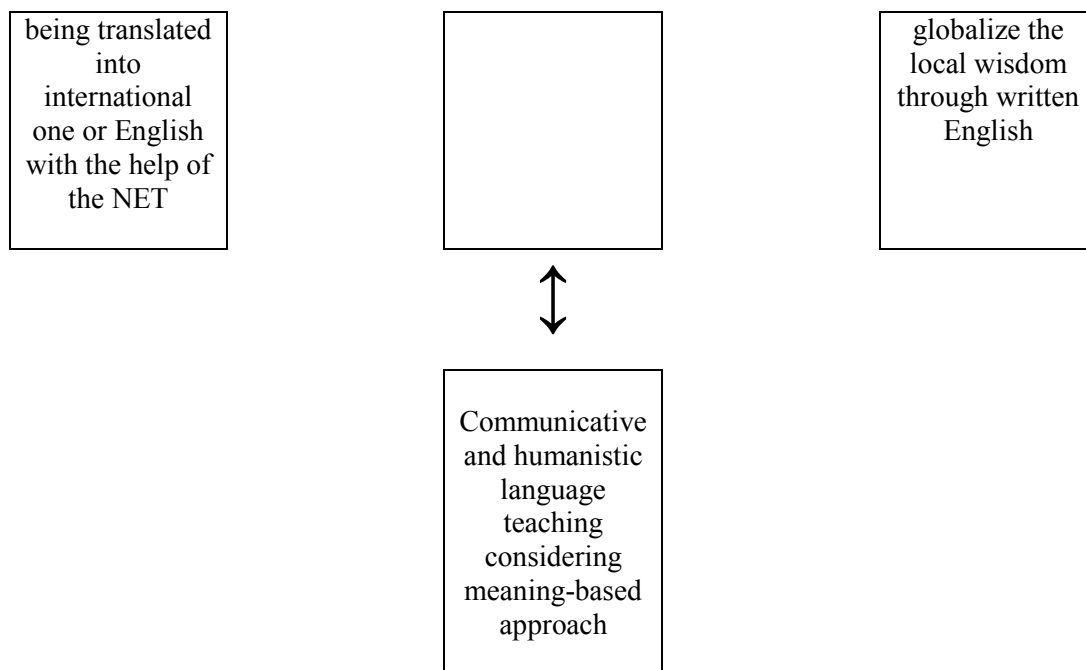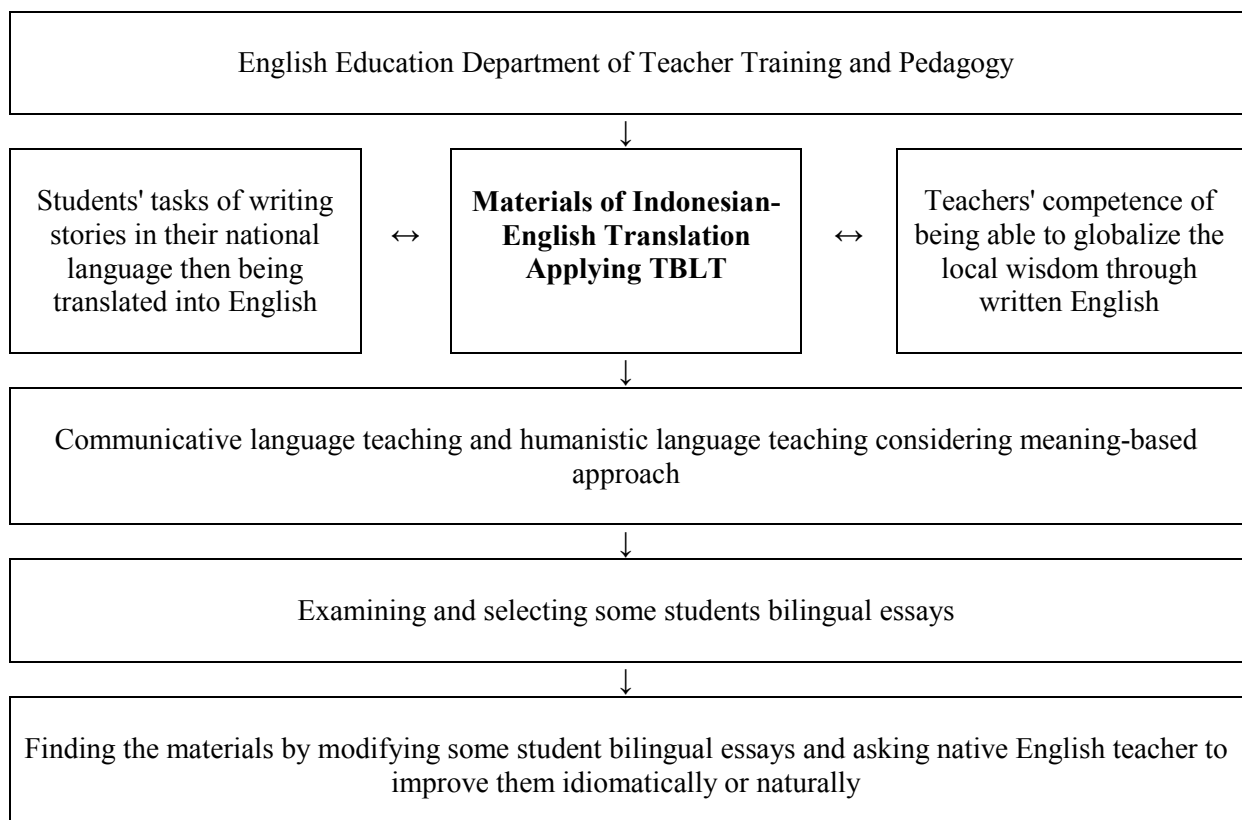Communicative and humanistic language teaching considering meaning-based approach

Figure 1 Underlying Theories in Teaching Translation Applying TBLT

The theoretical foundation above is used to arrange the teaching model. Then, such a teaching model becomes the object of consideration to write the teaching material used in the learning-teaching activity. The teaching material of Indonesian-English Translation must be arranged by considering many components which are closely interrelated one another.

The following teaching model of Indonesian-English Translation can clarify what is really integrated in the model.

English Education Department of Teacher Training and Pedagogy

↓

Students' tasks of writing stories in their national language then being translated into English	↔	**Materials of Indonesian-English Translation Applying TBLT**	↔	Teachers' competence of being able to globalize the local wisdom through written English

↓

Communicative language teaching and humanistic language teaching considering meaning-based approach

↓

Examining and selecting some students bilingual essays

↓

Finding the materials by modifying some student bilingual essays and asking native English teacher to improve them idiomatically or naturally

↓		
Student's Bilingual Essay		Native Speaker's Revision
Usahaku Untuk Mendapatkan Uang Oleh Dimas Taufik Akbar (10.212.0188)	**My Struggle to Earn Money** By Dimas Taufik Akbar (10.212.0188)	**My Struggle to Earn Money** By Dimas Taufik Akbar (10.212.0188)

↓

Developing Teaching Model by considering Communicative Language Teaching (CLT) in the form of Task-Based Language Teaching (TBLT) as the basis to implement it, and then using it to hold Indonesian-English Translation class

↕

A Coursebook of
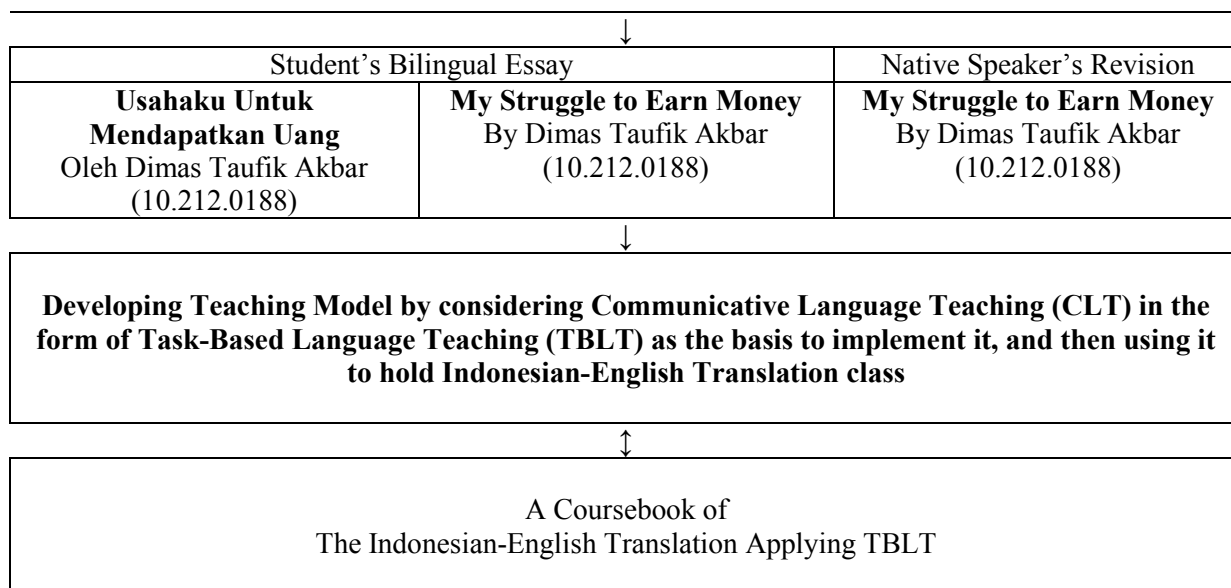The Indonesian-English Translation Applying TBLT

Figure 2 Model of Indonesian-English Translation Teaching Applying TBLT

As a result, it can be said that the theories for implementing the teaching revitalization must be found first and must be comprehended its interconnectedness. Furthermore, the theories become the object of consideration to arrange the model. From this model, the material of Indonesian-English Translation for its learning-teaching activity in the classroom is realized.

In writing the material of Indonesian-English Translation by utilizing the students' task, the first thing to do is to examine these tasks. The examination focuses on the theme they choose. And, the researcher finds that the theme includes agriculture, entertainment, sport, culture, and education.

After examining the student's tasks, the next step is to determine the sequence or step related to learning-teaching activities in the classroom. The first step is to state the description, goal, input, activity, teacher role, learner role, and setting. The second step is to elaborate what is stated in the description becoming the structured tasks. The goal of such tasks are, among others, finding lexical and grammatical equivalence from source language (Indonesian texts) telling about agriculture into target language (English text), Translating Indonesian sentences in accordance with the structural pattern of English idiomatically, and Translating Indonesian expressions into English ones idiomatically.

As an example of arranging the students' written task into the materials used in the learning-teaching activity, the task whose topic is agriculture can be arranged as follows:
1. Description:

It is the Indonesian-English Translation course with the topic of agriculture. It is emphasized on translating Indonesian text (as the source language) into English one (as the target language) idiomatically. What is meant by idiomatic is being natural and grammatically correct.
2. Goal:

a. Finding lexical and grammatical equivalence from source language (Indonesian texts) telling about agriculture into target language (English text)

b. Translating Indonesian sentences in accordance with the structural pattern of English idiomatically

c. Translating Indonesian expressions into English ones idiomatically.

3. Input:

Bilingual essay about agriculture written by student

4. Activity:

a. Reading carefully the Indonesian essay. The essay is written by a student of English Department to accomplish his Indonesian-English Translation assignment.

b. Answering the questions by choosing (a), (b), (c), or (d). Students may put a cross or encircle their answer.

c. Checking students' works by finding the sentences in the table provided by focusing on the native speaker's revision. Students check their answer by putting a tick (√).

d. Translating the Indonesian sentences into English ones. Students must be sure that they translate the sentences idiomatically and that all sentences deal with something happened in the past time.

1. Learning Activity 1Topic: Agriculture

Description
Goal
Input
Activity
Teacher role
Learner role
Setting

a. Task 1

Read carefully the following Indonesian essay. The essay is written by a student of English Department to accomplish his Indonesian-English Translation assignment.

Usahaku Untuk Mendapatkan Uang
Oleh Dimas Taufik Akbar (10.212.0188)

Nama saya Dimas Taufik Akbar. Saya mahasiswa semester lima di Universitas Muhammadiyah Purworejo. Saya sering dipanggil Mas alias Dimas di keluarga saya. Walaupun mereka orangtua saya dan orang yang lebih tua dari saya, mereka memanggil saya dengan sebutan *Mas*. Saya punya empat saudara. Kebetulan saya yang tertua dan terganteng, karena semua saudara saya perempuan. Walaupun saya anak laki-laki satu-satunya, saya tidak ingin menjadi anak emas. Saya selalu berusaha hidup mandiri dan bekerja keras membantu kedua orangtua, khususnya untuk membiayai kuliah saya sendiri.
(...etc. ...)

b. Task 2

Answer the following question by choosing (a), (b), (c), or (d). You may put a cross or encircle your answer.

1. (Paragraph 6) "Dan, saya mendapat pesanan benih dari orang-orang di sekitar saya *dengan total pesanan 5.000 biji*." In this sentence *dengan total pesanan 5.000 biji* should be translated

(a) totally 5,000 seeds (c) totalling 5.000 seed
(b) totally 5.000 seed (d) totalling 5,000 seeds

2. (Paragraph 6) "Demi untuk lebih *memberi keyakinan* kepada konsumen yang membeli benih papaya, saya *membuataturan*: 1. Bagi yang akan menanam benih papaya, *membayarnya tidak langsung* (tidak *cash*), dan 2. Saya berjanji akan membeli buah papaya yang mereka hasilkan. In this sentence,*memberi keyakinan* should be translated
(a) convince
(c) persuade
(b)believe
(d) encourage

3. In the sentence no 9 above, *membuat aturan* should be translated
(a) offered some terms
(c) made some rules
(b) provided some rules
(d) gave some terms

4. In the sentence no 9 above, *membayarnya tidak langsung* should be translated
(a) buy later on
(c) buy on credit
(b) pay later on credit
(d) pay later on

5. (Paragraph 7) "Dan, dalam suatu usaha, janganlah engkau menyerah, sertailah dengan doa demi untuk *mencapai tujuan yang maksimal*." In this sentence, *mencapai tujuan yang maksimal* should be translated
(a) to achieve the optimal goal.
(c) to achieve the optimal aim.
(b) to achieve the optimal result.
(d) to achieve the optimal score.

(...etc. ...)

c. Native Speaker's Revision

Student's Bilingual Essay		Native Speaker's Revision
Usahaku Untuk Mendapatkan Uang Oleh Dimas Taufik Akbar (10.212.0188)	My Struggle to Earn Money By Dimas Taufik Akbar (10.212.0188)	My Struggle to Earn Money By Dimas Taufik Akbar (10.212.0188)
Paragraph 1		
Nama saya Dimas Taufik Akbar.	My name is Dimas Taufik Akbar.	My name is Dimas Taufik Akbar.
Saya mahasiswa semester lima di Universitas Muhammadiyah Purworejo.	I am a student of the fifth semester at Muhammadiyah University of Purworejo.	I am a fifth semester student at Muhammadiyah University of Purworejo.
Saya sering dipanggil Mas alias Dimas di keluarga saya.	The members of my family often call me Mas or Dimas.	My family members often call me Mas or Dimas.
Walaupun mereka orangtua saya dan orang yang lebih tua dari saya, mereka memanggil saya dengan sebutan *Mas*.	Although they are my parents and people who are older than me, they call me *Mas*.	Although they are my parents and they are older than me, they call me *Mas*.
Saya punya empat saudara.	I have four siblings.	I have four siblings.
Kebetulan saya yang tertua dan terganteng,	Coincidentally, I am the oldest and the most	Coincidentally, I am the oldest and the most

karena semua saudara saya perempuan.	handsome, because all my siblings are female.	handsome because all my siblings are female.
Walaupun saya anak laki-laki satu-satunya, saya tidak ingin menjadi anak emas.	Although I am the only boy in my family, I do not want to be a spoiled child.	Although I am the only boy in my family, I do not want to be a spoiled child.
Saya selalu berusaha hidup mandiri dan bekerja keras membantu kedua orangtua, khususnya untuk membiayai kuliah saya sendiri.	I always try to live independently and to work hard to help both of my parents, especially to pay my tuition fee by myself.	I always try to live independently and to work hard to help my parents, especially to pay my tuition fee by myself.
(...etc. ...)		
Paragraph 5		
Setelah dua bulan lamanya saya memanen papaya, banyak orang, yang pada awalnya tidak mau menanamnya karena takut tidak laku, datang dan bertanya tentang hasil yang saya peroleh dari papaya yang saya tanam.	After harvesting for two months, many people, who at the beginning were unwilling to plant my seeds because they were afraid that they could not sell such papayas, came and asked me about the results that I got from planting the papaya.	After harvesting for two months, many people, who at the beginning were unwilling to plant my seeds because they were afraid that they could not sell such papayas, came and asked me about the results that I got from planting papaya.
(...etc. ...)		

d. Task 4
Translate the following Indonesian sentences into English ones. Be sure that you translate them idiomatically and that all sentences deal with something happened in the past time.
(...etc. ...)

2. Learning Activity 4Topic: Cultural Observances

Description
Goal
Input
Activity
Teacher role
Learner role
Setting

a. Task 1
The following Indonesian essay is written by a student of English Department to accomplish his Indonesian-English Translation assignment. Read carefully and find the whole idea stated.

Tradisi Unik di Desaku
By Nuryaningsih Kusmaresti (10.212.0202)

Daerah kalian tentu mempunyai tradisi yang unik. Setiap daerah pasti mempunyai tradisi. Karena dari tradisi tersebut menunjukkan ciri khas atau keunikan dari suatu daerah. Tradisi dapat berupa suatu kegiatan unik yang dilakukan setiap minggu, bulan, tahun oleh suatu daerah tertentu. Tradisi unik di daerahku adalah acara yang diperingati setiap satu tahun sekali, tepatnya pada saat hari lebaran.
(...etc. ...)

b. Task 2
Answer the following question by choosing (a), (b), (c), or (d). You may put a cross or encircle your answer.

1.(Paragraph 1) "Setiap daerah pasti mempunyai *tradisi*." In this sentence, *tradisi* should be translated
(a) observances
(b) observations
(c) traditionals
(d) traditions

2.(Paragraph 1) "Karena dari tradisi tersebut menunjukkan ciri khas atau keunikan dari suatu daerah." In this sentence*ciri khas atau keunikan dari suatu daerah* should be translated
(a) the locality of the area
(b) the individuality of the area
(c) unique local features
(d) unique individual features

3. (Paragraph 5) "Pada hari keempat *kami pergi ke dekat pantai untuk melihat pacuan kuda*." In this sentence, *kami pergi ke dekat pantai untuk melihat pacuan kuda* should be translated
(a) we go near the beach to see the horse race
(b) we go back down near the beach to watch a horse race
(c) we go back down near the beach to watch the horse races
(d) we go near the beach to see a horse race

4. (Paragraph 5) "Pada hari kelima dan keenam tidak ada kegiatan yang menarik." This sentence should be translated
(a) On the fifth and sixth day, there is not any attractive event.
(b) Not many happens on the fifth and sixth days of Lebaran.
(c) Not much happens on the fifth and sixth days of Lebaran.
(d) On the fifth and sixth day, there is no an attractive event.

5. (Paragraph 5) "Dengan perahu-perahu nelayan Rowo membawa para pengunjung menikmati indahnya panorama pantai." This sentence should be translated
(a) with boat of the Rowo fisherman bring the visitors to enjoy the beach view.
(b) Rowo fishermen hire their boats to carry visitors from the village down to the beach.
(c) with boat of the Rowo fisherman that bring the visitors to enjoy the beach view.
(d) Rowo fishermen who hire their boats to carry visitors from the village down to the beach.

(...etc. ...)

c. Native Speaker's Revision

Student's Bilingual Essay		Native Speaker's Revision
Tradisi Unik di Desaku By Nuryaningsih	**A Unique Tradition in My Village**	**A Unique Tradition in My Village**

Kusmaresti (10.212.0202)	By Nuryaningsih Kusmaresti (10.212.0202)	By Nuryaningsih Kusmaresti (10.212.0202)
Paragraph 1		
Daerah kalian tentu mempunyai tradisi yang unik. Setiap daerah pasti mempunyai sebuah tradisi. Karena dari tradisi tersebut menunjukkan ciri khas atau keunikan dari suatu daerah.	You of course have a unique tradition in your area.Every area has a name of its tradition. It is because a tradition shows the individuality of the area.	Every region has its own unique cultural observances because as these observances are passed down over time by the people native to that region, they naturally take on unique local features.
Tradisi dapat berupa suatu kegiatan unik yang dilakukan setiap minggu, bulan, tahun oleh suatu daerah tertentu.	Tradition can be the form of the unique event that is held every week, every month, or every year.	These cultural observances can be tied to the calendar year and can take place for a day or a week or a month.
Tradisi unik di daerahku adalah acara yang diperingati setiap satu tahun sekali, tepatnya pada saat hari Lebaran.	A unique tradition in my village is commemorated every year, precisely in the moment of Lebaran Day.	The village where I come from observes a festival that comes every year around Lebaran Day.
(...etc. ...)		
Paragraph 5		
Pada hari keempat kami pergi ke dekat pantai untuk melihat pacuan kuda.	On the fourth day of Lebaran, we go near the beach to see a horse race.	On the fourth day of Lebaran, we go back down near the beach to watch the horse races.
Tiket masuknya bagi yang nonton sambil duduk Rp 10.000,00, berdiri Rp 8.000,00.	The ticket is 10,000.00 rupiahs to get a seat and 8,000.00 rupiahs for standing.	The ticket is 10,000.00 rupiahs to get a seat and 8,000.00 rupiahs to stand.
Ini merupakan pertunjukan yang sangat menarik. Kuda-kuda yang mengikuti pacuan adalah kuda-kuda pilihan. Kuda-kuda berasal dari seperti Cilacap, Magelang, Yogyakarta, Pangandaran, Semarang, dll.	It was an interesting race. Horses that join the race are the chosen horses coming from Cilacap, Magelang, Yogyakarta, Pangandaran, Semarang, etc.	It is always an interesting horse races with horses coming from Cilacap, Magelang, Yogyakarta, Pangandaran, Semarang, etc.
Pada hari kelima dan keenam tidak ada kegiatan yang menarik. Pada hari ketujuh, inilah acara puncak yang menjadi serangkaian acara Lebaran di daerahku, yaitu Syawalan.	On the fifth and sixth day, there is no an attractive event. The seventh day of Lebaran is the culmination event of all events during Lebaran in my village, and the name is Syawalan.	Not much happens on the fifth and sixth days of Lebaran, but on the seventh day of Lebaran is the culmination, called Syawalan.

(...etc. ...)

d. Task 4
Translate the following Indonesian sentences into English ones. Be sure that you translate them idiomatically and that all sentences tell something happening in the past, present, and future.
(...etc. ...)

After examining the students' written task, the themes of agriculture, entertainment, sport, culture, and education are found by the researcher. However, for the sake of clarify the step of arranging the material, he only uses the two themes, namely agriculture and culture, as the examples.

Determining the sequence or step related to learning-teaching activities in the classroom is needed. Stating the description, goal, input, activity, teacher role, learner role, and setting are the first step needed. Elaborating what is stated in the description becoming the structured tasks is the second step needed. Finding lexical and grammatical equivalence from source language (Indonesian texts) telling about agriculture into target language (English text), translating Indonesian sentences in accordance with the structural pattern of English idiomatically and translating Indonesian expressions into English ones idiomatically are the two goals of the task.

CONCLUSION
1. To revitalize English teaching in Indonesia can be done by globalizing local wisdom found around student's homes. Asking students to write about their most interesting experience can be a potential way to find the local wisdom found around them.
2. Study Program of English Education Department in Teacher Training and Pedagogy Sciences is very potential to educate the prospective English teachers who are able to help the progress not only English teaching but also Indonesian one. The Indonesian-English translation class which is implemented by using the strategy of TBLT can be a conducive class to inseminate the prospective English teacher whose competence is to teach English communicatively.
3. In the Indonesian-English Translation class implemented by using the strategy of TBLT will obtain very good result if it is done collaboratively with a NET. However, such a class still can be done if the pesence of a NET cannot be realized.
4. There are three steps implemented when Indonesian-English Translation using the TBLT is conducted. These steps are to assign students to write an Indonesian essay, either narrative (i.e. about their experience) or descriptive (i.e. about someone they know well) ones, to translate their own Indonesian essay into English, to discuss in order to improve their English essay both lexically and structurally, and finally to collaborate with the NET to improve the English essay idiomatically (i.e. to be accepted culturally by English native speakers).
5. The improvements made by English native speaker can further be analyzed by emphasizing on the nativelikeness of the writing, i.e. the way the English native speakers write, in order that the writing culturally accepted. The improvements consist of: rephrasing the students' writing, omitting the words or phrase translated by students, and adding the words or phrases translated by students.

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