

IMPLEMENTING TBLT AND ICT-BASED TRANSLATION CLASS BY USING *ORWELL'S* *SHOOTING AN ELEPHANT*

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Abstract. Describing how to implement TBLT and ICT-based learning-teaching activity in translation class and how to provide students with the English language skills mastery simultaneously are the aims of this research. The description includes the learning-teaching activity in the classroom. Mixed method by making use of marking system is the research method considered. How to implement TBLT and ICT-based learning-teaching activity in the classroom is the problem to be answered. Orwell's essay *Shooting an Elephant* is the text from which the data is collected. The classroom held is in accordance with the characteristics of TBLT. The findings describe how to implement TBLT and ICT-based learning-teaching activity in translation class held by English Education Department of Purworejo Muhammadiyah University by using Orwell's essay *Shooting an Elephant* as the media to teach not only the subject of translation but also the English language skills as well.

Keywords: Virtual education, media, innovative, online platforms.

1. Introduction

Human daily life is unable to be separated from literary works. When someone says that he dislikes reading a poem or novel, for instance, but he likes to listen to songs or to watch movies, he or she actually likes literary works. Many song lyrics were written by poets and many movies are based upon novels. Furthermore, some songs and movies become the learning media in the learning-teaching activity in the classroom. It means that literary works have a close relationship with education. Of the several forms of literary works, the essay constitutes one of the most practical learning media due to its special characteristic, i.e. literary work in the form of non-fictional prose.

George Orwell's essay *Shooting an Elephant* is the essay chosen. It is an essay he writes during his living in Burma as a police officer. One of the reasons why such an essay is chosen is that the fact that George Orwell writes his essay clearly and honestly [1]. Its clarity can be seen in his sentences which are effective, and its honesty can be seen in his frankness of his dislike to the exploitation of the third-world countries done by British Empire or other western countries. Scholars consider literature as an ally of language. Exposing the EFL (English as a Foreign Language) learners to language that literature represents will benefit them. Dealing with language teaching held with the help of literature, essays written by George Orwell in general ... language teaching has most frequently been learnt in terms of developing students' writing skill, and hence of their style [2].

This research can minimize the use of ‘read and translate’ strategy in translation class. Such a teaching strategy is already considered out of date, especially for students of English Language Education as would-be English teachers. They by all mean need to be provided not only with translation skill but also with the four language skills, i.e. listening, speaking, reading, and writing. Translation teaching by making use of TBLT, ICT, and authentic materials will be of a promising attempt.

2. Method

Descriptive-qualitative method is considered in conducting this research. As a consequence, it employes mixed method. The instrument to obtain the data is the students’ task. In this case, it is the task which are already accomplished by a group consisting of three students. In this translation class, there are twenty-four students who are involved. This class is held in the fifth semester in the academic year of 2019/2020. In answering the problem of how to utilize George Orwell’s essay *Shooting an Elephant* in translation class, mixed method proposed by Hesse-Biber [3] is employed. According to her, mixed methods are used by researchers whose design has certain characteristics, i.e. using both quantitative and qualitative data in order to answer a special question or questions set. The collection, analysis, and integration of quantitative and qualitative data in a single or multiphase study are involved by this combination of methods.

The researcher uses the table below to investigate students’ problem in presenting the task:

Original Sentence	Google Translate	Human Translator
Phonological Item	Lexical Item	Structural Item
Students’ translation:		

The researcher uses the table below to focus on the students’ translation skill:

Original sentence	
[A]	[C]
[B]	[D]

DISCUSSION

Making Use of Learning-teaching Activity in the Classroom

To increase learning quality as well as to break students’ boredom in learning translation, modifying an essay to become learning media of translation teaching in the classroom can be done. They usually learn it by just using translation textbooks or handouts.

Essay belongs to authentic materials. It means that it is not originally written for translation teaching. Harmer in Tran-Thanh states that in the language production and acquisition with a boost in learners' confidence in real-life use, great benefits to them can be provided by authentic materials. The fact that the advantages which authentic materials are able to bring is noticeable in getting the learners of English exposed to the real use of the language cannot be denied [4].

The position of essay is quite unique. Essay is often categorized as a work of literature together with poem, short story, and novel. However, among these literary works, essay is the only one which is included is non-fictional work. It is not wondering thing when there is a Nobel prize winner of literature, Sir Winston Churchill, who win such a prestigious prize due to his essays. It is really special because his essays contain political matters rather than literature ones.

Novelists or poets, besides writing some work of literature, are usually write essays too. Such essays are usually written to support their opinion about what literary works which are considered good ones. Even, it is not unusual that they write essays to convince their readers that their works are good ones.

Literary works are written not to become the lesson in the learning-teaching activity in the classroom. Novelists or poets write literary works to be read by people in general. What they write can be categorized authentic materials when the teacher brings these kind of reading texts to be the learning media in the classroom. Many people believe that language teaching using authentic materials is more difficult to handle than that of using coursebook and the like. Due to such difficulty, the language teaching using authentic materials is considered the prestigious one. As an illustration, being able to read the reading text in the coursebook is similar to being able to ride bicycle on the quiet wide field. Meanwhile, being able to read the novel or short story, for example, is similar to being able to ride bicycle on the crowded busy road.

Creative English teachers usually use not only coursebooks in their learning-teaching activity in the classroom but also magazines, newspapers, and possibly novels. They are not reluctant to use the authentic materials as long as these kinds of material are in accordance with the topic discussed. They by all means consider the syllabuses or curriculum to be the basis. By considering the syllabuses, the level of difficulty of the authentic materials can be anticipated. As a matter of fact, coursebook provided by school can guarantee the suitability related to government policy more than the authentic materials found by the teacher. However, the teacher should not forget that their pupils will have activities outside classroom more frequently than that of inside the classroom.

TBLT and ICT-based strategy can be employed in holding the translation class. What is meant by ICT is making use of information and communication technology in the classroom, whereas what is meant by TBLT is making use of Task-Based Language Teaching strategy in the learning-teaching activity. As a consequence, the translation class held by the researcher can be described as the combination between the use of ICT and TBLT. In discussing TBLT, Nunan statement must be considered. He talks about the relationship between Communicative Language Teaching and Task-Based Language Teaching. According to him, Communicative Language Teaching (CLT) constitutes a broad, philosophical approach to the curriculum of language. Theory and research in linguistics, anthropology, psychology, and sociology are able to be drawn by such a language teaching. Meanwhile, a realization of this philosophy at the syllabus design and methodology levels is able to be represented by Task-Based Language Teaching (TBLT).[1]

When some scholars say that it is easier to find a language class whose strategy is TBLT than a language class whose strategy is not TBLT, such statement must be taken in granted. Dealing with language teaching, most of language class held by experienced language teacher employ TBLT strategy. Good language teachers will certainly create conducive atmosphere in order that their students will be active during learning-teaching activity. Being active during learning can be kept going if the teachers have already prepared themselves with the tasks which support the students to achieve the learning goal.

An active language class is one of characteristics of communicative language teaching. As an approach, communicative language teaching cannot be implemented directly in the classroom because as an approach it is too philosophical to be used. Such an approach must be realized in the form of strategy in order to be able to be held. As a strategy, TBLT is considered the most appropriate one. This strategy can be easily recognized by the availability of tasks given to the students. The tasks by all means must be in accordance with the learning goal [4].

1. Description:

It is the English-Indonesian Translation course with the topic of Orwell's *Shooting an Elephant*. It is emphasized on translating English text (as the source language) into Indonesian 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 (English texts) telling about Orwell's *Shooting an Elephant* into target language (Indonesian text)
- b. Translating English sentences in accordance with the structural pattern of Indonesian idiomatically
- c. Translating English expressions into Indonesian ones idiomatically.
- d. Practicing the four language skills during holding discussion of students' work.

3. Input:

An essay of Orwell's *Shooting an Elephant*.

4. Activity:

- a. Reading carefully the English essay. The essay is written by George Orwell entitled *Shooting an Elephant*.
 - b. Translating the essay by making use of *Google Translate* first, and then comparing the machine translation and the human one.
 - c. Accomplishing students' translation and presenting them in front of class for the sake of holding discussion.
 - d. Making notes of difficulties (related to phonological, lexical, and structural items) encountered during
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translating.

e. Translating the English sentences into Indonesian ones. Students must be sure that they translate the sentences idiomatically.

5. Teacher role:

Monitor and facilitator

6. Learner role:

Collaborative partner

7. Setting:

Classroom/pair work

Classroom in which the researcher observes is translation class. This class has a certain terminology which is always used in its learning-teaching activities, i.e. source language (SL) and target language (TL). This terminology, thing related to SL and TL, can be a bit difference among scholars, but substantially is just the same.

Translation class held at English Language Education Study Program of Teacher Training and Educational Sciences Faculty of Purworejo Muhammadiyah University always deals with English and Indonesian. English constitutes the source language (SL) and Indonesian becomes the target language (TL) or on the other way around. In the beginning, English is the SL and Indonesian is the TL. Furthermore, in the next discussion or step, Indonesian becomes the SL and English becomes the TL. This step or sequence implies that Indonesian-English translation is more difficult than English-Indonesian translation. The difficulty encountered by students when translating from Indonesian into English usually deals with structural and lexical adjustments.

The difficulties encountered by students in translating the source language into the target one can be overcome by making use of information technology which cannot be neglected in this globalization era. Using softcopy rather than hardcopy related to the materials given is the main characteristic of classroom provided with ICT in which students attend the translation class. Paperless classroom can be of the realization of ICT in the learning-teaching activity. Such a material, i.e. George Orwell's essay *Shooting an Elephant*, is obtained through the internet. After the essay is distributed to all the students whose cellphone or mobile phone is android one. Furthermore, the students save the material in their cellphone. Dealing with comparing the machine translator dan the human ones, *Google Translate* is used. When the learning-teaching activity of translation takes place, laptop, LCD, and screen are used in order to attract and to focus their attention to the material given.

Using an essay as learning media in the classroom should be initiated first by making it becoming students' homework. It is done to make students accustomed to doing autonomous learning. One essay is adequate material to be learning media during one semester. It is because the learning translation using an essay is only an additional lesson to enrich students' English competence. To modify the essay to be learning media is the teacher's responsibility.

As a teaching model, the learning-teaching activity proposed by the researcher has both advantages and disadvantages. However, its disadvantages can easily be minimized when the teacher knows well what is meant by teaching using TBLT, ICT, and authentic materials.

The advantages of this learning-teaching activity are, among others, capable of promoting learning atmosphere which is collaborative and communicative. To promote such an atmosphere is important. It can improve the teaching strategy used by most of translation teacher or lecturer, i.e. 'read and translate' strategy. Translation learning-teaching activity held

by translation lecturer can be of problem if he or she uses the read and translate' strategy. It is because the students are educated mainly to become English teachers in secondary schools, either upper or lower one. To master the four language skills, listening, speaking, reading, and writing, is a must for them as would be English teacher.

The students of English Language Education Study Program are really educated to become English teachers in both lower and upper secondary schools. As a result, translation learning taught is to provide the students with knowledge of translation rather than with practice of translation. Such knowledge can be deepened by English teachers who intend to be part-time translators. It must be taken for granted when translation learning is the education faculty is different from that of literature faculty. The main difference lies on the strategy the lecturers use when holding their learning-teaching activities.

During a semester, there are fourteen learning-teaching activities held in the classroom. Each activities or meetings are held for 100 minutes. The teaching model of which the researcher proposes has a forty-minute-time allotment. Meanwhile, the sixty-minute-time allotment is for the regular learning-teaching activities, i.e. in accordance with the basic course outlines. In the first meeting of the forty-minute-time learning-teaching activities, the lecturer explain to the students what is meant by translation teaching by using TBLT, ICT, and authentic materials.

After explaining, the lecturer gives the students some tasks in the form of soft file. Such a task is to translate George Orwell's Shooting an Elephant. Before translating, the must examine the Indonesian version of such an essay to compare to the Google Translate work. The direction to do the task is first to make three columns, and then Source Language, Target Language 1, and Target Language 2 are written down in each column. In the Source Language column, text of Shooting an Elephant is written down sentence by sentence. In the Target Language 1, text of Shooting an Elephant translated by Google Translate is written down sentence by sentence. In the Target Language 2, students' translation is written down sentence by sentence.

The strategy of which a task is the center of learning-teaching activity is in accordance with translation class employed TBLT in which the material taken from *Shooting an Elephant* is given. The students have a task to compare the work of machine translator, i.e. *Google Translate*, and that of human translator, i.e. Mr. Abadi and Mr. Maris. Before they are given the task, they make group of three or four [5]. It means a group consists of three or four students. What the groups do basically is to translate from English into Indonesian. However, in translating the text, they must consider their position as would-be English teachers. As a consequence, their translating the text must be done communicatively and collaboratively.

Translating communicatively and collaboratively can be done in two different conditions. The first condition can be found when the group, consisting of three or four students, accomplish their translation task outside the classroom. The second condition can be found when the group presents the translation task in front of classmates and lecturer to have the responses and questions from them. During the first condition, focusing on finding acceptable equivalence is placed in the first priority scale, during the second condition, focusing on how to present their task well is placed in the first priority scale. Thus, it is must to speak in English in the second condition.

In the first condition, being capable of work together is the most important thing for the students. Actually, the group is formed randomly. It means that those who belong to Group A, for example, are not chosen by the students themselves. Instead, they are chosen by using their student's registered number or by considering the position of their seat.

Finding a certain text in the internet is the task that the students must be able to accomplish. In this case, the lecturer gives the link of a website and the students find such a website by themselves. Students' ability related to IT usage can be better than that of their lecturer. They sometimes can find a certain text that their lecturer has difficulty to do so.

The lecturer by all means must anticipate the difficulty the students encountered in the first condition. In this case, their task is to find George Orwell's essay entitled *Shooting an Elephant* and its Indonesian version. However, they only find the original version of such an essay; they fail to find its Indonesian version. As a consequence, the researcher gives the Indonesian version of such an essay, and asks the students to photocopy or to scan it.

Learning-Teaching Activity Presenting Students' Task

Learning-teaching activity presenting students; task adalah apa yang pada bagian awal disebut sebagai kondisi kedua. The groups present their analysis, i.e. comparing before translating, after having *Shooting an Elephant*, together with its Indonesian translation done by human translator and by machine one.

That students have to present their work in front of their classmates and lecturer is indispensable. In this second condition, laptop, LCD, and screen are needed. The internet and electronic monolingual dictionary are sometimes also needed. Indonesian text are not read by the presenter. The audience, or their classmates, is asked to read the target language, both TL1 and TL2, silently.

The English text is read loudly by the presenter because their reading is the realization of phonological item in the translation class. By doing such a thing, the three language items, i.e. phonological item, lexical item, and phonological item, in language teaching can be performed.

By reading the text loudly, the phonological item can be performed by the presenters. Related to the lexical item, they determine the words that according to them can be categorized unfamiliar words. These unfamiliar words must be familiarized by making use of electronic monolingual dictionary, for example Cambridge Advanced Learner Dictionary. Related to structural item, they have to find the finite in each sentence. Finding finite in a sentence can facilitate them to translate the sentence into Indonesian better.

In presenting Orwell's *Shooting an Elephant*, three students belonging to the same group should share their responsibilities. They should become a speaker, moderator, or operator consecutively. During a forty-minute time allotment, two groups have to accomplish their presentation. Each group has twenty minutes to perform the task, and each student belonging to the same group has about seven minutes to be the speaker.

Beside laptop and flash-disk containing the task file, it is highly recommended to have electronic monolingual dictionary in it. Cambridge Advanced Learner Dictionary is one of some good options because the students can find the three language items in it. It means such a dictionary provides the students with how to pronounce the word, what the meanings of the word, and how place the word in a sentence.

What the students do can be described by the following table.

Table 1: An Example of Making Use an Essay as a Learning Media

Original Sentence	Google Translate	Human Translator
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He took not the slightest notice of the crowd's approach.	Dia sama sekali tidak memperhatikan pendekatan kerumunan.	Ia tidak mempedulikan sedikit pun kedatangan kerumunan banyak orang.
Phonological Item	Lexical Item	Structural Item
○ Crowd : /kraud/	○ Crowd : a large group of people who have come together ○ Approach : to come near or nearer to something or someone in space, time, quality or amount	○ Took: past tense

Students' translation: Dia tidak peduli dengan banyak orang yang mendekat.

Feedback: Ia sama sekali tidak peduli dengan kerumunan orang yang mendekat.

He was tearing up bunches of grass, beating them against his knees to clean them and stuffing them into his mouth.	Dia merobek tandan rumput, memukul lututnya untuk membersihkannya dan memasukkannya ke mulut.	Ia sedang mencabut rumpun-rumpun rumput, memukul-mukulnya pada kedua lututnya untuk membersihkannya dan kemudian menjejalkannya ke dalam mulutnya.
Phonological Item	Lexical Item	Structural Item
○ Beat : /bi:t/	○ Bunches : a number of things of the same type fastened together or in a close group ○ Stuffing : a mixture of food,	○ Was : function as finite verb ○ Beating : Continues tense

	such as bread, onions and herbs, which is put inside something which is going to be eaten, such as a chicken or a vegetable, before cooking it	
Students' translation: Dia sedang mencabut rumput lalu memukul- mukulkannya pada kedua lututnya untuk membersihkannya dan kemudian memasukannya ke dalam mulutnya.		
Feedback: Ia sedang mencabut rumpun-rumpun rumput, memukul- mukulkannya pada kedua lututnya untuk membersihkannya, dan lalu menjejalkannya ke dalam mulutnya.		

The task which are already accomplished by a group consisting of three students is described on the able above. The students' registered numbers are 172120041, 17210060, and 172120046. In this translation class, i.e. Theories of Translation, there are twenty-four students who are involved. This class is held in the fifth semester in the academic year of 2019/2020. In answering the problem of how to utilize George Orwell's essay *Shooting an Elephant* in translation class, mixed method proposed by Hesse-Biber is considered.

Mixed method constitutes the combination between quantitative and qualitative research. The number of unfamiliar words, i.e. being difficult to pronounce and to know the meaning, and the finites can be found by quantifying. The quantitative data is not presented in this article because such data has already been qualified in the form of narration or explanation.

In qualifying the students' difficulties in accomplishing the task, the data is taken from the students presenting their task. What the students have already done can be seen in the table 1. After examining the data, it is found that there is a close relationship between students' difficulties in pronouncing the words and in comprehending the words meaning. It means that the words that students are doubtful in pronouncing, they are also doubtful in comprehending their meaning.

In discussing about the finite, the difficulties encountered by students are to recognize the finite and to determine the real finite within the sentence. Such difficulties emerge because there are quite many sentences are not the simple ones. To find the real finite within the compound complex sentence is by all means an easy matter.

After finishing discussing the three language items, the discussion focuses on the translation matters, i.e. finding the most acceptable equivalence. In order that the translation accomplishment done by the group can be of discussion materials, making the multiple choices form can be of a good alternative. It is because such a form can cover quite wide range of discussion and at the same time can create the competitive atmosphere among the audience.

Table 2: An Example of Focusing on Students' Translation Mastery

1. He took not the slightest notice of the crowd's approach.	
[A] Dia sama sekali tidak memperhatikan pendekatan kerumunan.	[C] Dia tidak peduli dengan banyak orang yang mendekat
[B] Ia sama sekali tidak peduli dengan kerumunan orang yang mendekat.	[D] Ia tidak mempedulikan sedikit pun kedatangan kerumunan banyak orang.

2. He was tearing up bunches of grass, beating them against his knees to clean them and stuffing them into his mouth.	
[A] Dia merobek tandan rumput, memukulinya untuk membersihkannya dan memasukkannya ke mulut.	[C] Dia sedang mencabut rumput lalu memukul-mukulkannya pada kedua lututnya untuk membersihkannya dan kemudian memasukkannya ke dalam mulutnya.
[B] Ia sedang mencabut rumpun-rumpun rumput, memukul-mukulnya pada kedua lututnya untuk membersihkannya dan kemudian menjejalkannya ke dalam mulutnya.	[D] Ia sedang mencabut rumpun-rumpun rumput, memukul-mukulkannya pada kedua lututnya untuk membersihkannya, dan lalu menjejalkannya ke dalam mulutnya.

How to make students' task become the material to discuss during learning-teaching activity is shown on the table above. The group which accomplishes the task will present such a table in front of class. The other groups are invited to answer the question. Whether or not the questions are answered correctly are going to be the topic of discussion.

In discussing the students' translation, it is highly recommended to avoid the correct or false translation. Rather, the term used should be the more acceptable translation or the less acceptable one. However, the question or response from the audience can be other than the translation matters. When the speaker of the group reads the text, the question or response can be about how to pronounce a certain word or about how the group spells a certain word. Whatever the materials of the discussion, the most important thing, the discussion must be held in English.

CONCLUSION

Students of English Language Education Department, as would-be English teachers, have an obligation to master the four language skills. Translation class can also be used to support such learning goal. George Orwell's essay *Shooting an Elephant* suits the need for performing the three language items (i.e. pronunciation, vocabulary, and structure teachings) in translation class besides, of course, for mastering the translation skill.

To support the students' translation mastery and at the same time to support the students' language skills mastery, it is suitable to implement TBLT and ICT-based translation class. It means that although the students learn translation seriously, they keep learning the language skills, i.e. listening, speaking, reading, and writing. Making use of *Google Translate* to be compared to human translator's work before students translate the source language into the target one by themselves can create communicative language teaching atmosphere.

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