

**THE ROLE OF A LECTURER'S PERFORMANCE IN FACILITATING
PROBLEM**

SOLVING FOR STUDENTS IN LEARNING TRANSLATION

(A Case Study of a Good Lecturer at UKI Toraja, Indonesia)

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ABSTRACT

The objectives of the research are to find out (i) the problems that the lecturer faces in teaching translation; (ii) the way of lecturer solves the problems in teaching translation. The researcher employed qualitative method in form of naturalistic approaches for the study. The data resources for the research included one lecturer and students,. The instrument for the research consisted of observation, interview and document file. In analyzing the data, the researcher employed cyclical model by Miles and Huberman. The result showed that, (i) the problems that the lecturer faced were from students themselves: lack of vocabulary, lack of knowledge in grammar-structure, semantic, unmotivated student or passive students, students were difficult in looking up the word in the dictionary, the students tended to use translation machine and another problem was from outside the student was lack of advanced dictionary; (ii) the lecturer solved the problems by reviewing the material, simplifying the material by taking very close examples, using more than one language in teaching, giving tips to translate, approaching the students by asking questions, organizing the class and providing quiz, exercises, assignments, and providing advanced dictionary, and comparing the use of translation theory than translation machine in translating.

Key words: role, lecturer performance, translation, teaching translation, problems, solve

A. INTRODUCTION

This international communication is mainly performed in English. Knowledge of this language is a basic condition for getting access to the world of scientific literature, doing business with foreign partners, and integrating into foreign markets. Then translation plays an important role for rendering some information. Duff (1994) stated that translation happens everywhere and any time. EFL college students require translation skills in their daily lives. Some real situations in EFL students must use their translation skill to operate the computer, to get more literatures that are written in English, or to explain the medication direction to their parents by translating from English to Indonesian. In classroom interaction, the students translate in class for other students, interpret signs and notices in the environment.

When integrated into daily classroom activities translation can help students develop and improve reading, speaking, writing skills, grammar and vocabulary (Dagilien : 2012). This is supported by Gabreliatos (1998) He stated that translation is most frequently used as a convenient shortcut when teaching vocabulary, by providing 'equivalents' in the learners' mother tongue

However, translation is used in teaching and learning practice, students still do common errors in translating. According to Lin (2008), students also still challenging to make a perfect match in meaning and style between the two languages; therefore, errors inevitably occur in their translations. In addition, Tang (1995) concluded that students' errors might be attributed to a failure in comprehension and expression. The comprehension problem was primarily due to inadequate understanding of the original meaning. Accordingly, the meaning was modified or twisted. The original meaning was at times inflated, subdued, or concocted in the translated meaning.

Relating to the common errors that is done by the students, there are many factors influence the students to get their achievement such as: students themselves, lecturer, method, material, time, facilities, and classroom environment. Lecturer can choose a particular method by seeing some factors from the students such as:

the background of the learners, the level of English proficiency, the circumstances they will face in the future, the objectives of the lesson and classroom condition. And many studies had been examined today about teaching method, but no one claim that one is better than the other.

The most important factors in a classroom situation are the interactions and exchange initiated by teacher and students (Flander, 1970). There will be a process whereby two or more people engaged in reciprocal actions. This action may be verbal or nonverbal (Celce-Murcia, 2002). The interaction can be verbal exchange, asking questions, responding and reacting.

According to Hattie (1999:74), lecturer's responsibility is to help the students to get their higher performance in learning. It requires a special skill, intelligence and quality from teachers to bring the students to get their higher achievement. To know what the students need, always motivated in teaching and have a good interaction in classroom in order to have an effective teaching. Effective teaching means the lecturer can engage students in the teaching learning process and help them develop critical thinking skills. Effective teaching relates to effective teachers. Effective teachers can draw the students to get their higher performance by understanding the subject knowledge, respecting the students, applying interesting teaching styles, and applying the good communication with the students with good interaction in classroom (Aregbeyen, 2010).

Relate to an effective lecturer or be a good quality of lecturer, he/she should be a competent one. Lecturer should apply broad, deep and integrated sets of knowledge and skills as they plan, implement, and revise instruction in their performance in the classroom. Apparently, when thinking about competences, concepts such as performance and effectiveness are involved because competence is directly linked with effective performance in complex situations as it is thought to serve as a causal factor for success (Westera, 2001).

From those explanation above, it shows us about teaching performance becomes very important in general area or study of education, it probably because the performance of the lecturer plays an important role in successful students. This role of teaching performance also is done by the lecturer of English Study Program of UKI Toraja. Based on the pre-observation in classroom at lecturer's training program for Active learning in School (ALIS) and Active learning in Higher Education (ALIHE) and some positive comments from the alumnus and colleagues showed that there is a translation lecturer at English Education Study Program who is competent and good in his performance. The alumni thought that he was a good a lecturer, he could facilitate students in learning, for examples: different methods, using aids and implemented the kind of cooperatives learning in teaching-learning process. In addition, he has been teaching English since 2002 in informal institution and has been being as a lecturer at UKI Toraja since 2006. Moreover, considering the existing data from previous semesters, it showed that he got good level of students' satisfaction of his teaching performance.

This research was designed to find out the role of a lecturer's performance in teaching translation. It was aimed at answering the questions: "1) what problems do the lecturer face in teaching translation?; 2) how does the lecturer solve the problem?". Therefore, this study is significant because the results will enable some important information theoretically and practically about the role of the lecturer's performance in teaching translation particularly in solving the problems.

1. The Concept of Teaching Translation

Popovic (1996) stated that there were five things as consideration when lecturer wants to teach translation: level and age of the students, direction, organization, content- what to focus on practice and how to integrate translation in existing courses.

a. Level and age of the students

Doing translation demands cognitive process. Hence, the lecturer or teacher needs to know the level or age of their students. The lecturer need to think about what kind of activities can be successful applied in the classroom, make some consideration by seeing what the students preference, pedagogical objectives and the context or situation in teaching.

b. Direction

There will be two process of translation. First, translate from source language into target language. The second is to translate target language into source language. It will demand more tasks. Lecturer needs to aware about the levels of the students. Hence, this is the initial stages of learning.

c. Organization

Lecturer needs to decide about the translation activities and choose the appropriate forms of classroom interaction. There will a distribution process and teacher can do translation in integrated skill such as in reading, writing, and listening activities. The lecturer can make a group discussion or students can do translation in pairs that the students get a chance to work, share, test and compare their ideas

d. Content- focus on practice

(Arthur 1995:59 in Popoviv), stated that translation activity pursued in an EFL classroom ought to meet the following criteria : Language is used for a purpose, they create a desire for communication, they encourage students to be creative and contribute their ideas, students are focused on what they are saying, rather than how they are saying it. Students work independently of the teacher and determine what they want to say or write.

In the literature, two types of approaches to translation are suggested: top-down, from the macro to the micro level, theoretically more valid, and bottom-up, much easier to follow for those who have no previous training in linguistics (Baker 1992:6). Course books on translation are a useful source for the identification of problematic areas.

e. How to integrate translation in existing courses.

According to Eadie (1999), stated that there will be some activities in teaching translation: preparatory activities, or pre-translation activities, should simultaneously be prewriting, or post-reading, or grammar or vocabulary practical tasks. In addition, translation activities can occasionally

be employed for consolidation, while post translation activities may be focused on rewording, rewriting, revision and evaluation.

The following steps as follows:

1) Pre-translation activity

Aim: To integrate translation and reading skills in order to activate schemata

Step 1: The teacher initiates a discussion on the topic to be dealt with in the class. She elicits key words in L2 from the students. She writes the words the students don't know (but which appear in the text) in L1.

Step 2: The students read the text and in pairs or small groups try to find L2 equivalents of the words written on the board.

Step 3: The whole class compares results.

2) Pre-translation activity

Aim: To integrate vocabulary practice and writing with translation.

Step 1: Vocabulary practice.

a) How many of the following verbs can be used with an inanimate object?

b) Try them with the following subject: *This paper*

reveal aim consider examine document indicate show

describe report present identify develop maintain view

stress contend comment state hold question detail

see put forward investigate deal with

Step 2:

Would you use a direct translation of these collocations in your mother tongue?

Translation activity

Aim: Raising awareness of the role of context and register.

Step 1: Divide the text into three parts, A, B and C; form groups of three and give each a different section to translate.

Step 2: The students who were given the same portion of the text form new groups of three in which they compare and discuss their translations. They also try to agree on a best version.

Step 3: The students go back to their original groups, put the translated text together, discuss it and make necessary changes.

3) Post-translation activity

Aim: Raising linguistic awareness through translation

Step 1: The students compare and discuss their versions and fill in a comparison chart.

Determine the steps in teaching-learning process help the lecturer to be focus on reaching the goal of the lesson. Furthermore, the students are drawn into the right way of the learning process to reach the goal.

2. The Role of Lecturer in Classroom Interaction

Hamra & Syatriana (2012) stated that the role of the lecturer play important role in teaching and learning process. The teachers/lecturers have several roles in the classroom. According to Harmer (2003:57), teachers can be a controller, an organizer, an assessor, a prompter, a participant and resource:

a. Controller

Teachers as controllers are in charge of the class and of the activities going on in groups. This control is not the most effective role for the teacher to adopt. This role is useful during the accurate reproduction stage of the lesson and in frontal activities. At the practice stage and especially at the production stage of the lesson this control should be relaxed to some degree (Harmer, 2003:57).

b. Organizer

Organizing students to do various activities is one of the most important roles that teachers have. It involves giving the students information, defining the work forms in the classroom and organizing teaching material. Skilful classroom management involves the following areas:

- 1) Organizing the environment – it means decorating the walls of the classroom with culture-related posters, maps, flags etc. and arranging the desks and chairs so that the students can learn in different work-forms (in group-, pair-work etc.);

- 2) Organizing the children – according to language proficiency or language abilities;
- 3) Organizing activities – so that the ideal balance of skills and activities should be maintained. After each stirring activity a settling activity must be planned, and various skills should be developed in different work-forms;
- 4) Organizing time – in an average lesson maximum five minutes must be devoted to a warm-up activity, which is followed by the so-called 3Ps (presentation, practice and production with about ten-fifteen minutes spent on each). The last period of lesson is to be spent on revision and giving feedback to the students;
- 5) Organizing resources – is as important an area as the ones mentioned previously, because all types of teaching material such as the course book, the workbook, handouts, cassettes etc. must be kept in a well-organised way so that the teacher can use them smoothly without making a chaos;
- 6) Organizing records – is considered to be a crucial element of classroom management all the teachers have to think of as their handling not properly can have legal consequences as well;
- 7) Organizing yourself – is the last but perhaps most important element of organization as all the teachers are human beings and not machines with a lot of private problems their students cannot feel. Before entering the classroom teachers should leave their problems outdoors and focus on the work taking place inside.

c. Assessor

A major part of a teacher's job is to assess the students' work, to see how well they are performing and how well they have performed. The different types of error correction must be distinguished. At the accurate reproduction stage, where the teacher is totally in control, she/he must be correcting each student error or mistake. Where students are involved in immediate creativity (at the production

stage of the lesson) gentle correction or delayed correction should be used lest the teachers should make students inhibited.

A distinction between two kinds of feedback must be made content feedback concerns an assessment of how well the students performed the activity as an activity rather than as a language exercise. Form feedback, on the other hand tells students how well they performed in terms of the accurate use of language. Content feedback should usually come first and the teacher must decide when form feedback is appropriate and when it is not. It is vital for the teacher to be sensitive and tactful to his/her students in his/her role as assessor and to start assessment always with the positive feedback.

d. Prompter

In this role the teacher needs to encourage students to participate in a role play activity or needs to make suggestions about how students may proceed in an activity. The role of prompter has to be performed with discretion because if the teacher is too aggressive, she/he will take over the jobs from the students and he will make the students lazy and passive.

e. Participant

Teachers should not be afraid to participate in certain activities as a partner but she/he should not get involved in pair-work or group-work because it will prevent her/him from monitoring the students and performing other important roles.

f. Resource

Teachers used to be the only resource of information but this role cannot be performed these days as it was done several decades ago. Students have an access to the Internet and other important sources so teachers can add only some pieces of information to the ones gained from other sources. Teachers are supposed to organise and coordinate the process of acquisition, to act as a catalyst.

Those lines above are supported by Harmer (2001) who states that these roles are frequently interrelated and some others (e.g. assessor and observer). The roles of a

consultant or co-communicator encourage classroom interaction but they need the support of other roles (e.g. for organizing and controlling activities).

3. The problems in translation

In doing translation, translator faces many problems. Soemarno (2000: 1) says that the difficulties not only the vocabulary but also the word structure. The other difficulty is in the process of transferring the meaning from source language into the target one such as: word arrangement, sentence pattern, kinds of word, suffix. When translate English into Indonesian or vice versa the translator creates misunderstanding or they face difficulty in translating the messages. Then, the translator deals with many problems of meaning, such as lexical meaning, grammatical meaning, contextual meaning, textual meaning, and socio-cultural meaning.

a. Lexical meaning

Lexical meaning is a meaning which is mentioned in the dictionary. Kridalaksana (in Nababan, 2003: 48) says that lexical meanings of words are out of the context. For example, The English word 'bad' may mean *jahat, buruk, jelek, susah, tidak enak* and *busuk* in Indonesian.

b. Grammatical meaning

Nababan (2003: 49) says that grammatical meaning is the relationship of the parts of language in the wider units, for example the relationship between word and the other words in a phrase or clause. Example: They *can* the fish. (*can* means 'memasukkan dalam kaleng' and function as a predicate.) He kicked the *can* hard. (*can* means 'kaleng' and functions as an object.)

c. Contextual meaning

Contextual meaning is the relationship between the utterances and the situation where the utterances are used (Nababan, 2003:49). In other words, contextual meaning is a meaning that is correlated with the situation where the language is used. Example: "Good morning!" The utterance might have two meanings, the first meaning is "selamat pagi", but it can mean "keluar" if it is said by a leader to the officers who come late.

d. Textual meaning

Textual meaning is related to the context of a text (Nababan, 2003: 50). It is found in a discourse or a text. For example, the word ‘morphology’ in the science of Biology means ‘the scientific study of the form and structure of animals and plants,’ whereas in Linguistics, the word means ‘study of the morphemes of a language and how they are combined to make words.’

e. Socio- cultural meaning

Socio-cultural meaning is meaning which is closely related to the social situation, and cultural background of the language users (Nababan, 2003: 50). Example: A friend is walking in front of A’s house.

A: “*Hai mau ke mana?*”

B: “*Mau kesana, sedang apa?*”

A: “*Berkebun. Mari singgah.*”

B: “*Terima kasih. Sudah siang. Lain kali ya.*”

B. METHODOLOGY

This research conducted in English Study Program; Faculty of Teacher Training and Education (FKIP), The location of this research is at Christian University Of Indonesia Toraja on Jl. Nusantara No. 12 Makale, South Sulawesi. There are 21 lecturers at English Education Study Program in English.

The subject of this research was a translation lecturer who has good performance in teaching of English Education Study Program of FKIP UKI Toraja.

The researcher only chose one subject by considering some reasons:

1. The lecturer is qualified lecturer. It is stated by registered as national lecturer since 2007.
2. He got an award with very competent title as a participant of training lecturers at UKI Toraja in 2011. It was held by USAID and DBE2 for ALIS and ALIHE.

3. He was stated by the Dean of FKIP UKI Toraja who has a good performance in 2014 with score 85,13.
4. He has a good record in his teaching. That showed by the students satisfaction since 2009-2014. It was proved by IPD >3.00 every semester. This criterion made by UKIT as regulation to assess lecturer's performance.

4. Research Instruments

The instruments are used to collect data which consists of three kinds of instruments, they are as follows: observation, interview and documentation.

5. Procedures of collecting Data

1. The researcher employed non participant observation during the teaching and learning process in the classroom. The researcher observed and noticed the lecturer's performance-the interaction lecturer- students and interaction students-students. Also the kind of the method that is used by the lecturer. The data collected through some combination of field notes and audio or visual recordings.
2. The researcher interviewed the lecturer, students , and colleagues with some questions that prepared by the researcher (semi-structure interview).
3. From observations, interviews and documentation information gathered then the researcher examined various types of those data.

6. Techniques of The Data Analysis

In this qualitative research, the researcher used several techniques of data analysis using analytical model proposed by Miles and Huberman (1994) are often referred to as interactive data analysis methods. After collecting the data from the observation, interview and documentation files the researcher analyzed them with qualitative data analysis. In analyzing the qualitative data, there were three activities or stages in analyzing the qualitative data, they are: data reduction, data display and conclusions.

C.FINDINGS

1. The Problems That The Lecturer Faces In Teaching Translation

Table 1 Data Display for Some Problems were faced by The Lecturer in Teaching Translation

| No | Types of Problems | The Way of the Lecturer deals with the problem | Source |
|----|--|--|--|
| 1 | Extract 18: Lacking of vocabulary of the students | My problem is caused by less vocabulary. Many problems, specially for vocabulary. Actually that problem is by me. because I have less vocabulary and I am a slow learner. ...the biggest challenge is their vocabulary is still very low,... moreover their knowledge of semantics.... | S3.24 S4.17 S5.10 VS.15 |
| 2 | Extract 19: Lacking of knowledge in grammar-structure of the students | If we talk about the problem especially in translation, maybe it causes by less structure and vocabularies. I think so. My problem is while translating it was difficult to distinguish whether it has appropriated with context or gramatical. ..., knowledge of grammar is low, Let's just say that their English level is still very low, and translation needs sufficient English experience. | S1.18 S3.30 VS.15 |
| 3 | Extract 20 : Lacking of advanced dictionary | ..., I have no good dictionary because a lack of a good book store here.... Because as we know that most of our students are passive learners, | S6.18 VS.12 |
| 4 | Extract 21: Facing unmotivate or passive students | ... my weakness is I can not find the word quickly I'm slow in opening the dictionary. | S1.24 S4.19 |

| | | | |
|---|--|--|-------|
| 5 | Extract 22: Facing difficulty in looking up the words in dictionary | That the students tend to use machine translation, for example google translation. | VS.44 |
| 6 | Extra 23: using machine translation by the students | | FN.1 |

2. The Way of the Lecturer Solves the Problems

Table 2 Data Display of the Way of Lecturer Solved Problems in Teaching Translation

| No | Types of strategy to Solve the problem | The Way of the Lecturer Solved the Problem | Source |
|----|---|---|---|
| 1 | Extract 23: Simplifying the material by taking very close examples | <p>He drew scheme on the board to explain and to give example “brunch” is derived from two words “breakfast” and “lunch”. he gave example of blending in bahasa Indonesia: “Hansip” derived from the words “pertahan + sipil”.</p> <p>I teach them as simply as possible by taking examples that are very close to them. I take the examples around them to get them understand easily. So we don’t need to depend only on the textbook. I use simple and familiar examples</p> <p>He always makes those materials be simple and easy to be understood by his students. He gives us example that we can be remembered all the time</p> <p>Because the way he teaches is easy to be understood. Its so simple.</p> | <p>FN1:A12</p> <p>VS.18</p> <p>S1.10</p> <p>S2.14</p> |
| 2 | Extract 24: Approaching unmotivate or | He approached the students and let the students ask if they find difficulties. | FN1:A18 |

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|---|---|--|------------------------|
| | passive students | I usually move from one corner to the others, ... I do not stay at my table during the class but I move to watch them and if I find a student be passive, I approach him/her and ask a question of or ask if he/she finds difficulties. | VS.14 |
| 3 | Extract 25: Using more than one languages | ... he approaches us one by one . after he explaining the the material,.... ...when we face difficulty, for example we don't know to ask, he will come beside to guide us. I sometimes speak three languages. | S6.12 S7. 8 |
| 4 | Extract 26: Providing an advanced dictionary | After he speaks English, then he translated in Indonesian ...after giving instruction in English for example I tried to translate it again. ... they tend to not pay attention when I use English in giving instruction. Eh (sound) it seems that they wait for Bahasa Indonesia version.] | VS.18 S2.26 VS.6 |
| 5 | Extract 27: Providing quiz every meeting | He brought Oxford that thicker than Echols.... | S6.20 |
| 6 | Extract 28 : Working in pairs and group | He said good morning to everybody and ready for quiz. so he gives us quizzes as a solution. And when we go home, there is a task so we will study automatically. ... before going to the new material it will start with quiz. So, <u>we have to prepare ourself for that quiz.</u> but generally in every meeting I review about the topic from last meeting and give quiz and eh... <u>I give quiz, every meeting there is a quiz....</u> | FN1 S1.20 S3.2 |
| | | <i>open your text book on page eighty-eight ,</i> | VS.10 |

| | | | |
|---|---|---|---|
| | discussion | <p><i>do it in pairs”</i></p> <p>He said “Ok I would like you to divide your members of group in to five subdivisions, <i>saya ingin membagi anda kedalam lima bagian</i>. And all number one get there, all number two at the corner, all number three here, four there and five there and now move do that, move move”.</p> <p>In working our task he asked us to do in in pairs and group work</p> <p>yes. He provides work group to do the tasks.</p> | <p>FN1:A20 : FN4:A5</p> |
| 7 | Extract 29: Reviewing the material | <p>we discuss the topic, sometimes I ask them to work together or to work in pairs to translate because this is translation class. They translate the examples from our textbooks</p> <p>last week we talked about “lexical adjustment”. He reviewed the last material then introduced the new topic.</p> <p>I give repetition, so sometimes, not sometimes, but generally in every meeting I review about the topic from last meeting...After reviewing the last topic, I move to the next topic.</p> <p>...quiz, then reviewed last material.... Then he asked the students to do exercise in their textbooks.</p> <p>Mr. VS give us the book with many exercises on it....</p> | <p>S5.20 S6.26 VS.12 FN1:A10 VS.10</p> |
| 8 | <p>Extract 30: Providing exercises</p> <p>Extract 31: Providing Assignments</p> | <p>last meeting and give assignments and eh... I give quiz, every meeting there is a quiz.</p> <p>When the lecturer came into the classroom the students were quiet then suddenly bit noisy because they collected their assignments as homework.</p> | <p>S4.4 FN3: A17 S3.26 VS.10 FN1:A1</p> |

| | | | |
|----|--|--|--|
| 9 | | By giving assignments that we can do.... | |
| 10 | Extract 32: Giving tips in translating | ...I review about the topic from last meeting and give them assignments and eh... I give quiz,.... | S4.13 VS.10 |
| 11 | Extract 33: Comparing the process of translation between using machine and translation theory | The lecturer always draw scheme to the students in order to they can be understand about the process of translation And he gave the tips as conclusion that <i>“Idioms have specific meaning. To translate idioms, context should be considered, sometimes, idioms have more than one meaning. And the last one is consul the Oxford”</i> . He compared the result of google translation with the translation based on the theory of translation. Then, he asked the students to think about the process needed in translating the phrase. He always says that do not ever depend on electronic devices but open your dictionary He tells us to find the difficult word by using dictionary or internet. But he proposes us to use the real process of translation | S1.26 S4.21 FN3:A9 S1.26 S4.21 |

D.DISCUSSIONS

1. Problems faced by the lecturer in teaching translation

Ali (2013) stated that there were some problems faced by the students in learning: (1) Linguistic problems include grammatical differences, lexical ambiguity and meaning ambiguity. (2) Culture is another major problem that facing translators. (3) Pragmatic translation problems. (4) Text-specific problems. Moreover, Soemarno (2000: 1) says that the difficulties not only the vocabulary but also the word structure. The findings showed that lecturer problems in teaching translation influenced by some factors: a) inside problems from the student, Helme and Clarke (2001) state that students need to have both the will (motivation) and the skill (capability) to be successful learners. It is the experience of teachers that students who are motivated to learn and who think carefully about what they are learning and understanding of the material being covered. It means that students

need to understand about the material. And to be a good translator students need to know about words, but in fact that the students at English Education Study Program had (1) lack of vocabulary, (2) lack of knowledge in grammar-structure, (3) unmotivate student or passived students, (4) difficult in looking up a word in dictionary, (5) they tend to use transition machine; b) The outside problem was from the student who had lack of advanced dictionary.

2. The way of translation lecturer solved that problems

Considering the some problems faced by the students, for those who were lack of vocabulary, lack of knowledge in grammar-structure and semantic, the lecturer applied the strategies by reviewing and the material, reviewing the material can help the students to remember about the last material. The lecturer simplify the material by taking very close examples. It is vital for the lecturers to explain clearly, be well prepared, summarize key points, and state objectives for each class session (Aregbeyen, 2010). Also, in the classroom interaction VS used more than one language in teaching, and giving tips to translate. Next, for the unmotivate student or passive students, the lecturer applied the strategies by approached them by asking questions, organizing the students in working in pairs and group discussion, providing quiz every meeting, providing exercises, providing assignments to engaged them in lerning. Popovic (1996) stated about the way to organize the activities in the classroom. It's about the role of the lecturer to organize the things that happened in the classroom. Furthermore, the students who were difficult to look up the words in dictionary, the lecturer asked the students not to rely on translation machine but try to use their own dictionaries, and compare of translation theory works in translation. And the last one is the problem outside the students is about the lack of advanced dictionary by providing some advanced dictionaries. The explanation above can be displayed as follows:

Table 3 The Ways of the Translation Lecturer Solved the Problems

| No | Problems In Learning Translation | Solved The Problem By The Lecturer |
|----|----------------------------------|--|
| 1 | Lack of vocabulary | a. Reviewing the material b. Simplifying the material by taking very close examples |

- | | | |
|----|--|--|
| 2 | Lack of knowledge in grammar-structure | <ul style="list-style-type: none"> c. Using more than one language in teaching d. Giving tips to translate. |
| 3 | Unmotivate student or passive students | <ul style="list-style-type: none"> a. Approached them by asking questions. b. Organizing the students in working in pairs and group discussion. c. Providing quiz every meeting d. Providing exercises, providing assignments to engaged them in learning. |
| 4. | Difficult to look up the words in dictionary | Lecturer asked the students not to rely on electric dictionary but always try to open their own dictionary. |
| 5 | Lack of advanced dictionary | Lecturer provided some advanced dictionaries. |
| 6 | Students tend to use translation machine | Comparing the use of translation theory then translation machine in translating the long text/story. |

E. CONCLUSION

1. The problems that lecturer faced in teaching translation are: Inside problem of the students and outside problem of the students
2. The way of translation lecturer solves the problems by reviewing the material, simplifying the material by taking very close examples, use more than one language in teaching, give tips to translate, approached students by asking questions, organize the class and provide quiz, exercises, assignments, and provide advanced dictionary to engaged them in learning and asks the students to compare the way of translation theory works then machine translation.

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