

Development of Cooperative Translation Learning Model to Improve English Learning Achievement

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Abstract: The objectives of the study are: 1) to describe the design of the Cooperative Translation Based Learning model to improve students' achievement in class XII; 2) to assess the feasibility of the Cooperative Translation Based Learning model to improve students' achievement in class XII; and 3) to measure the effectiveness of the Cooperative Translation Based Learning model to improve students' achievement in class XII. The type of research is Research and Development (R&D). The data of this research are English learning activities in class XII of SMKIT Nur Hasan Boarding School; data on the achievement of learning English in class XII of SMKIT Nur Hasan Boarding School. Data were collected through tests, observations, and questionnaires. Data were analyzed using inferential analysis and qualitative analysis. The feasibility test for developing the Cooperative Translation Based Learning model shows 96.7% with very practical criteria. Under the practicality criteria in the large group trial, the learning module "Cooperative Translation Based Learning for Writing Skill Grade XII" in learning to write English Business letters is stated to be very practical and feasible. The effectiveness test of the Cooperative Translation Based Learning model shows that the output of the Paired Samples Test has a Sig. (2-tailed) is $0.000 < 0.05$; therefore, H_0 is rejected and H_1 is accepted. It can be concluded that there is a difference in the average value of learning outcomes between pre-test and post-test results. Therefore, developing the learning module "Cooperative Translation Based Learning for Writing Skill Grade XII" can improve writing learning skills.

Keywords: English, cooperative translation, learning model, achievement.

合作翻譯學習模式開發提高英語學習成績

摘要：该研究的目标是:1)描述基于合作翻译的学习模式的设计,以提高学生在第十二课中的成绩;2)评估基于合作翻译的学习模式提高学生第十二课成绩的可行性;3)衡量基于合作翻译的学习模式在提高学生第十二课成绩方面的有效性。研究的类型是研究与开发(研发)。本研究数据为SMKIT努尔哈桑寄宿学校第十二班的英语学习活动;SMKIT努尔哈桑寄宿学校第十二班英语学习成绩数据。通过测试、观察和问卷收集数据。使用推论分析和定性分析对数据进行分析。开发基于合作翻译的学习模型的可行性测试显示96.7%具有非常实用的标准。在大组试验的实用性标准下,学习写作英语商务信函的学习模块“基于合作翻译的写作技巧学习十二年级”被认为是非常实用和可行的。基于合作翻译的学习模型的有效性测试表明,配对样本测试的输出具有西格。(2尾)为 $0.000 < 0.05$;因此, H_0 被拒绝而导致 H_1 被接受。可以得出结论,前测和后测学习成果的平均值存在差异。因此,开发学习模块“基于合作翻译的写作技巧学习十二年级”可以提高写作学习能力。

关键词：英語,合作翻譯,學習模式,成就。

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1. Introduction

Writing is an activity of transferring ideas or ideas into written form by using grapheme symbols to be read and understood by others [1]. Learning achievement cannot be obtained instantly because it must go through a process. The skills involved in writing are very complex because, in writing, students must pay attention to spelling, punctuation, word choice, and the use of effective sentences. In addition to the required attention, writing also requires imagination and creativity, especially in creative writing; therefore, it has a clear meaning and gives its own impression to the reader [2].

As a language skill, writing is a complex activity. The complexity lies in the writer's ability to compose and organize the contents of his writings and pour it into the formulation of various written languages and other writing conventions. Knowing the importance of the role of language, students must be satisfied with the completeness of communication skills in Indonesian, spoken and written. The four main language skills are listening, speaking, reading, and writing. As revealed in [3], written language activities include reading and writing skills. A reader tries to understand the ideas, feelings, and information of a piece of writing. Meanwhile, a writer aims to convey ideas, feelings, and information presented in written form. Therefore, it can be said that if reading skills are low, it will affect students' ability to decipher ideas, ideas, feelings, and information into written form.

As one of the Islamic religion-based schools, the Integrated Islamic Vocational High School (SMKIT), Nur Hasan Boarding School (NHBS) also emphasizes that its students should master English language skills, including writing skills, because English is one of the languages of instruction in broadcasting religion (da'wah). In the 2013 English learning curriculum for Vocational High Schools, English lessons are directed at text-based and for public high schools or senior high schools. In the previous curriculum, the English curriculum in SMK was function-based. In order to increase the competitiveness of SMK graduates in the global world of work, Presidential Instruction No. 9 of 2016 was issued regarding Vocational Revitalization, which mandates the Ministry of Education and Culture to prepare SMK graduates for high competitiveness in the world of work. One of the cross-vocational competitiveness that is always a demand in the era of globalization is the ability of SMK graduates to communicate in English [4].

The initial observations show that, first, 30% of students experience limited English vocabulary when writing. Second, 36% of students have difficulty properly expressing their ideas in English according to

the context. Third, students cannot convey their ideas smoothly and clearly, and sometimes they do not even have any ideas to write when faced with a topic to discuss. Fourth, the ability of students to build ideas or organize ideas. Fifth, low mastery of grammar, lack of facilities, large classes, psychological aspects, and others. Fifth, students cannot equivalent or match the sentence structure of the source language with the structure of the recipient language through the transposition process. Sixth, there is an internal linguistic difficulty, namely the difference between the structure of the source language and the target language. Finally, in reality, not all students can pour their ideas, feelings, information, and thoughts into writing. The student's writing skill assessment results showed that the average score of the content aspect was 3.5, the organizational aspect was 2.9, the vocabulary aspect (vocabulary) was 2.6, the grammar aspect was 3.1, and the mechanic aspect was 3.3. These results indicate that the student's weakness is in the vocabulary aspect (vocabulary).

The solution offered to overcome the problem of students' bilingual abilities, especially in writing skills (learning achievement), is the Cooperative Translation Based Learning model. Cooperative Translation Based Learning model applies the Contrastive Analysis translation learning model with cooperative learning (Cooperative Learning) to improve learning achievement. Cooperative learning (cooperative learning) is a learning system that seeks to utilize peers (other students) as a source of learning, in addition to teachers and other learning resources. Cooperative learning departs from an assumption that the learning process flow does not have to come from the teacher to the student. Cooperative Learning implies working together to achieve common goals [5]-[7]. Cooperative learning is a form of learning in which students learn and work in small collaborative groups of two to six people with heterogeneous group structures. The success of learning and groups depends on the abilities and activities of group members, both individually and in groups [8]-[11].

The factor that influences the need for a Cooperative Translation Based Learning model to improve students' bilingual skills is that contrastive analysis provides a language comparison framework in selecting what information is useful for specific purposes such as teaching, bilingual analysis, and translation [12]. The choice of this translation method is accompanied by careful considerations regarding the target, the type of text, the wishes and intentions of the author of the text, and the purpose of translating the text [13]. In addition, the diversity of student abilities can be managed through cooperative learning.

Learning activities are similar to real student writing activities in English (writing).

The development of the Cooperative Translation Based Learning model is understood in the macro context or the interests of students who are served through the educational interaction process. However, it is also understood that in the student learning environment at the cottage, students are required to use English as a foreign language as a means of communication. This requirement certainly complies with several functions of language: the instrumental function and the regulatory function (instrumental and regulatory functions), namely language as a service for environmental management and supervision (regulation) in a place [14]. With adequate English language skills, students are expected to be able to compete in competitions when they graduate and are ready to enter the community. Moreover, English is one of the languages that is the official language of the United Nations, in addition to French, Spanish, and Chinese.

This research is development research on research opportunities regarding the development of learning models in class XII students of SMKIT Nur Hasan Boarding School (NHBS). The research setting selects the subject of class XII students and NHBS teachers and English learning activities.

1.1. Translation Learning Model

As stated in [13], translating means transferring the meaning of a text from one language to another with an emphasis on functional meaning. He proposed three propositions related to whether the linguistic form of the source language should be preserved in the target language. The first proposition says that if a text is concerned with its linguistic form, then its translation should be as close as possible to the source language text in terms of linguistic form. An example of a text like this is a literary work. Second, if the linguistic form of a source text is less important, then the translation does not need to be made as close as possible to the source text in terms of linguistic form. An example of this type of text is an article in an encyclopedia. Finally, the better a text is written, the closer the linguistic form in the translated text is to the source language text, regardless of whether the linguistic form in the text is important or not.

The process of finding and selecting correct and equivalent Arabic adjectives in English when TEFL students translate outside the context of adjectives [15]. In some cases, because there are differences between some Arabic adjectives and their English equivalents, students have to pay attention to context, text passages, and collocations. The function of adjectives in Arabic and English is very important in describing nouns and giving meaning to sentences. Therefore, finding the correct Arabic equivalents and adjectives in English by TEFL students when translating from Arabic to English

is considered a very charged problem, especially when it comes to the point of "Out of the Context of Translation".

The study of the main differences between compound words in Arabic and English helped identify difficulties in compounding that are difficult for Arabs to understand in learning English. As a result, errors occur due to difficulties in making English compound words [16]. The activities of Iraqi EFL students in using adjectives in English, the causes, and the types of errors commonly made by students were investigated in [17]. Finally, [18] research analyzed how descriptive knowledge of English morphosyntactic helps translate Bosnian sentences into proper English translations.

Another research [19] aimed to find ways in which L2 learning can benefit from L1 learning. Using L1 knowledge can facilitate the progress of L2 learners towards the target language. Especially for beginners, one obvious way to facilitate the process of learning a foreign language is to rely on their first language or another known beforehand. As stated in [20], students who learn foreign languages encounter various problems related to sound, vocabulary, structure, and others. Linguists try to find out the causes of problems that will be applied in language teaching to minimize these problems.

Thus, the linguistic elements were studied by comparing two linguistic data, namely the first language data (B1) with the second language data (B2). The two-language data are described or analyzed; the result will be an explanation that describes the differences and similarities between the two languages. The discussion of the data must also consider cultural factors, both language and student culture. Finally, the results of the discussion will give an overview of the difficulties and ease of students in learning a language.

1.2. Cooperative Learning Model

The cooperative learning model is a learning strategy in which students learn and work collaboratively in small groups of 2 to 5 people, with heterogeneous group structures [21]. Cooperative learning is small group learning to maximize their learning and the learning of other group members. In addition, cooperative learning procedures are designed to make students more active through search and discovery through thought processes (inquiry) and small group discussions.

Cooperative learning is a learning model that uses a grouping system/small team, between four to six people with different academic backgrounds, gender, race, or ethnicity (heterogeneous). The scoring system is carried out in groups. Each group will receive an award if the group can show the required achievements. Thus, each group member will have a positive dependence [22].

Based on the above opinion, it can be stated that the cooperative learning model is a synergy that arises

through cooperation and will increase motivation much greater than through a unique competitive environment.

1.3. Cooperative Translation-Based Learning

The developed Cooperative Translation Based Learning model is brain-based learning, which offers a concept for creating learning oriented towards empowering the brain potential of students [23]. Three main strategies can be developed in the implementation of brain-based learning. First, create a learning environment that challenges students' thinking skills. In every learning activity, the teacher often gives questions about subject matter that facilitate students' thinking skills from the knowledge stage to the evaluation stage according to the thinking stages based on Bloom's Taxonomy. Second, create a fun learning environment. Third, creating an active and meaningful learning situation for students (active learning). Learners are stimulated through learning activities to build their knowledge through an active learning process that they do themselves [23]-[24].

These difficulties identified by comparing the source language and target language have implications for teaching translation, aiming to educate learners to have different competencies. Competence means the ability to compare and process two different language and cultural systems. To achieve this goal, Cooperative Translation Based Learning developed three main materials: (1) source language and recipient language and their culture, (2) translation theory and translation problems, and (3) translation practice [25]. Referring to the concept of educational constructivism, the success of students' learning is determined by their ability to build knowledge and understanding of a subject matter based on their own learning experiences. Learning is a simple process that they must do and experience to build knowledge and the meaning of learning they will get. For example, structure material can be presented through a contrastive analysis approach, while vocabulary material can be presented by comparing and contrasting the structure through context. Furthermore, a translation practice can be delivered through group exercises or cooperative learning.

This method is in line with the study of the similarities and differences between Arabic and English [26]. First, difficulties in understanding the meaning of words can be overcome by comparing groups of words that are cognate, as proposed by [27], or through context, as suggested by [28]. Then, their learning outcomes were evaluated for accuracy and clarity, as suggested by [27], [29] and [30]. Such an evaluation will show that students with good abilities can translate the source language correctly and clearly.

2. Methodology

This research type refers to Research and Development (R&D). Researchers conducted research and developed cooperative translation-based learning

models to improve student achievement. The feasibility level of the Cooperative Translation Based Learning model is known through validation by material experts, validation by teachers, and student trials. The tangible products produced in this research are 1) Cooperative Translation Based Learning model books and 2) Examples of modules adapted to the Cooperative Translation Based Learning model.

The primary data in this study are English learning activities in class XII of SMKIT Nur Hasan Boarding School, the learning achievement of English in class XII students of SMKIT Nur Hasan Boarding School, obstacles in learning activities, the teacher needs in English learning development models, student needs in the English learning development model and the teacher's perception of the English learning development model.

Sources of data in this study were principals, teachers, and students of SMKIT Nur Hasan Boarding School by purposive random sampling. The data collection technique in this research is by using observation, interviews, questionnaires, and documentation.

3. Result and Discussion

3.1. Result (Cooperative Translation-Based Learning Model Module Design to Improve Writing Skills for Class XII Students)

At the preliminary study stage, activities were carried out, including finding the problems of learning English writing skills, needs analysis, and product drafting. The results of a preliminary study through interviews with English teachers at SMKIT Nur Hasan Boarding School showed that learning English writing skills in class XII of SMKIT Nur Hasan Boarding School was going well, but not optimally. In learning English writing skills, teachers use textbooks published by the Ministry of Education and Culture and other supporting books and worksheets. The books used are less interesting, monotonous, and seem boring. The material presented in the book is chaotic and confusing. Students find the material presented in the book difficult because the themes have been determined. LKS is used as a teacher reference in making questions. These supporting books cannot help students learn independently, especially in developing writing skills.

Problems in learning English writing skills in class XII SMKIT Nur Hasan Boarding School are taking main ideas or issues that occur, choosing appropriate words, using punctuation marks, using correct grammar in English, and expressing ideas in written form. This problem occurs because students cannot find a problem and express their opinion in text form, thus making it difficult for students to develop ideas to write down. 30% of students experience limited English vocabulary when writing. About 36% of students have difficulty properly expressing their ideas in English according to

the context. Students cannot convey their ideas smoothly and clearly, and sometimes they do not even have any ideas to write when faced with a topic to discuss. This observation complies with [31], stating that the problem often faced by students in learning English is the difference between pronunciation and writing. Often, students just write what they hear, despite a difference between pronunciation and writing in most English vocabulary.

To find out user needs regarding teaching materials that need to be developed, the researcher conducted a needs analysis using an open questionnaire with several main questions. The open questionnaire results indicate that developing an English learning model for writing skills is necessary. It is hoped that students will become more interested and find it easier to write in English.

The solution offered to overcome the problem of students' bilingual abilities, especially in writing skills, is the Cooperative Translation Based Learning model. The Cooperative Translation Based Learning Model applies the Contrastive Analysis translation learning model with cooperative learning to improve writing skills. Cooperative learning is a learning system that seeks to utilize peers (other students) as a source of learning, in addition to teachers and other learning resources. Cooperative learning departs from an assumption that the learning process flow does not have to come from the teacher to the student. Cooperative Learning implies working together to achieve common goals [5]-[7].

Cooperative learning is a learning system that seeks to utilize peers (other students) as a source of learning, in addition to teachers and other learning resources. Cooperative learning departs from an assumption that the learning process flow does not have to come from the teacher to the student. Instead, cooperative Learning implies working together to achieve common goals. Cooperative learning is a form of learning in which students learn and work in small collaborative groups of two to six people with heterogeneous group structures. The success of learning and groups depends on the abilities and activities of group members, individually and in groups.

A Cooperative Translation Based Learning model is needed to improve students' bilingual skills because contrastive analysis provides a language comparison framework in choosing what information is useful for specific purposes such as teaching, bilingual analysis, and translation. The choice of this translation method is accompanied by careful considerations regarding the target, the type of text, the wishes and intentions of the author of the text, and the purpose of translating the text. In addition, the diversity of student abilities can be managed through cooperative learning. Learning activities coincide with real activities of students writing in English.

The development of the Cooperative Translation-Based Learning model is understood in the macro

context or the interests of students who are served through the educational interaction process. It is also understood that in the student learning environment at the cottage, students are required to get used to English as a foreign language as a means of communication. This certainly corresponds to several functions of language: the instrumental function and the regulatory function (instrumental and regulatory functions), namely language as a service for environmental management and supervision (regulation) in a place.

At the development stage, activities are carried out, which include the preparation of product designs, expert validation, and limited and wider trials. In the product design stage, the researcher began designing a Cooperative Translation Based Learning module devoted to improving the writing skills of the XII grade students of SMKIT Nur Hasan Boarding School. The module that will be developed consists of three main parts: the beginning, the content, and the end. The initial section contains the cover, composing page, preface, and table of content. The content section containing learning modules includes an introduction, implementation of nursing practice, and closing. The final section contains attachments for evaluation and observation sheets. The module framework is organized into three parts: the beginning, the content, and the end.

After designing the finished product, the next step is to validate the module to expert validators consisting of design and material validators. Validation is carried out by giving English language learning modules for class XII writing skills to design validators and expert validators. The analysis of the assessments of the two media expert validators above shows that the average value of the media expert validator's assessment is 2.56 and has good qualifications. Even though they have good qualifications, there are notes from experts so that the colors on the covers are brighter, making them more attractive. The material expert validation assessment of the class XII writing skill English learning module obtained an average score of 3,025, and the qualifications are very good. However, the material expert validators also note the responses, criticisms, and suggestions.

After revising the module improvements, the next step is a small group product trial in class XII of SMKIT Nur Hasan Boarding School. In the control class, there are 6 (six) students, with the lesson's implementer being an English class XII teacher. Furthermore, the experimental class included 6 (six) students of XII SMKIT Nur Hasan Boarding School, with the implementation carried out by English teachers and researchers as observers. Therefore, six students were involved as research subjects in the experimental class.

The next stage is a large group trial. The large group trial was conducted in class XII of SMKIT Nur Hasan Boarding School, divided into two groups: the control

and experimental classes. The control class consisted of 17 students, and the experimental class included 17 students. The purpose of the trial use in large groups is to find out the advantages and disadvantages, the convenience and benefits of the learning module product "Cooperative Translation Based Learning for Writing Skill Grade XII" in learning English writing skills Business letter as a result of development and its effectiveness in improving students' results.

3.2. Discussion (Feasibility of Cooperative Translation-Based Learning Model to Improve Writing Skills for Class XII Students)

The feasibility test results for developing the Cooperative Translation Based Learning model showed that the total presentation results were 96.7% with very practical criteria. Therefore, under the criteria of practicality in the large group trial, the learning module "Cooperative Translation-Based Learning for Writing Skill Grade XII" in English language business letter writing skills is stated to be very practical and feasible.

These results comply with [32] which states that the application of cooperative learning can increase student activity which can be seen from the increase in student activity individually and groups as well as increasing students' cognitive abilities. According to [32]-[33], the contrastive analysis model is combined with a cooperative learning model that allows students to learn and work in small groups collaboratively with a heterogeneous group structure. The Cooperative Translation Based Learning model provides a task structure that must be done jointly among group members. Each individual is faced with a position and options that must be followed, choose an attitude to the cooperate model, and compete. The application of Cooperative Translation Based Learning is based on the consideration that translation activities are complex skills because they require the translator to master the source language, the recipient language, the culture contained in both languages, and the problems that are the topic of discussion. Therefore, in learning to speak English, students experience various difficulties. First, the inability of students to equivalence or match the sentence structure of the source language with the structure of the recipient language through the transposition process. Second, the difficulty arises because of internal linguistic difficulties, namely the difference between the structure of the source language, namely English and Indonesian.

3.3. The Effectiveness of the Cooperative Translation-Based Learning Model to Improve Writing Skills for Class XII Students

The results of the effectiveness test of the Cooperative Translation-Based Learning model show that the output of the Paired Samples Test has a Sig. (2-tailed) is $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted. Therefore, a conclusion can be drawn about

the difference in the average value of learning outcomes between the pre-test and post-test. Therefore, developing the learning module "Cooperative Translation-Based Learning for Writing Skill Grade XII" can improve English language learning skills for writing business letters.

These results comply with [34], which shows that the contrastive analysis learning model is effective in improving students' abilities. In the learning process, source language elements are relatively more difficult to learn. Thus, in addition to mastering the source language, the teacher also understands the target language so that the teacher can perform a contrastive analysis to help solve students' learning barriers. Teachers are also required to have the ability to assess the lesson material that will be presented and whether the lesson material is efficient enough both in terms of grammatical structure, vocabulary, and speech system [34]-[35].

The results of [36] show that a contrastive analysis between two or more languages is intended to provide an objective explanation of the differences between two or more languages being compared. Through this contrastive analysis, the uniqueness of each language will be obtained. The results of the contrastive analysis are useful as input for teaching a (foreign) language and reduce difficulties or errors in the second language. The results of the contrastive analysis also contribute to the field of translation, both translation from the first language to the second language and vice versa.

4. Conclusion

The design of the Cooperative Translation Based Learning model for teaching writing for class XII students is in the form of a learning module entitled "Cooperative Translation Based Learning for Writing Skill Grade XII". The module consists of a Cooperative Translation Based Learning module devoted to improving the writing skills of SMKIT Nur Hasan Boarding School class XII students. The feasibility test results for developing the Cooperative Translation Based Learning model showed that the total presentation results were 96.7% with very practical criteria. Under the practicality criteria in the large group trial, the learning module "Cooperative Translation Based Learning for Writing Skill Grade XII" in learning to write English Business letters is stated to be very practical and feasible. The results of the effectiveness test of the Cooperative Translation Based Learning model show that the output of the Paired Samples Test has a Sig. (2-tailed) is $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted. Thus, it can be concluded that there is a difference in the average value of learning outcomes between pre-test and post-test. Therefore, developing the learning module "Cooperative Translation Based Learning for Writing Skill Grade XII" can improve writing learning.

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