Android Apps in EFL Classroom Environment: Improving Students’ Learning Outcomes in Translation

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Abstract. This research aimed at improving students’ learning outcome on translation by using android smartphone. The media is a kind of software namely Edmodo. This research was conducted from March to May at the fourth semester of English Department of Education and Teachers Training Faculty of Universitas Lancang Kuning, Academic Year 2017/2018. The method of this research was Classroom Action Research (CAR) with some stages: plan, action, observation, and reflection. The research was conducted in a cycle with four meetings and a test. The data was taken by using a test of translation in which the students had to translate a news item text about Meghan Markle and Prince Harry’s Royal Wedding from English into bahasa Indonesia. After analysing the data, it is found that the students’ ability in translating the text from English into bahasa Indonesia was good. It is indicated that the students’ learning outcome on translation subject was improved.

Keywords: Learning Outcome, translation, interactive, android

1. Introduction
Developing learning media is one of ways to improve teaching effectiveness. As an example is the use of information technology as android smartphone. A study conducted by UNICEF Indonesia in 2013 stated that the ownership of android smartphone has increased doubly in 2012 and 2013. In other words, android smartphone plays a great role of internet usage 52% beats the computer or laptop usage. Smartphone is a phone with a computer ability, wide screen, and able to run the general applications. Baker (2010) says that smartphone is a phone which unites the future specs; it is an ability form wireless mobile device (WMD) which functions like a computer with features such as personal digital assistant (PDA), internet access, email, and Global Positioning System (GPS). Smartphone also has functions like camera, video, mp3 players, etc. Smartphone is also well known as a gadget because its practice to use. With its open source android, it has cheaper price than computer or laptop. In conclusion, android smartphone is categorized as mini-computer with various features and easy to use everywhere and anywhere.

Furthermore, android smartphone is a tool that can be used as a learning media for improving the students’ motivation in learning. Even though it is made for communication, it can be used for other activities based on the provided facilities. Finally, the learning obstacles in the classroom can be solved. So, the learning activities can be increased significantly.
2. Theory

2.1. Learning Media

The use of learning media is a way to make the students get the concrete object about the concept that they have to understand. One of the media that can help the students to improve the learning activity is interactive multimedia. According to Edgar Dale (1969), the use of media is very important in education to gain the optimal outcome based on the goal. Abdullah (2012) stated that the quality of interaction between students and learning sources will influence the learning outcomes. So that, there is a big difference between students who have higher intensity and for them who have the lower one in the use of learning sources in gaining their learning outcomes. Anderson in Sadiman (1991) said that teacher needs to focus on the instructional media, characteristics and the ability of the media that can be used in learning process. The use of this media aims at creating the learning process effectively.

Goes along with it, Sudjana and Rivai (2011) also said that the advantages of learning media are motivating the students, supporting the learning material, learning method becomes various and enjoyable, and make the students easy to involve their self in the learning activity. In addition, interactive media is a media with software and hardware that can be used as the intermediary tool to deliver the learning material from the learning source into learning process with the learning method that can give the response from the user.

Learning process by using android interactive media as e-learning is categorized into a multimedia learning. Communication and interaction will take place more effective between practitioner and students. Practitioner delivers learning material and students give responses to the learning material given. Gagne (1988) said that practitioner is not only delivering the material, but also take the feedback from the students and reinforce to the students’ learning outcome. In this research, android as the interactive media is a social media application namely Edmodo. Edmodo is a kind of social media made for learning activity. It is made for learning purposes, because every teacher can make his/her own classroom with some features supported such as chatting, giving comment, and posting and also downloading contents. The use of this media is expected can improve the students learning outcome in translation subject.

2.2. Translation

According to Brislin (1976), translation is delivering thought and ideas from one language into another in the form of written or oral, spelling, symbol, and sign. Besides that, Larson (1988) states that translation is transferring the meaning from source language into target language. Wilss (1982) said that translation is a process of transferring with the aim of the changing language from the source language into another. It should be focused on the syntax, semantic, and pragmatic, and the process of language analysis. According to Molina and Albir (2002), translation technique is one of the procedures to analyze and classify the translation comparability. Translation technique can be applied as a lexical, phrase, and clause. Moreover, translation technique has five characteristics, 1). Affect to translation result, 2). Classified between the source and target language, 3). Influence to the micro text unit, 4). Discursive and contextual, 5). Functional.

2.3. Assessing Translation Work

Nababan, Nuraeni, and Sumardiono (2003) stated that assessing a translation work is a procedure to evaluate whether the result of translation activity is good or bad. There are three indicators that should be assessed. They are accuracy, acceptance, and legibility. This assessment uses scoring rubric with the scale 1 to 3. These following tables are the scoring rubric for assessing the translation activity done by the students suggested by Nababan, Nuraeni, and Sumardiono (2003).
Table 1. Scoring Rubric for Accuracy Indicator

| Category    | Score | Qualitative Parameter                                                                 |
|-------------|-------|---------------------------------------------------------------------------------------|
| Accuracy    | 3     | Meaning, technical term, phrase, clause, sentence, or source text translated accurately into target language. No distortion meaning. |
| Less accuracy | 2   | Meaning, technical term, phrase, clause, sentence, or source text translated accurately into target language. But, there is still distortion of meaning or double meaning or missing meaning. It makes uncompleted meaning. |
| Inaccuracy  | 1     | Meaning, technical term, phrase, clause, sentence, or source text translated inaccurately into target language. There is a deleted meaning. |

Table 2. Scoring Rubric for Acceptance Indicator

| Category      | Score | Qualitative Parameter                                                                 |
|---------------|-------|---------------------------------------------------------------------------------------|
| Acceptable    | 3     | Translation result is natural, technical term is prevalent and familiar. Phrase, clause, and sentence used are appropriate with the Bahasa Indonesia rule. |
| Less acceptable | 2   | Translation result is natural in general, but there is a problem of using technical term or grammatical error. |
| Unacceptable  | 1     | Translation result is unnatural, technical term used is not prevalent and unfamiliar, clause and sentence are not appropriate with Bahasa Indonesia rule. |

Table 3. Scoring Rubric for Legibility Indicator

| Category      | Score | Qualitative Parameter                                                                 |
|---------------|-------|---------------------------------------------------------------------------------------|
| High legibility | 3   | Words, technical terms, phrases, clauses, sentences or translated text can be understood easily. |
| Fair legibility | 2   | Translation is understandable in general, but there is piece of part the text should be red more than once. |
| Low legibility | 1     | Translation result is hard to understand. |

From those three tables, we can see that the high score the students get the better result translation they can do.

3. Research Methods
The method of the research was Classroom Action Research (CAR). The aim of this research was improving the students learning outcomes. The procedure of this research was planning, action, observation, and reflection or evaluation in cycle (Kemmis and Taggart: 1988).

Figure 1. Research procedure (Kemmis & Taggart: 1988)
The steps of each phase are in the following:

a. **Planning**
   In the planning, the researcher prepares the learning material and media needed for teaching translation by using android.

b. **Action**
   In action, the researchers applied the learning process based on the plan.

c. **Observation**
   In observation, the collaborator observes all of the researcher and students’ activities in the learning process and writes the field note.

d. **Reflection**
   The result of this cycle one is revised for the next steps.

4. Result and discussion

4.1 Result

This research was conducted in a cycle. It had been done in four meetings and a test. Every meeting was conducted during 2 hours 30 minutes. The research procedure is carried out in four stages: Planning, Action, observation, and reflection.

1) The first stage

Before giving an action in the form of a cycle, the researcher made an observation related to the learning conditions of students in translation courses. This preliminary observation was carried out in 4 meetings and gave a test. In this case, students get an action where they attend the class with the conventional method and question and answer.

Based on the result of observations like field notes, it can be seen that most students attend the class passively without any positive contributions. After conducting interviews with several students, the fact was that most students were not interested and not motivated by the methods used by lecturer in learning process. It can be strengthened by the results of translation tests in which many students get low scores. The following is a description of the preliminary condition of the value of the student translation course.

![Pretest of Translating](image)

**Figure 2.** Base score of Translation
In the diagram above, it can be seen that most students have low translation skills, in which more than 14 students have grades below 60. Meanwhile, 7 students scored above 60. Thus, the students' skills in translating an English text into bahasa Indonesia was in the bad category. This situation is caused by several factors. First, the teaching method applied by the lecturer was a one-way teaching method and was not up to date. Second, the absence of teaching media used in the lecturing process. The use of non-supportive methods and media greatly influences student learning outcomes. Where most students were not motivated to be actively involved in the learning process, students feel uninterested in attending lectures. This certainly leads to very low student learning out come.

2) The result of cycle 1
Cycle I was carried out for 5 weeks. The actions given to students, researchers applied a learning model using modern and sophisticated technology teaching media. Researchers used an Android Smartphone based application called Edmodo. This application is an application that is intentionally designed for the learning process by utilizing technology in the form of laptops or android smartphones. In practice, researchers emphasized the used of smartphones with the consideration that smartphones are more flexible and allow to be brought or opened anywhere and anytime. This is so that students can continue to increase their activeness in the learning process which is not only done in the classroom but outside the classroom as well. Edmodo application is a application that supported teaching process because the application was designed to make easy for teacher, mentor, or lecturers in creating atmosphere in the classroom or outside. In applying, researchers made a class by using code, from a code, the students can join the translation class that was determined. Specifically, the research divide into some stages. The first action stage included some aspects as follow:

a) Planning
Before conducting a research, the first stage was planing a learning media such as Syllabus (SAP), lecturing contract, matery that related to the research, attendance list, documentation, learning strategy and a teaching media. Syllabus and lecturing contract were a guidance for lecturer in teaching and learning process during a semester, especially for fourth semester at academic 2017/2018. The matery was taught when a action occured in learning process. The method and strategy that was used in action was method and strategy in applying learning based on application edmodo. It was very important to prepared before doing a research. Then preparing test devices for pretest and postest. The research used translating test toward English into bahasa Indonesia.

b) Action
The presentation of the material was delivered through the information sharing menu contained in the Edmodo application which at the beginning of the meeting in cycle I was introduced by researchers to students, at which time students also got a passcode to enter the Edmodo translation I class. In this case, students are required install the application on an Android smartphone that is owned with the aim that students can always be involved intensely and actively in the class. In the process of installing this application there is no significant problem, this is because all students of the class already have an adequate Android smartphone.

In the next stage, students were given the opportunity to understand the information that had been shared by utilizing some of the supporting features that they had previously installed on their Android devices. These supporting features include search engines like Google, online and offline dictionaries, and others. Furthermore, students were given the opportunity to provide comments related to the information. At this comment stage, students were given the widest time and opportunity to be outside the classroom. However, as a finalization in the classroom, the lecturer provided clarification and reinforcement at the end of the class discussion by continuing to invite students to keep sharing ideas and comments outside the class. This was done in the hope that students will always hone their ideas and activeness in developing knowledge related to the material.
At the end of the cycle I action, the researcher gave a test to students. This test was carried out with the aim to obtain student learning facts data for translation I courses after using the Android-based learning media. The test given by the researcher in the form of a test translating an English text entitled Royal Harry Prince Wedding and Meghan Markel. The selection of this text had a reason other than in accordance with the material of the type of text being taught, it was also a theme that is currently popular to be the talk of the world at that time. This text was then translated by students into Indonesian, which is good and correct in accordance with indicators of accuracy, acceptability, and legibility. In addition, to obtain secondary data, researchers conducted interviews with several randomly determined students.

c) Observation

The third stage was observation. At this stage learning activities as planned beforehand are observed to see the level of success. The purpose of the observation was to collect data that became an indicator of the impact of the planned learning media implementation, to determine how far the learning media implemented had been able to solve problems in students in learning translation courses.

At this stage, researchers collaborate with a collaborator to observe during the learning process by implementing an Android-based learning media. Collaborators record all events that occur when the learning process takes place. In addition, collaborators also make field notes to obtain accurate data. Observations were made at each meeting that took place in this cycle I. This is done so that there is no inaccurate data.

d) Reflection

After conducting research by fulfilling several stages such as planning, action, and observation, the last step that must be carried out was reflection. At this stage, the researcher saw all the deficiencies found in the research study, especially in translation I. Subjects where this deficiency will be input and improvement to be improved in the following stage or cycle.

After the entire research process in the first cycle ends, the data analysis process was carried out. The first step taken by the researcher is to assess and analyze the results of student translations. So that the data obtained are, among other things, the overall ability of the fourth semester English Language Study Program in the Teaching and Education Science Faculty to translate the news text of Meghan Markle and Prince Harry's royal wedding from English into bahasa Indonesia can be entered into several categories as illustrated in the table below:

Table 4. The Category of The Students Translating Result

| No | Category            | Score     | The total of students | Percentage |
|----|---------------------|-----------|-----------------------|------------|
| 1  | Excellent translation | 90 – 100  | 2                     | 9.1 %      |
| 2  | good translation    | 70 – 89   | 14                    | 63.6 %     |
| 3  | fair translation    | 60 – 69   | 4                     | 18.2 %     |
| 4  | poor translation    | – 60      | 2                     | 9.1 %      |
|    | Total               |           | 22                    | 100 %      |

Based on the data in the table above, it is known that most students have good ability in translating English-language texts in the form of royal wedding news in Indonesian. A total of 2 (9.1%) students have excellent abilities, then, 20 (63.6%) students have good skills in translating. Based on the results of the reflection that the students’ ability in translation courses have increased. This can be seen from the data of student learning outcomes in the translation course that can be obtained the lowest value of 60, the highest is 90. When compared with the value of student learning outcomes obtained in the initial conditions obtained the lowest value of 46, the highest is 90. So it can be stated that the lowest value increases from 46 to 58, the highest value increased from 80 to 90.
The improvement is certainly an indication that there has been an improvement in learning outcomes of 4th semester students of English Education Study Program FKIP Universitas Lancang Kuning 2017/2018 academic year in Translation I. Where it found in the initial conditions students get bad grades from the translation results, and this value is then increased after being given an action by the researcher by applying a learning model with the use of Android-based learning media that is able to motivate the development of ideas and increase student activity in the learning process carried out in class and outside the classroom. So that at the end of the first cycle of this study found a significant increase in value and became a benchmark that the study was stopped in cycle I.

5. Conclusion and Suggestion
Based on the result of the research, it can be concluded that interactive learning media by using android such as edmodo can increase learning outcome particularly Translation at the fourth semester students in FKIP Universitas Lancang Kuning.

Some points will be suggested as following:
1) For students to be able to improve their translation skills in the future, so that the results of the translation are more accurate and more acceptable.
2) For further research, it is further deepened to examine the factors that influence students' ability to translate an English text into Indonesian.
3) For lecturers personally this research can be used as an evaluation in teaching methods, techniques, and strategies in translating a text so as to produce a quality translation.
4) The results of this study can be a reference for students to add insight in translating a source language text into the target language.

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