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**Can Social Media Maximize Students' Learning Experience in Translation Class?**

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**Abstract.** Teaching translation based on practical syllabus emphasize on the much portion on practice in translating text. This study aimed at describing the use of social media (WhatsApp) in translation class as the extension activity to support the classroom learning that is limited by time. The teaching method used was discussion that was done through WA. Each student translated 1 sentence of text then it must be reviewed by three students and lecturer. Questionnaire and test were used to measure students' achievement and attitude toward the technique. It is found that students' active participation in discussion improved and 75% students explained that they enjoyed learning translation using social media. It is suggested that the instructor manage the task in a way that it is incorporate with the feature of social media itself.

**Keywords:** *social media, translation, discussion*

**Abstrak.** Pengajaran terjemahan berdasarkan silabus praktis menekankan pada banyak bagian dari praktik dalam menerjemahkan teks. Penelitian ini bertujuan untuk menggambarkan penggunaan media sosial (*WhatsApp*) di kelas terjemahan sebagai kegiatan ekstensi untuk mendukung pembelajaran kelas yang dibatasi oleh waktu. Metode pengajaran yang digunakan adalah diskusi yang dilakukan melalui WA. Setiap siswa menerjemahkan 1 kalimat teks maka harus ditinjau oleh tiga mahasiswa dan dosen. Angket dan tes digunakan untuk mengukur prestasi dan sikap siswa terhadap teknik ini. Ditemukan bahwa partisipasi aktif siswa dalam diskusi meningkat dan 75% siswa menjelaskan bahwa mereka menikmati belajar terjemahan menggunakan media sosial. Disarankan bahwa instruktur mengelola tugas dengan cara yang menggabungkan dengan fitur media sosial itu sendiri.

**Kata kunci:** *media sosial, terjemahan, diskusi*

## 1. INTRODUCTION

Technology makes our lives easier in which almost everything can be done anywhere and anytime, breaking time and space limit. In this era, communication is more frequently be done not in face to face interaction but online through social media. People connected mostly by social media, such as Whatsapp (WA), Facebook, Instagram, etc. Besides media for communication, social media is used to other field, such as in economics, especially in online marketing.

However, recently the use of social media in teaching is popular, especially in the United States, has grown 21% from 2012 to 2013 (Li, 2017). Beyond United States almost all people on

the globe preferred to work or study in comfortable way at home (Xu, 2007). Social media today is not only used for communication, but also the teaching-learning functions (Thomas, 2015).

WhatsApp is popular among students'. Almost all students have android phone with WhatsApp application and students used WhatsApp to support their education by using it to discuss task with friends. Social media is Web 2.0 in which was developed after the existence of Web 1.0. (Alm, 2006). Web 2.0 which basically contains web pages, text, pictures, photos, video audio, authentic materials, discussion forums, emails, chats, and music. In this case web 2.0 is known with the facility read and write while web 1.0 is read only web.

Shih (2011) noted that the advantages of social media in learning and improving the second language can be characterized as unique and entertaining atmosphere, Facebook has been reported in some studies to lessen students' stress levels and enhancing learners' engagement and interactions. Blattner & Fiori (2009) stated that Facebook is the primary social network that takes pride in its more than billions followers and it is one of the fastest growing and well known sites on the Internet. (McLoughlin & Lee, 2008) reported that Facebook has various tasks of communications, material sharing, modification and collaborative construction. However, the main reason for learners to use Facebook was to touch with friends.

Considering the benefit of social media in teaching, several researches have been done to investigate the used of social media from different angles. Mills (2011) conducted study to investigate student's active participation, knowledge development, and interaction on class that used social media, Facebook as a tool that enables students to share learning resources and communicate. It is concluded that by interacting through social media, students engaged in meaningful learning experiences and effective communication to do the tasks.

Mansor et al. (2014) conducted research to investigate the use of Facebook in developing students' communication skill in ESL language learning classroom. The feature of Facebook that was used was face book group Let's Talk and Let's Go Global. The subject of the research was 260 secondary schools' students from 13 different school in Malaysia. In the group students were required to interact online by posting something in group and chatting with other students for six months to do both task-related activity and non-task-related activity. In task-related activity, most students actively comments discussing about the task given by teacher after class while in non-task-related activity students shared information and gave positive feedbacks to their friends. By reviewing 1267 students' post in Facebook, Mansor et al. (2014) concluded that Facebook is effective to be used in engaging students' in the process in learning English. Students' reading and writing skill improved because they learned vocabulary and practiced to write simple sentence in English every time they interacted in Facebook group discussion.

Mubarak (2016) identified the role of Social Media in Learning English as a Second language in Saudi Arabia. To collect the data, he gave questionnaire to 80 University students in several universities in Saudi Arabia. He identified the frequency of the use of social media in learning, the facility of social media used that facilitated learning, and students' attitude toward the social media. It is found that most students (98%) agreed that online instant massaging feature on social media like Facebook and WhatsApp helped them to practice English because they could interact directly and freely with native speaker. Moreover, most students (80%) believed that social media websites made them more confident in communicating with others in English.

Related to the students' preference, Li (2017) explored the use of eleven social media in English language teaching and learning (Blogs, Forums, Wikis, Facebook, Instagram, LinkedIn, Twitter, Weibo, WeChat, WhatsApp and YouTube) to 122 students from different universities in Hong Kong. Social media was used for students to learn online because at that time in Hong Kong there was SARS outbreak in which students could not attend class to learn face to face with lecturer. It is found that Facebook and WhatsApp were the most students' choice in learning language. This was because both social media provide students tool to discuss the task easily by posting something and commenting their friends' work. Besides, they can also share learning resources with each other. Moreover, related to the learning interaction, most students use social media to interact with their classmates rather than with teacher. Students interacted with their classmates to discuss the task, share material and complete assignment, while for the lecturer, students consulted the task, as well as material, and asked for feedback.

The previous study highlighted that social media is huge tool and potential resource for learning language and it has feature that can be used in a different way that it is incorporate with the need of teaching and learning in certain context. Different researcher will use different social media with different feature based on their learning objective.

This present study used WhatsApp as the tool for students to do translation task online. Problem existed in translation class was time that was limited. The researcher employed practical based syllabus in which the learning activities mostly done in discussion to translate text. Students needed extra time to do and discuss the task. Different from the previous research, this research used WhatsApp to do discussion online. The consideration in choosing WA as the social media was because it is easy to access, all students used it and it allows students to share learning resources (Castells, 2003).

## **2. METHODOLOGY**

The research employed descriptive qualitative method in which the purpose is to explore the use of WhatsApp application in translation class. The subject of this research was 25 University students who took translation class. The method of teaching used was discussion, in which the steps were: 1. Create group (lecturer assigned the captain of the class), 2. Design activity (choose text, material (methods in translation), 3. Make rule: each student should translate 1 sentence (from the full text in the paragraph), the sentence student did was based on their attendance list number so all students translate different sentence, when 1 student translate one sentence three students must comment, then lecturer comment, 4. Decide the time with student to stay online together so that the discussion keep going. The data collected were students' achievement and students' perspective on the method used. Two research instruments used in this research, (1) online test was used to measure students' achievement and (2) online questionnaire was used to get the data of students' perspective on the method used.

## **3. RESULTS AND DISCUSSIONS**

The translation online discussion through social media, WhatsApp was done once a week in every meeting. In each meeting students and lecturer were required to stay online together with the same time to make the discussion run well. The discussion lasted 120 minutes. Before doing the discussion students received guideline to do the discussion. The lecturer prepared the material

based on the syllabus, the type and content of material were based on the learning objective stated on the syllabus. In short the objective was students were equipped with the ability to translate sentence and short paragraph of text.

There were three meetings, meeting 1 translating sentence from newspaper headline, meeting 2 translating article from Reader's Digest magazine, and meeting 3 translating short story "It's Only Me". After following three meetings, students did test to translate text from Reader's Digest magazine. The holistic method of scoring was used to assess students' ability to translate the text. The average score was 80, the lowest score was 60 and the highest score was 100.

Based on the result of test, the students' weakness was to translate contextual words since mostly students could not catch the meaning of word based on its context. The practice on discussion helped them to identify and translate word based on the context since they were able to see answers from different perspective and they could evaluate which answer was appropriate with the word context. Besides, most students translate culturally bound word inappropriately and in the discussion, lecturer directed them to access online monolingual dictionary rather than bilingual dictionary to tract the cultural information and the learning resources was shared on the group discussion. In conclusion, students' skill to translate text improved. Students could scan difficult word and understand meaning of text based on the context and culture.

Moreover, students' attitude toward the technique was in line with the result of test. Table 1 showed students' attitude toward the use of WhatsApp on discussion in translation class. In statement 1, 75% students (19 students) agreed that they enjoyed learning translation using WA. They explained the application was easy to access and learning can be done anywhere and anytime. Students could study comfortably in their own way. Some students learned while relaxing in their boarding house, listening to music, or studying together with several friends in the same room. Similar to Nunamaker et al's (2004) study that they found online learning is location and time flexibility make students enjoy in learning. In statement 2, most students explained that their active participation on discussion improved. 90% of them (22 students) were being active on the discussion by giving more comment to the task and to their friends' work. Some students explained that, they could join the discussion without being afraid of expressing their opinion directly in front of their friend. They could comment without raising their hands and speaking up. Moreover, the lecturer raised students' active participation by giving reward for those who were active in the discussion.

No	Statement	Responses			
		Strongly agree	Agree	Disagree	Strongly disagree
1	I enjoy learning translation using WA	40%	35%	25%	0
2	I comment more on the discussion using WA	25%	65%	10	0
3	It is easier for me to follow the discussion	15	40	35	0
4	I get more learning experience	30	50	20	0
5	Learning translation using WA is more fun	10	50	40	0

**Table 1. Students' Attitude toward the Technique**

However, in statement 3 and 5, students' attitude toward this technique showed contradictory result. In Statement 3, 55% students (14 students) explained that they find it easy to follow the discussion. Almost half of students agree that the discussion run well. Some students

explained that when all students comment at the same time, made them hard to track so many comments from their friends. Students could not comment their friend work in the beginning when the discussion happening. Besides, WhatsApp was not suitable for students to post their work at the same time and comment at the same time. To make it more effective, the lecturer should limit the number of task, and the students to comment. In this case the lecturer should motivate students to achieve their goal in learning (Biel, 2011).

In statement 5, 60% students stated that learning translation using WhatsApp was more fun. The thing that made learning not fun was the proportion of the task that was too many to be pun on the discussion via WhatsApp application. This made students hard to follow the discussion and the lecturer to control the discussion. After students commented on the discussion of 1 sentence, there should be feedback from the lecturer, yet the lecturer could not comment because students focus changed to the comment on the second sentence, and etc.

Regardless statement 3 and 5, 80% students (20 students) agreed that they got learning experience by following this class. They learned how to understand and follow lecturer's direction online and doing the task online with different ability in following the lesson. Some students could understand and do the task quickly but some were not. Students learned how to manage voicing their opinion online among many friends. McKay (2006) indicated online learning environment provides substantial benefits.

#### 4. CONCLUSION AND SUGGESTION

It can be concluded that WhatsApp is social media that can be used for students to do the discussion online effectively. This social media enables students to express their opinion easily and without any pressure, especially for students who were unwilling to express their opinion directly by face to face interaction. Thus students' active participation improved. Besides, discussion via WhatsApp made students aware of learning translating word appropriately based on the context by reviewing comment from their classmates and feedback from the lecturer. Moreover, doing discussion via WhatsApp is flexible students could learn on their own, made the comfortable in learning in certain situations.

Considering the drawback of WhatsApp as the media used in learning translation by discussion. It is suggested for the lecturer to manage the portion of task and comment so that suitable with discussion room in WhatsApp. The task should be designed for 1 student for each post, not all students in one post.

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