THE USING OF *WONDERSHARE* APPLICATION IN TRANSLATION CLASS

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Abstract

The goal of Translation studies for university students can be achieved if students get lot of exercise in translating written and spoken texts. Monotone exercise that is usually given by lecturers made students get bored easily. It is also affected on students' result in final examination. The use of technology as teaching learning method in translation class is hoped as the solving of translation class' problem and also improve students' skill in translating audio visual text, from English to Bahasa Indonesia or vice versa. The purpose of this paper is to describe the effect of applying or using *wondershare* application to improve students' ability in translating written and spoken texts, especially audio visual. This wondershare application will be modified to make students able to translate directly by hearing audio and picture or short clips that are provided. This paper is hoped give the impact for lecturers and also for students. By the end of this research, it is hoped that this paper can enrich lecturer's knowledge in teaching learning method in teaching translation class, especially in translating audio visual material.

Keywords: wondershare application, translation class, audio visual translation

Introduction

Students of English Education department are being prepared not only to be lecturer but they are also being prepared to be a translator or interpreter. In learning process, they learn how to translate in translation class and in interpreting class. In translation class they learn how to transferring meaning from source language into target language, mostly in form of written text taken from article or scientific tex. In interpreting class, they learn how to transferring meaning in spoken language or in oral language taken from film or advertisement. To increase student ability in translating any kinds of texts, students must do a lot of exercise and practice in translating texts.

The problem that must be faced by lecturer nowadays is students feel not enthusiast and bored in doing translation practice since the object that must be translated is only texts. Besides, the way in translating text is in the monotone ways. Lecturer only give the text, and then students must transferring those text into other language, for example English text that is taken from Jakarta post, must translated into Bahasa Indonesia.

The problem is increasing when the students must practice to translate audio visual material. In audio visual, students must face different type of texts in for example flayer of advertisement, song, or clip of film. Sometimes lecturer only gives flyer of advertisement and students must translate it or the lecturer plays part of film and students must translate it although they only have one chance to see it. By this method, the student will get bored easily that can affect to their results.

The lecturer needs other way to teach in translation class. The method not only make lecturer easier to teach students, this method also can make students pay more attention and do not

feel bored easily. By finding the new method, it is hoped the aim of translation class can be achieved easily.

This paper will present method that can be used by lecturer to teach in translation class, especially teaching audio visual material. It is needed to be discussed since lecturer need method that can make student enthusiast and the aim of the course can be achieved perfectly by the end of this course.

Audio Visual Translation

Audio visual translation is a translation that relates to transferring message from source language into target language in form of audio or visual. Audio visual translation is developing nowadays since the developing of text in audio visual for consumption of electronic and digital media. Texts in the audio visual translation basically are in the form of spoken text, such as radio or television program, film, DVD, opera or theater. Those texts are translated into target language correctly by using revoicing or subtitling technique. Subtitling is the translation version of dialogue seen in the film that is written in the bottom of the screen. The problem must be faced by the translator in translating subtitle is the limited place, time, and showing. The subtitle only appears not more than two lines which is consist of 30-35 characters in each line. It is only appearing 2.5 – 3 second for one line, and 5 -6 second for two lines subtitle.

Some researchers said that translating subtitle is not as easy as translating text. A translator only has limited time and space in translating text in the subtitle form. It is happened since translating subtitle only has limited time, not as much as translating a novel, or a book. There are positive and negative aspects in translating subtitle. The positive side, the cost in making translation of subtitle is cheaper, easier, and also shorter time in producing. By using subtitle, the video is keeping the original voice of the actors and it helps others in learning English. However, the negative side is since the subtitle is appearing in limited time sometimes it lacks of information. Gambier in Eksanusi (2014:142) stated that the main point in translating audio visual is the easiness of accessibility, which consists of acceptability (language, diction), legibility (font size, position, and speed), readability, synchronicity, relevance, and domestication for cultural terms.

Wondershare Application

Wondershare is software that is used by tutor to make quiz for their students. This application is easy to use since this software did not need programming language. There are some types and level of quiz in this application, they are false or true, multiple choice, fill in the blank, matching, and essay. The lecturer can add and insert audio and video in making quiz by using this application. The flash format application has some facilities, such as this application has feedback facilities in which lecturer can give comment and feedback for the student's assignment. Beside the result of students' assignment is sent to email of lecturer, this application also can put the number of the quiz randomly, so between one student and others looks like have different exercise. In security facility, students cannot login twice with same account, so they only have a chance to answer all question provided in this application. Wondershare application is chosen as the media in doing exercise of translating audio visual since this application is easy to use and students can listen to the audio individually by using headset or earphone. Therefore students can listen to the recorded voice without face any problems that can disturb their concentration in hearing the sound. By using this application,

students only have limited time to translate the audio visual translation. They do not have time to discuss with others. Each student has same time to translate therefore the assessment is fair since each student has same opportunity in hearing and timing in doing audio visual translation.

Discussion

Audio visual translation is collaboration between verbal and non-verbal which need continuity between text, picture and sound. Audio visual translation is assumed equivalence between source language and target language in meaning and function aspects, and also the synchronization between picture and voice, lips movement and voice tempo. There are some ways in practicing audio visual translation. Lecturers can find the boring way or the interesting way in giving practice of translating audio visual. Lecturers can play the music or clip of the film and the students listen and translate those clips together. They will find any difficulties since there are lot of disturbance and they also asked lecturer to repeat for many time. It looks not effective and it cannot measure students' ability since they discuss each other.

Some researches that have been done found that students are more enthusiast in doing audio visual translation if they are using tools individually, such as podcast which is played and listened through earphone. Wonderhsrae application is marked as the effective tools in practicing translating audio visual since this application can be loaded with sound and also video. It means students can do practice in translating subtitle or interpreting by using this application.

The wondershare application can be used in practicing audio visual translation through some steps as followed:

Lecturer monitors students needing to support teaching learning process in audio visual translation

From the data, the lecturer make the material to be filled in the wondershare application. The material that has been filled with audio and video with English that must be translated into Bahasa Indonesia and also audio and video with Bahasa Indonesia that must be translated into English. This application has been modify previously.

Students are given general knowledge about audio visual translation, therefore they know what the audio visual translation is and steps in doing translation. They also provided with knowledge about the problems during translating audio visual, and how to solve that problems.

Students are introduced to wondershare application, how to operate it, and introduced to the detail of wondershare application.

Before doing the real exercise, students are asked to do practice using wondershare application by translate the example assignment that provided before.

Students translate the assignment that has been provided before, with the limited time.

Student's assignment will directly marked into provided componental columns that are used to analyzed the quality of students' translation.

Lecturer and the rater will analyze the quality of students' translation. After that lecturer will analyzes the factors that influence students' translation and the lecturer also has interview

with some students to find the reason students doing that translation.

By following those steps, lecturer can give practical experience for students in translating English into Bahasa Indonesia and vice versa in the term of audio visual material. This application is hoped can be the devices for lecturer to teach audio visual translation since students can practice it by their selves and individually but in the equal time and equal opportunity. Students can practice translate the audio for example monologue, conversation, advertisement promotion, and conversation taken from film. This device is hoped to prepare students in advance translation course, for example interpreting course.

Conclusion

Wondershare application is chosen as the media in doing exercise of translating audio visual since this application is easy to use and students can listen to the audio individually by using headset or earphone. lecturer can give practical experience for students in translating English into Bahasa Indonesia and vice versa in the term of audio visual material. This application is hoped can be the devices for lecturer to teach audio visual translation since students can

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