

**AN ANALYSIS OF “MINI CONFERENCE” TECHNIQUE IN  
TEACHING TRANSLATION AT IAIN CURUP  
(Case Study of 8th Semester Students’ of English Education Programme Academic  
Year 2017)**

**THESIS**

This Thesis is submitted to fulfill  
the requirement for “Sarjana” degree  
of English Tadris Study Program



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Assalamu'alaikum wr.wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara **AHMAD RIZKAN** yang berjudul *“An Analysis of “Mini Conference” Technique in Teaching Translation at IAIN Curup” (Case Study of 8th Semester Students of English Education Study Program Academic Year 2017)*. Sudah dapat diajukan dalam sidang munaqasah.

Demikian permohonan ini kami ajukan, terima kasih.

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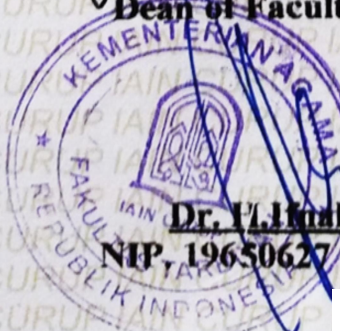
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## PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled *“An Analysis of “Mini Conference” Technique in Teaching Translation at IAIN Curup” (Case Study of 8th Semester Students of English Education Study Program Academic Year 2017)*.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1(S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

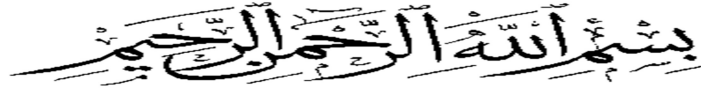
Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

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The researcher finished this thesis entittled ***“An Analysis of “Mini Conference” Technique in Teaching Translation at IAIN Curup” (Case Study of 8th Semester Students of English Education Study Program Academic Year 2017)***. This thesis is presented in partial fulfillment of the requirement for the degree of Strata I in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, gudance support, suggestion and motivation from others. In this chance the researcher would like to express his deepest gratitude for:

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Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect. And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah bless us and give us the easiest way for facing our future. Aamiin Ya Robbal'alamin

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Curup, 17 July 2019

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# *MOTTO AND DEDICATION*

*"Good star will lead you to great end"*

*"When everyone underestimate you, you have to show that your willpower and hard work will take a part and make them suprised"*

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*"Smart Is not the special key in conducting a research, discipline, confidence and strong mental is the key"*

*"Life is colourful. Every people have their own way, happy, sad, cry and laugh are the components on it"*

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## ABSTRACT

**Ahmad Rizkan.2018** : *“An Analysis of “Mini Conference” Technique in Teaching Translation at IAIN Curup” (Case Study of 8th Semester Students of English Education Study Program Academic Year 2017)*

Advisor : Mrs. Jumatul Hidayah, M.Pd

Co-Advisor : Mrs. Henny Septia Utami, M. Pd

The objective of this research was to know how the student perception on Mini Conference on Translation Class is. The study is a descriptive research presented quantitatively. The population of this research encompassed all of eighth semester students of English Study Program in IAIN Curup on 2019, total of the student was 36 students. From the population the researcher took all of the student as the sample of the research because they have learned the first Translation material by using Mini Conference technique. Data were collected through questionnaire. The collected data were analyzed by using tabulating and making percentage. There were two indicators, disadvantages and advantages. For the first indicator, from 24 statements got 23 negative perception and 1 neutral perception with total 69,1 percentages. furthermore, for the second indicator got 23 negative perception and 1 positive statement with total 30,9 percentages. So, the finding of this research was negative perception from all the students towards Mini Conference as Technique for teaching Translation Class.

***Key word: Translation Class, Mini Conference and English Tadris Study Program***

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# CHAPTER I

## INTRODUCTION

### A. Background

A lot of experts have interpreted the definition of translation. For example Munday stated that “The process of translation between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL)”<sup>1</sup>. In addition, In Roger T Bell’s book, he said that “translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences”.<sup>2</sup>

Related the theories above, it means that in translating, a translator changes the source text into the target language form. Even though the form of source language is changed into target language, the meaning has to be constant since it is the main importance in translating. An ideal translation is preserves the meaning of the source language in form of target language naturally.

Each translation activity has many specific aims. The main purpose of translation is to slave for as a cross-cultural bilingual communication agent among people. Chute cited in Ali points out, that "without translation, our world would

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<sup>1</sup> Jeremy Munday, *Introducing Translation Studies*, (London: Routledge, 2001), p. 5.

<sup>2</sup> Roger T Bell, *Translation and Translating Theory and Practice*, (New York: Longman Inc., 1991), p. 5.

narrow mercilessly"<sup>3</sup>. So, that is quite clear that translation plays an important purposes for human life. Because, language is one of the way for learn civilizations and understand the others person. In our world, message between different nations with different languages is feasible through translation. It can be easier if learning that material early. That is the mission from teaching translation. But, that's job is not easy, it is a difficult process. The reason behind this difficulty is the teacher, in this domain, plays constantly the roles of a reader, a decision – maker, a writer and an assessor.<sup>4</sup>

There are several aspects in translation to concern. They are accuracy, clarity and naturalness.<sup>5</sup> It will be a difficulties to concern to the all aspects of translation for a learner of English as a foreign language, especially in Indonesia, because English is foreign language, not the first language, second language and etc. To overcome the difficulties of students in mastering all aspects, it is needed an appropriate teaching technique in the learning process of translation, so that students understand how to translate properly and then the source language can be translated naturally into the target language. It is very important for a teacher to implement appropriate teaching technique to teach translation. such as dialogues, paper presentation, task and cooperative learning. By applying one of the

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<sup>3</sup> Mayyadah Nazar Ali, *Methods for Teaching Translation*, (Iraq: Erbil, 2013) p.138

<sup>4</sup> Ibid.

<sup>5</sup> Ika Kana Trisnawati and Syamsul Bahri. *Strategi Penerjemahan Teks Bahasa Indonesia Calon Mahasiswa Magister Dalam Ujian Masuk Program Pasca Sarjana UIN AR\_RANIRY Banda Aceh*.2017.p.88



technique which students like, he can encourage the students to understand in the classroom especially translating.

Related to the technique in teaching translation, there is a new technique implemented in IAIN CURUP, the name is Mini Conference. This has been carried out in the subject of translation since 2017, and this technique is a learning process such as presentation. It was made by translation lecturer in IAIN CURUP. The idea came from his experience in bringing the students to follow international conference. By that, he thought about practicing this technique in teaching his students in IAIN CURUP. When he practiced in sixth semester, he just got small population.

Furthermore, researcher interviewed the lecturer of translation. He gave respon that he had been trying various techniques for students to be master in translation skill. In relation to this, the lecturer tries to apply mini conference to teach translation for asissting students become professional translator. So that he named this technique as Mini Conference. It almost resembles presentation, but the differences are in agenda structures. In a mini conference, it is needed several students to take on the role of running it, such as, the Master of Ceremony (MC), conductor, moderator, prayer leader, and of course the presenter and also we sing independence song. Next, the moderator manage the agenda and introduce the presenter who will present the material.

However, according to nunan in Hariani stated that the method and the material used in teaching translation are based on Nunan's principles for designing

language teaching materials . Among the sixt point, one of them is materials should be authentic in terms of texts and tasks. This will be a great help for the students if they face real-world texts and tasks, when they become translators.<sup>6</sup> From that theory the researcher concluded that in teaching translation it's important to translate the text and do the tasks first. Teaching translation must to facilitate the students to practice translating the text. It is applied so that students are accustomed to translate and immediately apply the theory previously learned.

Regarding the emergence of that new technique, the researcher interview several students about mini conference technique. The result were Student A said that mini conference is good technique in speaking ability not in translation. Student B said that mini conference is good for train students mental but not in translation. Student c said that mini conference good in speaking and grammar not in translation.

They were given by lecturer some concepts how to be a good translator. However, from several students were interviewed, the researcher got the conclude that students got some deficulties for learn translation by mini conference technique. Firstly, the activity is a rether new, so, there were some students felt shock, because they have never known about this concept. The hardest when to be presenter, they have not known about what will they say and they have to think hard about it. The second one, every group have the same material. So, the

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<sup>6</sup> Sri Hariani Thesis, *The Aplication of Activities and Sources Material in Teaching Translation*, STAIN CURUP, 2012, p.20

students only copy their friends power point and present it. There's no check from the lecturer, after the activity, they didn't understand what they presented. The last, all of classes were gathered, so it was too difficult to control the audience.

The researcher thinks that disadvantages and advantages for this Technique is important to prodi. Because, if they fell relax and agree mini conference as a technique for teaching translation, that technique can be continuous. If not, the lecturer have to looking for what are less from his method and have to fix it. Based on the phenomenon, what happened in the real condition and theory is conflicting. So, the researcher conducted a research entitled *An Analysis of "Mini Conference" Technique in Teaching Translation at IAIN Curup*. In this research, researcher used questionnaires to collect the data. So, this research included in descriptive quantitative method.

## **B. Research Questions**

From the problem above, the researcher focused on problem that should be carried out and identified as questions of this research, as follow:

1. What is advantages about "Mini Conference" technique in teaching translation class?
2. What is disadvantages about "Mini Conference" technique in teaching translation class?

### **C. Objective of the Research**

Based on the research's questions, the objective of this research are:

1. To investigate advantages about "mini conference" technique in teaching translation class
2. To investigate disadvantages about "Mini Conference: technique in teaching translation class

### **D. Delimitation of Research**

In English Tadris Study Program of IAIN Curup, there are two kinds of Translation class. There are Translation one and Translation two. The first kind is Translation one where the students focus in learning about theory. What is translation, how to be good translator using by mini conference technique, etc. Where the task is write down the resume from mini conference resulted, and the final examination is translate the journal from english to indonesian. The second one is translation two where the students is asked to discuss and translate journal from indonesian to english. Since the topic of this research was mini conference. So, the researcher delimited the scope to the first type of translation class and only students perception about Mini conference technique.

## E. Operational Definition

To avoid misunderstanding and also to clear out the topic about the concept used by researcher in this research the brief descriptions below describe about key terms discussed in this research.

### 1. Translation Class

In this research, like Roger T. Bell stated in his book, the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences.<sup>7</sup> So, translation class is class that learn about translating source language to target language. In IAIN Curup, the source language is english and target language is bahasa indonesia.

### 2. Mini Conference

Mini conference made by one of the lecturer from IAIN CURUP as translation lecturer. This technique is one of the new one that applied for teaching translation class. In some of the above studies it can be associated with mini conferences in the translation learning process which can be defined as mini seminar classes for learning translations. In addition, the Mini Conference has several rules different from the usual presentation class.

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<sup>7</sup> Roger T. Bell, *Loc.Cit.*

## **F. Significance of the Research**

### 1. Theoretically :

Theoretically, the result of this research were expected to enrich the related knowledge to design a technique for teaching translation class.

### 2. Practically :

In Practical term, the result of this were expected to be useful for

1. Translation lecturer, it is expected that result of this research can give information about students perception of lecturer technique in teaching Translation used Mini Conference. Therefore, the result is hopefully can help the lecture to develop better technique.
2. Researcher, because this research can be one of the source to taching translation class using Mini Conference technique. So, the researcher can using this technique when he be a teacher.

## **G. Thesis Organization**

This section provides the paper organization from chapter one until chapter five. Chapter I is introduction. It consists about background, research questions, objectives of the research, the limitation of the research, definition of key terms, significant of the research. Chapter II deals with review of related literature. It provides review of related review and Review of The Related Studies. Chapter III is Research Methodology. It deals with kind of research, subject of the research, research instrument, data collection technique, data analysis technique. Chapter IV

deals with findings and discussion. It provides several finding and discussion of the problems. Chapter V is conclusion and suggestion. It consists of the conclusion and suggestion from this research.

Briefly, the explanation above has discussed the general frame of this research. It states the focus of study and the rationale of conducting the study. Thus, the next part will further talk about the theoretical ground for the study.

## CHAPTER II

### LITERATURE REVIEW

#### A. Mini Conference

##### 1. Definition of Mini Conference

Mini conference made by one of the lecturer from IAIN CURUP as translation lecturer. This is one of the new technique that applied for teaching translation class. In several of the above studies it can be associated with mini conferences in the translation learning process which can be defined as mini seminar classes for learning translations. In addition, it has some rules different from the usual presentation class.

Mini Conference comes from two words, mini and conference. Mini means something small and conference means a meeting of two or more persons for discussing matters of common concern.<sup>8</sup> The researcher concluded that mini conference are people gather together in order to talk about something important to discuss or present by a small group. It is only the name from a technique that used by lecture for teach translation class. The closest meaning from it in the real situation is presentation. Because in there, it used the media such as power point for present their material.

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<sup>8</sup> *Merriam-webster's Collegiate Dictionary.1828*



In a book from Andi in hanggani<sup>9</sup>:

"Presentations are used to explain ideas, plans, implementation, and results of an activity verbally. More and more attracting a presentation, the easier the audience understands explanation of the speaker".

The meaning from this understanding is confirms that to present a presentation more interesting should be conveyed using a tool such as power point. Using the right tools and facilities can be used provide an advantage for the speaker because it makes it clearer material delivered. Audiences also feel more interested when Submission of material is supported by the presence of images and equipped with sound or video, so as not to feel bored quickly.

According to Triwidodo and Kristanto in Hanggani "The definition of presentation is a form of oral report regarding a certain fact to the communicant".<sup>10</sup> This is means that presentation is one form of verbal communication, one form of communication used to convey messages to other parties through writing or verbally. By sending messages in writing or verbally, it is expected that people can understand what the sender of the message is saying well.

Furthermore, Sutomo said that "Presentation is an active activity where a speaker deliver and communicate ideas and information to a group of

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<sup>9</sup> Mila Eka Hanggani Thesis, "*Pengembangan Ketereampilan Teknik Presentais Bagi Sekretaris*", 2013, p.13

<sup>10</sup> *Ibid.* p.10

audiences".<sup>11</sup> From that statement can be taken a conclusion that presentation is an activity carried out by involving other people besides the speaker, so the speaker must be able to make interesting presentations to follow.

Based on varied definitions provided by the experts above, it concluded that mini conference can be understood as a presentation. That technique of presentation is one of the alternative ways that can be used by a lecture in translation class, it has the various aims in accordance with the content of the material to be conveyed. But, it had a formal agenda between mini conference and presentation such sing an independence song, had a master ceremony (MC), moderator and prayer. But, for the another agenda it looks like same. Because, after they present their material, the next activity is asking and answering.

## **2. Presentation Technique**

Technique is one of the important things that used by the lecturer to teach student. Every technique has advantages and disadvantages, advantages is something (such as a good position or condition) that help to make someone or something better or more likely to succeed than others, disadvantages is something that makes someone or something worse or less likely to succeed than others.<sup>12</sup>

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<sup>11</sup> *Ibid.*p.11

<sup>12</sup> *Merriam-webster's Collegiate Dictionary.1828*

According to Triwidodo and Kristanto in Hanggani, they talks about advantages of presentation as the following<sup>13</sup>:

1. Presentation Has a Stronger Influence on the Audience

The Successful presentations will have a good influence on the audience. Interesting presentations will be more useful and more attention than a written report.

2. Opportunity to Show the Personality

When the presenter is invited to present a presentation, they can introduce themselves and talk what ability which them have. This can useful for the to make some relations to another people.

3. Direct Feedback

It means that something respons from audience to presenter. Feedback from this audience might be obtained during the presentation takes place, such as applause or laughter from the audience because they are interested in presenter explanation or saturation audience for communicant presentation.

While the disadvantages of presentation is:

1. little hard to make a review

Presentation that are lacking in preparation will be boring for the audience and that will impress poorly. Different from written reports,

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<sup>13</sup> Mila.*Op.cit.* p.15

this will not happen. Because, in written reports it can be arranged and arranged neatly so that it can be understood by others. the presentation cannot be set, because if the presenter makes a mistake, the ability of the audience will be doubted.

## 2. Less manageable

It is very difficult for presenters to organize the audience. the presenter must have a variety of trick to be able to control them for any consequences that can occur. For example when they are bored, the presenter must immediately think of ways so that the audience does not go out and enter the door so as not to disturb other audiences.

## 3. Suggestions and criticisms cannot be immediately stated

When the presenter delivers them presentation, the audience may not interrupt the conversation. The audience must gathering the question and will be given the opportunity to ask questions in the asking and answering session.

From some explanations about the advantages and disadvantages of the presentation techniques above, it gives an overview to the presenter to better master and make preparations before appearing. So that it can overcome various possibilities that can occur. for example, when get a negative response from your audience because of unsatisfactory presentation, scathing criticism, questions that make a drop and various other unwanted conditions.

### 3. Preparation for Presentation

In conducting a presentation, the presenter must prepare the material to be conveyed as well as possible, as it is explained by Duarte in Trinh, Yatani and Edge<sup>14</sup>:

1. Record spoken rehearsals, using a script or notes if required, listening back in idle moments to absorb content auditorily and further reduce text reliance.
2. Repeat the presentation by speaking to it, writing it down, and reciting it mentally many times, and continue until the key points and flow are committed to memory.
3. Reduce reliance on slide text by rehearsing with a single highlighted word per bullet until only the highlighted words are needed as prompts (or better, use images)

Based on that theory above the researcher make a concluded that when the presenter does not depend on slides and can master the stage, they can be free to interact directly with the audience. Reduced slide text is also better done so the presentation doesn't feel bored. For a presenter, mentality is the main thing that must be considered and trained. When in front of an audience,

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<sup>14</sup> Ha Trinh, et al, *PitchPerfect: Integrated Rehearsal Environment for Structured Presentation Preparation*, (Canada: Toronto, 2014), P.1572

the speaker may not be nervous or show the audience that they is not prepared. Therefore the presenter must practice before presenting the material.

## **B. Translation**

### **1. Definition of Translation**

Since long time ago, translation has been variously defined. Accordingly, there are so many various definitions. Based on experts own point of view, the researcher use them theory as the reference to define translation well. First, came from Roger T. Bell in his book said that “Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences”.<sup>15</sup> Next, it came from Peter Newmark. He stated that “translation is rendering the meaning of a text into another language in the way that the author intended the text”.<sup>16</sup> In his another book, Newmark added his definition about Translation “it defined as transferring the meaning of a stretch or a unit of language, the whole or a part of a text, from one language to another”.<sup>17</sup> From both of Newmark’s statements, it known that translation is about meaning transferring from one language to another language.

Furthermore, Larson delivered his point of view for Translation. He claimed that “translation is basically a change of form. When we speak of the

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<sup>15</sup> Roger T. Bell, *Loc. Cit.*

<sup>16</sup> Newmark, *Op. Cit.*, p. 5.

<sup>17</sup> Peter Newmark, *About Translation*, (Great Britain: Cromwell Press Ltd., 2001), p. 27.

form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc. Which are spoken or written. These forms are referred to as the surface structure of a language. It is the structural part of language which is actually seen in print or heard in speech. In translation the form of the source language is replaced by the form of the receptor (target) language”.<sup>18</sup>

In addition, the researcher found another version of defining translation in Susan Bassnett’s book. “What is generally understood as translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted”.<sup>19</sup>

Based on definitions above, the researcher can concludes that translation is an activity of transferring meaning from one language called by source language to the another language called by target language, by considering to the equality of words or meaning in both language. Accordingly, the message from source language could be delivered well, and the reader in the target language can understand the meaning and catch the point which is transferred

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<sup>18</sup> Mildred L. Larson, *Meaning-Based Translation*, (USA: University Press of America Inc., 1998), Second Edition, p. 3.

<sup>19</sup> Susan Bassnett, *Translation Studies*, (New York: Routledge, 2002), Third Edition, p. 12.

by translator. Because, translation is not just about translating words from two languages, but also about the meaning.

## 2. Problems in Translation

There are some problems that discussed by experts in Translation field. Some experts distinguished the problems according to the kind of texts translated, the medium used in translating, the fields discussed in that translation process, etc. The list of problems comes from Mona Baker, it talks about the common problems of non-equivalence, as follows<sup>20</sup>:

1. Culture-specific concepts.
2. The source language concept is not lexicalized in the target language.
3. The source language word is semantically complex.
4. The source and target languages make different distinctions in meaning
5. The target language lacks a superordinate
6. The target language lacks a specific term (hyponym)
7. Differences in physical or interpersonal perspective
8. Differences in expressive meaning.
9. Differences in form
10. Differences in frequency and purpose of using specific forms

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<sup>20</sup> Mona Baker, *In Other Words: A Coursebook on Translation*, (London: Routledge, 1992), p. 21-25.



### 11. The use of loan words in the source text

Based on that problems listed above, it can seen some differences stressed both in the source and target language. Several things are can harder to be found in the target language but will be a bit or even be found easily in the source language, and vice versa. These can trigger the condition where one language affects another. Moreover, in bilingual case. The translators' knowledge about their native language could give effects for the foreign language in translating.

### 3. Teaching Translation

Teaching is an art, it come from word "Teach". It means that art of transferring of knowledge and skill to students by lecturer. Because, they has some technique for teach them students depended every lecturer. According to dequily and Ghazali "Teaching is give knowledge to someone by someone by extract and brief".<sup>21</sup> Based on theory above the researcher got a conclusion that teaching is process give knowledge, guidance students by the lecture so they can face they life well.

Every teaching has a method that teacher used, included Translation material. One of the method that used Edge in his article in cunningham

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<sup>21</sup> Sri Hariani Thesis, *The Aplication of Activities and Sources Material in Teaching Translation*, STAIN CURUP, 2012, p.11

“Prior to facing the task of translation, students discuss the topic, thus generating potential vocabulary and language they might encounter in the article. Then in small groups, the L2 article is translated into the L1. Groups then exchange the L1 translations and retranslate them into the L2, after which both the original and the translated L2 versions are compared and discussed”. In short that researcher got, the lecturer give article to students, they translate and discuss the topic. If they found the mistake, they can fix it together.

The translation class activity has purposed to get the best translation. There are several ideas for translation classroom activity<sup>22</sup>:

- a. Students groups work on translating different sections of a text, and then regroup to connect together their parts into a full text, with suitable connecting language. In this activity, students are given the task of translating assignments in different texts in each group. Then, they are gathered together and combine the results they are working on so that the full text and get the meaning.
- b. Students bring in examples of L1 language (in their own country) or L2 (in another country) for discussion and translation. Signs can be particularly interesting. This can also be done by sharing material via group e-mails. For this activity, they were assigned to carry two different languages. Then, they

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<sup>22</sup> Ibid, p.25

are asked to discuss and the results they tasks on the group e-mail to get a good translation.

- c. Learners bring in short texts/proverbs/poems and present them to the class, explaining why they like them. These are then used for translation. In this activity, students are asked to bring several tasks to be presented. So that they are accustomed to spontaneously translate.

Based on the ideas above there are three activities in translation class, where the activities is practice of translating a short text or other kinds such as poems, proverb, etc. After discuss about their translation. The students have to compare their translation to get the best meaning with another student or group. The comparison consist of four kinds of comparioson bellow<sup>23</sup>:

1. The students joined in groups for do short texts regroup and compare their versions, before producing a final text. This can be compared with an “official” published version. Before producing a final text, the students suggested to compare their version with other group.
2. Students translate and then other students give the feedback, they check their version and discuss why there have differences. The comparison is crucial because the learner has own version, from it they can discuss to get the best translation.

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<sup>23</sup> *Ibid*,p.26

3. Student is looked “bad” in translations and discuss the causes of errors. Sometimes the translation will be bad translation, so it is need to discussed by the learner what causes of error. So, they don't do the same mistakes in the future
4. Teacher Ask students to find the different kinds of texts for comparison and translation, for example recipes, e-mails, graffiti, technical text, post-its, etc. For get the best translation, should to find different kind of comparison and translation.

From those comparison the researcher got conclusion that every students do task translate, they have to compare on each groups. After that they have to find what mistakes they did and fix it.

#### **4. The Indicators of Translation**

As regards translation, Mona and Alibir have provided a number of points emphasizing major parts or in the other words the indicators which become the ideal components of translation per se. According to Molina and Albir.

“The categories used to analyze translations allow us to study the way translation works. These categories are related to text, context and process. Textual categories describe mechanisms of coherence, cohesion and thematic progression. Contextual categories introduce all the extra-textual elements related to the context of source text and translation production. Process categories are designed to answer two basic questions. Which option has the translator chosen to carry out the

translation project, However, research (or teaching) requirements may make it important to consider textual micro-units as well, that is to say, how the result of the translation functions in relation to the corresponding unit in the source text. To do this we need translation techniques”<sup>24</sup>

From the theory above, The categories that used to analyze translations indicators are related to text, context and process. Textual categories talk about mechanisms of coherence, cohesion and thematic progression. Contextual categories describe all the extra-textual elements related to the context of source text and translation production. Process categories are designed to answer two basic questions.

## C. Perception

### 1. Definition of Perception

According to barber and legge, Perception is “about receiving, selecting, acquiring, transforming and organizing the information supplied by our senses”.<sup>25</sup> in addition from elliot et al in fernando, “perception is the giving of meaning to the discrete, meaningless stimuli that initially arouse awareness.”<sup>26</sup> Lindsay and Norman said in diana “Perception is the process by which organism interpret and organize sensation to produce a meaningful

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<sup>24</sup> Molina and Albir, Universitat Autònoma de Barcelona, Barcelona, Spain. *Translation Techniques Revisited: A Dynamic and Functionalist Approach*. p.498-499

<sup>25</sup> Barber and legge, in Chaiporn vithessonthi, 2005, *A Perception-Based View of The Employes: A Study of Employes' Reactions to Change*, 1976, Thesis of st. Gallen: Thailand, p-16-17

<sup>26</sup> Ekki Fernando Thesis, “*Student Perception Toward English Teachers' Techniques in Maintaining Students' Attention and Involvement*.”.2017. p.10

experience of the world. Perception in other hand, better describes one's ultimate experience of the world and typically involves further processing of sensory input".<sup>27</sup> Bakhrust and Shanker also cited in Budiman and Apriani said that "perception is an awareness of how things are and thought makes contact with an independent reality".<sup>28</sup>

From the definition above of perception can be concluded that perception is a step of how to people selected, organized and interpreted the inputs of information and experiences that exist and then clarify it to make a meaningful overall picture.

There are three aspects before making a perception to something, there are:<sup>29</sup>

1. Conception. It is a process to collected opinion and thinking about an object throught information or communication.
2. Opinion. It is a process to employ direct contact regularly and systematically by doing aresearch.
3. Observation. It is an introduction function to understand real object throught direct contact.

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<sup>27</sup> Pristiweneka Diana Thesis, "*Student Perception Toward Schema Theory That Used in Reading Class*".2011.p.8

<sup>28</sup> B. Wisnu and A. Eka, "*Students' Perception Of Lecturers' Role In Enhancing Efl Learners' Communication Ability*", Vol.3, 2019. p.228

<sup>29</sup> Reza Mayasari Thesis, "*Student Perception Toward Non-English Subject at English Study Program*".2013.p.15

So, from the aspects above can make perception about something but between two or more persons are different because determined by individual responses.

## 2. Forms of Perception

In general meaning, perception is a response based on an evaluation directed toward an object and expressed verbally, whereas other forms of perception is the view that based on the assessment of an object that happens, anytimes, anywhere, if the stimulus effect. Thus it can be seen that there are two forms of perception, they are positive perception and negative perception.

The terms will be explained as bellow:<sup>30</sup>

### a. Positive Perception

The positive perception is perception or view of an object on arrested for his personal suit.

### a. Negative Perception

Negative Perception is perception or view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal.

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<sup>30</sup> Wisnu and Eka *Op.cit*, p.229

#### **D. Review of Related Finding**

The researcher have founded the reasearch which done by so many researches before this. They discussed various things about Problems, Methods, Techniques etc in Translation. The researcher provides the studies about Translation which are related to this research. Each results can be taken as the examples and guidance for this study.

First, comes from Sri Hariani, which entitled by "*The aplication of Activities and Source Material in Teaching Translation*". That research is so closely related to what the researcher wants to observe here: Teaching Translation. But, the difference is, the researcher focuses on Mini Conference in translation class. Hariani used qualitative method to describe his method. She focused on the activities applied by the lecturer in teaching translation II, source of course materials used in teaching translation II and to investigate difficulties in teaching translation II. Where the sybject in his research was got based on the purposive sampling technique from one English lecturer who teaching Translation II at STAIN Curup in academic year 2011-2012.

The findings revealed from this research has three points. First, the lecturer applied two activities naely practice of translation that consist of individual activity and group activity and then discussion. Second, the lecturer uses various source in teching translation II, such as: Books about translation, journal articles about translation, bilingual dictionary such as Indonesia-English Dictionaries by Hasan Sadely, electronic dictionary such as alfalink, smartphone



and scientific text materials from books. Third, there were two difficulties in teaching Translation II, namely the students did not comprehend about grammar, structure, semantics, pragmatic, cross culture understanding and mastering about the vocabulary. So, it makes the students often found difficulties in translating a text and got a meaning from context. Therefore, the lecturer must explain about the subject again. Next, the lecturer found difficulties to manage time, because it was not enough to discuss theory and practice of translation in one semester.

The second research is the study from Imam Muslim which entitled by "*An Analysis of English Lecturer's Techniques in Teaching English to Islamic Education (PAI) Study Program in Stain Curup*". The researcher found it is completely related to this research because both of the researches are in the same view: Teacher Technique. But, this thesis focused on to find out what the lecturer's technique in teaching *Islamic Education (PAI) Study Programe* at first semester of STAIN Curup academic year 2017/2018 and to find out how the students' perceptions on English lecturer's technique. Imam's thesis used mix method for his research. The subject from his research was lecturer that teaching and all of students of students of PAI study program consist of 184 students. The result from this thesis is consist three parts. The first is report technique, the technique got five positive, one neutral, and two negative perception. So it can be called positive perception. The second is discussion technique, the technique got four positive, one neutral and three negative perception. So, it can called positive

too. The last is composition technique. The technique got one positive, one neutral and five negative perceptions. So it was negative perception.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

This chapter discusses kind of the research, subject of the research, technique of collecting data, research instrument, and technique of data analysis.

#### A. Kind of Research

This was descriptive quantitative research which investigate Disadvantages and Advantages of “Mini Conference” Technique in Teaching Translation at IAIN Curup. Descriptive is a research method whose effort to describe an interpreting the object based on the fact.<sup>31</sup> Descriptive research is to state of event which is going happen and makes description about the fact of situation or event. In this research, the researcher tries to give description about Disadvantages and Advantages of “Mini Conference” Technique in Teaching Translation at IAIN Curup.

#### B. Subject of The Research

Lapan said that “Subject of the research, or somewhat known by study population refers to the people who are the focus of the study”.<sup>32</sup> The population of this research is all of the students in TBI in academic years 2015 that taken Translation one in 2017. Because, all of them have learned Translation used mini

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<sup>31</sup> Pristiwaneka Diana Thesis, “*Students’ Perception Toward Schema Theory That Used in Reading Class*”, 2011, p.37

<sup>32</sup> Rizki Indra Guci Thesis, “*The Interference of First Language in Students’ Translation Products*”, 2017, p.25

conference technique. Total the population of this study were 36 students which consists of three grades of class, A class (13 students) , B class (16 students), and Non-Regular class (7 students).

In this research, researcher used total sampling. According to Syarnubi cited in Maysaroh, “total sampling is a kind of sampling technique by deciding all member of research population as the sample”.<sup>33</sup> The reason for taking total sampling because according to Sugiyono cited in maysaroh “the numbers of population Less than 100 whole populations were all sampled of research”.<sup>34</sup> The number of sample was given in following table.

**Table 1**

**The subject of the research**

Class	The member of students
A	13
B	16
Non-Regular	7
<b>Total</b>	<b>36</b>

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<sup>33</sup> Umami Maysaroh Thesis, “*The Implementation of Teachers’ Corrective Feedback and Students’ Attitude Toward Teachers’ Corrective feedback*”, 2017, p.12

<sup>34</sup> Ibid, p.12

## C. Technique of Data Collection

There are several techniques that researcher uses for collect the data, the techniques were:

### 1. Questionnaire

Questionnaires are defined as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing or their answer or selecting them among existing answer."<sup>35</sup> For this research, questionnaire is very crucial to get the detail data about students' point of view about Mini Conference on Translation class. In this study, the Questionnaire can be open-ended or close-ended.<sup>36</sup>

The researcher used format of questionnaire in this research is closed-ended. It means that samples answered the question based on the answers provided that has been prepared by researcher. Dawson mentions there are several benefits of using closed-ended questionnaire:

- a. Tend to be quicker to administer.
- b. Often easier and quicker for the researcher to record responses. Tend to be easy to code.
- c. Respondents can only answer in a predefined way. New issues cannot be raised.

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<sup>35</sup> Mark and Gass in Mohamed mubarak, *Corrective Feedback in L2 Writing(A study of practice and effectiveness in the Bahrain context)*, ( Bahrain: The University of sheffield, 2013),p.122

<sup>36</sup> Umami Maysaroh Thesis,"*The Implementation of Teachers' Corrective Feedback and Students' Attitude Toward Teachers' Corrective feedback*", 2017, p.14

- d. Respondents can only answer in a way which may not match their actual opinion and may, therefore, become frustrated.
- e. Is quick and easy for respondents to tick boxes – might be more likely to answer all the questions.
- f. Can include a section at the end of a closed-ended questionnaire for people to write in a longer response if they wish.<sup>37</sup>

In conclusion, The researcher used close-ended for do the questionnaire with purpose to get the data from students about Mini Conference that used for teach Translation class. Moreover, Sugiyono in maysaroh “ in order to measure the scale, One type of question format employed is the Likert format, which provides five responses to each question or statement (a. strongly agree, b. agree, c. not sure, d. disagree, e. strongly disagree). The table of Likert Scale as follows”.<sup>38</sup>

### The Table 2

#### Likert Scoring

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

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<sup>37</sup> Chaterine Dawson, *Practical Research Method.*, (United Kingdom: Deer Park Production 2000), p.88

<sup>38</sup> Maysaroh, *Op.cit*

It means the researcher thinks that using five options scoring in the questionnaire for of this research was more appropriate. Then, the data collection processes by using questionnaire are:

- a. The questionnaire is given to the respondents.
- b. Collecting the questionnaire.
- c. The questionnaire analyzed according to each structure and written expression strategy.
- d. The questionnaire tabulated and analyzed based on the percentage formula.

Based on the statement above, the researcher distributed the questionnaire for the subject of the research in order to gathering the data. The researcher distributed the questionnaire to TBI students that taken translation subject in academic years in 2017.

#### **D. Research Instrument**

The instrument is something that used to collect the data or information required.<sup>39</sup> The research instrument was an important tool for researchers in collecting the data. So the instrument was measuring tool in the study. The researcher used questionnaire as the instrument of the research. The questionnaire

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<sup>39</sup> Imam Muslim Thesis, “ *An Analysis of English Lecturer’s techniques in Teaching English to Islamic Education (PAI) Study Program in STAIN Curup*”, 2018.p.20

consists of some questions that used for getting information from the students about students' perception toward lecturers' technique in teaching Translation class

### 1. Questionnaire

Gay mention that "Questionnaire is a written collection of self-report questions to be answered by a selected group of research participant".<sup>40</sup> The respondent from questionnaire is students that taken Mini Conference in Translation class. The researcher used type close-ended to collect the data.

Close-ended format questionnaire is that include multiple choice answer. Multiple choice questions come from category of close-ended format questions. These multiple choice could either be in even numbers or in odd numbers. "By including closed format questions in the questionnaire design, researcher can easily calculate statistical data and percentages".<sup>41</sup> The aim of the close-ended format questionnaire was to get information about student perception toward Mini Conference on Translation class.

The students give the answer based on their perception toward Mini conference as a technique that used for teaching translation class by give a sign (√) to the indicate their choices. Likert scale is the questionnaire design that researcher used measuring with five options, the options from linkert scale could be shorten in the form as bellow:

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<sup>40</sup> L R Gay, *Education Research: Competence for Analysis and Application*, (Florida International University), p.388

<sup>41</sup> Imam Muslim Thesis, " *An Analysis of English Lecturer's Techniques in Teaching English to Islamic Education (PAI) Study Program in Stain Curup* ", 2018, p54



Strongly Agree : SA Disagree : D  
 Agree : A Strongly disagree : SD  
 Neutral : N

**Table 3**  
**Questionnaire of Students' Perception of "Mini Conference" Technique in**  
**Translation Class**

Items of Questionnaire	SA	A	N	D	SD
1. Mini conference technique can make the students who become the presenters find it difficult to explain the issue about coherence in transferring SL to TL					
2. Mini conference technique can make the students who become the presenters find it difficult to explain the issue about cohesion in transferring SL to TL					
3. Mini conference technique can make the students who become the presenters find it difficult to explain the issue about thematic progression in transferring SL to SL					
4. Mini conference technique can make the students who become the presenters find it difficult to explain the translation issue about the context of SL to that of TL					
5. Mini conference technique can make the students who become the presenters find it difficult to explain the translation issue about the cultural element of SL to TL					
6. Mini conference technique can make the students who become the presenters find it difficult to explain the issue about the use of appropriate methods of translation					

7. Mini conference technique can make the students who become the presenters find it difficult to explain the issue about the use of appropriate strategies of translation					
8. Mini conference technique can make the students who become the presenters find it difficult to explain the issue about the use of appropriate techniques/procedures of translation					
9. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about coherence in transferring SL to TL					
10. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about cohesion in transferring SL to TL					
11. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about thematic progression in transferring SL to SL					
12. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about the context of SL to that of TL in translation processes					
13. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about the cultural element of SL to TL in translation processes					
14. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about the use of appropriate methods of translation					
15. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about the use of appropriate strategies of translation					
16. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about the use					

of appropriate techniques/procedures of translation					
17. Mini conference technique cannot make students have a chance to directly negotiate the issue about coherence in transferring SL to TL					
18. Mini conference technique cannot make students have a chance to directly negotiate the issue about cohesion in transferring SL to TL					
19. Mini conference technique cannot make students have a chance to directly negotiate the issue about thematic progression in transferring SL to SL					
20. Mini conference technique cannot make students have a chance to directly negotiate the issue about the context of SL to that of TL in translation processes					
21. Mini conference technique cannot make students have a chance to directly negotiate the issue about the cultural element of SL to TL in translation processes					
22. Mini conference technique cannot make students have a chance to directly negotiate the issue about the use of appropriate methods of translation					
23. Mini conference technique cannot make students have a chance to directly negotiate the issue about the use of appropriate strategies of translation					
24. Mini conference technique cannot make students have a chance to directly negotiate the issue about the use of appropriate techniques/procedures of translation					
25. Mini conference technique can make students understand the coherence in transferring SL to TL					
26. Mini conference technique can make students understand the cohesion in transferring SL to TL					
27. Mini conference technique can make students understand the thematic progression in transferring SL to SL					

28. Mini conference technique can make students capable of transferring the context of SL to that of TL					
29. Mini conference technique can make students capable of transferring the cultural element of SL to TL					
30. Mini conference technique can make students use appropriate methods of translation					
31. Mini conference technique can make students use appropriate strategies of translation					
32. Mini conference technique can make students use appropriate techniques/procedures of translation					
33. Mini conference technique can make the students who become the presenters have adequate understanding of the coherence in transferring SL to TL					
34. Mini conference technique can make the students who become the presenters have adequate understanding of the cohesion in transferring SL to TL					
35. Mini conference technique can make the students who become the presenters have adequate understanding of the thematic progression in transferring SL to SL					
36. Mini conference technique can make the students who become the presenters capable of transferring the context of SL to that of TL					
37. Mini conference technique can make the students who become the presenters capable of transferring the cultural element of SL to TL					
38. Mini conference technique can make the students who become the presenters use appropriate methods of translation					
39. Mini conference technique can make the students who become the presenters use appropriate strategies of translation					
40. Mini conference technique can make the students who become the presenters use appropriate techniques/procedures of translation					

41. Mini conference technique can make the students who become the presenters have direct feedback from others about the understanding of coherence in transferring SL to TL					
42. Mini conference technique can make the students who become the presenters have direct feedback from others about the understanding of cohesion in transferring SL to TL					
43. Mini conference technique can make the students who become the presenters have direct feedback from others about the understanding of thematic progression in transferring SL to SL					
44. Mini conference technique can make the students who become the presenters have direct feedback from others about transferring the context of SL to that of TL					
45. Mini conference technique can make the students who become the presenters have direct feedback from others about transferring the cultural element of SL to TL					
46. Mini conference technique can make the students who become the presenters have direct feedback from others about the use of appropriate methods of translation					
47. Mini conference technique can make the students who become the presenters have direct feedback from others about the use of appropriate strategies of translation					
48. Mini conference technique can make the students who become the presenters have direct feedback from others about the use of appropriate techniques/procedures of translation					

## **E. Validity and Reability of Instrument**

### **a. Validity of The Questionare**

Sugiyono says, “ Validity is the occasion when there is found similaritybetween the data collected and the actual data on the object of the research, the validity of instrument test means that the instrument used for collecting data is valid.<sup>42</sup> Based on Sugiono’s statement, in this instrument of research, the researcher want to get valid the questionare that is used to collect the data. In addition, to decide whether the test used were valid or not, the researcher used the construct validity to measure the test.

To ensure the validity of the instrument, the researcher ask Mr. Rully Morganna to be a validator for this thesis. He is one of the lecturer of IAIN Curup and has a lot of experiences in translating Scientific articles and Journal. Some awards and honors from Mr. Moragan were Indonesia Endowment Fund for Education, LPDP (An Awardee of Regular BPI LPDP), English Season Award II (The Jury of English Debate Competition), English Season Award I (The Jury of English Singing Competition), Dream Theatre II Award (An Adjudicator of English Drama Competition), PRISMA Award (The Jury of English Speech Competition, Fluent in English and Indonesian for 4 skills (Listening, Speaking, Reading and Writing) English, recent TOEFL ITP score: 560, test date: 02/27/2016. The researcher gave the questionare intrument to

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<sup>42</sup> Sugiyono, *Op.Cit* p.172-173

expert validation to get the comments and feedbacks. There were five points stated in expert validation form:

- a. Do try out for counting validity and reliability
- b. Modifying the indicators of "presentation" where the indicators used for data collection are indicators of "disadvantage" and "advantage" of the presentation technique only. Meanwhile, the indicator "preparation of presentation" is not used because the content of the theory refers to the way to conceptualize the presentation, but not the way to present the presentation, so it is not suitable when it is clashed with the indicators of translation.
- c. Bring up the indicators of "the construct of translation" in which the theory is adapted from Molina and Albir.
- d. Say or bring up each utterance of the questionnaire items constructed by colliding each indicator "presentation" with each indicator "translation"
- e. Correcting the linguistic competence of each item in the form (lexis, spelling, and grammar)

Before the implementing the questionnaire, the researcher tried out the questionnaire. After that, the result of the try out was calculated. There were 20 items of questionnaire that was needed to know the validity of the instrument. The researcher used SPSS (Statistical Product for Service Solution) to measure the validity each items of questionnaire. After that, the result of the try out was calculated. After done the try out, the 48 items of questionnaire was valid with the value  $0,788 > 0,514$ .

## **b. Reliability of Questionnaire**

Reliability defines whether an instrument can measure something to be measured constantly from time to time. Thus, the key words for qualifying requirements are consistency or unchanged. To measure reliability in this research, the researcher need measuring tool, and measuring tool which is used technique of Alpha Cronbroach. To measure the reliability, the researcher used SPSS (Statistical Product for Service Solution) .22 version. From the calculation of statistic by applying SPSS program, Cronbach's coefficient was calculated. The internal consistency of the 48-item questionnaire was estimated around 0.95. It can be concluded that the questionnaire was reliable and applicable for the respondents.

## **F. Technique of Data Analysis**

Research will analyze by using statistic descriptive, the statistic used to analyze the data by describing the data, without a purpose to make a conclusion that apply generally.<sup>43</sup> The data of this research will analyze by using the formula:

$$P = \frac{F}{N} \times 100$$

Where:

P: percentage (%)

F: Frequency of respondents for each category for a statement

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<sup>43</sup> Pristiweneka Diana Thesis, "*Students' Perception Toward Schema Theory That Used in Reading Class*", 2011.p.52



N: Number of respondents the whole, for a statement Agreement of the term.

**Table 4**

**Table of the categories in analysis the data of questionnaire**

Category			
Strongly Agree	Combined	Positive Perception	SA: Extremely positive
Agree			A: Positive
Neutral		Neutral Perception	U: Neutral
Disagree	Combined	Negative Perception	D: Disagree
Strongly Disagree			SD: Strongly Disagree

That table above show the categories in analysis the data of questionnaire. The table above using linkert scale that divided the students perception into five categories. There are Strongly agree, Agree, Neutral, Disagree, and Strongly disagree. Those are categories will make a perception agreement from students. If they answer is strongly agree or agree, it means the student give positive point of view about Mini Conference as a technique for teaching Treanslation Class. Beside that, if they answer is disagree or Strongly disagree, it show that the Mini Conference got the negative perception from students. Uncertain in this data is neutral perception from students. It means that respondent gives a neutral perception about that technique. The result of data from questionnaire, it showed the presentage and then the category divide 3 category, there are:<sup>44</sup>

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<sup>44</sup> Reza Maya Sari Thesis, "Students' Perception Toward Non-English Subject At English Study Program", 2013.p.36

1. 70% - 100% = Good
2. 60% - 69% = Enough
3. 10% - 59% = Less

## CHAPTER IV

### FINDING AND DISCUSSION

The fourth chapter concern with the data analysis from the first activity up to the last activity. It discusses the data analysis.

#### A. Research Finding

In order to know the disadvantages and advantages toward Mini Conference as a Technique of Teaching Translation Class, the researcher used questionnaire. The questionnaire consists of several indicators which based on the theory. The questionnaire, which was distributed to 36 respondents and the questionnaire contains 48 items, 24 negative and 24 positive statements. Respondents should choose of five alternative options for each item, they are: strongly agree, agree, neutral, disagree, strongly disagree. On the table the researcher used frequency (F) as a number of students' frequency in choosing the one option. Percentage (%) is the result of data collected from the students' response.

To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. The formula for positive statements is  $X = ((f SAx5) + (f Ax4) + (f Nx3) + (f Dx2) + (f SDx1))$ . The formula for negative statements is  $X = ((f SAx1) + (f Ax2) + (f Nx3) + (f Dx4) + (f SDx5))$ . So, the maximum score of the questionnaire is  $36 \times 5 = 180$ . The percentage of each statements was calculated by using the formula,

that was  $P = \frac{F}{180} \times 100\%$ . Furthermore, the researcher divided the tabel to classify the result of the data based on each kinds of technique. The percentage of students' perception can see in the table bellow:

**Table 5**

**Percentage of Students' Perception on Mini Conference on Translation Class**

Indicators		Total			
		F	%		
1. Disadvantages	1. The presenters find a little hard to make a review	149	82,8	73,5	69,1
		137	76,1		
		136	75,6		
		129	71,7		
		125	69,4		
		132	73,3		
		127	70,6		
		123	68,3		
	2. Less manageable	129	71,7	69	
		132	73,3		
		129	71,7		
		130	72,2		
		130	72,2		
		118	65,6		
		115	63,9		
	3. Suggestions and criticisms cannot be immediatly stated	120	66,7	64,9	
		121	67,2		
		121	67,2		
		116	64,4		
		114	63,3		

		112	62,2		
		111	61,7		
		119	66,1		
2. Advantages	4. Having stronger Influence on the Audience	113	62,8	52,2	30,9
		104	57,8		
		86	47,8		
		86	47,8		
		89	49,4		
		91	50,6		
		88	48,9		
		95	52,8		
	5. Having an opportunity to show the personality	95	52,8	56	
		98	54,4		
		106	58,9		
		107	59,4		
		104	57,8		
		100	55,6		
		102	56,7		
	94	52,2			
	6. Having a chance to gain direct feedback	104	57,8	55,3	
		103	57,2		
		96	53,3		
		87	48,3		
		103	57,2		
105		58,3			
103		57,2			
95		52,8			

From the table above for the first indicator there were 69,1% students “Disagree” about Mini Conference as Technique Teaching of Translation Class, because the statement number 1-24 was negative perception. So, if students’ choosed strongly agree and agree, it means negative. The second indicator there were 54,5% students “Disagree” about Mini Conference as Technic Teaching of

Translation Class, because the statement number 25-48 was positive perception. Based on the data above, it can be concluded from 48 items, respondents gave 46 items negative responses, 1 positive response, and 1 neutral response. Where the positive response were items 25th, and neutral response were items 16th.

**a. Disadvantages**

**Table 6**

**The table that show the first indicator (The presenters find a little hard to make a review)**

Statement	SA	A	N	D	SD	Total		
	F	F	F	F	F	F	%	
1. Mini conference technique can make the students who become the presenters find it difficult to explain the issue about coherence in transferring SL to TL	14	17	1	4	-	149	82,8%	73,5%
2. Mini conference technique can make the students who become the presenters find it difficult to explain the issue about cohesion in transferring SL to TL	6	22	3	5	-	137	76,1%	
3. Mini conference technique can make the students who become the presenters find it difficult to explain the issue about thematic progression in transferring SL to SL	8	17	6	5	-	136	75,6%	
4. Mini conference technique can make the students who become the presenters find it difficult to explain the translation issue about the context of SL to that of TL	3	17	14	2	-	129	71,7%	

5. Mini conference technique can make the students who become the presenters find it difficult to explain the translation issue about the cultural element of SL to TL	3	18	8	7	-	125	69,4%
6. Mini conference technique can make the students who become the presenters find it difficult to explain the issue about the use of appropriate methods of translation.	7	15	9	5	-	132	73,3%
7. Mini conference technique can make the students who become the presenters find it difficult to explain the issue about the use of appropriate strategies of translation.	7	15	5	8	1	127	70,6%
8. Mini conference technique can make the students who become the presenters find it difficult to explain the issue about the use of appropriate techniques/procedures of translation.	6	14	8	5	3	123	68,3%

Based on the table of percentage above there are 36 students who answered the questions by 5 scales where each of them answer with different statement, the researcher got result that students have the biggest presentages in statement number one is 82,8%, and presentages about all the item is 73,5%.

Table 7

The table that show the second indicator (Less manageable)

Statement	SA	A	N	D	SD	Total		
	F	F	F	F	F	F	%	
9. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about coherence in transferring SL to TL	4	18	10	3	1	129	71,7%	69 %
10. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about cohesion in transferring SL to TL	6	17	9	3	1	132	73,3%	
11. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about thematic progression in transferring SL to SL	4	20	6	5	1	129	71,7%	
12. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about the context of SL to that of TL in translation processes	5	18	8	4	1	130	72,2%	
13. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about the cultural element of SL to TL in translation processes	4	21	5	5	1	130	72,2%	
14. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about the use of appropriate methods of translation	3	17	6	7	3	118	65,6%	



15. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about the use of appropriate strategies of translation	6	9	9	10	2	115	63,9%
16. Mini conference technique can make the students who become the presenters find it difficult to manage the discussion about the use of appropriate techniques/procedures of translation	5	8	10	10	3	110	61,1%

Based on the table of percentage above there are 36 students who answered the questions by 5 scales where each of them answer with different statement, the researcher got result that students have the biggest presentages in statement number 10 is 73,3%, and presentages about all the item is 69%%.

**Table 8**

**The table that show the third indicator (Suggestions and criticisms cannot be immediately stated)**

Statement	SA	A	N	D	SD	Total		
	F	F	F	F	F	F	%	
17. Mini conference technique cannot make students have a chance to directly negotiate the issue about coherence in transferring SL to TL	3	18	5	8	2	120	66,7%	64,9 %
18. Mini conference technique cannot make students have a chance to directly negotiate the issue about cohesion in transferring SL to TL	3	16	9	7	1	121	67,2%	
19. Mini conference technique cannot make students have a chance to directly negotiate the issue about thematic progression in transferring SL to SL	7	13	6	6	4	121	67,2%	
20. Mini conference technique cannot make students have a chance to directly negotiate the issue about the context of SL to that of TL in translation processes	2	15	10	7	2	116	64,4%	
21. Mini conference technique cannot make students have a chance to directly negotiate the issue about the cultural element of SL to TL in translation processes	4	12	10	7	2	114	63,3%	
22. Mini conference technique cannot make students have a chance to directly negotiate the issue about the use of appropriate methods of translation	4	9	12	9	2	112	62,2%	
23. Mini conference technique cannot make students have a chance to directly negotiate the issue about the use of appropriate strategies of translation	4	10	12	5	5	111	61,7%	
24. Mini conference technique cannot make students have a chance to directly negotiate the issue about the use of appropriate techniques/procedures of translation	5	13	8	8	2	119	66,1%	

Based on the table of percentage above there are 36 students who answered the questions by 5 scales where each of them answer with different statement, the researcher got result that students have the biggest presentages in statement number o18 is 67,2%, and presentages about all the item is 64,9%.

**Table 9**  
**The table that show the fourth indicator (Having stronger Influence on the Audience)**

Statement	SA	A	N	D	SD	Total		52,2 %
	F	F	F	F	F	F	%	
25. Mini conference technique can make students understand the coherence in transferring SL to TL	3	11	11	10	1	113	62,8 %	
26. Mini conference technique can make students understand the cohesion in transferring SL to TL	2	11	7	13	3	104	57,8 %	
27. Mini conference technique can make students understand the thematic progression in transferring SL to SL	1	7	6	13	9	86	47,8 %	
28. Mini conference technique can make students capable of transferring the context of SL to that of TL	2	6	7	10	11	86	47,8 %	
29. Mini conference technique can make students capable of transferring the cultural element of SL to TL	1	4	9	19	3	89	49,4 %	
30. Mini conference technique can make students use appropriate methods of translation	1	4	10	19	2	91	50,6 %	
31. Mini conference technique can make students use appropriate strategies of translation	2	4	8	16	6	88	48,9 %	
32. Mini conference technique can make students use appropriate techniques/procedures of translation	-	8	14	7	7	95	52,8 %	

Based on the table of percentage above there are 36 students who answered the questions by 5 scales where each of them answer with different statement, the researcher got result that students have the biggest presentages in statement number 25 is 62,8%, and presentages about all the item is 52,2%.

**Table 10**  
**The table that show the fifth indicator (Having an opportunity to show the personality)**

Statement	SA	A	N	D	SD	Total		
	F	F	F	F	F	F	%	
33. Mini conference technique can make the students who become the presenters have adequate understanding of the coherence in transferring SL to TL	2	8	7	13	6	95	52,8 %	56 %
34. Mini conference technique can make the students who become the presenters have adequate understanding of the cohesion in transferring SL to TL	2	7	9	15	3	98	54,4 %	
35. Mini conference technique can make the students who become the presenters have adequate understanding of the thematic progression in transferring SL to SL	2	8	13	12	1	106	58,9 %	
36. Mini conference technique can make the students who become the presenters capable of transferring the context of SL to that of TL	3	10	9	11	3	107	59,4 %	
37. Mini conference technique can make the students who become the presenters capable of transferring the cultural element of SL to TL	1	13	9	7	6	104	57,8 %	
38. Mini conference technique can make the students who become the presenters use appropriate methods of translation	1	8	11	14	2	100	55,6 %	
39. Mini conference technique can make the students who become the presenters use appropriate strategies of translation	1	10	9	14	2	102	56,7 %	

40. Mini conference technique can make the students who become the presenters use appropriate techniques/procedures of translation	3	5	10	11	7	94	52,2 %	
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Based on the table of percentage above there are 36 students who answered the questions by 5 scales where each of them answer with different statement, the researcher got result that students have the biggest presentages in statement number one is 82,8%, and presentages about all the item is 73,5%.

**Table 11**

**The table that show the sixth indicator (Having a chance to gain direct feedback)**

Statement	SA	A	N	D	SD	Total		
	F	F	F	F	F	F	%	
41. Mini conference technique can make the students who become the presenters have direct feedback from others about the understanding of coherence in transferring SL to TL	4	6	9	16	1	10 4	57,8 %	55,3 %
42. Mini conference technique can make the students who become the presenters have direct feedback from others about the understanding of cohesion in transferring SL to TL	4	7	9	12	4	10 3	57,2 %	
43. Mini conference technique can make the students who become the presenters have direct feedback from others about the understanding of thematic progression in transferring SL to SL	3	6	8	14	5	96	53,3 %	
44. Mini conference technique can make the students who become the presenters have	2	8	4	11	11	87	48,3 %	

direct feedback from others about transferring the context of SL to that of TL							
45. Mini conference technique can make the students who become the presenters have direct feedback from others about transferring the cultural element of SL to TL	1	10	10	13	2	103	57,2%
46. Mini conference technique can make the students who become the presenters have direct feedback from others about the use of appropriate methods of translation	1	10	13	9	3	105	58,3%
47. Mini conference technique can make the students who become the presenters have direct feedback from others about the use of appropriate strategies of translation	3	8	10	11	4	103	57,2%
48. Mini conference technique can make the students who become the presenters have direct feedback from others about the use of appropriate techniques/procedures of translation	1	9	7	14	5	95	52,8%

Based on the table of percentage above there are 36 students who answered the questions by 5 scales where each of them answer with different statement, the researcher got result that students have the biggest presentages in statement number 46 is 57,2%, and presentages about all the item is 55,3%.

## B. Research Discussion

To find out about advantages and disadvantages toward lecturer technique used by "Mini Conference" technique, the researcher spread questionnaire to all respondents that got translation one material. In this part the researcher discussed how is students' perception toward advantages and disadvantages English lecturer

techniques. It has done to spread the questionnaire to 36 students of eighth semester at PBI. The questionnaire contains 48 statements, item 1 until 24 were negative perception and item 25 until 48 items were positive perception. Based on the the findings from the questionnaire about advantages and disadvantages on "Mini Conference" as a technique on Translation Class, it can be concluded that the students' give negative perception.

That table above show the categories in analysis the data of questionnaire. The table above using linkert scale that divided the students perception into five categories. There are Strongly agree, Agree, Neutral, Disagree, and Strongly disagree. Those are categories will make a perception agreement from students. If they answer is strongly agree or agree, it means the student give positive point of view about Mini Conference as a technique for teaching Treanslation Class. Beside that, if they answer is disagree or Strongly disagree, it show that the Mini Conference got the negative perception from students. Uncertain in this data is neutral perception from students. It means that respondent gives a neutral perception about that technique.

#### 1. Disadvantages

- a. The presenters find a little hard to make a review

Based on the finding of for the first indicator, the researcher found that majority choosed agree with 73,5 percentages. It can saw that all statements got negative perception. Furthermore, the researcher found the highest total score of 8 statements, it is on the statement number 1, that

depend on total frequency 149 with 82,8% percentages. From that explanation, the researcher conclude that all of the statements has negative perception from the students. And almost all of students agree that the presenters find a little hard to make a review when the activity takes a place.

b. Less manageable

Based on the finding of for the second indicator, the researcher found that majority choosed agree with 69 percentages. It can saw that all statements got negative perception. Furthermore, the researcher found the highest total score of 8 statements, it is on the statement number 10, that depend on total frequency 132 with 73,3% percentages. From that explanation, the researcher conclude that all of the statements has negative perception from the students. And almost all of students agree that the presenters less manageabling when the activity takes a place.

c. Suggestions and criticism cannot be immedietely stated

Based on the finding of for the third indicator, the researcher found that majority choosed agree with 64,9 percentages. It can saw that all statements got negative perception. Furthermore, the researcher found the highest total score of 8 statements, it is on the statement number 18, that depend on total frequency 121 with 67,2% percentages. From that explanation, the researcher conclude that all of the statements has negative



perception from the students. And almost all of students agree that they cannot give suggestions and criticism be immediately stated

## 2. Advantages

### d. Having stronger influence on the audience

Based on the finding of for the fourth indicator, the researcher found that majority choosed disagree with 52,2 percentages. It can saw that all statements got negative perception. Furthermore, the researcher found the highest total score of 8 statements, it is on the statement number 25, that depend on total frequency 113 with 62,8% percentages. From that explanation, the researcher conclude that all of the statements has negative perception from the students. And almost all of students disagree tha the technique Mini Coference doesn't has stronger influence on the audience.

### e. Having an opportunity to show the personality

Based on the finding of for the fifth indicator, the researcher found that majority choosed disagree with 56,6 percentages. It can saw that all statements got negative perception. Furthermore, the researcher found the highest total score of 8 statements, it is on the statement number 36, that depend on total frequency 107 with 59,4 percentages. From that explanation, the researcher conclude that all of the statements has negative perception from the students. And almost all of students disagree that the technique Mini Coference doesn't has an opportunity the presenters to show the personality

f. Having a chance to gain direct feedback

Based on the finding of for the last indicator, the researcher found that majority choosed disagree with 55,3 percentages. It can saw that all statements got negative perception. Furthermore, the researcher found the highest total score of 8 statements, it is on the statement number 46, that depend on total frequency 105 with 58,3 precentages. From that explanation, the researcher conclude that all of the statements has negative perception from the students. And almost all of students disagree that the technique Mini Coference doesn't has a chance to student to gain direct feedback

Based on the theory about how to teaching translation well in edge in chunningham “Prior to facing the task of translation, students discuss the topic, thus generating potential vocabulary and language they might encounter in the article”<sup>45</sup>. That is conflicting, because the response of students was advantages has a negative responses and disadvantages has a possitive responses.

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<sup>45</sup> Cindy Cunningham, *Translation In The Classroom a Useful Tool For Second Language Acquisition*, (London: November 30th, 2000) p. 21-25.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

There were two indicators (Advantages and Disadvantages) and it has six sub indicators (The presenters find a little hard to make a review, Less manageable, Suggestions and criticisms cannot be immediately stated, Having stronger Influence on the Audience, Having an opportunity to show the personality and Having a chance to gain direct feedback) that researcher used to make a research. All of them were spreaded to students to find out the perception of the students. And the conclusion as follows:

First, the students have positive perception toward presenters find a little hard to make a review that is proven by the average of all the items in first indicator got positive perception from respondents. Second, the students have positive perception toward Less manageable that is proven by the average of all the items in second indicator got positive perception from respondents. Third, the students have positive perception toward Suggestions and criticisms cannot be immediately stated that is proven by the average of all the items in third indicator got positive perception from respondents. Fourth, the students have negative perception toward Having stronger Influence on the Audience that is proven by the average of all the items in fourth indicator got negative perception from respondents. Fifth, the students have negative perception toward Having stronger Influence on the Audience that is proven by the average of all the items in fifth indicator got negative perception from respondents. Sixth, the students have negative perception

toward Having stronger Influence on the Audience that is proven by the average of all the items in sixth indicator got negative perception from respondents.

Based on the finding and discussion in chapter IV it can be concluded: the students in eighth semester that got translation class in 2017 that used “Mini Conference” technique gave the response is not suitable to using in Translation Class. toward “Mini Conference” as technique for teaching translation class.

## **B. Suggestion**

Dealing the result of finding that had been presented above, the researcher would like some suggestion as follow:

### 1. For lecturer

The finding showed that students gave negative responses about that new technique. The students has difficulties to learn translation used by “Mini Conference”. So the researcher suggest, if the lecturer still wants use the technique in translation, better to lecturer pay attention and fixing what the difficulties that students experience

### 2. For further researcher

It will be conduct the researcher in this area, the writer hopes that other time, the researcher investigate more about Student Perception on “Mini Conference” especially in student difficulties in translate using that new technique. So the teacher can develop teaching technique for teaching translation class.

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# **A P P E N D I C E S**







KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010  
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Students' Proposal Seminar  
The Result

Day/Date/Time : Monday, 10<sup>th</sup> of December, 2018  
Audience : All of English student program

The Result of Proposal Seminar For :

Name : AHMAD RIZKAN  
NIM : 15551017  
Study Program : ENGLISH  
Year Entrance : 2015  
Proposal Title : Student perception on music conference on translation class

Is as Follow :

1. PROPOSAL IS ACCEPTED

(Could directly be used and consulted with the advisors).

2. Proposal is accepted under considerations.

(Needed to be improved based on advisors suggestion and the student can directly consult the improvement with the advisors).

Some Points that must be improved :

1. see the notes on proposal
- 2.
- 3.
- 4.

Curup, 10-10-2018

Moderator,

Hayumanda

NIM. 15551017

Approved by:

CO-Advisor

  
Henry Ephi Utami, M.Pd.

NIP.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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KEPUTUSAN  
REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Nomor : 1236 /It.34/PP.00.9/12/2018

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;  
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;  
Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;  
2. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
3. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;  
4. Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.

MEMUTUSKAN :

- Menetapkan  
Pertama : 1. **Jumatul Hidayah, M.Pd** 19780204 200212 2 002  
2. **Henny Septia Utami, M.Pd** 17102010

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Ahmad Rizkan**

N I M : **15551002**

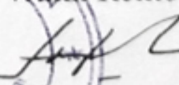
JUDUL SKRIPSI : **An Analysis Of "Mini Conference" On Translation Class (case Study Of English Study Program).**

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada tanggal , 26 Desember 2018

d.n. Rektor IAIN Curup

Rlt. Wakil Rektor I,

  
**Hendra Harmi**



Tembusan :

- 1 Pembimbing I dan II;
- 2 Bendahara IAIN Curup;
- 3 Kasubbag AK;
- 4 Kepala Perpustakaan IAIN;
- 5 Mahasiswa yang bersangkutan;
- 6 Arsip/Fakultas Tarbiyah



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
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Nomor : 633 /It.34/FT/PP .00.9/05/2019  
Lampiran : Proposal Dan Instrumen  
Hal : Permohonan Izin Penelitian

9 Mei 2019

Yth. Rektor IAIN Curup  
Kab. Rejang Lebong

*Assalamu'alaikum Wr.Wb.*

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri Curup :

Nama : Ahmad Rizkan  
NIM : 15551002  
Fakultas / Prodi : Tarbiyah / Pendidikan Bahasa Inggris (PBI)  
Judul Skripsi : Student Perception On Mini Conference On Translation Class.  
Waktu Penelitian : 9 Mei 2019 s.d 9 Agustus 2019  
Tempat Penelitian : IAIN Curup Kabupaten Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnnya diucapkan terima kasih.



Tembusan : Disampaikan Yth ;  
1. Rektor  
2. Warek I  
3. Ka. Biro AUAK

**Table 11**

**Result of Questionnaire**

Indicators		Statement	SA/5	A/4	N/3	D/2	SD/1	Total			
Disadvantages	1. The presenters find a little hard to make a review		F	F	F	F	F	F	%		
		Q1	14	17	1	4	-	149	82,8	73,5	69,1
		Q2	6	22	3	5	-	137	76,1		
		Q3	8	17	6	5	-	136	75,6		
		Q4	3	17	14	2	-	129	71,7		
		Q5	3	18	8	7	-	125	69,4		
		Q6	7	15	9	5	-	132	73,3		
		Q7	7	15	5	8	1	127	70,6		
	Q8	6	14	8	5	3	123	68,3			
	2. Less manageable	Q9	4	18	10	3	1	129	71,7	69	
		Q10	6	17	9	3	1	132	73,3		
		Q11	4	20	6	5	1	129	71,7		
		Q12	5	18	8	4	1	130	72,2		
		Q13	4	21	5	5	1	130	72,2		
		Q14	3	17	6	7	3	118	65,6		
		Q15	6	9	9	10	2	115	63,9		
		Q16	5	8	10	10	3	110	61,1		
	3. Suggestions and criticisms cannot be immediately stated	Q17	3	18	5	8	2	120	66,7	64,9	
		Q18	3	16	9	7	1	121	67,2		
		Q19	7	13	6	6	4	121	67,2		
		Q20	2	15	10	7	2	116	64,4		
		Q21	4	12	10	7	2	114	63,3		
		Q22	4	9	12	9	2	112	62,2		
		Q23	4	10	12	5	5	111	61,7		
		Q24	5	13	8	8	2	119	66,1		
	4. Having stronger Influence on the Audience	Q25	3	11	11	10	1	113	62,8	52,2	30,9
		Q26	2	11	7	13	3	104	57,8		
		Q27	1	7	6	13	9	86	47,8		
		Q28	2	6	7	10	11	86	47,8		
		Q29	1	4	9	19	3	89	49,4		
Q30		1	4	10	19	2	91	50,6			

Advantages		Q31	2	4	8	16	6	88	48,9	
		Q32	-	8	14	7	7	95	52,8	
	5. Having an opportunity to show the personality	Q33	2	8	7	13	6	95	52,8	56
		Q34	2	7	9	15	3	98	54,4	
		Q35	2	8	13	12	1	106	58,9	
		Q36	3	10	9	11	3	107	59,4	
		Q37	1	13	9	7	6	104	57,8	
		Q38	1	8	11	14	2	100	55,6	
		Q39	1	10	9	14	2	102	56,7	
		Q40	3	5	10	11	7	94	52,2	
	6. Having a chance to gain direct feedback	Q41	4	6	9	16	1	104	57,8	55,3
		Q42	4	7	9	12	4	103	57,2	
		Q43	3	6	8	14	5	96	53,3	
		Q44	2	8	4	11	11	87	48,3	
		Q45	1	10	10	13	2	103	57,2	
		Q46	1	10	13	9	3	105	58,3	
		Q47	3	8	10	11	4	103	57,2	
		Q48	1	9	7	14	5	95	52,8	



### KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Ahmad Plakon  
 NIM : 1551602  
 FAKULTAS/JURUSAN : Teknik / Tbl  
 PEMBIMBING I : Jumal Hidayah, M.pd  
 PEMBIMBING II : Henry Septa Utami, M.pd  
 JUDUL SKRIPSI : Student perception on min Conference on translation class

\* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;

\* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin

2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

\* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



### KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Ahmad Plakon  
 NIM : 1551602  
 FAKULTAS/JURUSAN : Tbl / Teknik  
 PEMBIMBING I : H. Jumal Hidayah, Mpd  
 PEMBIMBING II : Henry Septa Utami, M.pd  
 JUDUL SKRIPSI : Students' perception on mini Conference on translation class

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi LAIN Curup.

Pembimbing I,

Jumal Hidayah, M.pd

NIP. 19780204 200212 12 2 0002

Pembimbing II,

Henry Septa Utami, Mpd

NIP. 2016098903

## BIOGRAPHY



Ahmad Rizkan was born in Curup on June 4<sup>th</sup> 1996. He is son from Mr. Sudirman and Mrs. Murniah. He has five sisters and one brother, the name of his sister are Arifatul Ulum, Nurul Ilma, Nuzul Hidayah, Silvia Fitriani, Rusma Lingga and his brother's name is Ihsan Kamil.

The Researcher finished his first studies at SDN 04 Curup on 2009. Then, he continued his studies at Mtsn 01 Kepahiang until 2012. After that, he continued his studies at MAN curup until 2015. For the next education program, he decided entering Institute of Islamic Studies (IAIN) Curup and selected English Tadris Study Program as his faculty and he graduated in 2019.

He is someone who active in organization, so many organizations that he followed and give him some experiences to go to national and international. When he was Mts, he went to Palembang and Sulawesi representing bengkulu in the scouting competition. After that he became the student council president when he was in Mts and MAN. And many more achievements that he achieved when he young. He is also a martial arts athlete and he often represented schools and campuses in the martial arts competition. The last achievement that he got was Ppl/Kpm International at Songkhla, Thailand.