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ICETA 9

**The 9th International Conference
on Educational Technology of Adi Buana**

Future Education: Welcoming the Era of Exponential

CONFERENCE PROCEEDINGS

**Graduate Program
University of PGRI Adi Buana Surabaya**
*Best Western Papilio Hotel Surabaya, Indonesia
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GRADUATE PROGRAM
University of PGRI Adi Buana Surabaya,
Indonesia
Jl. Dukuh Menanggal XII/4 Surabaya 60234,
INDONESIA
Telp./Fax: +62 31 8273999
Website:<http://www.pps-unipasby.ac.id>

FOREWORD FROM EDITOR

The 9th International Conference on Educational Technology of Adi Buana (ICETA-9) is the annual International conference held by the Graduate Program of University of PGRI Adi Buana Surabaya. This year's theme is *Future Education: Welcoming the Era of Exponential*. To accommodate the diverse topics, the conference theme is broken down into several sub-themes, namely: a) human performance technology, b) mobile, E-learning and online learning, c) theories and practices of open and distance education, d) diffusion and innovation of teaching in digital learning environment, e) assessment, measurement, and evaluation for learning, f) teacher careers in ICT era.

There is a great focus for this year's conference. First, the quality of the proceedings as a means of publication in this year's edition is improved. It is aimed at maximizing the value of publication as the outcome of the conference. In addition, as international proceedings, it is regulated that the language in the proceedings should use one of the five languages recommended by the United Nation (UN), one of them is English. Hence, in ICETA-9 all papers are written in English.

Second, the committee has applied the system for abstract selection of which the criteria is its consistence with the conference's theme. Reviewers have the right to select papers according to the criteria of the conference's themes. The suggestions to revise abstract are sent to the presenters whose abstract are identified out of the conference's themes. Revision should be made in accordance with the conference's guidelines.

Third, the coverage of the sub-themes for this year's conference is quite broad. Bearing in mind that the main and solely theme of education is not limited to certain topics. This is aimed at accomodating the diverse research interests of the presenters. There are more than fourty five papers are selected and to be presented in two modes of presentation: parallel and poster presentation. The number of papers presented indicate the stability in the number of presenters and participants. It indicates that ICETA-9 is entrusted by the teachers, lecturers, and practitioners to be an academic forum to share their thoughts, reflections, and academic experiences.

Finally, we would like to deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, August 2017

The Editor

Content

	Page
Editor	1
Foreword from editor.....	2
Table of content.....	3
Presenters' paper.....	6

<u>Name of Presenter</u>	<u>Title of Paper</u>	
Andini D. Arumsari, Bustomi	ENGLISH LEARNING METHOD FOR EARLY CHILD	
Arifin, Zulidyana D. Rusnalasari	EDUCATION IN SURABAYA.....	6
Asih Nurwahyuningsari,	THE DEVELOPMENT OF LEARNING DEVICES OF	
Iskandar Wiryokusumo, Djoko	REALISTIC MATHEMATICS WITH CONCEPT MAP IN	
Adi Walujo	TRIGONOMETRIC SUBJECT IN CLASS XI SMK NEGERI 1	
	KEMLAGI ACADEMIC YEAR 2016/2017.....	12
Atti Yudiernawati	THE IMPLEMENTATION OF COOPERATIVE LEARNING	
	(STAD) AND COGNITIVE STYLE TO IMPROVE	
	LEARNING ACHIEVEMENT OF NURSING CLINICAL	
	STUDY.....	18
Bernadetta Budi Lestari	DIGGING UP THE STUDENTS' ARTISTIC TALENT OF	
	HOME ECONOMICS 2013, MATHEMATICS 2010 AND	
	2011, ENGLISH 2012, INDONESIAN 2012 THROUGH	
	BASIC SOCIAL AND CULTURAL SCIENCES COURSE....	26
Demitra	IMPROVED MATHEMATICS CONCEPT MASTERY	
	THROUGH <i>HANDEP</i> COOPERATIVE LEARNING MODEL	29
Diana Evawati	REVITALIZING THE ENTREPRENEURIAL LEARNING	
	PRODUCTION UNIT WITH THE APPLICATION OF THE	
	MODEL OF PBE.....	35
Dian Puspa Dewi, Tantra Sakre	ANALYSIS OF LEARNING FOR SPECIAL NEEDS	
	CHILDREN BASED ON GENERAL GUIDELINES FOR	
	INCLUSIVE EDUCATION INSTITUTIONS (ACCORDING	
	TO PERMENDIKNAS NO 70 YEAR 2009) IN INCLUSIVE	
	EARLY CHILDHOOD LEVEL SURABAYA.....	43
Eko Aries Susanto, Rufi'i,	DEVELOPMENT OF WORKSHEETS FOR GRADE V WITH	
Marianus Subandowo	OBJECTS IN THE SURROUNDING ENVIRONMENT	
	THEME AND REALISTIC MATHEMATICAL APPROACH	
	FOR SDN 1 CERME KIDUL, CERME, GRESIK.....	49
Endah Yulia Rahayu	INDONESIAN ENGLISH LECTURERS' PERSPECTIVE	
	TOWARD PLAGIARISM.....	59
Endah Yulia Rahayu, Nunung	FEEDBACK STRATEGY IN TEACHING TRANSLATION	
Nurjati, Joesasono Oediarti	FOR EFL CLASSROOM: A CONCEPTUAL	
	FRAMEWORK.....	68
Endah Yuliani, Hadi Suryanto	THE EFFECT OF PROBLEM BASE LEARNING METHODS	
	ON IMPROVING THE ACTIVITY AND RESULT OF	
	MICRO ECONOMIC	
	LEARNING.....	74
Fachrudiy Asj'ari, Subakir, C.H.	THE ROLE OF SPIRITUAL INTELLIGENCE IN	
Menuk, I Made Bagus D.	ADVANCING EDUCATION IN THE CREATIVE	
	INDUSTRIES SECTOR.....	80
Ahmad Fachrurazi, Dian Puspa	PARENTING EDUCATION TO HELP	
Dewi, Ana Rafikayati	PARENTING SKILLS OF DEAF CHILDREN'S PARENTS...	88
Fauridah, Nurmida Catherine	THE DEVELOPMENT OF TEXTBOOKS OF INDONESIAN	
Sitompul, Yoso Wiyarno	TEXT-BASED LANGUAGE TO INCREASE LITERACY OF	
	EIGHTH GRADE OF SMP AL HIKMAH SURABAYA.....	93
Ferra Dian Andanty	THE USE OF MOVIE FOR TEACHING ESSAY WRITING	
	FOR COLLEGE STUDENTS.....	99
Gempur Santoso	RESCUE TO RESOURCES OF EDUCATIONAL INPUT.....	104
Hernawati, Achmad Noor	THE EFFECT OF LEARNING METHOD AND DIFFERENT	
Fatirul, I Wayan Arsana	EARLY SKILLS ON STUDENTS' ABILITY IN NUMERACY	
	FOR KINDERGARDEN'S STUDENT	107

Hertiki	CREATIVE WAYS OF TEACHING BAHASA INDONESIA IN POLAND.....	112
Imas Srinana Wardani, Ida Sulistyawati	MISCONCEPTION OF INTEGRATED LEARNING BY STUDENTS OF PGSD OF UNIPA SURABAYA.....	119
Imas Srinana Wardani, Triman Juniarso	QUESTIONING SKILLS OF ELEMENTARY SCHOOL TEACHERS OF CLASS V OF KETABANG STATE ELEMENTARY SCHOOL OF SURABAYA.....	124
Indayani	ASSESSMENT IN INTERCULTURAL LANGUAGE AND LITERATURE LEARNING.....	129
Joesasono Oediarti S.	LOCAL WISDOM AS FUNDAMENTAL KNOWLEDGE FOR SHAPING STUDENTS' MORAL IN ENGLISH LANGUAGE TEACHING TO FACE GLOBALIZATION ERA.....	135
Muchamad Irvan, Muhammad Nurrohman Jauhari	EARLY INTERVENTION FOR CHILDREN WITH AUTISM SPECTRUM DISORDER USING PLANNING MATRIX.....	140
Lutfi Isnri Badiyah, Cindy Asli Pravesti, Maghfirotul Latifah Meiti Leatemia	THE IMPORTANCE OF SELF-KNOWLEDGE FOR CHILDREN WITH VISUAL IMPAIRMENT..... IMPLEMENTATION OF <i>COOPERATIVE INTERGRATED READING AND COMPOSITION (CIRC)</i> IN IMPROVING READING COMPREHENSION SKILL.....	145 149
Nenik Widhiyanti, Achmad Noor Fatirul, I Wayan Arsana	THE INFLUENCE OF LEARNING METHOD ON READING ABILITY OF KINDERGARTEN STUDENTS WITH DIFFERENT VERBAL LINGUISTIC ABILITY	160
Ninies Eryadini, Durrotun Nafisah Nurul Qomariyah	THE EFFECT OF LEARNING STYLES ON CRITICAL THINKING SKILLS..... THE DEVELOPMENT OF SAINS GROWTH PLANTS LEARNING MATERIAL USING DICK AND CAREY MODEL TO THE STUDENTS GROUP B TK DHARMA WANITA PERSATUAN 03 SOCAH BANGKALAN.....	168 173
Putri Gayatri	PROPOSING ONLINE INSTRUCTION AS PREREQUISITE FOR AGRICULTURE STUDENTS, UNIVERSITY OF BRAWIJAYA TO TAKE ENGLISH COURSE.....	180
Rahayu Pujiastuti, Luluk Isani Kulup	DEVELOPMENT OF LESSON PLANNING MATERIALS THROUGH MODELING TO IMPROVE LEARNING OUTCOMES OF STUDENTS OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION OF UNIVERSITY OF PGRI ADI BUANA SURABAYA.....	183
Retno Danu Rusmawati, Made Duananda Kartika Degeng Rr. Laili Rizkiyah, Sugito, Harwanto	DEVELOPMENT OF ELECTRONIC LEARNING..... PUBLIC LEARNING DEVICE DEVELOPMENT BASED ON COOPERATIVE LEARNING TO IMPROVE SKILLS OF SCIENCE PROCESS OF GRADE VIII STUDENTS (A STUDY AT SMP ALHIKMAH SURABAYA).....	189 193
Septiana Agustin	ANALYSIS OF INCLUSIVE EDUCATION BASED ON <i>PERMENDIKNAS</i> NUMBER 70 YEAR 2009.....	200
Setyo Purwoto, Joko Sutrisno	LEARNING ABOUT WATER PURIFICATION USING FILTRATION AND REVERSE OSMOSIS.....	205
Suharti	OPTIMIZATION OF MAIN TASKS AND FUNCTION SUPERVISORY TO INCREASE THE QUALITY OF EDUCATION LEARNING IN SMPN 2 GEDANGAN SIDOARJO DISTRICT	212
Suhartono, Atnuri, Achamad Busrotun Nufus	IDENTIFICATION OF DIFFICULTIES FACED BY CIVICS TEACHERS OF SENIOR HIGH SCHOOLS IN SAWAHAN DISTRICT SURABAYA CITY IN IMPLEMENTING INNOVATIVE LEARNING STRATEGY.....	219
Supeno	YOUNG CHILDREN AND SMARTPHONES: A SERIOUS ISSUE.....	223
Titah Kinasih, Siyaswati	LEARNING LANGUAGE CONSTRUCTION IN THE FAMOUS BRANDS SLOGANS.....	232
Via Yustitia	THE MATHEMATICS REASONING ABILITY OF PGSD STUDENTS THROUGH REALISTICS MATHEMATICS EDUCATION (RME) APPROACH.....	238

Villyasari Purworini, Nurmida Catherine Sitompul, Yoso Wiyarno Vony F.S Hartini Hippj	THE DEVELOPMENT OF ENGLISH INSTRUCTIONAL MATERIAL FOR EIGHTH GRADE OF SMP AL HIKMAH SURABAYA.....	242
	IMPLEMENTATION OF DIRECT INSTRUCTION ON MAKING PROPORTIONAL PAES IN INDONESIAN BRANCH OF JOGJA.....	249
Wahju Bandjarjani, Endang Mastuti Rahayu, Dyah Rochmawati Yayuk Chayatun Machsunah	UNRAVELLING TEACHERS' CONFUSION ABOUT THE CHANGING TERMINOLOGIES IN TEACHING – LEARNING STEPS.....	253
	PROBLEM BASED LEARNING (PBL) ON ENTERPRENEURSHIP COURSES OF SOCIAL SCIENCES EDUCATION DEPARTMENT OF STKIP PGRI LAMONGAN.....	259
Yuniar Poerbandini, Nurmida Catherine Sitompul, Yoso Wiyarno Zainal Arifin	THE DEVELOPMENT OF CLASSICAL AND COUNSELING SERVICE BOOK FOR 9TH GRADE YUNIOR HIGH SCHOOL.....	264
	THE EFFECT OF JIGSAW OF COOPERATIVE LEARNING METHOD AND QUANTUM LEARNING WITH DIFFERENT LEARNING STYLES ON STUDENTS' ACHIEVEMENT IN MATHEMATICS FOR VIII GRADERS OF SMPN 2 KAMAL.....	272

FEEDBACK STRATEGY IN TEACHING TRANSLATION FOR EFL CLASSROOM: A CONCEPTUAL FRAMEWORK

Endah Yulia Rahayu

Universitas PGRI Adi Buana Surabaya
indahr_99@yahoo.com

Nunung Nurjati

Universitas PGRI Adi Buana Surabaya
nunung.nurjati@unipasby.ac.id

Joesasono Oediarti

Universitas PGRI Adi Buana Surabaya
joesa_os@yahoo.com

ABSTRACT

Feedback as an evaluation of learning in teaching translation plays important role as the basis for improvement in translation result. From feedback the learners are encouraged to reflect and learn from their current works. Subsequently, the translation result is expected to be better. Feedback according to level, written feedback, and group feedback are various feedback strategies that can be applied in translation classes. This paper aims at explaining conceptual framework each type of feedback strategy implemented in the EFL classrooms which in turn is expected to improve the translation result of learner's pieces of work. This paper also clarifies among the types of feedback strategies that have the effect of improving translation outcomes. To strengthen the elaboration of the concept of feedback strategies, the results of the relevant of previous studies will also be elaborated. At the end, the conclusion of the elaboration of the concept of feedback strategy can serve as the theoretical basis of future research in teaching translation to improve translation result in EFL classrooms.

Key words: *feedback strategy, translation result, teaching translation, EFL classroom*

INTRODUCTION

The quality of translation is really matter in term of professional and academics in particular. Therefore it should be enhanced in ELT classrooms by evaluating the students' works. Feedback in teaching translation should encourage and fasten learning translation in order to improve the quality of translation works. In translation classroom, teachers definitely should do to provide translation tasks and as a response the students should have to do the translation work. As in return the teacher should give their translations feedback for evaluation. As Shore (2001) examines that translation projects are evaluated by the teacher and then given back to students as feedback. This action could be of an obligation for teachers; it sometimes takes place during the teacher's working time (ibid). This is a form of teacher-student communication where the teacher actually gives some feedback, but simply in a written form of varying features and usefulness; consequently a claim could commence that such a procedure actually presents effective and incorporated feedback.

In this paper, some strategies are exposed. These strategies should be applied based on the students' purpose and learning objective designed by translation lecturers. Since there is no best strategy to be applied in the classroom, teachers need to know well the weakness and strength of each of strategy to meet the need of their translation class. This paper gives some insight to them how the latest research of the strategies applied in translation classroom in ELT context. These notions can be the theoretical framework for the next study in teaching translation to produce future translation with high quality.

The importance of feedback strategy in translation classroom

As part of teaching tools, feedback is seen as a strategic way in teaching process. It displays the existence of teacher-students communication. When teachers give the assignments to the students and they hand in the final work of the assignment, it shows that at both ends of the sides the communication has been built then when feedback is given by the teachers it means that both ends have been bridged. In term of communication between teacher and student, it is agreed that feedback bears the important component in teaching. Brookhart (2008: 2) affirms that feedback can function as a formative assessment. Formative assessment gives information to teachers and students about how students are doing relative to classroom learning goals. Other formative assessment includes designing clear learning targets, lessons and assignments that corresponds those targets to students. After giving good feedback, the students learn how to formulate new goals for themselves and action plans that will lead to achievement of those goals.

Feedback can be very useful if it is conducted correctly. The usefulness of formative feedback situated in its two-side purposes, addressing both cognitive and motivational factors at the same time. Good feedback gives students information they need so they can understand where they are in their learning and what to do next; the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning; the motivational factor (ibid, p. 3). Good feedback contains information that a student can use, which means that the student has to be able to hear and understand it. Students can't hear something that's beyond their comprehension; nor can they hear something if they are not listening or are feeling like it would be useless to listen. Good feedback should be part of a classroom assessment environment in which students see constructive criticism as a good thing and understand that learning cannot take place without practice. If the classroom culture values finding and using suggestions for improvement, students will be able to use feedback, plan and execute steps for improvement, and in the long run attain better than they could if they were trapped with assignments on which they could already get a good result without any new learning.

In translation classroom, feedback is used for its role to be part of translation activity. This is meant to give the foreground especially for the beginners to cover up what should be paid attention to the elements in language which should be transferred to the target language (Colina, 2003: 70-71). Those elements such as pragmatic, functional and textual consideration are to guide the students through the translation process rather than presenting them with traditional instruction and to help them to provide the relevant information (Shreve, 1997). Further, feedback can also be conducted as the apparatus of acquiring translation competence (Colina, 2013: 71) in a gradual and slow process through which the students must be guided. As for the teachers, feedback allows the teachers focus on particular aspects of translation competence that have been identified earlier, for example, teachers can give feedback on textual features to bring the students' attention to how this issues bear on translation process (ibid).

Thus, feedback strategy in teaching translation should be encouraged for: 1) the need to emphasize translation as a process: students should get feedback from their teachers to be aware their own fallacy in translation skill, 2) the need to develop the student's self awareness and self concept: the awareness can build professionalism, and 3) the students in translation classroom often face problems in identifying the obstacle and recognizing the weak points in their translations. The possible causes have to do with limits on the processing capabilities. Feedback helps students focus on translation problem that may have gone overlooked due to the lack of translation competence.

Previous studies in feedback strategy in teaching

More recently, scholars have tried to conduct research on feedback that has accumulated over the influencing for many years, what makes some feedback effective and some ineffective (Seguinot, 1991; Tedick and Gortari, 1998; Hattie & Timperley, 2007; Kluger & DeNisi, 1996). Other researchers have concentrated on describing the characteristics of effective feedback (Johnson, 2004; Piertrzak, 2014). Educational theorists no longer explain learning with behaviorist theories about stimulus-response connections. More recent studies recognize the role of the student in the feedback process. They study the kind of feedback given and the context in which it was presented. What we now realize is that the message sent is filtered through the student's perception

(influenced by prior knowledge, experiences, and motivation) as it becomes the message received. The student's job is to make meaning from schoolwork, not to respond to stimuli.

Hattie and Timperley (2007) propose a model of feedback that distinguishes four levels: (1) feedback about the task (such as feedback about whether answers were right or wrong or directions to get more information), (2) feedback about the processing of the task (such as feedback about strategies used or strategies that could be used), (3) feedback about self-regulation (such as feedback about student self-evaluation or self-confidence), and (4) feedback about the student as a person (such as pronouncements that a student is "good" or "smart"). The level at which the feedback is focused influences its effectiveness. Feedback about the qualities of the work and feedback about the process or strategies used to do the work are most helpful. Feedback that draws students' attention to their self-regulation strategies or their abilities as learners can be effective if students hear it in a way that makes them realize they will get the results they want if they expend effort and attention.

Rezaei, S and Derakhshan, A. (2011) share the result of their study on recast and metalinguistic feedback strategy which their study was considered to be useful in methodological issues related to error correction techniques and teacher educators training pre-service or in-service teacher.

Kinds of feedback strategy in EFL classroom

Several authors have offered different kind of feedback strategy in EFL classroom. Those strategies are employed in different situation.

Tedick and Gortari (1998) identified corrective feedback which covers the followings:

1. Explicit correction. Clearly indicating that the student's utterance was incorrect, the teacher provides the correct form.
2. Recast. Without directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, or provides the correction.
3. Clarification request. By using phrases like "Excuse me?" or "I don't understand," the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required.
4. Metalinguistic clues. Without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance (for example, "Do we say it like that?" "That's not how you say it in French," and "Is it feminine?").
5. Elicitation. The teacher directly elicits the correct form from the student by asking questions (e.g., "How do we say that in French?"), by pausing to allow the student to complete the teacher's utterance or by asking students to reformulate the utterance (e.g., "Say that again."). Elicitation questions differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response.
6. Repetition. The teacher repeats the student's error and adjusts intonation to draw student's attention to it.

Hattie and Timperley (2007) distinguish four levels of feedback:

1. Feedback about the task
2. Feedback about the processing of the task
3. Feedback about self-regulation
4. Feedback about the self as a person

Feedback about the task includes information about errors—whether something is correct or incorrect. Feedback about the task also includes information about the depth or quality of the work, often against criteria that are either explicit (for example, criteria from a scoring rubric) or implicit in the assignment (for example, a written assignment should be well written). Feedback about the task may include a need for more information (for example, "You should include more information about the First Continental Congress in this report"). Feedback about the task can also include information about neatness or format.

Feedback about process gives students information about how they approached the task, information about the relationship between what they did and the quality of their performance, and information about possible alternative strategies that would also be useful. Some successful learners are able to translate feedback about the task into feedback about the process. Feedback about processes shows students the connections between what they did and the results they got. Simple knowledge of test results is task-related feedback. To extend it into feedback about the

learning process, have students figure out the reasons for the error for each item they got wrong. This simple exercise can be done individually. Help students see that careless errors (like marking the wrong choice even though they knew the right choice) imply that being more careful and taking more time might be good strategies for improvement. Errors about facts or concepts imply that studying longer or differently might be helpful. Trying to classify what kinds of facts or concepts were particularly problematic can help students "study smarter, not harder" by focusing on the trouble spots.

Self-regulation is the process students use to monitor and control their own learning. Self-regulation can lead to students seeking, accepting, and acting on feedback information—or not. Effective learners create internal routines that include figuring out when they need more information, or an assessment or suggestions, and strategies for getting this feedback. Less effective learners depend more on external factors, such as whether the teacher decides to give any feedback on this or that assignment, for their information. Students are more willing to expend effort in getting and dealing with feedback if they have confidence in themselves as learners, called self-efficacy, and confidence that the information will be useful and thus worth the effort. Therefore, feedback about self-regulation is effective to the degree that it enhances self-efficacy.

Applying feedback strategy in translation classroom

Translation classroom is actually a form of translation in practice. The kinds of written feedback claimed by Brookhart (2008) are: 1) clarity, 2) specificity, and 3) tone.

Clarity is important; students need to understand the feedback information as you intend it. Students have different vocabularies and different backgrounds and experiences. The criterion for clarity is whether the writing or speech would be clear to the individual student.

Specificity is to make your feedback is a matter of the suited principle: not too narrow, not too broad, but just right. I had given back an extensive paper to a student at the end of one marking period. I had read it with "pen in hand" and had almost absent-mindedly corrected all his mechanical errors. The class had an opportunity to redo these papers for credit, and he did—but all he did was make the editing changes I had marked for him. It annoyed me to give him credit for work that I had done, but he did make changes, and I had not written any other, more substantive things on his work. So I couldn't claim there was anything else I had asked him to do, and for about 10 minutes' worth of correction work, he "revised" a major project. I won't do that again! The feedback I provided was definitely too narrow. The moral of this sad little fable is this: go for conceptual feedback.

Tone refers to the expressive quality of the feedback message, and it affects how the message will be "heard." The tone of a message is conveyed by word choice and style. They communicate underlying assumption about the students. Tone can inspire or discourage. It's important to choose words that imply that students are agents, active learners.

In his attempt to define constructive feedback, Dollerup (1994: 125) distinguishes three components of feedback; these comprise corrections in the translations submitted by the students, an oral discussion in class covering adequate as well as inadequate renditions and finally a feedback form, assessing strengths and weaknesses with each student. Indeed, to ensure that the feedback is effective, it should be individualized, geared towards the student's particular needs; but is oral discussion the best way of analysis and are written comments left by the trainer enough? Should translation teachers' work be based on the belief that those who are left with a short commentary willingly give some consideration to the teacher's annotations? Or that they are conscientious and inquisitive enough to probe more deeply into the issues during the teacher's office hours and indeed get to know what and why they did wrong? Or that, having discussed it during the office hours, they come to fully comprehend the reasons for their mistakes and memorize what to improve and what to avoid next time when they translate?

While Pietrzak (2014) offers: group of feedback and focus group of feedback. Group feedback is therefore a form of translation practice where students not only join forces but are also allowed to react and improve the analysed translations - acting as if they were in a position of a teacher or a client. Therefore, group feedback aims not at assessing and marking but rather at revising and editing, which better represents the actual job context and what the response of a client could be. 1) focus group of feedback practice, 2) organization group of feedback practice The reason to focus on revising and editing skills is a survey undertaken by Mucha (2013) under the author's supervision. It was conducted among three groups of respondents represented by translation students, translation

teachers and translation agencies with a view to investigating how translation competence is seen in the Polish translation market. The results showed that proofreading is understood as a crucial sub-competence of translators since the ability to edit text was valued highly by all the three groups.

Having chosen the area to focus on, the organization of group feedback provision should be resolved. The crucial question that needs to be answered concerns the form and material for such group feedback. First, the problematic fragment of a student's translation as well as the way of presenting it for discussion must be decided on. The fragment can be read aloud by the teacher, spotted by the students, stopped at when a student is reading the whole text, suggested by the students on the basis of the comments written on their assignments (if the teacher decides to hand them out before the discussion), presented to the group by means of a chosen assignment of one or two students xeroxed or displayed to the group, or arranged in other possible manners.

Regardless of how many types of feedback strategies are proposed, there is always a risk that the chosen strategy does not always have the best impact in line with its learning objectives. For example, in his study of student evaluation reports, Kenny (2010: 110) notes that a large number of student comments fall into the so-called 'other' category in the study. The group produced comments that were considered too harsh by the study instructor or left the problem text unchanged. However, it is worth stressing that Kenny investigated the results of group evaluation activities in an online translation training module in which students participated in private discussion conferences set up so that each group could share files and discuss the task. Such problems can be eliminated by the presence of the instructor in the proposed procedure for feedback as they manage the discussion and control whether the specified criteria are followed without problems.

CONCLUSION

The teaching process is presented only as a conduct in classroom; However, after applying this way to propose feedback to students in the translation classrooms, the authors can prove the benefits it provides to students and their appreciation. While it goes beyond the scope of this article to prove the value of such feedback procedures in such an appropriate way, it should be observed that the participation and active contribution of students, the task of translation becomes a more holistic practice. Not only provide a framework for organizing translation classes but also help students practice together. In this way they gain access to 'performance models' (Shreve 2002) and pass with apparatus for quality management. After obtaining various criteria for revision and evaluation to assess their own work, translation students are ready to polish their future translations to perfection so they can manage without commenting their translation teacher and fighting for themselves in their future careers. If possible, then in their skillful performance, they can supply the feedback they demand which is one of the most important translation tools.

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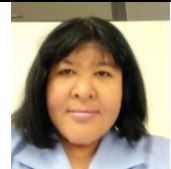
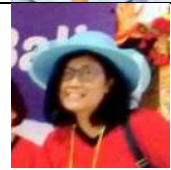

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BIODATA

	<p>Endah Yulia Rahayu She is a permanent lecturer at English Education Department of Universitas PGRI Adi Buana Surabaya and currently pursuing her doctoral degree at Universitas Negeri Malang. Her research interests are in language assessment, language acquisition and translation.</p>
	<p>Nunung Nurjati She is a permanent lecturer at English Education Department of Universitas PGRI Adi Buana Surabaya and currently pursuing her doctoral degree at Universitas Negeri Surabaya. Her research interests are in teaching translation, language assessment, linguistic politeness.</p>
	<p>Joesasono Oediarti She is a permanent lecturer at English Education Department of Universitas PGRI Adi Buana Surabaya and currently pursuing her study at Universitas Negeri Surabaya. Her research interests are in teaching speaking, teaching listening, and language acquisition.</p>