Literacy Skill Based English Translationin Vocational High School

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Abstract
This study aims to understand the literacy skills-based English learning model. Also, to find literacy skills as a basis for improving translation skills. This research is a quantitative study with a research design for the development of a literacy skills-based English translation-learning model. The location of this research was conducted in South Sulawesi at the Vocational High School for Tourism Program with a sample of 2 SMKN Tourism Program schools located in Gowa Regency and SMKN for the Tourism Program of Takalar Regency. Collecting data in this study using four techniques, namely observation, questionnaire, interview questionnaire, and documents. Meanwhile, data management was carried out using SPSS 20 Version software and data analysis in this study used inductive analysis. The results of the study can be concluded that the basic principles in the learning process of English translation based on literacy skills must first be understood by the teacher so that students are not ambiguous about the reading material to be translated related to tourism, namely 1) interpretation ability, 2) information characteristics and 3) methods. understand the meaning. Suggestions for the next researchers to be able to conduct broad and general research related to translation using qualitative research methods to look more at the aspects of the process.
Keywords: Translation and literacy skills

I. Introduction

The translation process is interpreted as a process of breaking the meaning of the source language into the target language. This transfer in language studies is carried out from the first language form into the second language form through a semantic structure. As Larson (1984) views that translation in substance, meaning that is transferred and must be maintained, while the form may be changed. Translating which should be considered, studying lexicons, grammatical structures, communication situations, and cultural context of the source language text. Analyzing the source language text for finding its meaning and third, re-expressing that same meaning by using the appropriate lexicon and grammatical structure in the target language and its cultural context.

Based on the above meaning, translation that must be maintained is the aspect of meaning, because the fundamental aspect of each language is the meaning it contains. While in the form factor it may change, what Larson means here is the formal structure or surface structure of the language in the form of morphemes, words, phrases, clauses and sentences in one language are translated. Theoretically according to Newmark (1981-1988), the translation procedure is different from the translation method. The translation procedure is applied at a smaller level such as clauses, phrases, and words, while the translation method deals with the entire text However, in reality the translation method is also used at the sentence level.

The translation system turns out not only to understand the source language to the target language, but also the structure of the morphemes, words, phrases, clauses and sentences in one sentence as intended by Larson and Newmark. However, to achieve easy translation what must be considered is the selection of the context of the reading object and knowledge in information processing. Supporting the creation of quality and easy translation, a student must understand the theory of information processing. As the opinion of Craik, F. I., & Lockhart, R. S. (1972) that the processing of information the deeper the processing is carried out, the better the information is remembered. This means that information that has a strong visual image or a lot of association with existing knowledge will be processed more deeply.

A good translation strategy is also not enough to just understand as intended by Larsondi above about translating the transitional meaning of the source language into the target language and Craik, FI, & Lockhart, RS that translation requires knowledge of how to process information so that it is easier to understand the

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meanings in each reading. On the other hand, that needs to be considered and complementary to the achievement of good and young translation is understanding social constructivism theory, which is an ideal theory to use in the process of learning English translation based on literacy skills, because in the process multi-knowledge will be born in it besides students. can know how to understand meaning, can also understand writing literacy, how to think and master the form of vocabulary. The learning process of social constructivism built by Vygotsky is interpreted as generative learning, namely the act of creating meaning from what is learned. Because constructivism leads to what is passed in life both in the world of education and non-education in the collection and coaching of experience for experience through the learning process, (Jakobson in Venuti, 2000; Vygostsky in Arendas, (2008); Schunk (2008); Warsono, (2012).

II.   Research Methods

This research is a Research and Development (R&D) development research where research leads to model development. Design Research and Development (R&D) uses two methodologies, namely qualitative research methods and quantitative research methods. Referring to the views of Sugiyono (2008) and Putra N, (2015) about 10 steps (R&D), namely: Potential and Problems, Data Collection, Product Design, Design Validity, Design Revision, Product Testing, Product Revision, Usage Trial, Product Revision and Mass Production. This research will be conducted in South Sulawesi with a sample of Vocational High Schools (SMKN) in 2 districts, namely 1) SMKN 1 Takalar and 2) SMKN 1 Gowa. Techniques or data collection strategies carried out are preliminary studies, model development stages, and device testing techniques. The data analysis technique in this study was carried out in several steps including: analysis of observational data, analysis of the reliability of student activity observation instruments, analysis of model implementation, and analysis of statistical methods, (Sugiyono (2008); Putra N, (2015); Creswell, JW (2007- 2010); Kaharuddin, (2021)).

III.   Research Result

1. Literacy skill-based translation

The results of research that has been carried out related to English translation based on literacy skills found findings in the form of a translation process that will give birth to literacy and literacy skills can also further improve translation skills. The literacy skills in these findings will make it easier for students to process information related to the meaning in each reading. Students who have critical understanding or reasoning find it easier to understand every meaning in each reading material so that in translating they do not feel very difficult. In addition, students who have critical power also find it easier to analyze the meanings of sharing information contained in the reading material given so that they are not so difficult in translating English. This is what Kern (2000) means about the concept of literacy which should be more prominent is the ability to make related interpretations of a meaning in the form of events, experiences, ideas, feelings and others.

This is in line with the opinion of Craik, F. I., & Lockhart, R. S. (1972) regarding information processing theory, which states that the processing level of various information stimuli is processed at various levels of depth simultaneously depending on its character. The deeper the information is processed, the longer it will be remembered. Therefore, the various materials provided in the learning process of English translation are closely related to well-known tourism material and it is often consumed by their daily conversations, and they understand it even though it is not in real form but still in visual form, meaning get to know in the form of news and youtube. This is what is meant by information processing theory that humans will remember things that have meaning for themselves or things that concern them because these things are processed more deeply than stimuli that have no meaning or do not concern them.

As the results of research at State Vocational High School 1 Takalar and Public Vocational High School 1 Gowa that learning English translation will produce good quality if supported by productive literacy skills. The ability of literacy skills requires an ability from the aspect of interpretation, which must also be supported by the ability to manage information in which it is more directed to what aspects are objects of information that are often seen and meaningful in his life. With this concept, students in translating will find it easier and their translating skills will also improve. As Larson meant, that translation is an activity that transfers the meaning of the source language into the target language, Larson further stated that this transfer is carried out from the first language form into the second language form through a semantic structure. According to Larson, the meaning is transferred and must maintained, is the form may be changed.

2. Literacy Skill-Based English Learning Model Validity aspects

The percentage of item scores using the average score equation is 85.31 with the conclusion strongly agree. The results of the overall questionnaire analysis showed that almost all students gave positive responses to the application of the literacy skills-based English learning model to improve translation skills at SMK Negeri 1 Takalar, the category of very agree, seen in the analysis for positive statements and negative statements.

The percentage of item scores using the average score equation is 82.21 with the conclusion strongly agree. The results of the overall questionnaire analysis showed that almost all students gave a positive response to the application of the literacy skills-based English learning model to improve translation skills at SMK Negeri 1 Gowa, the categories strongly agree seen in the analysis for positive statements and negative statements. It is known that most of the statements are in the strong category, because students are very happy with the application of the English learning model based on literacy skills.

3. Literacy Skill-Based English Learning Model Practical aspects

Data analysis techniques for the practicality of using the Literacy Skill-based English translation model consist of data from expert assessments and about the feasibility of using the learning model. 1) Data Analysis of Practicality by the Teacher. Value data obtained from the teacher assessors. The analysis is continued by determining the final average of the data obtained and determining the final average of the data obtained and determining the product category according to the criteria of practicality. And based on student learning outcomes.

Analysis of student learning outcomes data using the English language learning model based on literacy skills, practical learning model data. The practicality data of this learning model were obtained from the validation of the practicality of learning tools carried out by experts and student responses. The teacher's response is taken based on the student's opinion on the learning device after learning with the device made by the researcher.

Learning Implementation Plans are said to be practical if experts and practitioners state that the Learning Implementation Plan can be used in the field with few revisions / no revisions. Expert testing (expert validity) is carried out by asking for the consideration of two experts, namely material experts and learning model experts about the validity of the content, the media used, and the construct regarding the appropriateness of all teaching materials and instruments used. These experts have validated the model book developed with a validity value of 1, validation of the Learning Implementation Plan with validity of 1, textbooks with validity of 0.87, validation of learning outcomes with an equivalence value of 0.98, Student Worksheets (LKS) with validity values 1, Test questions with a validity value of 1, an instrument interview and student questionnaire with a validity value of 1.

Based on the expert's test, it can be concluded that the learning model tool of the English Literacy Skill-Based Learning model carried out by the expert is on a scale of A with a very good conclusion and can be used without revision.

Analysis of student responses to the learning process was carried out by describing student responses. The learning model developed can be said to have practicality if student responses of more than 75% respond positively and theoretically the validator assesses that the learning model developed by researchers can be used in general conditions. The positive response indicators in this study are quite agree, agree, and strongly agree.

4. Literacy Skill Based English Translation Model for Effective aspects

Data on the effectiveness of this learning model were obtained from student responses and authentic assessments. Student responses are taken based on student opinions on learning activities using learning model tools created by researchers. Authentic assessment consists of an assessment of knowledge. Assessment of student learning outcomes is given to students after participating in learning activities then analyzed using descriptive statistics, namely calculating the percentage of the statements given.

Meanwhile, the classical learning completeness criteria of SMK Negeri 1 Takalar based on the analysis of the post-test learning outcomes of SMK Negeri 1 Takalar, it was found that the classical learning completeness was 57.57%. In the SMK Negeri 1 Gowa test, it was obtained 100% classical learning completeness. In this study, the product developed was categorized as effective because the percentage of classical completeness was in the very good category.

This research was conducted to develop a learning device model on the subject matter of literacy skills-based English translation in English lessons to be used in learning so that students can receive lessons well and can improve learning motivation and student learning outcomes with their knowledge paradigm. other learning device models.

The learning device model that has been successfully developed with the design of how to translate English into Indonesian based on literacy skills is expected to solve various problems in the teaching process of teachers to students at State Vocational Schools. Characteristics that distinguish the development of learning device models are designed based on teaching materials, Learning Implementation Plans, Student Worksheets, and the giving of grades to students by the teacher can be more easily done in a manual system.

The learning device model developed is designed with the aim of making it easier to use when learning English translation based on literacy skills with a regular time location in each semester of learning. The importance of developing an English translation learning device model because students have difficulty translating English given by the teacher. In addition, in supporting the development of learning device models,

researchers carry out a sequence of basic competencies, and indicators, making it easier for students to learn and complete various exercises in Student Worksheets.

According to the information processing level model in English translation, various information stimuli are processed at various levels of depth simultaneously depending on their character. The deeper the information is processed, the longer it will be remembered. For example, information that has a strong visual image or a lot of association with existing knowledge will be processed more deeply. Likewise, the information being observed will be more deeply processed than stimuli or other events outside of observation. In other words, humans will better remember things that have meaning for themselves or things that concern them because these things are processed more deeply than stimuli that have no meaning or do not concern them. 1972).

5. Basic Principles of Literacy Skill-based Translation

The basic principles in the process of learning English translation based on literacy skills must first be understood by the teacher so that students are not ambiguous about the reading material to be translated related to tourism, consisting of: 1) the ability to interpret the concept of literacy skills, 2) the characteristics of information in the concept of information processing, and 3) understanding the meaning in the concept of translation. The three paradigms of the theory of literacy-based English translation are a combination of the findings of the research, so that literacy skills can improve translation skills. Literacy skills are very fundamental in translation because speaking on aspects of students' abilities in aspects of interpretation. So, what needs to be encouraged in learning English translation as in the results of data management observations and interviews, namely; 1) encouraging interpretation skills, 2) selecting information characteristics and 3) encouraging ways of understanding meaning.

The theory of social constructivism is a theory that is ideal for use in the process of learning English translation based on literacy skills, because in this process multi-knowledge will be born in which in addition to students can know how to understand meaning, can also understand writing literacy, how to think and master vocabulary forms. The social constructivism learning process developed by Vygotsky is interpreted as generative learning, namely the act of creating something meaningful from what is learned. Because constructivism refers to what is passed in the life of both the world of education and non-education in the association and coaching of experience for experience through the learning process.

The process of learning English translation based on literacy skills also enters Vygostsky's constructivist learner's plan in Arendas, (2008) has two different levels of development, including; actual level of development and potential level of development. Meanwhile, the actual development aspect can occur if the individual can independently utilize their cognitive potential abilities functionally. Meanwhile, from the developmental aspect, the potential is a cognitive potential that can be achieved by students through various sources of assistance, such as adult assistance, in this case teachers, families, peers who have more competence.

The theory produced in research as a support in the process of improving literacy skills-based English translation skills can be seen in the following figure:
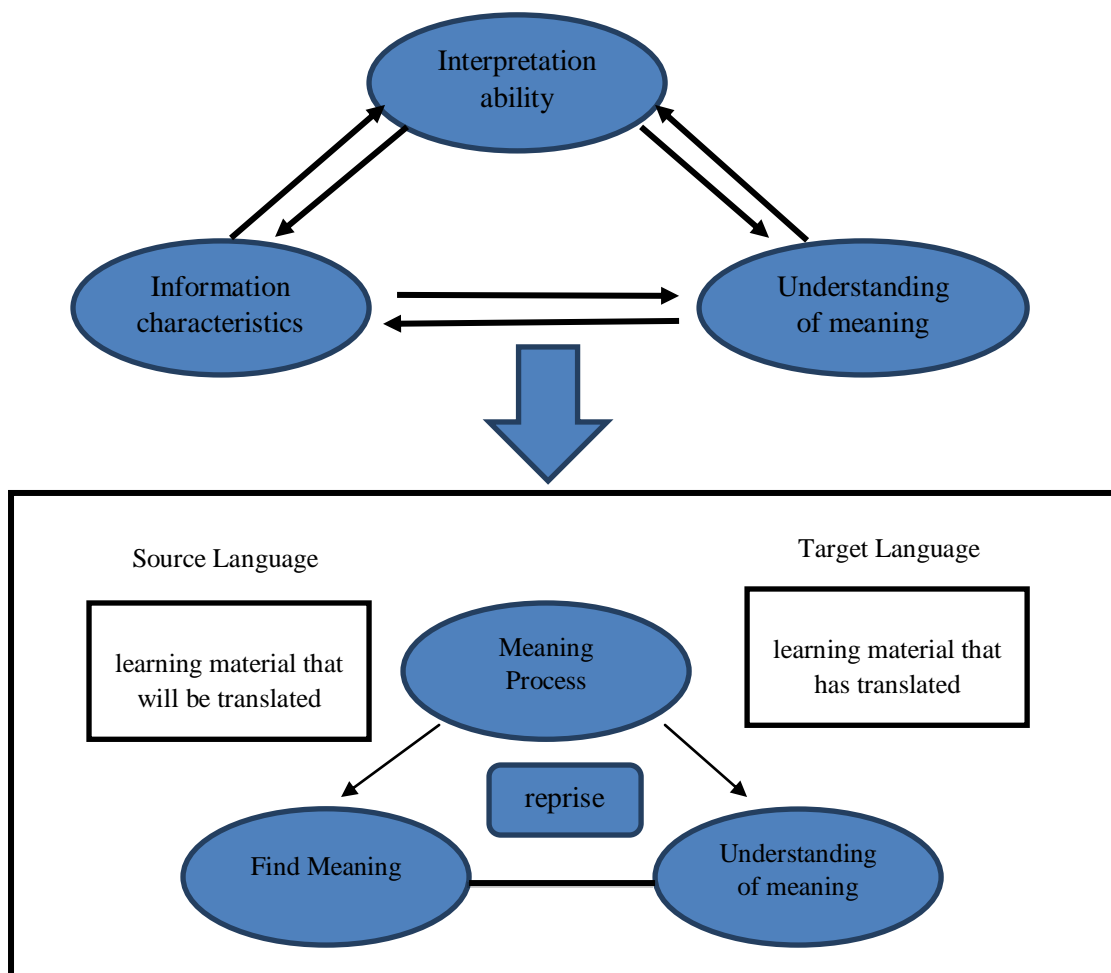
Fig. 1 Theory of English Translation Based on literacy skills

The purpose of the three theories of English translation based on literacy skills from the aspects of interpretation ability, information characteristics and meaning understanding, will be described one by one as follows;

a)	Interpretation ability: interpretation is a fundamental part of the concept of literacy, so that in the translation process it is necessary to have the ability of interpretation to understand the various meanings in each reading material as in the reading material set forth in the English language learner model in State Vocational High Schools. So, encouraging interpretation skills for students will make it easier for students to process information on each reading.

b)	Information characteristics: the characteristics of information have a relationship in the processing of information for learning English translation because errors in selecting information as a medium of learning material will have an impact on students' ability to translate English at State Vocational High Schools (SMKN). So, creating an effective, practical and valid learning model requires selecting material based on events that students understand so that in processing information it is easier to understand the meanings in the reading that will be translated by students.

c)	Understanding of meaning: understanding the meaning in the English translation process which is very fundamental consists of literacy skills and information processing because the source language to the target language of meaning cannot change so that teachers are encouraged to choose material based on events that are understood by students so that in the translation process students are easier to understand the meanings in each reading material to be translated.

d)	Translation process: the fundamental process of translation is considered in order to reach the level of an effective, practical and valid learner model, which lies in the ability to interpret, the characteristics of information and the understanding of meaning. Through this understanding will lead to the ability to understand grammar such as the placement of phrases in each emphasis on the meaning of the reading without losing the meaning of the source language to the target language.

IV.   Conclusion

The initial condition of the literacy skill-based English translation-learning model still tends to be conventional, such as copying, working on worksheets, memorizing, not having a clear model, its role is still classical, taking notes, and the learning process is still teacher centered. The results of the study can be concluded that the teacher must first understand the basic principles in the learning process of English translation based on literacy skills so that students are not ambiguous about the reading material to be translated related to tourism, namely 1) interpretation ability, 2) information characteristics and 3) methods. Understand the meaning. Suggestions for the next researchers to be able to conduct broad and general research related to translation using qualitative research methods to look more at the aspects of the process.

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