**CHAPTER I**

**INTRODUCTION**

This chapter covers with background, focus of the research, the objectives of the research, significance of the research and scope of the research.

1. Background

We live in the world where international relations and collaboration ocean in economics, science, and culture. Development of information and communication technologies greatly contributes to this process. This international communication is mainly performed in English. Knowledge of this language is a basic condition for getting access to the world of scientific literature, doing business with foreign partners, and integrating into foreign markets. Then translation plays an important role for rendering some information. Duff (1994) stated that translation happens everywhere and any time. EFL college students require translation skills in their daily lives. Some real situations in EFL students must use their translation skill to operate the computer, to get more literatures that are written in English, or to explain the medication direction to their parents by translating from English to Indonesian. In classroom interaction, the students translate in class for other students, interpret signs and notices in the environment.

The previous study shows that translation activities are useful as a pedagogical tool. When introduced purposefully and imaginatively into language learning program, translation becomes a suitable language practice method for many students. When integrated into daily classroom activities translation can help students develop and improve reading, speaking, writing skills, grammar and vocabulary (Dagilienė: 2012). This is supported by Gabreliatos (1998) He stated that translation is most frequently used as a convenient shortcut when teaching vocabulary, by providing 'equivalents' in the learners' mother tongue

However, translation is used in teaching and learning practice, students still do common errors in translating. According to Lin (2008), students also still challenging to make a perfect match in meaning and style between the two languages; therefore, errors inevitably occur in their translations. In addition, Tang (1995) concluded that students’ errors might be attributed to a failure in comprehension and expression. The comprehension problem was primarily due to inadequate understanding of the original meaning. Accordingly, the meaning was modified or twisted. The original meaning was at times inflated, subdued, or concocted in the translated meaning.

Relating to the common errors that is done by the students, there are many factors influence the students to get their achievement such as: students themselves, lecturer, method, material, time, facilities, and classroom environment. Lecturer can choose a particular method by seeing some factors from the students such as: the background of the learners, the level of English proficiency, the circumstances they will face in the future, the objectives of the lesson and classroom condition. And many studies had been examined today about teaching method, but no one claim that one is better than the other.

The most important factors in a classroom situation are the interactions and exchange initiated by teacher and students (Flander, 1970). There will be a process whereby two or more people engaged in reciprocal actions. This action may be verbal or nonverbal (Celce-Murcia, 2002). The interaction can be verbal exchange, asking questions, responding and reacting.

According to Hattie (1999:74), lecturer’s responsibility is to help the students to get their higher performance in learning. It requires a special skill, intelligence and quality from teachers to bring the students to get their higher achievement. To know what the students need, always motivated in teaching and have a good interaction in classroom in order to have an effective teaching. Effective teaching means the lecturer can engage students in the teaching learning process and help them develop critical thinking skills. Effective teaching relates to effective teachers. Effective teachers can draw the students to get their higher performance by understanding the subject knowledge, respecting the students, applying interesting teaching styles, and applying the good communication with the students with good interaction in classroom (Aregbeyen, 2010).

Relate to an effective lecturer or be a good quality of lecturer, he/she should be a competent one. Lecturer should apply broad, deep and integrated sets of knowledge and skills as they plan, implement, and revise instruction in their performance in the classroom. Apparently, when thinking about competences, concepts such as performance and effectiveness are involved because competence is directly linked with effective performance in complex situations as it is thought to serve as a causal factor for success (Westera, 2001).

From those explanation above, it shows us about teaching performance becomes very important in general area or study of education, it probably because the performance of the lecturer plays an important role in successful students. This role of teaching performance also is done by the lecturer of English Study Program of UKI Toraja. Based on the pre-observation in classroom at lecturer’s training program for Active learning in School (ALIS) and Active learning in Higher Education (ALIHE) and some positive comments from the alumnus and colleagues showed that there is a translation lecturer at English Education Study Program who is competent and good in his performance. The alumni thought that he was a good a lecturer, he could facilitate students in learning, for examples: different methods, using aids and implemented the kind of cooperatives learning in teaching-learning process. In addition, he has been teaching English since 2002 in informal institution and has been being as a lecturer at UKI Toraja since 2006.Moreover, considering the existing data from previous semesters, it showed that he got good level of students’ satisfaction of his teaching performance.

Based on the background, this research is intended to be conducted on the title “The Role of Lectures’ Performance in Teaching Translation”.

1. Problem Statement

In relation to the explanation above, the researcher formulates the problem statements as follow:

1. What preparations does a lecturer do before teaching translation?
2. What does the translation material cover?
3. How does the lecturer facilitate the students in teaching-learning translation?
4. What problems do the lecturer face in teaching translation?
5. How does the lecturer solve the problems?
6. How does the translation lecturer assess or evaluate the teaching-learning process in teaching translation?
7. Objective of the Research

Referring to the problem statements above the objectives of this research were to find out:

1. The preparations which are made by the lecturer before teaching translation.
2. The coverage of translation material.
3. The way of the translation lecturer facilitates the students in teaching translation.
4. The problems that the lecturer faces in teaching translation.
5. The way of translation lecturer solves the problems.
6. The way of translation lecturer assesses or evaluates the teaching-learning process in teaching translation.
7. Significance of the Research

The contribution of this research can be used both in theory and practice. It would be useful for the lecturer or teacher to have a good performance in teaching.

1. Theoretical benefit

This study expected to give implication of knowledge and information practically in teaching-learning process and it shows the importance of the role of lecturer’s performance.

1. Practical benefit

Practically, this research is expected to help the lecturer to implement their role in teaching and learning process. The lecturer would know the preparation they need to do before teaching, how to facilitate students in teaching-learning process and how to evaluate the teaching and learning process.

1. Scope of the Research

This research concerned on investigating the role of lecturer’s performance in teaching translation. Include the preparations which were made by the lecturer before teaching translation, the coverage of the material in teaching translation, lecturer facilitated the students, the problems faced by the lecturer in teaching translation, the lecturer solved the problems and how the lecturer assessed/assessment the students at English Education Study Program of FKIP UKI Toraja**.**