

## STUDENTS' PERCEPTION TOWARD IMPLEMENTATION ON TEACHING STRATEGY OF TRANSLATION SUBJECT

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Article Info	Abstract
<b>Article History</b> Received: October 2021 Revised: November 2021 Published: January 2022	<i>Teaching is one of the absolute requirements or obligations for a teacher where they convey knowledge to students. One of the teachings in this research is felt in the blank strategy because the strategy helps the students to overcome the problem of translation competence. The translation is a transfer of ideas from the source language to the target language and has the same meaning. Thus translation is also very important for students to learn through the teaching process carried out by lecturers to get more information and understand the text. This research is a qualitative method. Then the research instruments used questionnaires and interviews. The total respondents are 30 English department students at the Muhammadiyah University of North Maluku. Based on the result, most of the students are enjoyable and helpful in lecturing the teaching strategy. It proved that students learn translation because it is fun for them and makes it easier to interpret words and sentences. Students who learn translation can help them organize the meaning systematically and improve their knowledge, especially vocabulary, understanding the text's point of view, and understanding the meaning of the text. It means that the implementation of the teaching strategy in translation class was accepted and improved on students' translation competence. While the data from the interview in this study also showed that students were very enjoyable in learning translation subjects so that they can improve their understanding of the meaning of a text, competence in translating a text, and improve their competence in understanding of English text.</i>
<b>Keywords</b> Students' perception; Teaching strategy; Translation;	
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### INTRODUCTION

The translation is an activity of transferring meaning to the target language. It is important for the students to learn the translation subject. It helps them organize the meaning systematically. In addition to transferring meanings and conveying messages, it can also be employed as a strategy for learning a foreign language (Asgarian, 2012). Therefore, translation is an important subject to improve students' skills in mastering English. Students can transfer their competence in a source language to the target language; it can help the students to elaborate sentences systematically. It means that translation subjects can make the students easily understand the text.

Tsai 2017 in Kiraly (2000) proposes translation teaching in which students learn from practice. In addition, students are the demonstrator as well as the people who encourage and help others. Translation teaching emphasizes the cultivation of the individual experience through the interaction between students and external environments. In Oxford Dictionary (2004), Hornby mentions that translation is the process of changing something written or spoken into another language. Ridha 2014 in Wiratno (2003) says that translation is a process of transferring a message from SL into TL. SL or Source Language is an original language that is translated, while TL or Target Language is a final language used to express the result of translation.

Raju (2016) translation is a natural and useful activity in the language classroom. It is one of the common characteristics in the English as a Foreign Language (EFL) classroom. In addition, Bhooth et al. (2014) translation is an activity that has a function to facilitate the communication process by interpreting the information received in one language (L1) into another language (FL). Kartinisari (2018) in Zhao (2015), translating the meaning of the target language into the native language is good ways to help the learners better understand the target language and help the learners grasp the knowledge of the target language easily.

Kartinisari et al. (2018) Translation give many benefits to the EFL learners. In addition, Dagiliene (2012) claims that the translation could be beneficial to target language learning. It is also to improve verbal agility, expand students' vocabulary in target language, develop their learning style, improve their understanding of how language works, and monitor and improve the comprehension of the target language. Meanwhile, Mart (2013) supports that translation give two benefits for language learners. It has been reported to bring up participation and be language learners' chosen strategy. Using the learners' native language (L1) in the classroom, the anxiety in the early stage of learning may be reduced.

Sudarno (2011) views that translation as the transfer of thoughts or ideas from one source language into another. The translation is changing the source language text into the target language text by considering the meaning of the two languages so that it is as similar as possible, what is equally important is that the translation must follow the rules that apply in the target language. Translation can also be understood as a process of delivering messages in a particular language source which is transformed into another language so that it can be understood by readers who understand the target language the translator wants.

From the description above, it can be concluded that translation is the transfer of meaning and ideas from the source language to the target language. There are still many students who have difficulty to translate words into sentences correctly, sentences, paragraphs, and texts into the target language. One of the many reasons for it is the fact that their mother tongue still influences them. Another reason that contributes to students' difficulties in translation is the lack of vocabulary, lack of understanding of the meaning, and lack of the students reading attractiveness. To erase such difficulties, it is necessary to understand the challenges students face how to deliver translation material effectively and interestingly and ensure the success of the strategy. Therefore, the researcher intends to conduct this research.

Teaching is an activity of delivering material concepts in the hope that students can receive, respond, and master them. The teacher prepares the process since the task of a teacher is to direct or teach students about the material unknown to them before it is fully known. Therefore, a teacher must provide the most effective, easiest, and fun way possible to deliver the material. Furthermore, teachers' task is not only to transfer knowledge or the content of the lesson. They should educate, foster, and guide students' moral compass to be noble, good, and responsible human beings as well as caring to the community. Teaching is also one of the absolute requirements or obligations for a teacher where they can convey knowledge through teaching, one of them is felt in the blank in teaching translation. Translation is also one of the subjects that getting by the students. Thus translation is also very important for students to master the meaning of the text and can organize the meaning systematically.

Reece and Walker (2003) teaching strategy is often related to your style and what you feel most comfortable doing. However, there are some overall rules that you might like to consider. These relate to two aspects. The first type of objective that you want your students to achieve and the second is the number of students you have to teach. When you choose your teaching strategy logically, you make the domain and level of objective you are seeking to achieve the basis for the choice. The most appropriate way to learn a motor skill is through demonstration and individual practice; to gain knowledge and understanding, a lecture and

question and answer are appropriate; and to develop students' attitudes towards issues, you might use discussion to best achieve the objective.

Teaching strategy can come from better preparation and make a good design of materials of the teaching process, your effectiveness in the use of the strategy can be achieved through introspection of language skills. Related to Siregar's (2019) ideas teaching English allows some chances to the students in encouraging students' interest in practicing English competencies namely, reading, writing, listening, speaking, vocabulary, and grammar.

Apelgren and Giertz (2010) defined pedagogical competence as the ability to apply attitude, knowledge, and skill in the best way regularly. Moreover, some factors that are included in pedagogical competence as described: Attitude; teachers who have an attitude will promote best students' learning. The term of attitude means teachers' awareness toward their role as a teacher and their responsibility toward their students. Furthermore, they will attempt to give a good environment for their students and will consider choosing the content, the teaching method, examination, and evaluation to promote students' learning. In this term, they play the best role in enhancing students' outcomes. Knowledge; in pedagogical competence, teachers need knowledge about the subject, how students learn, teaching methods, the teaching process, and the aim of the course.

Moreover, they can use their knowledge and apply their skill in the teaching process to promote the students' learning. Ability; teachers who have pedagogical competence will have the ability to arrange planning, organize the teaching process, structure the material properly, and adapt the way to teach for particular situations and groups of students. They can recognize the students' learning styles and can cover them in the teaching process. They are also well-prepared in teaching. Adapting to the situation; indicated that teachers need to have the ability to adapt to various situations that confront them in class. They are capable of handling any kind of situation to enhance the best outcome in the learning process. They can easily adjust their teaching if something happens in the learning process. Perseverance; In teaching, teachers need to have the ability and willingness to teach in the best way.

Popovic (2001) stated the purpose of translation teaching in the classroom is not to train professionals but to help learners develop their knowledge of English. However, some learners may become translators one day, and the basic knowledge of translation that they have gained in the classroom can serve as a solid ground for building up translation skills. In addition, Siregar (2018) in designing a translation course, the teachers should ensure that students who take the course will practice translating as much as possible. It must aim, at least, at developing the student's insight into the nature and significance of translation as such, as a result of the confrontation between the mother tongue and the foreign language while searching for equivalence in meaning and broadening the student's competence in the mother tongue and the foreign language.

In Oxford Advanced Learner's Dictionary (2004), Hornby stated that *translation is the process of changing something that is written or spoken into another language*. Wiratno (2003) says that translation is the process of transferring a message from SL into TL. SL or Source Language is an origin language that is translated, while TL or Target Language is a final language used to express the result of translation. Tisgam (2009) concluded that translation is teachable. It is a craft and consequently teachable as are other crafts. Believing that translation is a teachable craft, teachers should help their students get an insight into the nature of translation and recognize that it is vital for them to pay attention to translation theories while sharpening their translation skills. Ross (2000) argued that translation is the most important social skill since it promotes communication and understanding between strangers.

Through investigation on students' perception on teaching strategy of translation subject, this research is expected to the literature of teaching strategy in translation subject

and implication to the teaching and learning process in the classroom. The research problem is how students' perception is toward implementation strategy in teaching translation subjects? Researchers in a similar field of interest may benefit from the results of this research to conduct subsequent research in the future.

## RESEARCH METHOD

### Research Design

This research focused on students' perception toward implementation strategy in teaching translation. This research used the descriptive qualitative method which aimed to gain a rich and deeper analysis of students' perceptions. The subject of the study was 30 students at the English Department of the Muhammadiyah University of North Maluku. The researcher chooses all the students from the sixth and eighth semesters as participants in this study and exactly they have been gone off in teaching of translation subject.

### Instruments

The research instruments used are questionnaires and interviews to collect the data. The data consist of students' perceptions of teaching translation implementation strategy. Dealing with questionnaire, this study applied a close-ended questionnaire. Close-ended questionnaires are used to determine the percentage from each item measured that would later be interpreted descriptively, and open-ended questions are used to identify students' perceptions regarding effectiveness and implementing strategy in teaching translation subjects.

### Data Analysis

Creswell (2008) the primary form for representing and reporting findings in qualitative research is a narrative discussion. Narrative discussion is a written passage in a qualitative study in which authors summarize, in detail, the findings from the data analysis. The descriptive qualitative approach used in this research is chosen for its nature of the deep analysis of the subjects.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

To get the data, the researcher used a questionnaire and interviewed that consisted of 10 questions for the questionnaires and 10 questions for the interview. Questionnaires and interviews were distributed to English students who had taken the translation subject, namely students in the sixth and eighth semesters of the Muhammadiyah University of North Maluku. The number of students taken as a sample is 30 students, including 15 students in the sixth semester and 15 students for the eighth semester. Based on the questionnaire and interview results, the following table presents 10 items about the questionnaire about students' perspectives and average scores.

Table 1  
Translation Subject and Implementing Strategy

Item	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Translation course is very enjoyable for me.	-	-	3,3%	36,7%	60%
2	Translation courses can improve my vocabulary.	3,3%	-	-	43,3%	53,3%
9	The feel in the blank makes me more confident.	-	3,3%	3,3%	50,0%	43,3%

The students got a high perception in several questions. The table above showed that each question was chosen in the strong category or 60 % in item 1, 53 % in item 2, and 43,3

% in item 9. Meanwhile, most of the students choice in the agree category and neutral category and one student was in the strongly disagree category or 3, 3% in item 2, it can be stated that most of the students are interesting, enjoyable, and helpful in the translation teaching strategy.

Table 2  
Teaching Method and Fill in the Blank

Item	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3	Teaching methods in translation courses vary widely, it makes me to understand the material.	-	-	26,7%	33,3%	40,0%
5	The feel in the blank method used in the translation course makes it easier for me to understand.	-	3,3%	13,3%	50,0%	33,3%
8	Many methods are applied in translation courses, but what makes all students active is the feel in the blank method.	-	-	16,7%	50,0%	33,3%

40,0% of students were perceived strongly agree, the students feel that teaching by implementing strategy are helpful and motivate students in translating text. Meanwhile, 33,3% of students were perceived as agreeing to the category because they feel that implementing strategy makes them easy, enjoyable, and understanding in translating text. Then, most of the students are feel satisfaction by lecturing teaching strategies in translation subjects. 50,0% and 33,3% of students were perceived to agree and feel satisfaction in implementing the feel in the blank strategy in the translation subject they feel that it help them to improve their competence in translation. Meanwhile, most of the students are perceive and feel enjoyable in implementing the method and strategy feel in the blank.

Table 3  
Translation Subject

Item	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6	Translation can improve my speaking skills.	-	3,3%	20,0%	43,3%	33,3%
10	I have no difficulty in interpreting the text in the translation course.	3,3%	3,3%	10,0%	43,3%	40,0%

Students perceived that translation course could improve their speaking skills, with translation they can get a lot of new vocabulary, improve their understanding of a text and interpret the text. Still, most of the students feel disagreement while in the low category or 3, 3% with translation course that improves their speaking skill and their competence in interpreting the text they feel bored in the class.

Table 4  
Teaching Method and Fill in the Blank

Item	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4	The feel in the blank method is my favorite method in translation courses.	-	3,3%	23,3%	56,7%	16,7%

7	The method used in the translation course allows me to translate English text.	-	-	16,7%	50,0%	23,3%
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However, one student disagreement with implementing the strategy in the translation subject, but most of the students are feel enjoyable in implementing strategy in a translation course, they feel agreement if fill in the blank and other strategies was implemented in the translation subject will make the atmosphere in the class are running well. They feel helpful of understanding the text.

Table 5  
Descriptive Statistic of each item

Item	Question	N	Minimum	Maximum	Mean
1	Translation course is very enjoyable for me.	30	1.00	5.00	4.50
2	Translation courses can improve my vocabulary.	30	1.00	5.00	4.43
3	Teaching methods in translation courses vary widely, it makes me to understand the material.	30	3.00	5.00	4.13
4	The feel in the blank method is my favorite method in translation courses.	30	2.00	5.00	3.86
5	The feel in the blank method used in the translation course makes it easier for me to understand.	30	2.00	5.00	4.13
6	Translation can improve my speaking skills.	30	2.00	5.00	4.06
7	The method used in the translation course allows me to translate English text.	30	2.00	5.00	3.80
8	Many methods are applied in translation courses, but what makes all students active is the feel in the blank method.	30	3.00	5.00	4.16
9	The feel in the blank makes me more confidence.	30	2.00	5.00	4.33
10	I have no difficulty in interpreting the text in the translation course.	30	1.00	5.00	4.13

Based on the table above, it can be seen that students 1 and 2 stated that translation course is a very interesting subject because we can acquire some difficult English words and we can memorize those quickly. That's why we like the Translation subject. Students 3, 4, 5, and 7 stated feel that the blank method used in the teaching translation process was enjoyable and improved their competence in understanding the text. It helps them to overcome their problem of translating the text. Student 6 stated that with translation subject could improve his/her speaking skills, it means that translation subject can help them to communicate directly, and students 8, 9, and 10 stated that feel in the blank used in translation teaching makes them confident to interpret the text as well. In addition, most of the students are enjoyable at lecturing the teaching strategy in translation; implementing strategy can help them improve their competence in translating and understanding a text from the target language.

What do you think about translation subject? Based on the respondents' answers, the translation subject is a subject that gives new information faced to students' needs, translation was given benefit to students to translate text systematically based on context, and the process of translation encourages the students to think critically. How is the process of implementing translation subject in the teaching and learning process? to find out students' opinions about the process of implementing teaching strategy and learning translation. The answers are satisfied because the lecturers are clear and creative in implementing teaching strategies and even have fun teaching translation materials. It uses interesting learning strategy and encourages students in the teaching and learning process so that students easily understand the material being taught.

Do you feel it changes yourself whit learning translation? Learning translation can improve critical thinking, understanding the text, knowing the new vocabulary, new sentences, and improving self-efficacy. For the next question, the researchers want to know the impact of learning translation. What impact did you feel after learning translation? after studying the translation, we know the meaning of the sentence and know how to translate a text properly and correctly. What difficulties do you have in learning translation? It aims to determine students' difficulties in learning translation. The answers were translating using short languages , and idioms were difficult and always wrong in interpreting the text according to the correct context. The researchers want to know the level of student preference for the translation subject in the next question. Do you interest in translation subjects? We are interested in it because we can know the process and steps of translating a sentence and even text, and learning translation makes it easier and easier for us to translate or interpret a word, sentence, and text.

For the next question, the researchers want to know what method students prefer in learning translation. What method do you prefer to learn translation? They prefer that a good method in translation subject is felt in the blank method were they directly faced in the class, and the next question is that the researchers want to know what students think about the method of learning translation. What do you think about the methods applied in translation learning? The answer was very good and efficient, and the method applied is very helpful by learning the material. Meanwhile, the question What is your opinion in learning translation subject? The material that students learned were expected because of related to their need and situation. It can help students in understanding text, reading of new words, getting information of the text. The last question the researcher asked was the student's perspective on the way the lecturer applied the translation teaching strategy and question was. How does lecturer implement strategies in translation subjects? The answer was to enjoy, master the class, and find the good atmosphere in the teaching process so that learning is more enjoyable.

## **Discussion**

Most of the students experience difficulties in translation while taking translation subjects. According to researcher Ross (2000), translation is a critical language skill except listening, reading, speaking, and writing because translation also increases interaction and understanding. Translation operation needs interchange and collaboration among learners and instructors of English instruction and which is helpful in improving students' ability in foreign language teaching. Meanwhile, all professionals use Mohamed (2014) translation, but English teachers also use it during academic activities on applied linguistics, English instruction, and translation in different situations and aspects.

Related to research findings, one student disagrees with implementing the strategy in the translation subject, but most of the students enjoy implementing strategy in a translation subject. They would feel agreement if they fill in the blank and other strategies were implemented in the translation teaching process. It makes the class atmosphere run well and

they feel helpful of understanding the text. It is in line with Augustyn (2013) who claims that translation practice facilitate students to acquire various vocabulary and grammatical patterns.

This proves that students learn translation because the subject is fun for them and makes it easy to interpret words and sentences. It is in line with Goebel et al. (2008) Students who learn translation can help them organize the meaning systematically and improve their knowledge, especially vocabulary, understanding the point of view of the text, and understanding the meaning of the text. Students are given a full role in the translation subject during the learning process. So that they quickly understood the meaning of the text (Goebel et al., 2008; Li, 2004). The researchers found the reason for item 1 related to their perception, which encouraged students' enthusiasm in learning translation subjects. Furthermore, from the data presented above, it can be inferred that the strategy widely preferred is the feel in the blank strategy because this strategy can make it easy for them to translate a text and more quickly find out the meaning of the text. This is evidenced in items 3, 5 and 8 above, which stated that the blank strategy used in the teaching translation process was enjoyable and improved their understanding of the text. It helps them to overcome their problem in translating the text.

Furthermore, for the interview data, the researchers found the answer that represented the answers of all participants that the teaching strategy of translation subject was very helpful for students in improving their English skills and improve their translation competence. In addition, learning translation through the feel in the blank strategy makes it easier and helpful for us to translate or interpret a word, sentence, and text.

## **CONCLUSION**

Based on the data presented in the research findings previously, the questionnaire showed that most of the students are enjoyable and helpful in lecturing the teaching strategy. It proved from the score of each item; 1, 2, 3, 5, 6, 8, 9, and 10 are perceived in the score 4. Meanwhile, in item 4, and 7 students perceived in score 3. It means that the implementation of the teaching strategy in translation class was accepted and improved. While the data from the interview in this study also showed that students were very enjoyable in learning translation subject so that they can improve their understanding of the meaning of a text, competence in translating a text, improve their self-efficacy, and then improve their critical thinking.

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