

Business Management Student's Perception of the Effect of Translation Learning at Polytechnic State Manado

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Received: April 5, 2023

Revised: May 6, 2023

Accepted: May 28, 2023

Abstract

This study attempts to explore students' perception and the effect of translation activities. Very little attention has given to student perspectives and their frequent use of translation as a learning strategy. Conducting this research, therefore, a qualitative descriptive will be involved. Furthermore, in analyzing this research, the researchers used the questionnaire was distributed and collected in the form of Google Form with open-ended questions and, the participants of this research will be selected using the purposive sampling technique. The result of this research by considering an explanation above, therefore, analyzed questionnaires more deeply utilizing IT (The Inventory for Belief about Translation) and ITLS (The Inventory for Translation as a Learning Strategy), were conducted in the questionnaire.

Keywords: Students Perception, Translation Learning, Self-Achievement

Introduction

The effective of translation in the foreign language or second language classroom has seen extensive reconsideration over the last few decades. Since the early 2000s, a significant increase in publications in the domain suggests its revitalization as new approaches and, conceptualizations of translation in the language classroom are being explored (Gutierrez, 2018). Even, the process of transferring the meaning from native language to target language on a structural is an essential skill.

Several studies have documented the importance of translation within or across different field of study to learn. The finding of Lee, Schallert & Kim (2014) stated that the effect of translation activities has a positive contribution to all level learners on grammar performance. After conducting research (Joyce, 2015) in comparison matching the vocabulary of the first language and second language definition (L2), students recognized the second language better than the first language. Considering this definition, the most pivotal point to be considered in translation is how to transfer the same context meaning from the source language to the target language by considering target language accurately and naturally.

The existing pieces of literature have examined the effect on students' perception of extensive reading and grammar knowledge. Considered translating sentences into English is useful and interesting as communicatively oriented (Scheffler and Kim, 2015). If someone perceives something, means that he can recall past experiences with objects or events; he experiences meaning and has certain expectations about the item or event. Moreover, (Zainudin & Awal, 2012) translation can be defined as conducting an activity to mediate the meaning from a source language into a target language.

Based on the consideration above, therefore, expectation about learning English is influenced by their perception and analysis on how learning translation effects to different personal learning and measuring the impact of translation activities towards understanding reading text

performances in English must be taken into account. While many foreign language educators may have ignored the role of translation in language teaching, from the learners' perspective, translation is still widely used.

Although growing numbers of researchers have considered the positive potential of using translation in language teaching and learning, very little attention has explicitly given to student perspectives, beliefs and their frequent use of translation as a learning strategy. Thus, this study attempts to explore student's perception and the effect of translation learning on the reading English text

Methods

Considering the goal of this research that investigate the students' perception of the effect of translation learning, qualitative and quantitative are called mixed method. Specific for the questionnaire, comprised of three sets of questionnaires concerning beliefs, strategy use, and personal background information. Furthermore, open-ended questions that provide actual words of respondents by offering many different perspectives on the study topic and offer a complex picture of the situation. Considering the explanation above, therefore, analysed questionnaires more deeply utilizing IBT (The Inventory for Beliefs about Translation) and ITLS (The Inventory for Translation as a Learning Strategy), were conducted in the questionnaire.

The questionnaire will be employed in order to know the students' perceptions of the effect of translation. There are three sets of questionnaires will be performed. The Inventory for Beliefs about Translation (IBT) and strategy use measurement, the Inventory for Translation as a Learning Strategy (ITLS) was used while for background information items, the Individual Background Questionnaire (IBQ) was used. Before conducting the questionnaire, involving pilot study will be mandatory to prevent misunderstanding students from answering questions. It was adapted from Liao (2006) which are used to measure beliefs and strategy use. Meanwhile, external and internal problems were adopted from Eser and Dikilitas (2017). The instruments were translated from English into Indonesia to state the questions clearly for the students in junior high school and create reliability for the nature of the research.

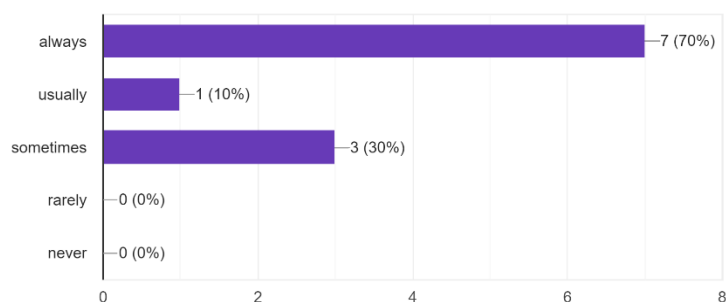
The participants of this research will be selected using purposive sampling technique. The researcher will choose EFL postgraduate students at Hasanuddin University. The instruments used in this study consists of open-ended questions about translation aimed at investigating students respond in learning translation in reading English text. Conducting this research, the researcher made sure that they were reporting their accurate opinions on the questions being asked, while the researcher provided the students with the liberty of answering any questions they wanted to comment. The collection data categorized per question, while analysis of the set questionnaires was analyzed . In response to the questionnaires descriptive address positive or negative result students' perception.

Results and Discussion

The results of the data from students' responds was equipped with 13 essay questions and answered based on the text. The results of test were assessed using questionnaire adopted from Liao P (2006)) consists of three sets of questionnaires as IBT (Inventory for Beliefs about Translation) and ITLS (Inventory for Translation as a Learning Strategy) IBQ (Individual Background Questionnaire).

1. Do you think that translation learning helps understand your assignment ? Why?

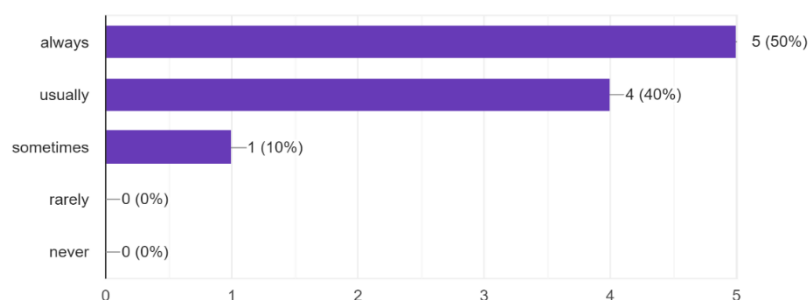
10 responses



From the results of the table, it showed that students answered always 70% of translation activities improved them understanding the assignment. Meanwhile 30 % of students answered sometimes. However, only 10% usually respond

2. Do you think that translating helps you memorize English new vocabularies ? Why ?

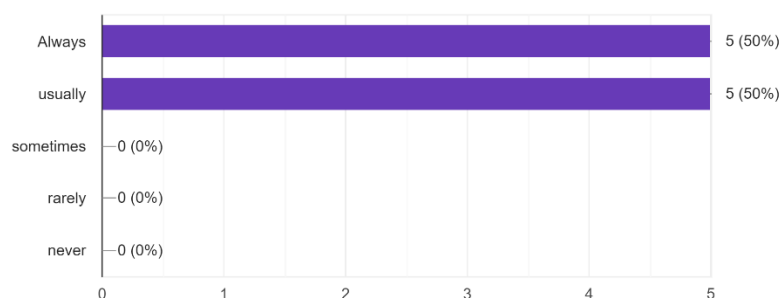
10 responses



The result of the table showed that students answered always approximately 50% of translation activities memorised English new vocabularies. Meanwhile 40 % of students answered usually. However, only 10% respond sometimes as the lowest percentage.

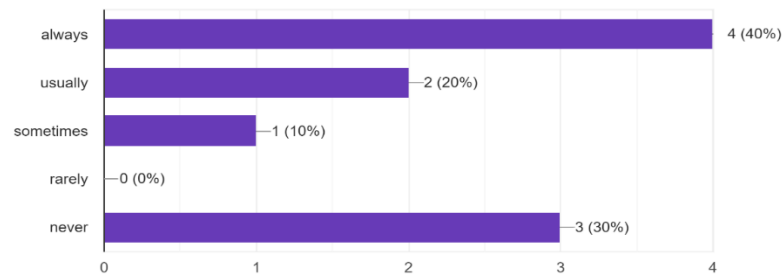
3. Do you think that translation activities helps you improving your English skill ? Why?

10 responses



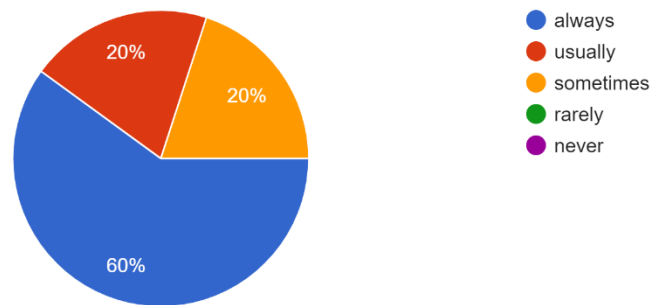
From the results of the table, it showed that students answered 50% of translation activities helped them improving English subject and also respondent 50% who answered usually was same proportion.

5. Do you think you are interested in translation ? why?
10 responses



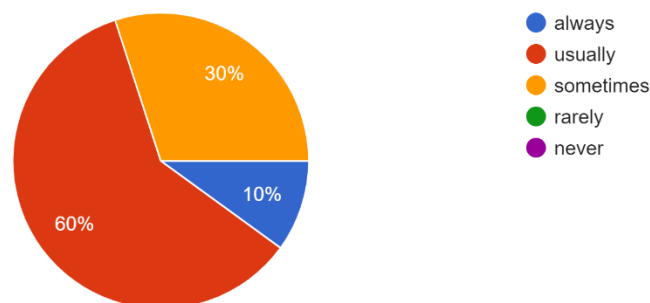
Turning to the four bar chart, it illustrated that students answered 40% of the translation activities were interesting while 30% answered never, However, 20% answered usually while 10% of students answered sometimes.

7. Do you think learning translation can motivate you to study English as well ?
10 responses



From the pie chart showed, it illustrated that students who answered always were 60% of translation activity motivated students to learn English. Meanwhile, 20% answered always, and sometimes with the same proportion.

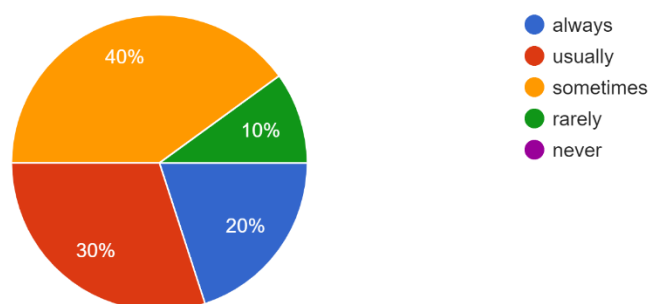
8. Is there any improvement after learning translation
10 responses



From the pie chart shown, it described that students responds usually any improvement after learning translation was 60%. Meanwhile the respondents who answered sometimes were 30%, Interestingly, only 10% answered that it was always as the lowest percentage.

10. can you translate all paragraphs in short time ?

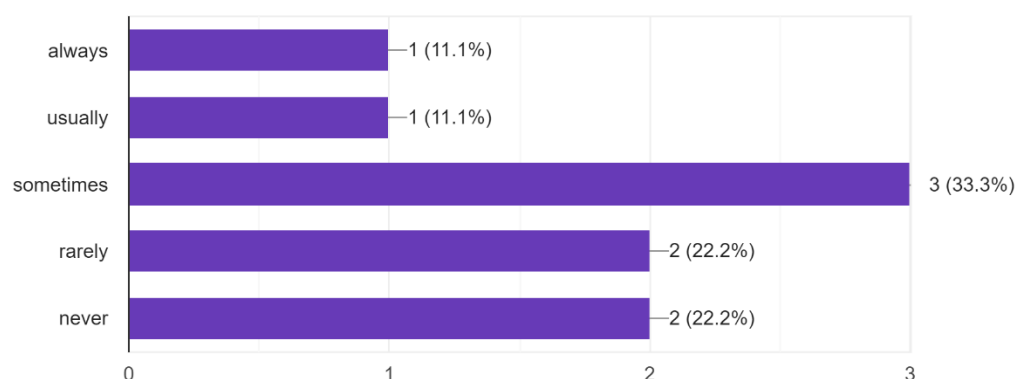
10 responses



From the the pie chart showed, it can be descrtibed that the ability of students to translate English texts in short time was 40% answered sometimes as the highest percentage followed by 30% of respondents answered usually. Meanwhile respondents who answered always were 20% as the third lowest after answering rarely 10% as the lowest percentage.

12. Do you think translation in your assignment is difficult

9 responses



From the results of the bar chart, it showed that students have difficulty translating English text assignments 33% answered sometimes as the highest percentage. Followed by 22% of respondents answered rarely and never 22% with the same percentage. Mean while respondents who answered always and usually were 11.1% as the lowest percentage.

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