STUDENTS' PERCEPTIONS OF THE IMPLEMENTATION OF TEACHING STRATEGIES IN THE TRANSLATION SUBJECT

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Abstract*: Transferring knowledge to pupils is one of a teacher's most important responsibilities when it comes to teaching. Due to its ability to assist students in overcoming the challenge of translation competence, the blank technique is perceived as one of the research's lessons. Ideas are transferred from the source language to the target language during translation, and the meaning remains the same. For students to learn through the lecture method and to comprehend the content, translation is therefore crucial to the process of learning. A qualitative method was used for this study. Then the research instruments used questionnaires and interviews. The total respondents are 13 English Language Education students from STAIN Bengkalis. According to the findings, most students appreciate and benefit from lecturing on the teaching technique. It demonstrated that children study translation because it is enjoyable for them and makes it easier to understand words and sentences. Students who learn translation can help them organize the meaning methodically and increase their knowledge, particularly vocabulary, understanding the text's point of view, and comprehending the text's meaning. It signifies that the teaching technique used in translation class was acceptable and increased students' translation skills. While the results from the interview in this study also revealed that students enjoyed learning translation subjects in order to develop their grasp of the meaning of a text, competence in translating a text, and competence in comprehending English language.*

Keywords*: perception, teaching, translation*

INTRODUCTION

Translation is the activity of translating meaning to the target language. It is critical for pupils to understand the translation subject. It allows people to organize meaning in a

systematic way. It can be used not only to communicate meanings and convey messages, but also to learn a foreign language (Asgarian, 2012). As a result, translation is a crucial subject for students seeking to improve their English proficiency. Students can transfer their skill from a source language to the target language, allowing them to systematically develop phrases. It means that translation subjects can help pupils better understand the material.

Tsai 2017 in Kiraly (2000) provides translation teaching in which students learn through experience. Furthermore, students serve as both demonstrators and encouragers and helpers for others. Translation education focuses on the development of the individual experience through contact between pupils and external settings. According to Hornby's Oxford Dictionary (2004), translation is the process of converting something written or spoken into another language. According to Ridha 2014 in Wiratno (2003), translation is the process of conveying a message from SL to TL. SL, or Source Language, is the original language that is translated, whereas TL, or Target Language, is the final language used to represent the outcome of translation.

According to Raju (2016), translating is a natural and useful activity in the language classroom. It is a common feature in English as a Foreign Language (EFL) classrooms. In addition, Bhooth et al. (2014) define translation as an action that facilitates communication by interpreting information acquired in one language (L1) into another language (FL). According to Kartinisari (2018) and Zhao (2015), translating the meaning of the target language into the native language is a useful technique to assist learners better understand the target language and grasp its information more easily.

Kartinisari et. al (2018) For EFL learners, translation has numerous advantages. Furthermore, the translation may help target language learners, according to Dagiliene (2012). Additionally, the goal is to enhance verbal agility, broaden students' vocabulary in the target language, cultivate their preferred learning method, enhance their knowledge of language functions, and track and enhance their proficiency in the target language. Mart (2013),

however, argues that translation offers language learners two advantages. It has been observed to increase engagement and be the preferred tactic for language learners. Early learning anxiety may be decreased in the classroom by using the learners' native language (L1).

According to Sudarno (2011), translation is the process of transferring ideas or thoughts from one language source into another. The translation process involves converting material from the source language into the target language while taking into account the meanings of the two languages to make the translation as close to the original as feasible. It is also crucial to adhere to the rules that are relevant in the target language. Translation may also be thought of as the process of transferring communications from one language source into another so that readers who are familiar with the target language the translator is aiming for can understand it.

It is clear from the preceding explanation that translation is the process of transferring concepts and meaning from the original language to the target language. Correct translation of words into phrases, sentences into paragraphs, and texts into the target language remains a challenge for many students. The fact that they are still influenced by their mother tongue is one of the numerous causes of it. Students' inadequate vocabulary, poor comprehension of the material, and unattractive reading style are additional factors that make translation challenging for them. Understanding the obstacles students encounter in presenting translation content in an engaging manner and guaranteeing the strategy's success is essential to eliminating such problems. For this reason, the researcher plans to carry out this investigation.

The goal of teaching is to impart material concepts to pupils with the expectation that they will comprehend, react to, and eventually master them. Since a teacher's job is to guide or instruct students on things they do not yet fully understand, the teacher sets up the process. As a result, a teacher must present the content in the most efficient, user-friendly, and enjoyable way feasible. Moreover, instructors' roles encompass more than just imparting knowledge or instructional content. Students' moral compass should be taught, nurtured, and guided

so that they become honorable, decent, and responsible adults who also care about the community. In order for a teacher to transmit knowledge through teaching, one of their other unavoidable duties is teaching. This is especially true when it comes to teaching translation. Translation is another subject that pupils are learning. For students to fully understand the text and be able to arrange its meaning in a methodical manner, translation is therefore also crucial.

According to Reece and Walker (2003), teaching strategy is frequently influenced by your learning preferences and comfort level. Still, there are a few general guidelines that you may want to take into account. These have to do with two things. The first kind of goal is something you want your students to accomplish, and the second is the quantity of pupils you need to instruct. When you select your teaching approach logically, the domain and degree of goal you are aiming to accomplish serve as the foundation for your decision.

The most effective way to learn a motor skill is by demonstration and individual practice; to obtain knowledge and comprehension, lectures and question and answer sessions are appropriate; and to change students' attitudes toward topics, conversation may be the greatest way to attain the goal.

When using a teaching method, you can become more effective by planning ahead and creating well-designed instructional materials. This can be done by reflecting on your language-learning abilities. Congruent with Siregar's (2019) concepts, English language instruction gives pupils the chance to practice the English language skills of reading, writing, speaking, listening, vocabulary, and grammar.

According to Apelgren and Giertz (2010), pedagogical competency is the capacity to consistently apply attitude, knowledge, and skill in the most effective manner. Also included in the definition of pedagogical competence are the following elements: The finest kids' learning will be promoted by teachers with the right attitude. Teachers who are conscious of their responsibilities to their students and their job as educators are referred to as having a positive attitude. In addition, they will make an effort to provide a calm and supportive learning environment for their pupils and will

think carefully about the material, delivery strategy, test format, and assessment in order to maximize learning outcomes. In this term, they have the greatest impact on students' outcomes. Teachers must be knowledgeable about the subject, how students learn, teaching methods, the teaching process, and the course's goal in order to be considered competent educators.

To further aid in the learning of the students, they can use their knowledge and skills during the teaching process. Pedagogically competent teachers will be able to plan, structure, and organize the teaching process; they will also be able to modify their methods of instruction to fit the needs of specific student populations and scenarios. They are able to identify the learning preferences of the pupils and accommodate them during instruction. In terms of teaching, they are likewise highly prepared. The ability to adjust to different conditions that arise in the classroom is a necessary skill for instructors. To improve the greatest results in the learning process, they can handle any kind of circumstance. They can easily modify their instruction if something happens during the learning process. Perseverance; Teachers must possess the skill and willingness to educate in the most effective manner.

According to Popovic (2001), the goal of teaching translation in the classroom is to assist students in expanding their English language proficiency rather than to prepare professionals. Nonetheless, some students may choose to pursue careers as translators, and the foundational understanding of translation they received in the classroom can provide a strong foundation for honing their translation abilities. Furthermore, according to Siregar (2018), instructors should make sure that course participants get as much practice translating as they can when creating a translation course. In the process of seeking meaning equivalency and expanding the student's proficiency in both the mother tongue and the foreign language, it must, at the very least, seek to deepen the student's understanding of the nature and significance of translation in general.

According to Hornby's Oxford Advanced Learner's Dictionary (2004), translation is the process of converting something written or spoken into

another language. According to Wiratno (2003), translation is the process of conveying a message from one language into another. SL, or Source Language, is the original language that is being translated, whereas TL, or Target Language, is the final language used to represent the translation result. Tisgam (2009) determined that translation is a teachable subject. It is a craft, and as such, it may be taught like any other craft. Teachers who believe that translation is a teachable craft should help their students get an understanding of the nature of translation and appreciate the importance of paying attention to translation theories while honing their translation skills. According to Ross (2000), translation is the most crucial social skill since it facilitates communication and understanding among strangers.

This research is expected to contribute to the literature on teaching strategies in the field of translation and have implications for the teaching and learning process in the classroom by examining students' perceptions of the teaching method. How do students view the implementation technique used to teach translation subjects? This is the research problem. The findings of this study may be useful to future research projects by researchers in related fields of interest.

Despite the established importance of translation in language learning, there remains a gap in understanding the specific challenges students face in mastering translation skills and the effectiveness of different teaching strategies. Most existing studies focus on the theoretical benefits of translation without deeply exploring the practical obstacles students encounter or providing concrete, evidence-based teaching methods tailored to address these challenges.

Research Gap: Practical Obstacles: Limited research on specific difficulties students face during translation, such as vocabulary limitations, comprehension issues, and influence from their mother tongue.

Teaching Strategies: Lack of comprehensive studies evaluating the effectiveness of various teaching methods in translation education, especially in EFL contexts.

Student Perceptions: Insufficient exploration of students' views on the teaching methods used in translation classes and how these

methods impact their learning experience and outcomes.

Novelty of this research: Focus on Practical Challenges: This research will provide detailed insights into the practical challenges students encounter in translation tasks, offering a more nuanced understanding of their difficulties. Evaluation of Teaching Methods: By examining different teaching strategies, this study will identify the most effective methods for teaching translation, providing actionable recommendations for educators. Student- Centered Approach: The research will emphasize students' perceptions of teaching methods, ensuring that their experiences and feedback inform the development of more effective instructional practices.

This study aims to bridge the gap between theoretical benefits and practical implementation in translation education, offering new insights and strategies to enhance teaching and learning in this critical area.

METHODOLOGY OF STUDY

Research Design

This study focuses on students' perceptions on implementation strategies for teaching translation. This study employed the descriptive qualitative method, with the goal of obtaining a comprehensive and in-depth investigation of student perceptions. The study focused on 20 students at STAIN Bengkalis' English Department. The researcher selects all students from the sixth semesters as participants in this study, and they are specifically those who have dropped out of translation classes.

Instruments

Data was collected using questionnaires and interviews as study instruments. The information consists of students' perceptions of the teaching translation implementation technique. In terms of questionnaires, this study used a closed-ended one. Closed-ended questions are used to calculate the percentage of each item measured that will later be interpreted descriptively, while open-ended questions are used to identify students' judgments of effectiveness and implementation strategies in teaching translation subjects.

Data Analysis

According to Creswell (2008), the dominant form for describing and communicating findings in qualitative

research is narrative discussion. A narrative discussion is a written paragraph in a qualitative study in which the writers summarize in detail the data analysis findings. The descriptive qualitative approach utilized in this study was chosen for its ability to conduct in-depth subject analysis.

RESULT AND DISCUSSION

RESULT

To collect the data, the researcher employed a questionnaire and an interview with 10 questions each. Questionnaires and interviews were issued to English students who had taken the translation course, specifically those in the sixth semester at STAIN Bengkalis. The sample size is 20 students. Based on the questionnaire and interview data, the table below displays 10 questionnaire items about students' viewpoints and average scores.

Table 1
Translation Subject and Implementation Strategy

Item	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Translation course is very enjoyable for me.	-	-	8%	31%	62%
2	Translation courses can improve my vocabulary.	8%	-	-	38%	54%
3	The feel in the blank makes me more confident.	-	8%	8%	46%	38%

Several questions received a high perception rating from the students. According to the table above, each question was chosen from the strong category, with 62% in item 1, 54% in item 2, and 38% in item 9. Meanwhile, the majority of the students chose the agree and neutral categories, with one student in the strongly disagree category (8%) in item 2. It can be concluded that the majority of the students are fascinating, fun, and useful in the translation teaching technique.

Table 2
Teaching Method and Fill in the Blank

Item	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4	Teaching methods in translation courses vary widely, it makes me to understand the material.	-	-	15%	31%	54%

5	The feel in the blank method used in the translation course makes it easier for me to understand.	-	8%	8%	62 %	23%
6	Many methods are applied in translation courses, but what makes all students active is the feel in the blank method.	-	-	15 %	54 %	31%

54% of students strongly agreed; students believe that teaching by adopting strategies is beneficial and motivates students to translate texts. Meanwhile, 31% of students agreed with the category because they believe that using a technique makes translating content easier, more pleasant, and understandable. Then, most students are satisfied with lecturing teaching tactics in translation disciplines. 62% and 23% of students agreed and were satisfied with the implementation of the feel in the blank technique in the translation subject, believing that it helped them enhance their translation skill. Meanwhile, the majority of pupils perceive and appreciate implementing the approach and strategy feel in the blank.

Table 3
Translation Subject

Item	**Question**	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
7	Translation can improve my speaking skills.	-	8%	15 %	46%	31%
8	I have no difficulty in interpreting the text in the translation course.	8%	8%	8%	46%	31%

Students believed that a translation course may help them improve their speaking skills by teaching them new terminology, improving their grasp of a text, and interpreting the content. Nonetheless, the majority of students, or 8%, are dissatisfied with the translation course, which increases their speaking skills and competency in comprehending the text, and they are bored in class.

Table 4
Teaching Method and Fill in the Blank

Item	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9	The feel in the blank method is my favorite method in translation courses.		8%	15%	54 %	23%
10	The method used in the translation course allows me to translate English text.			8%	54 %	38%

However, while one student disagreed with implementing the

strategy in the translation course, the majority found it enjoyable. Most students agreed that incorporating fill-in-the-blank and other strategies in the translation class would create a positive classroom atmosphere. They also felt that these strategies were helpful for understanding the text.

Based on questionnaire, students 1 and 2 mentioned that the translation course is very interesting because it helps them learn and quickly memorize difficult English words, which is why they enjoy the subject. Students 3, 4, 5, and 7 found the fill-in-the-blank method used in translation teaching to be enjoyable and beneficial for improving their text comprehension skills, helping them to address translation challenges. Student 6 noted that the translation course improved his/her speaking skills, aiding in direct communication. Meanwhile, students 8, 9, and 10 stated that the fill-in-the-blank method boosted their confidence in interpreting texts.

Overall, most students enjoyed the teaching strategy in the translation course, finding it helpful for enhancing their translation and text comprehension skills in the target language.

What do you think about the translation subject? According to the respondents' answers, the translation subject provides new information tailored to students' needs, offering benefits by enabling systematic translation of texts based on context and fostering critical thinking. How is the process of implementing the translation subject in the teaching and learning process? To find out students' opinions on the implementation of teaching strategies and learning translation, the responses were positive. Students expressed satisfaction, noting that lecturers are clear, creative, and make the learning process enjoyable. The use of interesting strategies engages students and helps them easily understand the material being taught.

Do you feel that learning translation has changed you? Learning translation enhances critical thinking, text comprehension, vocabulary acquisition, sentence construction, and self-efficacy. The next question aimed to understand the impact of learning translation. What impact did you feel after learning translation? After studying translation, we understand the meaning of sentences and know how to

translate texts accurately and correctly. What difficulties do you have in learning translation? This question seeks to identify the challenges students face in learning translation. The responses indicated that translating short phrases and idioms was difficult, often leading to incorrect interpretations of the text. The researchers also wanted to know the students' level of interest in the translation subject. Are you interested in translation subjects? We are interested because we learn the process and steps of translating sentences and texts, making it easier for us to translate or interpret words, sentences, and texts.

For the next question, the researchers wanted to know which method students prefer for learning translation. What method do you prefer for learning translation? Students prefer the fill-in-the-blank method because it directly engages them in the classroom. The researchers also wanted to know students' opinions on the methods used in translation learning. What do you think about the methods applied in translation learning? The students responded that the methods are very good and efficient, significantly aiding in learning the material. Another question asked for students' opinions on the translation subject overall. The material was deemed relevant to their needs and situations, helping them understand texts, learn new words, and gain information from the text.

The final question addressed students' perspectives on how lecturers implement translation teaching strategies. How does the lecturer implement strategies in translation subjects? Students found that lecturers made the learning process enjoyable, mastered the class, and created a positive atmosphere, making learning more enjoyable.

DISCUSSION

Most students encounter difficulties in translation when taking translation courses. According to researcher Ross (2000), translation is a crucial language skill, alongside listening, reading, speaking, and writing, as it enhances interaction and comprehension. The translation process requires exchange and collaboration between learners and instructors, which helps improve students' foreign language abilities. Additionally, professionals widely use translation, as noted by Mohamed

(2014), and English teachers incorporate it in academic activities related to applied linguistics, English instruction, and various other contexts.

Regarding the research findings, one student disagreed with implementing the strategy in the translation subject, but most students enjoyed it. They agreed that incorporating fill-in-the-blank and other strategies into the translation teaching process would create a positive classroom atmosphere and help them better understand the text. This aligns with Augustyn (2013), who claims that translation practice helps students acquire a diverse range of vocabulary and grammatical patterns.

This demonstrates that students find translation enjoyable and that it helps them easily interpret words and sentences. This aligns with Goebel et al. (2008), who state that learning translation helps students systematically organize meaning and enhances their knowledge, particularly vocabulary, comprehension of text perspectives, and understanding of text meanings. Students play an active role in the translation subject, allowing them to quickly grasp text meanings (Goebel et al., 2008; Li, 2004). The researchers identified that students' enthusiasm for learning translation subjects is driven by their positive perceptions. Additionally, the data indicates that the most preferred strategy is the fill-in-the-blank method, as it simplifies text translation and aids in quickly understanding the text's meaning. This is supported by items 3, 5, and 8, which state that the fill-in-the-blank strategy used in translation teaching was enjoyable and improved their text comprehension, helping them overcome translation challenges.

Furthermore, from the interview data, the researchers discovered that the teaching strategy for the translation subject was very beneficial in enhancing students' English skills and translation competence. Additionally, learning translation through the fill-in-the-blank strategy made it easier and more effective for students to translate or interpret words, sentences, and texts.

CONCLUSION AND SUGGESTION

Based on the previously presented research findings, the questionnaire revealed that most students found the teaching strategy

enjoyable and helpful. This is evidenced by the scores for items 1, 2, 3, 5, 6, 8, 9, and 10, which were rated 4. Meanwhile, items 4 and 7 were rated 3. These results indicate that the teaching strategy in the translation class was well-received and effective. Additionally, interview data showed that students thoroughly enjoyed learning the translation subject, which enhanced their text comprehension, translation competence, self-efficacy, and critical thinking skills.

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