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Lingua Cultura Accepted : 15 May 2020 To be published on : June 2020 Reflection of Undergraduate Students on Translation Process – An Outlook of Translation Teaching in University Roswani Siregar¹ Risnawaty² Yulia Arfanti³ Milisi Sembiring⁴ 1Universitas Al-Azhar – Medan; roses_air@yahoo.com 2,3 Universitas Muslim Nusantara Al-Washliyah, Medan; 2,3 risnawaty@umnaw.ac.id; yuliaarfanti@gmail.com 4 Universitas Methodist Medan; milisi_sembiring@yahoo.com ABSTRACT Throughout history, translation is an abstract tool for inter-cultural communication.

Today, supported by technology, translation contributes for rapid globalization. As many other activities, translation involved process and product. The scholars also view translation as art and knowledge. By viewing it as knowledge that teachable, this study attempts to reconthstuencopenn op a set of procedures in translation process that compares to the translation-professional choices in real-situation. Thus, two set of questionnaires were provided for students and professional-translators.

The qualitative method is employed in conducting this study. The first questionnaire enables students to express their feelings, thoughts, and ideas concerning the translation course and process. This reflection revealed the students' strategies, interests, and motivation in attending the course.

It also allows the student to see the importance and benefit of the course. **On the other hand**, the second questionnaire draws some insight into professional translators' choice in doing a translation, particularly on strategy in dealing with texts.

Those finding provides an opportunities for teachers to identify the students' needs in learning, and practicing the translation as close as the professional does and finally to

find the best approach in teaching translation. Key words: Translation, teaching, student, reflection, translator INTRODUCTION Translation is an activity that involves intellectual, processes, and products.

It also requires various competencies, ranging from linguistic, cultural, subject, and transfer competencies. Like the product, many textbooks, scientific research journals, manuals, reports, news, etc. are available in another language because of the translation activities. Translation product has enriched life that allows us to communicate and share information between different cultures and backgrounds; it is known as knowledge transfer.

The rapid growth of communication technology such as internet required the users competent in using various kinds of software or application. Students as professional candidates in any industry in the future should have the communicative and social competencies to negotiate with clients as the ability to cope with the demanding working environment (Krüger & Serrano Piqueras, 2015).

This communicative ability related to translation competency in using two or more languages, particularly English as one of the most spoken language. Translation teaching or pedagogy has been drawing a great concern for decades. The efforts to find the effective method of learning and teaching are obvious from the publication in translation teaching research.

Those researches were done both for undergraduate students and translators as the subject of study. One of the researches content was investigating the effectiveness, perception and translation process and difficulties of translation teaching through questionnaires, interviews, and classroom observation (Li, 2018).

From perspective of pedagogy, translation teaching is not merely a process that involving the students cognitive, but also collaborates the great concern and interest both by teacher and students. Concerning its difficultness, Mubarak (2017) and Zho & Zou (2017) argues that translation teaching is still a hard job, and has a long way to get an established foundation in aspect of curriculum setting and tests adjustment, as well as training teachers for specialized translation strategies and skills.

On other hand, translators as the persons who practice translation in real world are averse to teach translation for others. Many believe that translation is learned by experience and personal intuition and can by no means be taught in the classroom. Besides, many of them also believe that translation theories are not significant in helping people to develop that skill.

However a short translation course that collaborate the translation theories and specific text in practices has conducted for non- translation class students. This specific purpose translation course raises the students' awareness on benefit of theory, such as translation strategy in dealing with legal and technical texts. It also raises the students ' awareness on benefit of translation as a soft skill (Siregar, Teaching Specific Purpose Translation: Utilization of Bilingual Contract Document as Parallel Corpus, 2017).

Concerning the benefit of translation teaching, the previous studies (Mubarak, 2017); (Kuşçu & Ünlü, 2015); (Petrocchi, 2014) notes that the ability to translate is an important soft skill owned by the academic communities that will increase the transfer of knowledge. It is also important to be adjusted with the development of information technology that has changed the workings and work processes of translation.

In addition to translation teaching, (Melnichuk & Osipova, 2017); (Ivanova, 2016); (COacio&Kkt 05 put forward the importance of technology collaboration in the class. Thus, before we arrived on the purpose of this study, let us look at the brief review on factors that should be prepared in translation teaching, ranging from teacher competence, learning style, course requirements, design, objective from the literature.

Many studies on learning styles, personality types, and teaching styles show that not everyone likes to learn in the same way. Students who are taught in different styles might be uncomfortable at first, and that can lead to a lack of cooperation. Therefore, teacher should create the situation that succeeding the learning, for example to encourage the students to be actively constructing the experience in their own minds. (Tarasova, Kradetskaya, & Kudlay, 2015).

Furthermore, the proper amount of educational material will allow the students to cope the difficultness with joy while studying. Related to material, teachers should be an intercultural competence in using various genre and communicative context, as well as capable instructors. This proficiency will enable the teachers to pointed-out the students the prtanco ehi e rdi translation process (Tomozeiu, Kaisa, & Danlo 01) .

Moreover, additional concerns should be given in translation class for students who are learning the target language simultaneously. The first consideration is coping with a translation-related problem that is not encountered in language. And the second is choosing the suitable teaching translation method to be used along with the method adopted for translation (Larsen-Freeman & Anderson, 2011).

To achieve this ability, a teacher should have formal training in a language and

translation teaching and certification or accreditation attesting to their ability to translate. The more competence the teacher, the more appreciate the students on teacher 's professional competence and pedagogic skills in teaching (Hubackova, 2015).

Thus, the requirements needed from the teacher to achieve the best results of the course are: 1) sound knowledge of the source language and the target language, translation theory, transfer procedures, cognition and methodology; 2) comprehension on what translation is and how it occurs; 3) permanent interest in reading various kinds of texts; 4) ability to communicate ideas clearly; 5) capacity to create, foster and maintain a warm work environment, i.e.,

an atmosphere of sympathetic encouragement; and 6) capacity to foster search and research. In addition to translation competence, Behr (2018) represents the ability to produce a translation in compliance with the purpose of a translation and any given project requirements. A teacher should be concerned with materials prepared for translation courses.

It requires the bilingual and bicultural competencies, subject competency, translation strategies, teamwork, communication and research skills, exposure to real-life situations, and knowledge of the history of translation. As far as designing a translation course is concerned, there must be a sort of balance between theory and practice.

Teaching theories means offers the ready-made solutions in deal with problems. On the other hand, the limited theory will engage the students in a challenging interrogation and discovery of problem-solving of translation (Kadiu, 2017). Generally, students prefer less theory and more practices. In fact, more practices produces better translator.

Concerning the theory as foundation of translation teaching, (Newmark, 1988) proposed that it helps the students to identify and define a translation problem, indicate all the factors that have to be taken into account in solving the problem, list all the possible translation procedures, and recommend the most suitable translation procedure, plus the appropriate translation. One of the translation problems is untranslatable of culture-bound text (Sembiring & Panggabean, 2018).

Another problem in translation teaching is material and teaching methods. Ho (2016) stated that students were not satisfied because of out-of-date information and monotonous teaching methods. Thus, in succeeding the translation activity in the classroom, students can be shown that what is important to be transferred in translation is the content of the text, not the form. It is important for students to keep in mind the steps in the translation process, as figured out below. Figure 1.

Translation process and teaching (Suryawinata & Hariyanto, 2003) Based on this diagram also, students are given strategies in the analysis and restructuring of a text, as well as examples of evaluating their own translation. All of these examples are given when assignments are discussed in class discussion. What is emphasized in this course is that translation is for communication. It is not supposed to hinder or destroy communication.

Therefore, students are allowed to use dictionaries in order to consult them if they have difficult words: two monolingual dictionaries (English-English and Indonesian) and one bilingual (English-Indonesian). The students were given readings on the theory of translation or can choose the readings by themselves and consult them first to the teacher.

They can present in front of the class. In addition, they can choose whether they want a final project, which is translating a chapter of a book or just a final test, which is translating two paragraphs of a text. If they choose the final project, then there will be no final test, and the translation will be discussed in class.

If they choose the latter, the final test will not be discussed in class because it is not too different from the weekly assignment. The first point to consider in choosing the assignment are the students' background, expectation, experience, knowledge about translation and their interest in it. All of these can be asked through a simple questionnaire distributed in the beginning of the course or training.

If the teacher knows about students' knowledge and experience in translation, he/she should consider the level of difficulty of the text assignments. If they do not have any experience in translation, probably the first text chosen is not as difficult as when they already have some experience. In addition, concerning the students' enthusiasm, (Liu & Yu, 2019) found that the adequate disciplinary knowledge mcoibtoleaersmtivatn d positive behavior toward the course. It also influenced by the self-awareness of course benefit in the form of practical skill acquired from the course (Xu & Cao, 2017).

In addition to exercise and material of translation, the pair languages should be one of considerations. As (Gorozhanov, Kosichenko, & Guseynova, 2018) suggested, the pairs of SL Text TL Text Translation process Discussion Meaning transfer Cultural equivalence Translation Quality Editing, evaluation, revision Analysis of text Restructuring into language in giving translation texts practice is better from foreign language into native language. After the students had adequate experiences, they should practice in vice-versa.

It will result the well-trained students in both ways and to do consecutive translation. A translation course may include literary (prose, poetry, theatre), journalistic (economics, politics, current news), technical, legal, and scientific texts so students are able to manage different kinds of texts both into and out of their native language.

It is useful to translate, at the beginning, short sentences in order to be able to build a longer paragraph and deepen the structure of the single phrase later on. In succeeding this, teachers should be able to merge the teaching techniques they may deem best for their students with those of teaching translation. The techniques adopted for teaching translation should be chosen with attention to both sides of the nature of translation: first, its objective and theoretical principles, and second, the subjective part, which is mainly related to the student's intuition and creativity.

By keeping in mind the objectives and benefits of this study in enriching the students' ability to deal text in English, Roswani (2017) aware the importance of translation teaching for non- translation class. This idea is implemented in one year of research by arranging a longer program for students. For this purpose, the curriculum, teaching an instrument, and the classroom was set.

The learning style, material, duration, aid tools, and expectation from that program was also reported. From the point of view of literatures above, the purpose of translation course is to develop the student's insight into the nature and significance of translation as well as stimulate an intellectual and linguistic challenge in the student and to form a forum for dialogue and exchange of ideas and experiences.

Thus, this present study attempt to answer two questions: 1) what are the efforts the students made in dealing with translation practice? And 2) how the student compares to professional translators' habit in doing translation work? Hopefully, those finding will suggest a suitable strategy to teach translation in non-translation class and the way to succeed it. METHOD The study was conducted in the Department of Economics and Engineering, Universitas Sumatera Utara, Indonesia.

A survey was conducted to explore the students' reflection outcome on current English subject learning, motivation, and interest in translation learning. The participants in this study were 62 undergraduate students. Thirty-two were Economic Faculty Students, and 30 were Engineering) who attend the English subject in the first and third semesters.

By the year of formal education, they have an average English learning experience at least of 14 years in formal education. Thus their English proficiency levels are considered

suitable to attend the course. All of the participating students agreed to fill out the questionnaire and attend the preliminary translation test that took two sessions with total time 4 hours.

This study was conducted from March to September 2019. Twelve translators were selected as participants of this research. They were all professional translators who are doing translation work for 4 to 11 years of experience. Two of them are freelance translators and also are English teachers at University.

Four translators were live in North Sumatera, and five of them live in Jakarta, one in Padang and the rest untold his location. Seven of the participants were males, and the rest were females. The survey of student perception was administered by online-questionnaire (Google form). The questionnaire consisted of 10 semi- structured questions with a mixture of closed- ended and open-ended questionnaires that allow for in-depth information from the students. The survey of translator perception was administered both by online-questionnaire (Google form).

The questionnaire consisted of 5 semi-structured questions with a mixture of closed-ended and open-ended questionnaires that allow for in-depth information from the students. The data collection divided into three sections that will draw the student perception on students' experience in translation activities, such as strategy in doing translation work, text genre, and benefit of translation course.

While the questionnaire for translator divided into four sections, that consist of translator working experience, training, suggestion in doing a translation, and opinion about the importance of teaching translation in the classroom. RESULTS AND DISCUSSIONS The summary of findings on the questionnaire items are grouped into two purposes.

The first reveals the students choices in dealing with translation practices that consist of translation text and process, text genres, and benefit and acceptance of the course. Translation practice strategy helps the students improve their foundational ability, such as increasing practice time, reading background information, and practice pre-translation exercise. The strategy also what the learners intends to use in the future to resolve the problem encountered during the translation process.

The items of text genres identify the preferred, difficulties, and usefulness of text genres. The practical tools in helping students in translation process, while the items of benefit and acceptance identify the benefit and acceptance of translation course for students. The second questionnaire collected the pfnal nslrshoes din with translation text.

For the purpose of this study, a set of questionnaires was administered with part-time and full-time translators to recognize their way and decision in doing translation works. The most responses of items resulted from the first questionnaire are listed in Table 1, while the professional translators strategies are listed in Table 2 on Appendix section. The results description of students' reflection on each questionnaire items are initialized by presenting each questions as provided below: 1.

Students responses in dealing with text in translation process a. What did you do before translating the text? In dealing with text, the student's choices revealed that half of the students (51%) read the full text to recognize the main idea before translating into the target language.

However, in this study, 43% of students read the title and text slightly to recognize the difficult term, while the rest (6%) only read the title before doing the translation. Reading the text is the first stage of the translation process. Reading is a way of understanding and capturing the main idea of the source text. It is also a cognitive process to form the idea of mind before communicating it into the target language.

In the first reading, the students familiarize themselves with the context, while in re-reading or intense reading, the students consider the syntactic, semantic, and pragmatic features that influence their choice in applying the strategy of translation. b. What did you do when encountering difficult terms or phrases? Not every text is translatable.

The difficult term is a problem of the time-consuming process in translation in the class. To solve this problem, 64% of students search for a related topic on the internet. Others 26% preferred to ask their classroom-mates or trainer. While the rest (10%) left it as the original. Students exercise is given in the workgroup. They may ask the classroom mates or trainers.

This is the way to encourage students to find the best verse of their translation. However, the student who leaves the text as original is the last decision. According to these students, the difficult text is left as original because of the texts were untranslatable. Some students left it in italic, and some were with additional description. c.

In translating a paragraph, what effort you have made? Another difficult task in translation practice is translating a paragraph into the target language (L2). This part provides two choices to respond. Mostly (74%) of students confirm to read the text firstly in order to grasp the meaning before translating the paragraph into L2.

However, the rest were immediately translated the sentence structure from L1 to L2. This implies that those students did a literal translation. Some sentences may contain complex structure and lexical ambiguity. It made confusing for students during the translation. Students who encountered with this difficultness were commented on the duration of practice, and they took a long time to do the task.

In fact, the students who took a long time in the reading phase tend to take less time in dealing with translating paragraphs. d. After translating the text **into the target language**, what you should aware? As translation involved the cognition process, thus, the thoroughness is part of this activity.

Although the students were frequently reminded to do this step, the result showed that 48% of students read the translation version only to ensure the whole text was completed. Thirty seven percent of students read their translation version to ensure its accuracy and readability, while the rest 15% effortlessly made a revision to ensure the terms uniformity. Some students lack time to re-read the version, check the typo, terms consistency, coherence, and clearness of ideas across the text.

The main reason is due to the limitation of exercise time. e. The importance of using tools or technology in translation process Ninety-three percent or 58 of 62 students admitted the importance of tools or technology in doing translation. In the first place of applications use is Google Translate, in the second is online dictionary such as Dictionary (<https://www.dictionary.com>), and Merriam Websters (<https://merriam-webster.com>), and the rest is other web pages.

To sum up the previous description, Figure 1 dicts mst fstudreos dealing with text in translation process. Figure 1. Students reflection in dealing with text in translation process 2. Students responses on text genre a. Which one of these text-materials you preferred most in translation practice, and why? When it comes to text genres, it is related to the translation-material in a classroom exercise. Genres of writing may be very heterogeneous in their linguistic features and have their own sense of communicative events.

Because of genres involve different areas of knowledge or skill and develops a set of peculiarities characteristic, the students from the different faculties have various interest in text genres. The result of the questionnaire items revealed that 37% of students preferred specific text, such as contracts, legal, and scientific material.

While 29% were found, the literary and the rest 34% prefer to translate the general text.

b. Which one of these text-materials you found most difficult in translation practice, and Why? When it comes to difficultness, the result showed that 47% of students admitted that literary text is most difficult, while the specific text, 32% is in second place in translation practice.

However, 19% of students confirmed that general text is the less difficult one, although it is not as useful as the specific. 32 40 46 30 58 Read the full text to recognize the main idea before translating a text. When encountering the difficult terms or phrases, participants search for related topics in internet In translating a paragraph, the participants grasp the meaning and translate it into sentence structure of the target language After translating the text into the target language, the participants aware the need of read the translation version to ensure the whole text was completed The usage of tools and technology in translation process The specific response showed that literary text, a kind of text-genre riches of cultures, is the reason for this genre in the first place.

The students must be familiarized with the specific term of specific text both in the source and target languages. For example, when dealing with engineering terms, the students should study the reference literature in a similar field. Students should pay special attention to adapt terminology and symbol, abbreviations, and acronyms.

Thus, this type of text needed a longer time than the general one. c. Which one of the text-materials (genres) you found most useful in translation practice, and why? They were compared to the previous questions about the preferred text genres, the usefulness of those texts for students also important to recognize. The specific text has a high level of complexity than general ones.

It also requires the level of competency and specialization in a certain field. However, 71% of students confirmed that specific text such as contracts, legal, and scientific material is most useful; the general text 15% came in the second rank, and the least is literary text 14%. Students also wrote their thought concerning the practical benefit of translation courses.

Some students admitted that this course was useful for them to gain knowledge from a particular subject, such as in dealing with business contracts and engineering text. The following figure depicts the most of students responses on text genres. Figure 2. Students reflection on preferred, usefulness and difficultness of text genres 3. Students responses on benefit and acceptance of the course a. Did you enjoy the translation course? Student's interests and expectations may vary from one another.

It also influences their expectations and level of motivation to attend the course. Most

of the students (79%) enjoyed the translation class. This is related to the benefit they owned from this activity. The rest (21%) affirmed that translation is though activities. They find themselves hard to relax in attending this activity. b.

Did you ever learn the translation theories and or practices before? Not surprisingly, 94% of students confirmed that they have had learned the translation. Most of students attended a short translation course as part of English subjects in 2017 (See Roswani, 2017). c. Does the translation course contribute to your ability to apprehend the English text? This question revealed that translation courses and activities have a contribution to English acquirement of 89% of students, while the rest (11%) conclude not. d.

Do you aware now that translation ability is a kind of skill? When it comes to ability, 95% of students affirmed that translation is an important skill. One of the advantages in learn the translation theories, particularly to students who are new to translation is to provide them the history of translation from the first day up today. Translation **is one of the oldest professions** along the history.

By knowing this, as the members of academic society, the students should respect the role of translators who are work on the back stage of education. Figure 3 sum up the most of students response concerning the benefit and acceptance of the course. 23 37 30 Specific text (contracts, legal, and scientific texts) are preferred by participants in translation practice.

Specific text (contracts, legal, and scientific texts) are most useful in translation practice. Literary text (novels, drama, poetry) are the most difficult in translation practice. *Lingua Cultura* Accepted : 15 May 2020 To be published on : June 2020 Figure 3.

Students reflection on benefit and acceptance of translation course The students ' responses to the three main of questionnaire items has been provided above. The following section will provided the professional translators choice in doing translation. Those choices followed by the description of teacher instruction based on teaching materials in the classroom.

Before translating text, professional translators read and review the text, find the core points of text, identify the specific terms and search for relevant references. Compare to the result of the point 1.a questionnaire item, students ' responses reflected the importance of following the suggested steps by the teacher. Students are advised **to read the whole** text thoroughly before embarking on a translation.

However, they should not just read a text passively; they should be active and critical

readers. In administer the assignments, students are given short texts to translate, then their translations are evaluated, and finally, the translations are discussed in great depth and detail among all **the students in the** class and the teacher.

When encounter the difficult terms or phrases, the professional translators use the reference materials, glossaries, terminology database and style guides. This choice related to point 1.b in students questionnaire item. Students argued the reason for the **use of Google Translate** is its practical use to translate sentence or phrase into target language.

Concerning the finding of word equivalence, students preferred Dictionary and Merriam- Webster to find the definitions. However some students also opined about the importance of Thesaurus for synonym. The teacher urges the student to research the terms and concepts appearing in the text.

This is where language tools can also help to end up with a term list containing the unknown terms (remembering that terms can have completely different meanings/equivalents, depending on the context). They are avoided to start translating before established all the missing equivalents **in the target language**. In dealing with paragraphs, the professional translator suggested to grasp the meaning of paragraph, compare it to the topic **of the text as** whole, avoiding the literal translation except for some technical terms, and keep research in internet to find the proper equivalence. Compare to the students ' response in point 1.c, the students choice reflected that translation is not about simply transposing items **from one language to another** at the level of lexis and syntax, but that it is about conveying meaning. This is also emphasized in the classroom.

This means that they should be asking questions such as why does any sentence or paragraph come first? Is there any reason for having this long sentence in the first paragraph, or there is any chance to keep it brief and informative? Does it matter if I merge sentences in my translation? Does it matter if I split a long sentence into sentences in th e rglanagls is textl' actually competent to translate? If not, doing more research on text genre may consume more time, but it is possible to do under the supervision of the teacher and working together in a group.

Concerning the readability of text, the self- questions may arise, for example: does the text 49 58 55 59 Enjoy translation activities Participants who have learned the translation theories and or practices before. English text Participants aware that translation ability is a kind of skill complete? Or is there anything missing? This is to ensure the coherence of idea in translation.

Teacher accented the perspective of translator as a mediator between cultural worlds, as someone who helps those unfamiliar with a particular culture to understand and appreciate all **the cultural nuances of the original** text. After translating text into target language, professional translators suggested to use spellchecker and correct any misspelling and typos.

Another translator argued this activity is similar to an edr's le . These choices related to point 1.d of students responses that reflected what the teacher suggested in the classroom. Teacher asked the students to correct an inaccurate translation, which, depending on their proficiency, can be at a simple factual level or may include idiom, collocation, metaphor, etc. Any translation should to be re-read or revised before made a final version.

Revising the text means reading it through and examining it firstly for formal errors such as a sentence or word missed out, superfluous words, spelling mistakes, and so on. This is then followed by a second check for content errors: has everything been understood and translated correctly? Has the terminology been correctly applied? Does the naturalness of translation is achieved overall? These self- questions will check the acceptable translation. (Siregar, 2016).

Students were also reminded that they were **responsible for their own** works, such as ensuring that the text has been translated adequately and honestly. This can be **an excellent source of** discussion. The task can be varied by using an incorrect translation alosida rre' ne, but not telling students which one is best before made final version.

After made a final version, students asked to keep a glossary of term, which they continuously update. They also write down the terms and phrases in a notebook to allow them to retrieve the words in the next project. Concerning the text genres and benefit and acceptance of the course as listed in points 2 and 3 of students ' questionnaire, these topics prepared for students only.

Thus, we will discuss this topic from the part of students ' responses and its relevance with the translation teaching in the classroom. The preferences of students toward the text- material genres reflected balance values. The result showed that although the specific text (such as contracts, legal and scientific text) is valued as less preferred genre, however this was found most-useful in translation practice. **On the other hand,** the literary text (such as novel, drama, and poetry) is valued as most difficult genre.

From the teacher point of views, it is very important to prepare the students with various

genres in both languages, English and Indonesian. It helps them to be familiar with the terminology and various kinds of the source material. Moreover, the text genres have various level of difficultness. Thus, teacher should take consideration for the period of its assignment.

Firstly, teacher giving the students plenty of time to do very short translation assignments, and then, analyzing those assignments in every detail, and ultimately discussing the nature of their work, pay attention on student errors and fails in comprehending the text idea. Secondly, in the next assignment, teacher giving the students the long sentences with many coordinate clauses.

Students are asked to start with the main verb of the sentence and its subject and leave the coordinates later. This procedure teaches them to avoid literacy by paid greater importance to their understanding and to translate according to the structure of the target language. It is important to direct students' attention away from grammar and lexis towards whole-text and translation-task issues.

The students are urged to provide a summary of a source text before translating it into the target language. After all, the result of assignments should be discussed in class. Firstly reviewed and commented on by the teacher. The rest will be presented by the students in front of the class or done in a group.

The teacher will explain important issues that are not covered by the students, especially the ones concerning theory or guidelines. Another point that significant to this study is the preference of students toward the benefit and acceptance of the translation course. The students ' responses to the items of this point result the higher ranks of all.

Almost participants enjoy the translation course, admitted the benefit of the course in apprehending the English text. It also arise the awareness of importance of this kind of soft- skill to prepare them in the future work-field. As (Setiadi & Piyakun, 2018) found that the ability to read and write text in English is needed to improve, especially for Indonesian students who want to facilitate their learning process for academic and professional purpose.

It will enhance their English language competence that will help them to gather more valid and accurate data from various resources. Finally, the choices of the text genres and the awareness of students on course benefits are interrelated. The students who preferred the specific text, such as contracts, legal, and scientific material awarded the benefit of translation course for their academics, particularly in English text source subjects. CONCLUSION The result of this study reflected the students ' comprehension

in dealing with translation process.

Their steps in dealing with text, the strategies in solving the difficult terms or phrases, in grasping the main idea of paragraph and text as a whole in target language are the key issue that should be determined by the teacher in translation teaching. As far as now there is no fixed standard as a guideline in ensuring a particular level of quality of translation pedagogy.

However, we thanks for growing efforts of scholars world-wide in finding the best approach in teaching translation for EFL students. Based on the result of this study, the students reflection on translation process can be a parts of assessments in evaluate the achievement of translation teaching in the classroom. As translation is also defined as process, it follows a general rules that provide a reliable starting point for students to follow consistently.

Thus, this study also investigated the choice of professional translation in doing translation in real world. By reviewed these two of translation process, the teacher may improve her approach in the way of finding the reliable teaching method. Furthermore, the present study found that the translation course has to be designed in such a way that students who take this course should practice translating as much as possible.

The students should be aware the importance of following the procedures, the cultures-different contained in languages, the use of translation tools in finding the best equivalence, preparing the best version by act as self-editor, and benefit of this activity in enhancing the students ' ability in English. Finally, the student's reflection on this study primarily suggests the process-orientation before the product-orientation in translation teaching for non-translation students as beginners.

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Appendix Table 1. The most responses of participants to questionnaire items Responses F/N* Percentage
1. In dealing with text in translation process: a. Read the full text to recognize the main idea before translating a text. 32/62 51% b. When encountering the difficult terms or phrases, participants search for related topics in internet 40/62 64% c.

In translating a paragraph, the participants grasp the meaning and translate it into sentence structure **of the target language** 46/62 74% d. After translating the text **into the target language, the** participants aware the need of read the translation version to ensure the whole text was completed 30/62 48% e. The usage of tools and technology

in translation process 60/62 96% 2. On text genres: a.

Text-material most preferred in translation practice: specific text (contracts, legal, and scientific texts.) 23/62 37% b. Text-material found most useful in translation practice: specific text (contracts, legal, and scientific texts.) 37/62 59% c. Text-material found difficulties in translation practice: literary text (novels, drama, poetry) 30/62 48% 3. On benefit and acceptance of the course: a.

Enjoy translation activities 49/62 79% b. Participants have learned the translation theories and or practices before. 58/62 93% c. Translation of English text 55/62 88% d. Participants aware that translation ability is a kind of skill 59/62 95% *F/N : Frequencies / Total Respondents No Questions and response 1 Before translating a text, what do you do? I always **review the document(s) and files before starting a translation.**

(Respondent 8) I identify relevant reference **sources on the internet** for the subject I am going to translate. When it comes to translating technical documentation, for example, for Financial Report or Audit, I read the similar documentation available on the internet. (Respondent 1) 2 When encountering the complicated terms or phrases, what do you do? Use all reference materials, style guides, glossaries, and terminology databases.

It is important for consistency in style and terminology. (Respondent 11) 3 In translating a paragraph, what do you prefer? First, catch the meaning of the paragraph. Compare it to the topic of text as a whole. Translate the meaning, not the word per word. (Respondent 7) Oh, do not be literal, because it is like a work of the machine. (Respondent 2) Got meaning. We may find the expressions and idioms within the paragraph.

Never translate literally. Unless we work on technical material, such as medical translations, engineering, translations for the automotive sector, agricultural, patents, etc. (Respondent 6) 4 After translating the text **into the target language**, what should you do? I run your spellchecker and correct any misspellings and typos.

(Respondent 4) A translator should become a self-editor and read over the document, comparing it to the original before deliver it to the client. (Respondent 3) 5 What your opinion about machine translation? Do you use it? ? Some translators or clients think machine translation such as Google translate etc. is bad. I, I was in this job for 11 years. I feel **machine translation is a** good coworker. It boosts my work. But I don't rely on it for 100%.

(Respondent 9) ? We otk machine translation good or bad. That was a tool. A helpful tool in a rush- day. (Respondent12) ? I almost sure every translator can't live without it in this 21st age. Who can resist it help? (Respondent 10)

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