Online Class Activities to Improve University Students' Learning Outcomes in Translation Class: Students' Perception

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Abstract

Designing interactive and interesting online activities in a translation class often creates a challenge for teachers due to the subject characteristics. It demands the teachers to not only plan varied engaging adult-class activities but also make sure the students' learning outcomes (LOs) are reached. This paper presents the findings of a small research on the students' perception about online activities in the class of Translation of Company Annual Report (TCAR). The idea was then further developed into a discussion on the relationship between the designed class activities and the targeted students' LOs by the end of the course. To gain the data, a Google Form was distributed to 44 students who joined the last-semester-class of TCAR. The finding shows that 3 top activities considered as the most interesting ones are: 1) translating texts using Computer-Assisted Translation Tools (CAT Tools); 2) conducting research to solve translation problems; and 3) having a peer teacher-led small-group discussion. Surprisingly, all the students admit that the online class of TCAR is interesting for they can possess each course LOs by joining various activities – from listening to the teacher's explanation, watching videos, having class discussions, doing research on parallel texts, to translating texts using CAT Tools.

Keywords: *online learning, learning outcomes, translation class, students' perception*

Introduction

Teaching a class of translation is often considered as a challenging experience, moreover, when it is conducted online during the pandemic Covid-19 period. The challenge lies on the characteristics of the class, which belongs to an applied linguistic class. It is different from a linguistic class and a writing class although it practices some intersections of their teaching principles. Teaching translation is at the same time teaching linguistics, reading comprehension and interpretation, cross-culture understanding, writing, and technology utilization (Gerding-Salas, 2000). Moreover, the class had to be suddenly conducted online since 2020, when a policy of online teaching and learning was obligatory to be implemented due to the pandemic. Because of this, engaging and interesting online activities has to be designed well to keep the students' attention and to make sure the students' learning outcomes (LOs) are reached. LOs are statements of what a learner is expected to be able to achieve at the end of a course (Adam, 2004 in Mahajan & Singh, 2017, 65). Students' LOs are different from one subject of a class of translation to another. Classes of translation in English Diploma Program of Vocational School of Universitas Sebelas Maret (UNS), for instance, vary – from Translation of Marketing Texts, Subtitling, Translation of Legal Texts, to Translation of Company Annual Report. This paper focuses on the practice of Translation of Company Annual Report (TCAR).

TCAR is one compulsory subject that introduces students to the nature of company annual reports and develops their translation skill of the given texts. The students' main learning experiences, as written in the course Semester Learning Plan, are: 1) identifying the text structure of company annual reports that consists of CEO letters, company profile, company's

vision and missions, company's business area, its strategies and targets, and its achievements; 2) translating company annual reports by applying appropriate translation strategies; 3) producing accurate, acceptable, and readable translations; and 4) translating company annual reports by making use of both online and offline Computer-Assisted Translation Tools (CAT Tools). Whereas the students' step by step LOs of TCAR are:

a.   explaining the definition and function of annual reports and identifying parts of annual reports,
b.   analyzing the text structure of company annual reports written in English, explaining the message contained in them, and translating them into Indonesian by considering the indicators of quality translation,
c.   translating CEO letter from English into Indonesian,
d.   translating a company profile and its vision and missions from English into Indonesian'
e.   translating business area in the company annual report from English into Indonesian,
f.   translating company's strategies and targets from English into Indonesian, and
g.   translating company's achievements from English into Indonesian.

Teaching TCAR to university students during the pandemic is not an easy practice to do. And, engaging adult-class activities needs to be considered well because adult learners have their own characteristics, meaning that the learning activities cannot be the same as those of child learners. Adult learners are often described as "any person, who is socially accepted as adult, involving in a systemic learning process, both formal and/or non-formal or informal" (Kapur, 2015, 111), who have characteristics of self-guided learners, wider experiencers, and making-sense learning (Glickman & Gordon, 2007). Thus, various class activities that are able to facilitate them is a must to design. The key point is not to do it conventionally. In TCAR, the designed class activities are as follows:

a.   listening the teacher's explanation on the theory about annual reports from Power Point
b.   reading articles and summarizing the important points
c.   watching tutorial videos and explaining the content of the videos
d.   translating texts conventionally using Microsoft Word
e.   translating texts using CAT Tools (TRADOS and SmartCat)
f.   doing research to find the difficult meaning of the Source Text (ST)
g.   learning to use technology CAT Tools
h.   having small peer-discussions in the Zoom breakout rooms
i.   joining webinars on translations and writing a report on them

Questions about the success of those online activities are then raised, particularly dealing with the students' perception towards them and whether or not the activities support the targeted LOs.

Methodology
This is small qualitative research involving 44 students joining the last-semester-class of TCAR. To gain the data, a Google Form containing 15 open-ended questions, arranged from the general questions to the specific ones, was distributed to the students. The questions can be summarized and seen in the Diagram 1 below.
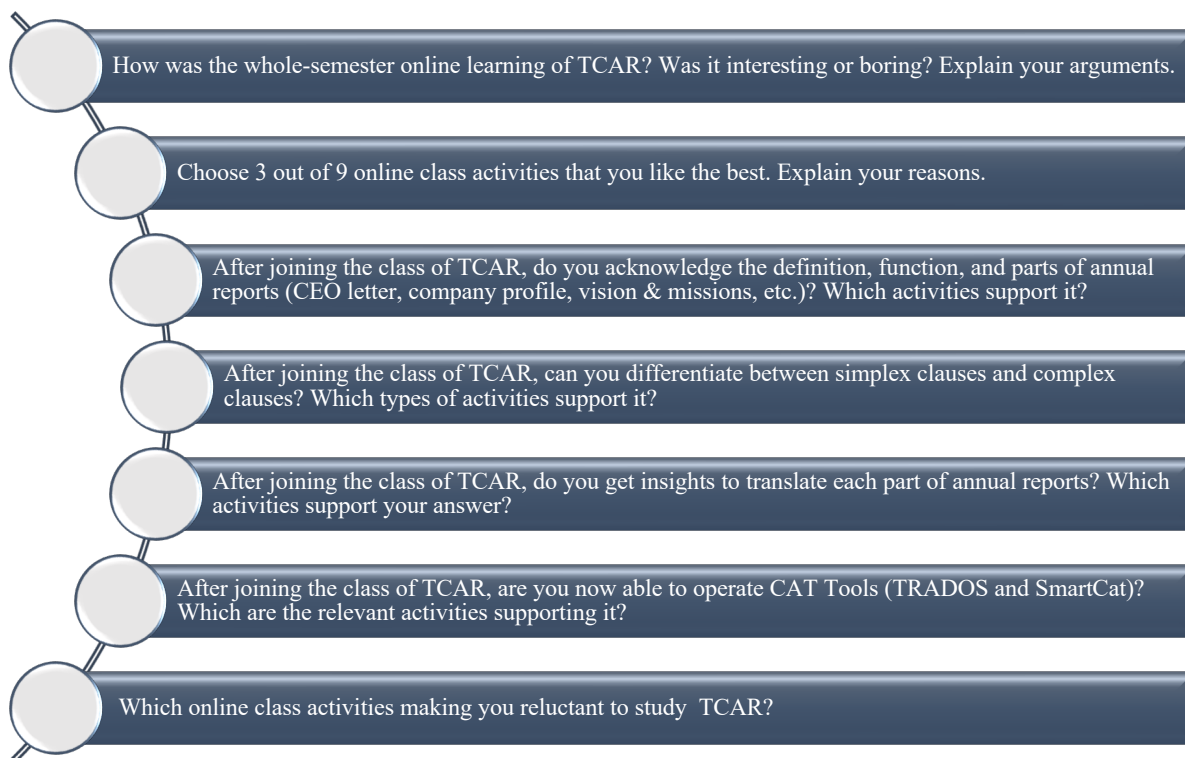
How was the whole-semester online learning of TCAR? Was it interesting or boring? Explain your arguments.

Choose 3 out of 9 online class activities that you like the best. Explain your reasons.

After joining the class of TCAR, do you acknowledge the definition, function, and parts of annual reports (CEO letter, company profile, vision & missions, etc.)? Which activities support it?

After joining the class of TCAR, can you differentiate between simplex clauses and complex clauses? Which types of activities support it?

After joining the class of TCAR, do you get insights to translate each part of annual reports? Which activities support your answer?

After joining the class of TCAR, are you now able to operate CAT Tools (TRADOS and SmartCat)? Which are the relevant activities supporting it?

Which online class activities making you reluctant to study TCAR?

Figure 1. Open-ended questions distributed to the students

Result and Discussion

After analyzing the answers collected from Google Forms, some findings are finally drawn. The finding shows that all the students (100%) admitted that the online TCAR was interesting and challenging. No one said the opposite. The factors of the teacher, the materials given in the class, and the class activities become their main reasons. First, dealing with the factor of the teacher, the students stated that the teacher was communicative and often delivered jokes, which made them feel relaxed and avoided their mental and emotional strain. They also elaborated that she explained the course materials well so that they could follow and understand what is being taught easily. The students' statements show the way the teacher facilitates a characteristic of adult learners of "voluntary learners", that they are more excited when studying without any pressure (Kapur, 2015, 115-116). Kapur also elaborated that many researches indicate that emotion and intellect (learning) are two inseparable things, meaning that if students are stressed or over anxious, they will not be able to learn.

Second, relating to the course contents, majority of the students said that the topic and the texts to translate in class was new, interesting and up-to-date. For instance, they were ever given a Starbucks annual report to be translated into Indonesian, of which Starbucks was popular among today's teenagers. They were also delighted to be introduced with CAT Tools – software to help translators working with their texts.

And, the last factor is TCAR class activities. According to the students, the class activities met their expectation since they could experience collaborative learning and explore some brand-new strategies to solve translation problems they were facing. Some of them confessed that peer discussions of four or five students, for instance, created a special bonding due to the absence of face-to-face meetings among them. They could share feelings, experiences, and solutions when they were in a Zoom break out room. As a result, the class was active and communicative. Besides discussions, a research activity to look for soluble answers of

translation difficulties was also successful in making the TCAR class interesting, and at the same time "challenging". The challenging part lies on their struggles when they had to find the equivalent meaning of some complicated expressions in the Source Text into the Target Text. This activity functions to facilitate students in training and gaining one of translators' competences called "strategic competence" (PACTE Group, 2003). The students admitted that it became an achievement and progress of their learning process when they could successfully find the answers and produce good translations.

The results of the Google Form also reveal that three top activities considered by the students as the most interesting ones are: 1) translating texts using Computer-Assisted Translation Tools (CAT Tools); 2) conducting research to solve translation problems; and 3) having a peer teacher-led small-group discussion. The supporting arguments delivered by some of the students towards those three online activities are as follows.

1) Translating texts using CAT Tools (TRADOS and SmartCat)

"*Menerjemahkan menggunakan CAT Tools sangat menyenangkan, karena saya baru tahu kalau ternyata menerjemahkan bisa dimudahkan dengan alat penerjemahan. Menurut saya, mempelajari software baru membuka banyak pengetahuan baru dan asyik.*"
   (Student 1 – Farah Lutfiah Hidayati)
"Translating using CAT Tools was really fun because I just knew that translating could be easier done by the help of translation tools. Learning new software (read: CAT Tools) gave me new knowledge and it was fun" (free translation)

"*Karena sebelumnya belum pernah menggunakan CAT Tools dan CAT Tools ini sangat berguna untuk karir penerjemahan kedepannya.*"
   (Student 2 – Aditya Rangga Putra Pamungkas)
"Because I never use CAT Tools before. And this software is very beneficial for my future career in translation industry"
   (Free translation)

"*Saya suka belajar CAT Tools karena saya suka mencoba hal-hal baru. Dengan adanya CAT Tools, hal ini mampu membantu saya dalam mengerjakan tugas dengan lebih mudah.*"
   (Student 3 – Velaisa Artina)
"I liked learning CAT Tools because I loved to try new things. With the CAT Tools, I could do my task easier." (Free translation)

"*Menurut saya, menerjemahkan teks menggunakan TRADOS dan SmartCat sangat menyenangkan. Kedua alat bantu penerjemah tersebut sangat membantu saya dalam mengatasi kesulitan. Selain itu, keduanya dilengkapi fitur-fitur yang memudahkan pekerjaan, seperti fitur menambahkan kosakata. Menerjemahkan menggunakan TRADOS dan SmartCat membuat saya seperti seorang penerjemah sungguhan.*"
(Student 4 – Rista Fatimah Putri Santosa).

"In my opinion, translating texts using TRADOS and SmartCat was really enjoyable. Both CAT Tools did help me solve translation problems. In addition, the two tools were equipped with features making my job easier to do, such as the feature to add new terms. Translating using TRADOS and SmartCat made me feel like a real translator." (Free translation)

The testimonies of student 1, students 2, and student 3 above clearly present that translating texts using CAT Tools (TRADOS and SmartCat) is a fun-loving class activity since they acquire new knowledge, experience, and skills. This is in line with one characteristic of adult learners, that is "orientation to learning" (Knowles, 1984, in Kapur, 2015, 118) – the acquisition of new knowledge and new skills is much better gained from practical learning program, rather than theoretical one. Moreover, the students belong to students of vocational school, who has a vocational/ occupational learning goal to achieve i.e., to add skills or upgrade existing skills (ibid.). In this case, they have to achieve translation technology skill. This skill is very important to be possessed by a translator. As stated in an article by EMT Group (2009), a translator's competences include language competence, culture competence, information mining competence, thematic competence, and technological competence. The later refers to the mastery of tools, of which a translator has to know ways to make use of various software to assist his/her job such as to make correction, to translate, to look for the terminology meaning, to layout, and to do research (EMT Group, 2009: 7). And being able to operate CAT Tools is one of the requirements. In addition, student 4's confession "*Translating using TRADOS and SmartCat made me feel like a real translator.* "Proves that such a technology-utilization class activity supports "relevancy-oriented" character of adult learners. This means that the students become actively participate in class only if they find the relevancy between the learning process and their future context life. From the testimony, it can be inferred that student 4 has projected herself to be a translator in the future. That is why the activity of working with CAT Tools means a lot for her.

2) Conducting research to solve translation problems

"*Mencari padanan sebuah makna dalam Bahasa sasaran tidak semudah yang dibayangkan. Saya harus melakukan riset, mengumpulkan beberapa sampel data, dan baru membuat kesimpulan serta memutuskan jawaban apa yang akan saya gunakan dalam memecahkan permasalahan dalam menerjemahkan kata-kata sulit. Jujur saya juga jadi mulai terbiasa untuk melakukan riset terlebih dahulu sebelum menerjemahkan sebuah kata yang sulit berkat mengikuti mata kuliah ini.*"
 (Student 5 – Diva Alifia Fariet)
"Looking for a meaning equivalence in Target Language is not easy. I must do a research, collect some data samples, conclude, and decide the correct translation of some difficult words. Since then, honestly, I am used to do research before translating complicated words. It is merely because of this course." (Free translation)

"*Aktivitas kedua yang saya sukai adalah melakukan riset untuk menemukan makna TSu yang sulit dicari padanannya. Aktivitas ini sangat menantang karena saya diharuskan untuk teliti dan bersabar dalam melakukan riset tersebut. Melalui aktivitas ini juga membuat saya mendapatkan ilmu-ilmu baru sesuai dengan bidang teks yang diterjemahkan.*"
  (Student 6 – Windy Meiasanti)
"The second activity I love is doing research to find the meaning of difficult expressions in the Source Text. This activity is challenging because I have to be so patient and thorough in doing research. Through this activity, I can get new knowledge relevant to the topic of the text being translated." (Free translation)

"*Merasakan kepuasan dan kebanggan tersendiri saat berhasil menemukan istilah baru maupun padanan yang tepat untuk menggantikan istilah asing yang ada di TSu.*"
 (Student 7 - Shinta Aprilia Nur Azizah)
"I felt satisfied and proud when I succeed in finding new terms and equivalent translations of particular terms in the Source Text." (Free translation)

Doing research to solve translation problems is also significant for being a translator. It is one of translators' competences that have to be mastered, too. It is often named "information mining competence" (EMT Group, 2009: 6), of which a translator has to develop strategies for terminological research. A different term is used by PACTE Group (2003) to refer to such a competence, i.e., "strategic competence". PACTE Group states this competence belongs to a procedural knowledge of translators that is able to support them to identify translation problems and to solve them. This activity of doing research on particular translation difficulties facilitates one character of adult learners' learning process, where "they need to engage in real-world problem solving, especially to bridge where they are and to where they want to be" (EL Education Inc., 2015).

3) Having a peer teacher-led small-group discussion

"*Diskusi dengan teman sangat membantu saya dalam mengatasi permasalahan dan kesulitan. Saya sangat merasakan manfaat dari diskusi kelompok, terlebih pada saat diskusi mengenai hasil penerjemahan. Terjemahan saya yang masih terdengar kaku bisa disiasati dengan diskusi, kami memilih kata yang lebih cocok digunakan dan hasilnya terjemahan terdengar luwes dan bagus.*"
(Student 4 – Rista Fatimah Putri Santosa)
"The peer discussion really helps me overcome my translation problems. I do get benefits from the discussion, moreover, when discussing the translations. My translation that still sounds unnatural can be revised during the session. I and my friends choose the more appropriate words so that our translation will be more acceptable." (Free translation)

"*Saya suka saat kita berdiskusi dengan pendapat dan referensi yang berbeda, kita saling membagi ilmu-ilmu yang kita dapat saat riset dan dari situ kita seperti musyawarah mufakat terjemahan mana yang akan digunakan untuk hasil akhir terjemahan annual report.*"
(Student 8 – Marcella Intan Permata Sari)
"I love the time when we discussed our different opinions and references. We shared our translation research findings and then decided which the best translation expressions that would be presented in our final translation of annual report are." (Free translation)

"*Saya menyukai kegiatan diskusi kecil dengan teman sekelas di breakout room Zoom karena melalui kegiatan ini saya bisa menemukan apa saja kekurangan dari hasil terjemahan saya. Diskusi bersama menjadi media antar saya dengan teman untuk saling belajar.*"
 (Student 9 – Manda Kusumaning Ayu)
"I like having the small discussion with my classmates in Zoom breakout room because I can reflect my translation weaknesses. The discussion becomes a medium for me and my friends to teach each other." (Free translation)

"*Dengan melakukan diskusi dengan teman-teman di Zoom atau breakout room, kami merasakan lebih dekat walaupun hanya sebatas diskusi online. Dari situ kami berbincang,*

saling bertukar pikiran, menyampaikan pendapat masing-masing, dan Ms Anna selalu menghampiri setiap breakout room kami untuk memantau dan memberi masukan serta solusi di tengah perbedaan pemdapat yang ada di antara kami."
(Student 5 – Diva Alifia Fariet)
"By doing discussions with my friends in Zoom breakout room, we felt emotionally closer– although the discussions were conducted online. From the activity, we talked, exchanged ideas and expressed our opinions. Our teacher, Ms Anna, also always came into each of our breakout room to monitor and to give feedbacks and solutions when there were different opinions among us to decide." (Free translation)

Doing peer discussions is also chosen by majority of the TCAR students as one of interesting online class activities. Their statements above indicate that they do need an opportunity to express their arguments, beliefs and values. By doing this, they can reflect and develop their learning process and learning progress. As Garside (1996: 215, in Pollock P.H., Hamann, K., & Wilson, B.M., 2009) said, discussions are "a such strategy to develop students' critical thinking where they elaborate, defend, and extend their positions, opinions, and beliefs".

The second finding of this research deals with the relationship between the designed class activities and the targeted students' LOs by the end of the course. The result can be seen in the following Table 1.

Students' LOs	Class Activities	Students' Response
Being able to acknowledge the definition, function, and parts of annual reports (CEO letter, company profile, vision & missions, etc.)	- Peer discussions - Translating texts - Doing researches - Listening to the teacher's explanation - Reading articles and summarizing them	Positive (100%) All students acknowledged the materials of definition, function, and parts of annual reports.
Being able to differentiate between simplex clauses and complex clauses in annual reports	- Listening to the teacher's explanation - Watching videos - Peer discussions - Reading articles - Translating texts	Positive (100%) All of the students answered that they were able to differentiate between simplex clauses and complex clauses in annual reports.
Having skills to translate each part of annual reports	- Translating texts using Microsoft Word and CAT Tools - Small discussions with friends and teacher - Doing research	Positive (98%) Only one student admitted that he/she was hard to master the skills of translating annual reports.
Having skills to operate CAT Tools (TRADOS and SmartCat	- Practicing to use CAT Tools - Translating texts using CAT Tools	Positive (100%) All of the students said that they can operate CAT Tools TRADOS and SmartCat

		after joining the TCAR class.

From Table 1 above, the success of the achievement of targeted students' LOs in TCAR class is crystal clear. Various class activities become the key to keep the students in touch with the material delivered online. The successful in designing types of online class activities should actually consider the characteristics of adult students too, who are "motivated learners" (Kapur, 2015: 117). According to Kapur, the intrinsic motivation plays a big role in students' learning process since it "involves a lot of curiosity, active exploration, and spontaneity". In other words, designing engaging class activities that can arouse students' curiosity and give them life-long experience has to be set as a priority in teaching adult learners.

Putting aside the satisfaction of the success of online TCAR class, there were, in fact, two aspects need to be improved by the teacher. Based on the results of the questionnaire, half of the students suggested to the teacher to: 1) give them games for ice-breaking activity, and 2) give longer time allocation for the small discussions.

Conclusion
Students' positive perception on TCAR class proves the success of conducting the online translation course. With all the challenges due to the class nature and adult learners' characteristics, each LOs of TCAR class is still able to be gained. This small research also presents a fact that various engaging class activities that involve the adult students' participation are successfully able to develop their learning progress relevant to each stage of the LOs. But there are interesting findings revealed dealing with the students' perception on what other activities they expect to experience in the next-semester translation class. They are ice-breaking activity in the form of games and longer time allocation for having peer discussions. Although the students belong to adult learners, they are, in fact, still eager to have games in their classroom.

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