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## LETTER OF ACCEPTANCE (LoA) No: 116/LoA/djk/II/2024

Dengan ini, Pengelola Didaktika: Jurnal Kependidikan menyatakan bahwa naskah:

Judul : THE STUDENTS' AND THE LECTURERS' PERSPECTIVES TOWARDS ONLINE LEARNING FOR TRANSLATION COURSE DURING THE PANDEMIC COVID-19

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ID Submission : 396

Telah memenuhi kriteria publikasi di Didaktika: Jurnal Kependidikan dan dapat kami terima sebagai bahan naskah untuk Penerbitan Volume 13 Nomor 2 Mei 2024. Untuk menghindari adanya duplikasi terbitan dan pelanggaran etika publikasi ilmiah terbitan berkala, kami berharap agar naskah/artikel tersebut tidak dikirimkan dan dipublikasikan ke penerbit/jurnal lain.

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Gowa, 15 Februari 2024  
Editor In Chief,



Dr. Firman, S.Pd., M.Pd.



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# **PAPER SUBMISSION INFORMATION**

## DIDAKTIKA – Jurnal Kependidikan KORESPONDENSI



### Title of Article submitted:

**The students' and the Lecturers' Perspectives towards Online Learning for Translation Course during the Pandemic Covid-19**

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## SUBMISSION STEPS

The screenshot shows a web browser window displaying the 'Submit an Article' wizard. The browser address bar shows 'jurnaldidaktika.org/contents/submission/wizard/2?submissionId=396#step-2'. The page has a dark blue sidebar with 'Submissions' and a main content area with a progress bar showing five steps: 1. Start, 2. Upload Submission (active), 3. Enter Metadata, 4. Confirmation, and 5. Next Steps. Below the progress bar is a 'Submission Files' table with a search icon and an 'Upload File' button. The table contains one entry: a file named 'gunawan\_tambunsaribu, Students Perspective in Translation Class - Gunawan T.docx' with a size of '950-1', uploaded on 'January 5, 2024', and of type 'Article Text'. At the bottom of the wizard are 'Save and continue' and 'Cancel' buttons. The footer of the page mentions 'Platform &amp; workflow by OIS / PKP'. The Windows taskbar at the bottom shows the date '05/01/2024' and time '14:01'.

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The browser's taskbar at the bottom shows the date as 05/01/2024 and the time as 14:03.

The screenshot shows a modal window titled "Upload Review File" with a close button (X) in the top right corner. The modal has a progress bar with three steps: "1. Upload File", "2. Review Details", and "3. Confirm".

Under the progress bar, there is a section titled "Article Component \*" with a dropdown menu currently set to "Article Text". Below this, a file selection area shows a green checkmark next to the text "Article Text, Full Paper (Gunawan & Masda) - REVISI 2 (OK).docx" and a "Change File" button to its right.

At the bottom of the modal, there are two buttons: "Continue" and "Cancel".

# **REVISION 1**

# **Notification**

## REVISI 1 - Notification

Selasa, 23 April 2024

Notifications

### [Didaktika] Editor Decision

23-04-2024 01:29 PM

Gunawan Tambunsaribu:

We have reached a decision regarding your submission to Didaktika: Jurnal Kependidikan, "The Students' and the Lecturers' Perspectives towards Online Learning for Translation Course during the Pandemic Covid-19".

Our decision is: Revisions Required

Admin Didaktika  
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Tasks 0

English View Site gunawan\_tambunsaribu

Submission Review Copyediting Production

Round 1

**Round 1 Status**  
Revisions have been requested.

**Notifications**

[\[Didaktika\] Editor Decision](#) 23-04-2024 01:29 PM

**Reviewer's Attachments** Search

2232-1 , 396-Article Text-2228-1-4-20240423.docx April 23, 2024

## Reviewers Note(s)

Syifa Rahmah <rahmahsyifa886@gmail.com>

Sel 02/04/2024 16.23

Kepada:Gunawan Tambunsaribu <gunawan.tambunsaribu@uki.ac.id>

 2 lampiran (252 KB)

Rev.2 - PAPER - Students Perspective in Translation - GUN & MASDA - DEC2023.doc; Rev.1 - PAPER - Students Perspective in Translation - GUN & MASDA - DEC2023.doc;

Kpd. Yth. Bapak **Gunawan Tambunsaribu**

di

Tempat

Berikut kami sampaikan hasil review dari para reviewer atas artikel Bapak yang berjudul "*THE STUDENTS' PERSPECTIVES TOWARDS ONLINE LEARNING FOR TRANSLATION COURSE DURING THE PANDEMIC COVID-19*".

Kami menunggu hasil perbaikan dari Bapak sesuai dengan komentar perbaikan dari para reviewer dalam naskah (terlampir) paling lambat tanggal 29 April 2024.

Atas perhatian dan kerjasamanya, kami ucapkan terima kasih.

**Tim Redaksi**

**DIDAKTIKA (Jurnal Pendidikan)**

# The students' and the Lecturers' Perspectives towards Online Learning for Translation Course during the Pandemic Covid-19

## Abstract

Online learning is a learning process that replaces traditional face-to-face classes with distance classes. This research aims to find out the problems encountered by the students as well as the lecturers in the Translation course during the Pandemic Covid-19 and also to find out the solutions that both the students and the lecturers suggest for a better method in conducting online classes of Translation course. This research uses a descriptive qualitative research method. The data are taken from the interview session and the questionnaires. The respondents are the students and lecturers of Translation courses at Universitas Kristen Indonesia and Universitas Gunadarma. The data were categorized into two main categories namely students' and lecturers' problems and the students' and lecturers' suggested solutions. The data were analyzed using thematic analysis. There are some solutions that the students and the lecturers suggested for a better method of conducting online classes of Translation courses such as suggestions for conducting classes asynchronously, suggestions for completed and detailed instruction for doing assignments, and utilizing a WhatsApp group for sharing, emphasizing the lesson more on on "problem-solving learning", fast responses and feedback as well as suggestions to the student's work, and other solutions. It can be concluded that the online teaching and learning process can be helpful as well as effective for the students as long as the learning methods are suitable and compatible with the students. This research is hoped to give some insight for students as well as the lecturers especially those who teach some courses that need specific learning methods for students.

**Keywords:** *online learning, translation course, problems and solution, teaching-learning process*

## Introduction

This research is considered very important by the author to provide deeper knowledge to people around the world, especially students in Indonesia about the phenomenon of online learning. Online learning methods organized by almost all educational institutions around the world raise serious problems for all parties, especially for students in higher education. In this regard, the researcher wants to collect various problems encountered by students who were learning Translation courses via online during the Pandemic Covid-19. The researchers also want to provide information about what the students, as well as the lecturers, suggest for a better method of teaching and learning Translation courses conducted online in the future. The researchers hope that the findings of this study will be used as beneficial information for the instructors as well as for the students in the learning process of

**Commented [H11]:** 1.The abstract should clearly pin point the specific issue the research addresses within the context of online learning and Translation courses during the COVID-19 pandemic. For instance, the pandemic necessitated the shift from traditional classroom learning to online formats, introducing various challenges for both students and instructors.

2. Summarize the main findings succinctly, such as identifying key challenges in communication and time management faced by participants, with suggested solutions including the implementation of asynchronous classes and more comprehensive instructions for assignments.

**Commented [H12]:** Begin by describing the global context of the COVID-19 pandemic and its impact on education systems, especially the sudden transition from face-to-face to online learning.

Provide reasons why this research is important, i.e., to fill the knowledge gap regarding the effectiveness of online learning methods in the context of Translation courses during the pandemic.



Translation courses in the future. The finding of this study will also be considered beneficial to all teachers generally as information to them on how to develop and improve their teaching methods related to the big changes happening after the Covid19. The results of this study are also expected to be valuable information for students in general so they can overcome their problems in other online classes. The results of this study will certainly share some insightful knowledge and understanding with the readers, especially for the students especially for them who are learning Translation courses in higher education.

This research wants to find out the students' and the lecturers' perspectives regarding the learning methods of lectures for teaching Translation courses after the pandemic Covid19. In online learning systems during the pandemic Covid19, there are some barriers encountered by most of students around the world. The barriers experienced by the students towards the online learning method regarding to online learning platforms that have an unappealing interface for the students. In addition, the majority of students could not access a stable internet connection and they also had some financial constraints (Prasetyanto et. al., 2022). In the online learning process, there are some problems that students and the lecturers faced. The problems related to technological devices, students' financial problems, learning resources, educators' skills, students' enthusiasm problems and the other problems related to the learning process in online class (Baticulon et. al., 2021). This research is hoped to give some insight for students as well as the lecturers especially those who teach some courses that need specific learning methods for students so that the students achieve the learning outcomes such as Translation course. Teaching translation using online method affects the students' ability to understand the materials given by the lecturers.

According to Wilde and Hsu (2019) in conducting online teaching and learning process, the students, as well as the teachers, are physically distant from each other. They need technological devices to interact and facilitate them to share the learning materials like in a traditional class (Bower et al., 2017; Gonzalez et al., 2020). Based on the interview session to some of the students as well as the lectures of Translation course recently, most of the respondents experienced some problems in the Translation course which was conducted online. One of the problems is related to the short time given for the students for doing the translation assignments. Both the students and the lectures have the same problems related to the internet connection in the process of online learning. Since some of them lived in remote area, they used to have internet connection problem (Prasetyanto et.al., 2022; Nae, 2020; Dutta, 2020; Tay et. all., 2021). Regarding to the similar problems encountered by most of the students in online class, it will be beneficial for teachers to find out solutions to the problems especially for creating effective methods for teaching the courses they are teaching.

There are two problems that emerge in this research, they are 1) what were the problems encountered by the students as well as the lecturers in the Translation course conducted online during the Pandemic Covid-19?; and 2) what solution do the students and the lecturers suggest for a better method in conducting online classes of Translation course? Based on the research problems mentioned above, the aims of this research are 1) to find out the problems encountered by the students as well as the lecturers in the Translation course conducted



online during the Pandemic Covid-19; and 2) to find out the solutions that both the students and the lecturers suggest for a better method in conducting online classes of Translation course.

This research is hoped to give some insight for students as well as the lecturers especially those who teach some courses that need specific learning methods for students so that the students achieve the learning outcomes such as Translation course. Teaching translation using online method affects the students' ability to understand the materials given by the lecturers.

## Method

This research uses a descriptive qualitative research method. This research describes two main things namely the problems encountered by students in higher education in learning Translation course online during during the Pandemic Covid-19 and the teaching methods suggested by the students for their lecturers regarding to the teaching methods for teaching them Translation course online.

The data are taken from the interview session and the questionnaires. The respondents are from the students and lecturers of Translation courses in Universitas Kristen Indoensia and Universitas Gunadarma. There are 50 respondents who fulfilled the questionnaires given by the researchers. The data were gathered in the file of word document. Then the data were coded line-by-line. In collecting the data of this research, the researchers conducted some steps. First, the researchers interviewed the respondents (both the lectures and the students in the online Translation courses regarding to their perspective in teaching-learning process during the Pandemic Covid19. The second, the researchers asked them to fill the online questionnaires using Google form related to their experiences in learning translation conducted online. The last step for gathering the research data, the researcher. The questionnaires were about the students' and the lecturers' problems and the solutions they suggested in running the Translation course online. After all the completed questionnaires were collected, then the researchers used line-by-line coding to get main data.

For the data analysis, the data were categorized in two main categories namely students' and lecturers' problems and the students' and lecturers' suggested solution. The data were analyzed using thematic analysis. Based on the research title, the researcher analyzed the data according to the problems and the solutions in the online learning of Translation course during and after the Pandemic Covid19. Then, the researchers. The last step, the researchers will complete writing the article so that it can be submitted to be published in academic journals.

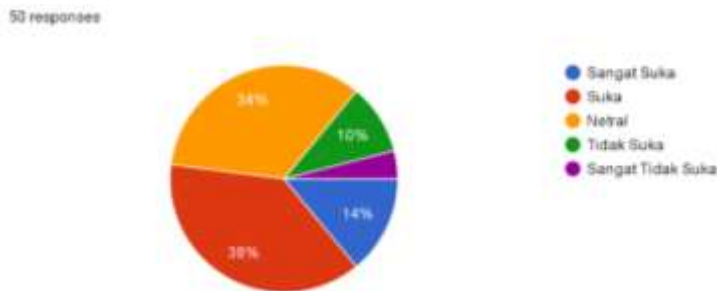
This research wants to find out the problems encountered by students in higher education in learning Translation course online during during the Pandemic Covid-19 and to find out what the students suggest for their lecturers regarding to the teaching methods for teaching them Translation course online. The author hopes that the findings of this study can be as an important information for instrutors or teachers especially those who teach Translation

course. The finding of this study will also be beneficial to all teachers in general as an information the them how to develop and improve their teaching methods related to the big changes happening after the Covid19 spread. The results of this study are also expected to be valuable information for the students in general as an information about some problems encountered by some students in Indonesia regarding to the online learning during pandemic Covid19. The results of this study will certainly share some knowledge and understanding to the readers especially for the students who are learning Translation courses in higher education about the students' problems and that students' suggestion to their instructors to meet the students expectations in the learning process.

## Results

### *Students' Perspective in Online Class*

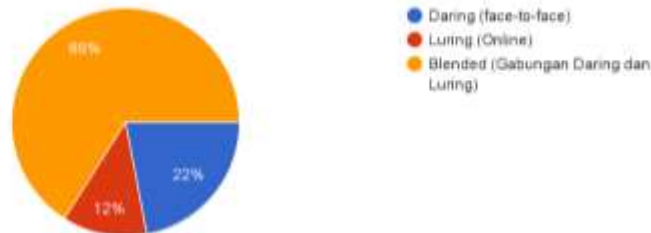
As many as 52 percent of the respondents stated that they liked online learning for translation course. It shows that the students in Tranaslation course prefer learning Translation using online rather than offline. They mentioned that they did not have much time to do the translation practice if they were only given one and a half hours in a meeting for Translation course. The chart below is the result of the survey result from the 50 respondents who have been learning Translation course conducted both offline and online.



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The students suggested that they can learn Translation course in the incoming semesters by using blended learning method. They stated that they needed much time to do the translation practice. They hope by using blended learning method, they can have enough time to do the translation practice as they have to consult with the dictionaries and many other methods to make their translation result be better. The chart below is the survey result from the from the 50 respondents who were asked about their preference in the method of learning Translation course.

50 responses



### ***The problems encountered by the students and the lecturers***

The following are some of the problems experienced by lecturers in the process of providing materials to students in the Translation class, namely:

1. Lecturers need a long time to check each student's assignment (translation) one by one. In addition to checking the students' assignments, the lecturer also has to give feedback and suggestions for improvement to each student's assignments.
2. Lecturers cannot explain in detail about each category of translation inaccuracies made by all students,
3. Lecturers feel burdened because the explanations they give to each student through the form of comments in student assignments are often not fully understood by most students.

The following are some of the problems experienced by students in the process of receiving lessons from lecturers in translation classes, namely:

1. They are less interested in learning and discussing in online lectures;
2. They do not get a quick response from the lecturer if there are lecture materials that they do not understand,
3. They use shortcuts to do translation assignments by using online translation applications such as Google Translate without doing any editing before submitting it to the lecturer.
4. They felt that the lecturer did not give a detailed explanation of their translation work.

### ***The solutions that the students and the lecturers suggest***

There are some responses and suggestions from students to lecturers in teaching translation so that students can overcome the problems they face in translation classes held online. In the interview session, the students said that they prefer asynchronous learning but the lectures are still guided by the lecturer through WhatsApp groups. In addition, the discussion session where they correct each other's assignments gives them more knowledge

than just receiving input from the lecturer. The students suggested that translation learning should emphasize more on "problem-solving learning" which means that students are assigned to translate and lecturers provide feedback and suggestions on students' translations that are still inaccurate or less accurate.

There are also some feedback and suggestions from lecturers to students and also to the process of teaching Translation in online classes. The lecturers said that students can use Google Translate or any translation application but students still have to do the editing first. After the self-editing process, students can also ask fellow students to provide feedback and comments on their translation before submitting it to the lecturer. This is very helpful for lecturers in managing the class and fostering students' interest in translation classes. The lecturers said that they would be happy if the students actively asked and shared about the problems, they faced during the translation course so that the lecturers could provide feedback and suggestions that helped the students overcome the problems they faced. Asynchronous teaching methods will also give lecturers additional methods in delivering material to students, especially in doing translation assignments that require a long time in the process.

There are several solutions offered by the lecturer to solve the problems experienced by the students in the online Translation class, including:

1. Students are free to choose the text to be translated;
2. Discussion sessions can be done through the WhatsApp group application so that discussion sessions can be done at any time without being fixated on the lecture schedule;
3. Using asynchronous methods in delivering lecture materials to students. Students can access learning videos that have been prepared by lecturers through social media such as YouTube, twitter, facebook, and other social media; and
4. Students are given assignments to provide opinions, comments, and input on other students' assignments with the aim that students are active in discussion sessions.

## Discussion

The findings of this research mentioned that most of the students who were learning Translation course prefer online learning than offline learning. Since translation practice takes much time in the finding the accurate meaning of the target language text from the source language text, the students feeling exhausted in doing the translation within only one and a half hour in a meeting. Even though the Translation course they have theory to be studied, they stated that it is better for them to read the theory by themselves in asynchronous mode class instead of only listening to the lecturer's explanation. It is better for them to read the theory by themselves then they can discuss it later with the lecturer in the offline class. That is the reason most of the respondents prefers the blended learning method than full online learning method.



## Conclusion

The online teaching and learning process can be helpful as well as effective for the students as long as the learning methods are suitable and compatible to the students. The outcome of this research is that this research will be published in international journal so that the readers around the world will get information or knowledge related to various phenomena in online teaching-learning process occurred during pandemic covid19 especially for the students who are learning Translation course.

## Acknowledgment

First, the author would like to thank Universitas Kristen Indonesia especially English Literature Department for supporting me to conduct this research. Secondly, the author would like to thank all the students who had given their support as respondents in this research. At last, the author would like to thank all his co-workers, and lecturers in English Literature Department, who supported the author in finishing this research.

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**Commented [H14]:** Implications of the Research: Expand on the practical implications of your findings. Discuss how educators, institutions, and policymakers can use your research to improve online teaching and learning strategies. This could include recommendations for pedagogical approaches, technology use, or policy adjustments.

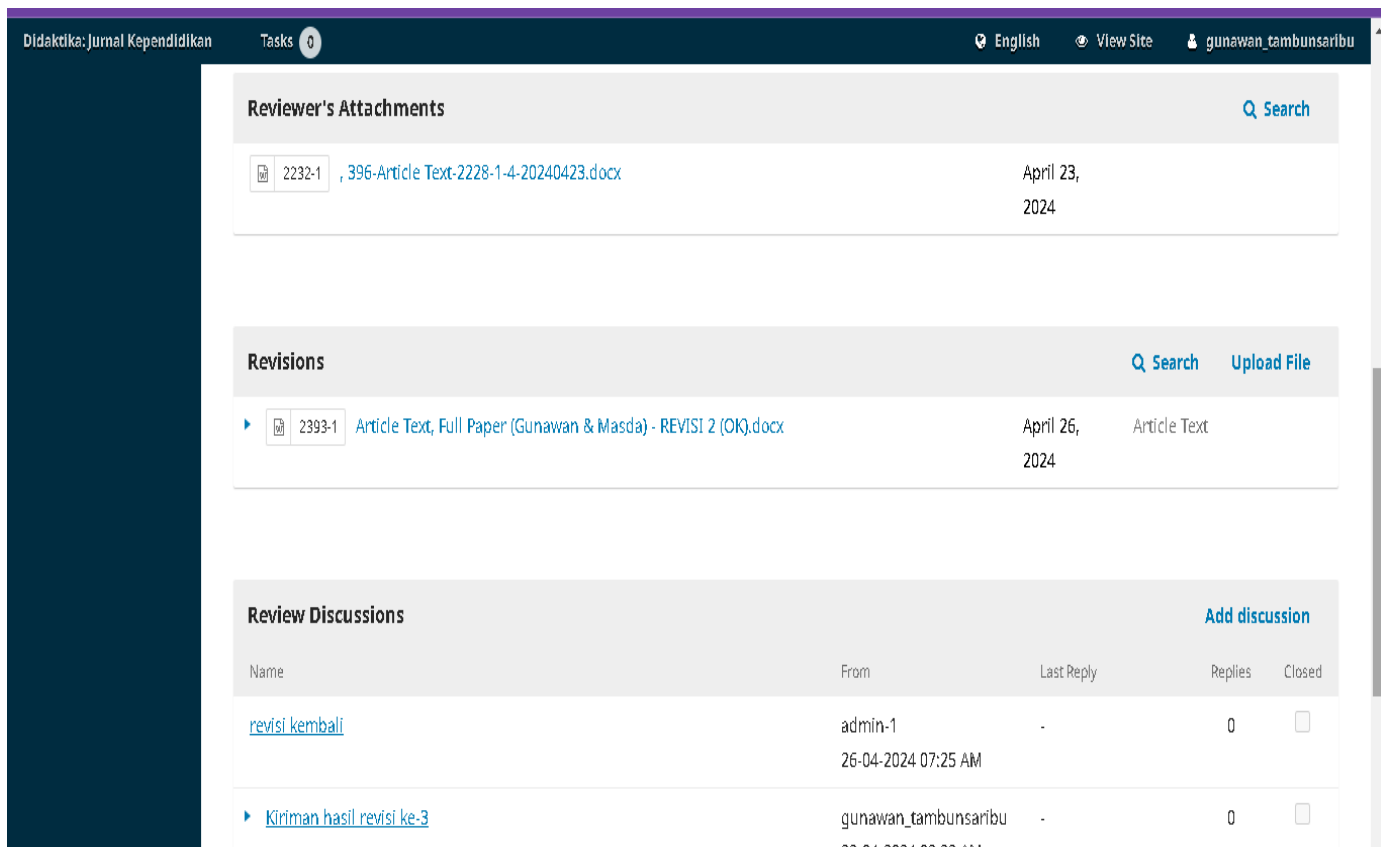
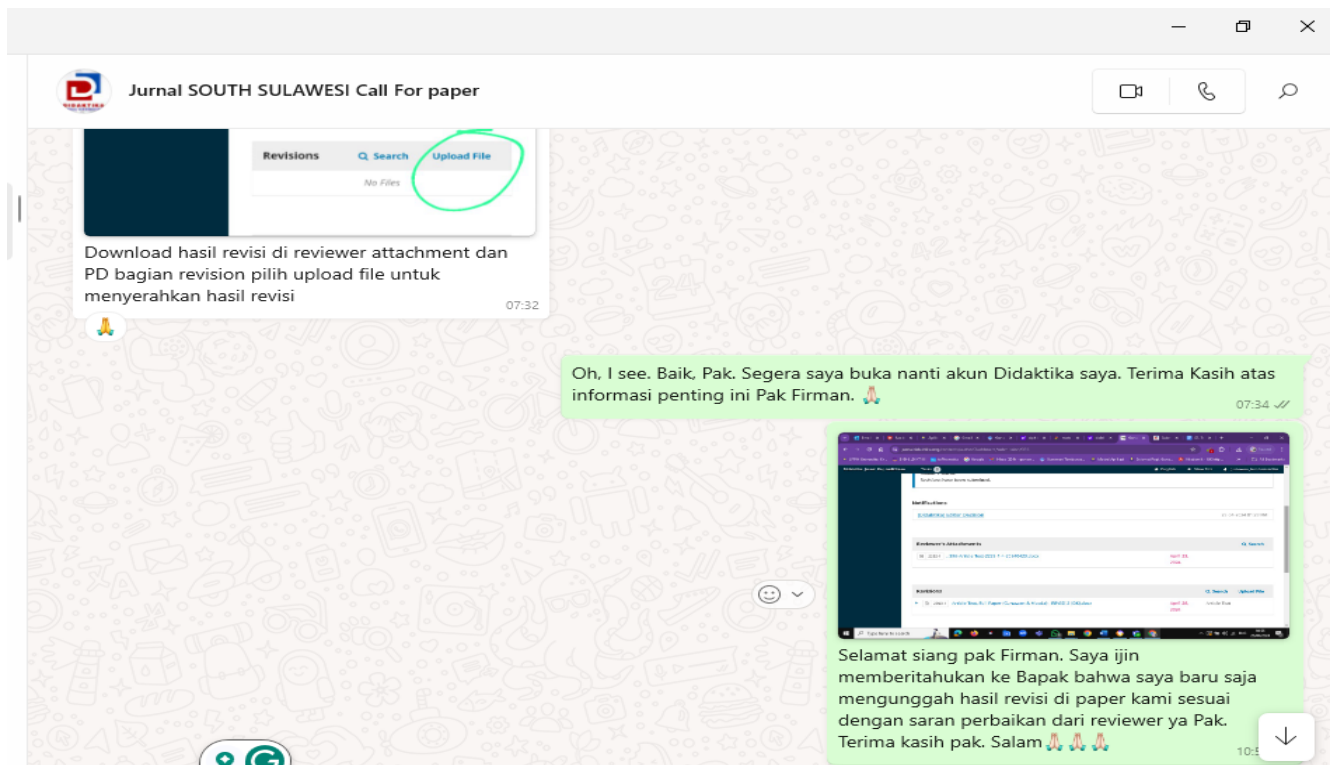
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**REVISION 1**

**SUBMISSION**



## REVISI 1 – SUBMITTED BY AUTHOR



# The students' and the Lecturers' Perspectives towards Online Learning for Translation Course during the Pandemic Covid-19

## Abstract

Online learning is a learning process that replaces traditional face-to-face classes with distance classes. This research aims to find out the problems encountered by the students as well as the lecturers in the Translation course during the Pandemic Covid-19 and also to find out the solutions that both the students and the lecturers suggest for a better method in conducting online classes of Translation course. This research uses a descriptive qualitative research method. The data are taken from the interview session and the questionnaires. The respondents are the students and lecturers of Translation courses at Universitas Kristen Indonesia and Universitas Gunadarma. The data were categorized into two main categories namely students' and lecturers' problems and the students' and lecturers' suggested solutions. The data were analyzed using thematic analysis. There are some solutions that the students and the lecturers suggested for a better method of conducting online classes of Translation courses such as suggestions for conducting classes asynchronously, suggestions for completed and detailed instruction for doing assignments, and utilizing a WhatsApp group for sharing, emphasizing the lesson more on "problem-solving learning", fast responses and feedback as well as suggestions to the student's work, and other solutions. It can be concluded that the online teaching and learning process can be helpful as well as effective for the students as long as the learning methods are suitable and compatible with the students. This research is hoped to give some insight for students as well as the lecturers especially those who teach some courses that need specific learning methods for students.

**Keywords:** *online learning, translation course, problems and solution, teaching-learning process*

## Introduction

This research is considered very important by the author to provide deeper knowledge to people around the world, especially students in Indonesia about the phenomenon of online learning. Online learning methods organized by almost all educational institutions around the world raise serious problems for all parties, especially for students in higher education. In this regard, the researcher wants to collect various problems encountered by students who were learning Translation courses via online during the Pandemic Covid-19. The researchers also want to provide information about what the students, as well as the lecturers, suggest for a better method of teaching and learning Translation courses conducted online in the future. The researchers hope that the findings of this study will be used as beneficial information for the instructors as well as for the students in the learning process of

**Commented [H11]:** 1.The abstract should clearly pin point the specific issue the research addresses within the context of online learning and Translation courses during the COVID-19 pandemic. For instance, the pandemic necessitated the shift from traditional classroom learning to online formats, introducing various challenges for both students and instructors.

2. Summarize the main findings succinctly, such as identifying key challenges in communication and time management faced by participants, with suggested solutions including the implementation of asynchronous classes and more comprehensive instructions for assignments.

**Commented [H12]:** Begin by describing the global context of the COVID-19 pandemic and its impact on education systems, especially the sudden transition from face-to-face to online learning.

Provide reasons why this research is important, i.e., to fill the knowledge gap regarding the effectiveness of online learning methods in the context of Translation courses during the pandemic.

**Commented [3R2]:** The Pandemic Covid-19, which outbreaked in early of 2020, made some changes in the learning process. Before the Covid19 pandemic, most of classes in many universities in Indonesia were conducted offline (traditional class). Many students as well as educators had to do online teaching-learning due to the government policies for the society to not conducting any face-to-face classes in order to prevent the spread of Corona Virus. Thus, all the students were studying via online. Both the educators and the students experienced the changes in the learning modes from traditional class changed into online classes. Many students and educators realized that that online learning is effective for them to fulfill the learning outcomes. They said that they had more time to read the material and to complete the exercises/assignments given by the teachers/lecturers without any punctual schedule such in the offline class. They also can study at anywhere, not always going to the classroom with a limited time. Some educators also say that online learning method gives them much time to give feedback in the students assignment because the offline class has a limited time (fixed hours) that make them have less time to do some other beneficial task in the learning process

In the early of 2023, many institutions (schools and universities) in many countries started to do face-to-face class again due to the decrease of corona virus spread. Some of the study program again conduct full offline classes. However, some of the students and the educators who had experienced the effectiveness of the online learning method ...

Translation courses in the future. The finding of this study will also be considered beneficial to all teachers generally as information to them on how to develop and improve their teaching methods related to the big changes happening after the Covid19. The results of this study are also expected to be valuable information for students in general so they can overcome their problems in other online classes. The results of this study will certainly share some insightful knowledge and understanding with the readers, especially for the students especially for them who are learning Translation courses in higher education.

This research wants to find out the students' and the lecturers' perspectives regarding the learning methods of lectures for teaching Translation courses after the pandemic Covid19. In online learning systems during the pandemic Covid19, there are some barriers encountered by most of students around the world. The barriers experienced by the students towards the online learning method regarding to online learning platforms that have an unappealing interface for the students. In addition, the majority of students could not access a stable internet connection and they also had some financial constraints (Prasetyanto et. al., 2022). In the online learning process, there are some problems that students and the lecturers faced. The problems related to technological devices, students' financial problems, learning resources, educators' skills, students' enthusiasm problems and the other problems related to the learning process in online class (Baticulon et. al., 2021). This research is hoped to give some insight for students as well as the lecturers especially those who teach some courses that need specific learning methods for students so that the students achieve the learning outcomes such as Translation course. Teaching translation using online method affects the students' ability to understand the materials given by the lecturers.

According to Wilde and Hsu (2019) in conducting online teaching and learning process, the students, as well as the teachers, are physically distant from each other. They need technological devices to interact and facilitate them to share the learning materials like in a traditional class (Bower et al., 2017; Gonzalez et al., 2020). Based on the interview session to some of the students as well as the lectures of Translation course recently, most of the respondents experienced some problems in the Translation course which was conducted online. One of the problems is related to the short time given for the students for doing the translation assignments. Both the students and the lectures have the same problems related to the internet connection in the process of online learning. Since some of them lived in remote area, they used to have internet connection problem (Prasetyanto et.all., 2022; Nae, 2020; Dutta, 2020; Tay et. all., 2021). Regarding to the similar problems encountered by most of the students in online class, it will be beneficial for teachers to find out solutions to the problems especially for creating effective methods for teaching the courses they are teaching.

There are two problems that emerge in this research, they are 1) what were the problems encountered by the students as well as the lecturers in the Translation course conducted online during the Pandemic Covid-19?; and 2) what solution do the students and the lecturers suggest for a better method in conducting online classes of Translation course? Based on the research problems mentioned above, the aims of this research are 1) to find out the problems encountered by the students as well as the lecturers in the Translation course conducted



online during the Pandemic Covid-19; and 2) to find out the solutions that both the students and the lecturers suggest for a better method in conducting online classes of Translation course.

This research is hoped to give some insight for students as well as the lecturers especially those who teach some courses that need specific learning methods for students so that the students achieve the learning outcomes such as Translation course. Teaching translation using online method affects the students' ability to understand the materials given by the lecturers.

## Method

This research uses a descriptive qualitative research method. This research describes two main things namely the problems encountered by students in higher education in learning Translation course online during during the Pandemic Covid-19 and the teaching methods suggested by the students for their lecturers regarding to the teaching methods for teaching them Translation course online.

The data are taken from the interview session and the questionnaires. The respondents are from the students and lecturers of Translation courses in Universitas Kristen Indoensia and Universitas Gunadarma. There are 50 respondents who fulfilled the questionnaires given by the researchers. The data were gathered in the file of word document. Then the data were coded line-by-line. In collecting the data of this research, the researchers conducted some steps. First, the researchers interviewed the respondents (both the lectures and the students in the online Translation courses regarding to their perspective in teaching-learning process during the Pandemic Covid19. The second, the researchers asked them to fill the online questionnaires using Google form related to their experiences in learning translation conducted online. The last step for gathering the research data, the researcher. The questionnaires were about the students' and the lecturers' problems and the solutions they suggested in running the Translation course online. After all the completed questionnaires were collected, then the researchers used line-by-line coding to get main data.

For the data analysis, the data were categorized in two main categories namely students' and lecturers' problems and the students' and lecturers' suggested solution. The data were analyzed using thematic analysis. Based on the research title, the researcher analyzed the data according to the problems and the solutions in the online learning of Translation course during and after the Pandemic Covid19. Then, the researchers. The last step, the researchers will complete writing the article so that it can be submitted to be published in academic journals.

This research wants to find out the problems encountered by students in higher education in learning Translation course online during during the Pandemic Covid-19 and to find out what the students suggest for their lecturers regarding to the teaching methods for teaching them Translation course online. The author hopes that the findings of this study can be as an important information for instrutors or teachers especially those who teach Translation

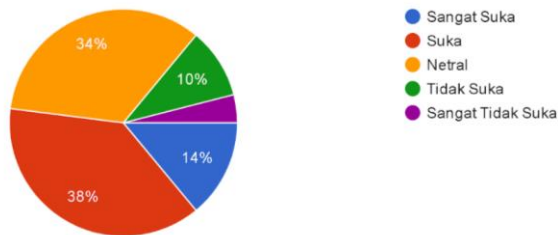
course. The finding of this study will also be beneficial to all teachers in general as an information the them how to develop and improve their teaching methods related to the big changes happening after the Covid19 spread. The results of this study are also expected to be valuable information for the students in general as an information about some problems encountered by some students in Indonesia regarding to the online learning during pandemic Covid19. The results of this study will certainly share some knowledge and understanding to the readers especially for the students who are learning Translation courses in higher education about the students' problems and that students' suggestion to their instructors to meet the students expectations in the learning process.

## Results

### Students' Perspective in Online Class

As many as 52 percent of the respondents stated that they liked online learning for translation course. It shows that the students in Tranaslation course prefer learning Translation using online rather than offline. They mentioned that they did not have much time to do the translation practice if they were only given one and a half hours in a meeting for Translation course. The chart below is the result of the survey result from the 50 respondents who have been learning Translation course conducted both offline and online.

50 responses

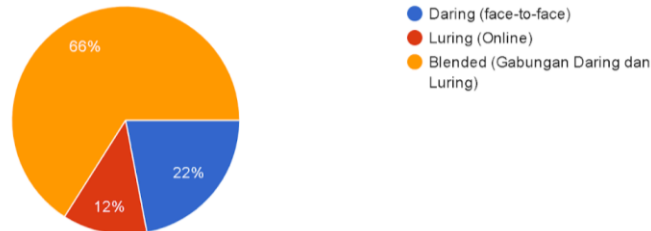


**Commented [H14]:** give a description of the image according to the template

**Commented [5R4]:** The graph above shows the preference chosen by the students who were taking Translation course for the best learning method in running the Translation course. From 50 respondents, more than 50% of the respondents chose online learning method as the best method for learning Translation course. This reveals that a full traditional classes are not suitable anymore at this era to teach some courses because of the development of high technology devices for learning.

The students suggested that they can learn Translation course in the incoming semesters by using blended learning method. They stated that they needed much time to do the translation practice. They hope by using blended learning method, they can have enough time to do the translation practice as they have to consult with the dictionaries and many other methods to make their translation result be better. The chart below is the survey result from the from the 50 respondents who were asked about their preference in the method of learning Translation course.

50 responses



### ***The problems encountered by the students and the lecturers***

The following are some of the problems experienced by lecturers in the process of providing materials to students in the Translation class, namely:

1. Lecturers need a long time to check each student's assignment (translation) one by one. In addition to checking the students' assignments, the lecturer also has to give feedback and suggestions for improvement to each student's assignments.
2. Lecturers cannot explain in detail about each category of translation inaccuracies made by all students,
3. Lecturers feel burdened because the explanations they give to each student through the form of comments in student assignments are often not fully understood by most students.

The following are some of the problems experienced by students in the process of receiving lessons from lecturers in translation classes, namely:

1. They are less interested in learning and discussing in online lectures;
2. They do not get a quick response from the lecturer if there are lecture materials that they do not understand,
3. They use shortcuts to do translation assignments by using online translation applications such as Google Translate without doing any editing before submitting it to the lecturer.
4. They felt that the lecturer did not give a detailed explanation of their translation work.

### ***The solutions that the students and the lecturers suggest***

There are some responses and suggestions from students to lecturers in teaching translation so that students can overcome the problems they face in translation classes held online. In the interview session, the students said that they prefer asynchronous learning but the lectures are still guided by the lecturer through WhatsApp groups. In addition, the discussion session where they correct each other's assignments gives them more knowledge

than just receiving input from the lecturer. The students suggested that translation learning should emphasize more on "problem-solving learning" which means that students are assigned to translate and lecturers provide feedback and suggestions on students' translations that are still inaccurate or less accurate.

There are also some feedback and suggestions from lecturers to students and also to the process of teaching Translation in online classes. The lecturers said that students can use Google Translate or any translation application but students still have to do the editing first. After the self-editing process, students can also ask fellow students to provide feedback and comments on their translation before submitting it to the lecturer. This is very helpful for lecturers in managing the class and fostering students' interest in translation classes. The lecturers said that they would be happy if the students actively asked and shared about the problems, they faced during the translation course so that the lecturers could provide feedback and suggestions that helped the students overcome the problems they faced. Asynchronous teaching methods will also give lecturers additional methods in delivering material to students, especially in doing translation assignments that require a long time in the process.

There are several solutions offered by the lecturer to solve the problems experienced by the students in the online Translation class, including:

1. Students are free to choose the text to be translated;
2. Discussion sessions can be done through the WhatsApp group application so that discussion sessions can be done at any time without being fixated on the lecture schedule;
3. Using asynchronous methods in delivering lecture materials to students. Students can access learning videos that have been prepared by lecturers through social media such as YouTube, twitter, facebook, and other social media; and
4. Students are given assignments to provide opinions, comments, and input on other students' assignments with the aim that students are active in discussion sessions.

## Discussion

The findings of this research mentioned that most of the students who were learning Translation course prefer online learning than offline learning. Since translation practice takes much time in the finding the accurate meaning of the target language text from the source language text, the students feeling exhausted in doing the translation within only one and a half hour in a meeting. Even though the Translation course they have theory to be studied, they stated that it is better for them to read the theory by themselves in asynchronous mode class instead of only listening to the lecturer's explanation. It is better for them to read the theory by themselves then they can discuss it later with the lecturer in the offline class. That is the reason most of the respondents prefers the blended learning method than full online learning method.



## Conclusion

The online teaching and learning process can be helpful as well as effective for the students as long as the learning methods are suitable and compatible to the students. The outcome of this research is that this research will be published in international journal so that the readers around the world will get information or knowledge related to various phenomena in online teaching-learning process occurred during pandemic covid19 especially for the students who are learning Translation course. It is found that most of the students who were learning the Translation course prefer online learning rather than offline learning. Thus, the researchers suggest that it is better for the instructors to do some assesment first before deciding whether the learning method of his class use online or offline or mixed method (blended learning) to achieve the best learning outcome of the course he is teaching. This finding also suggest the heads of any head of study program to do some assesment for all courses offered to the students related to the best learning modes used to teach the students based on the learning outcomes of each course. This assesment result will also be beneficial for the government in making policies in education field and in providing supported platforms used to the needs of each learning methods especial for online and blended learning methods.

## Acknowledgment

First, the author would like to thank Universitas Kristen Indonesia especially English Literature Department for supporting me to conduct this research. Secondly, the author would like to thank all the students who had given their support as respondents in this research. At last, the author would like to thank all his co-workers, and lecturers in English Literature Department, who supported the author in finishing this research.

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**Commented [H16]:** Implications of the Research: Expand on the practical implications of your findings. Discuss how educators, institutions, and policymakers can use your research to improve online teaching and learning strategies. This could include recommendations for pedagogical approaches, technology use, or policy adjustments.

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**REVISION 2**

**Notification**

## REVISI 2 - Notification

26 April 2024

Revisions		Search	Upload File
 2393-1	<a href="#">Article Text, Full Paper (Gunawan &amp; Masda) - REVISI 2 (OK).docx</a>	April 26, 2024	Article Text

Review Discussions		Add discussion		
Name	From	Last Reply	Replies	Closed
<a href="#">revisi kembali</a>	admin-1 26-04-2024 07:25 AM	-	0	<input type="checkbox"/>
<a href="#">Kiriman hasil revisi ke-3</a>	gunawan_tambunsaribu 26-04-2024 07:25 AM	-	0	<input type="checkbox"/>

### revisi kembali

**Participants**  
admin-1 (admin-1)  
Gunawan Tambunsaribu (gunawan\_tambunsaribu)

**Messages**

Note	From
bagian pembahasan masih perlu perbaikan serius. perhatikan template: <b>Pembahasan</b> <b>Subjudul - Level 2</b> Bagian ini juga merupakan bagian utama dari artikel penelitian dan biasanya merupakan bagian terpanjang dari sebuah artikel. Pembahasan dari penelitian yang disajikan pada bagian ini adalah hasil penelitian. Sajikan pembahasan secara naratif dengan komposisi: <b>Interpretasi Hasil:</b> Mulailah dengan menginterpretasikan dan menjelaskan makna dari hasil penelitian Anda. Ini termasuk menjelaskan bagaimana hasil-hasil tersebut mendukung hipotesis atau pertanyaan penelitian, serta pentingnya	admin-1 26-04-2024 07:25 AM

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**REVISION 2**

**SUBMISSION**

# REVISI 2 – SUBMITTED by Author

29 April 2024

Kiriman hasil revisi ke-3

**Participants** [Edit](#)

Dr. Firman, S.Pd., M.Pd. (firman)

Gunawan Tambunsaribu (gunawan\_tambunsaribu)

**Messages**

Note	From
Kpd. Yth.	gunawan_tambunsaribu
Bpk. Firman dan Peer Reviewer	29-04-2024 02:29 AM

Berikut saya kirimkan artikel kami (Gunawan & Masda) yang telah kami perbaiki sesuai dengan arahan atau saran perbaikan dari para Bapak/Ibu reviewer.

Atas perhatian dan kerjasama dari Bapak/Ibu, kami mengucapkan terima kasih.

Platform & workflow by OJS / PKP

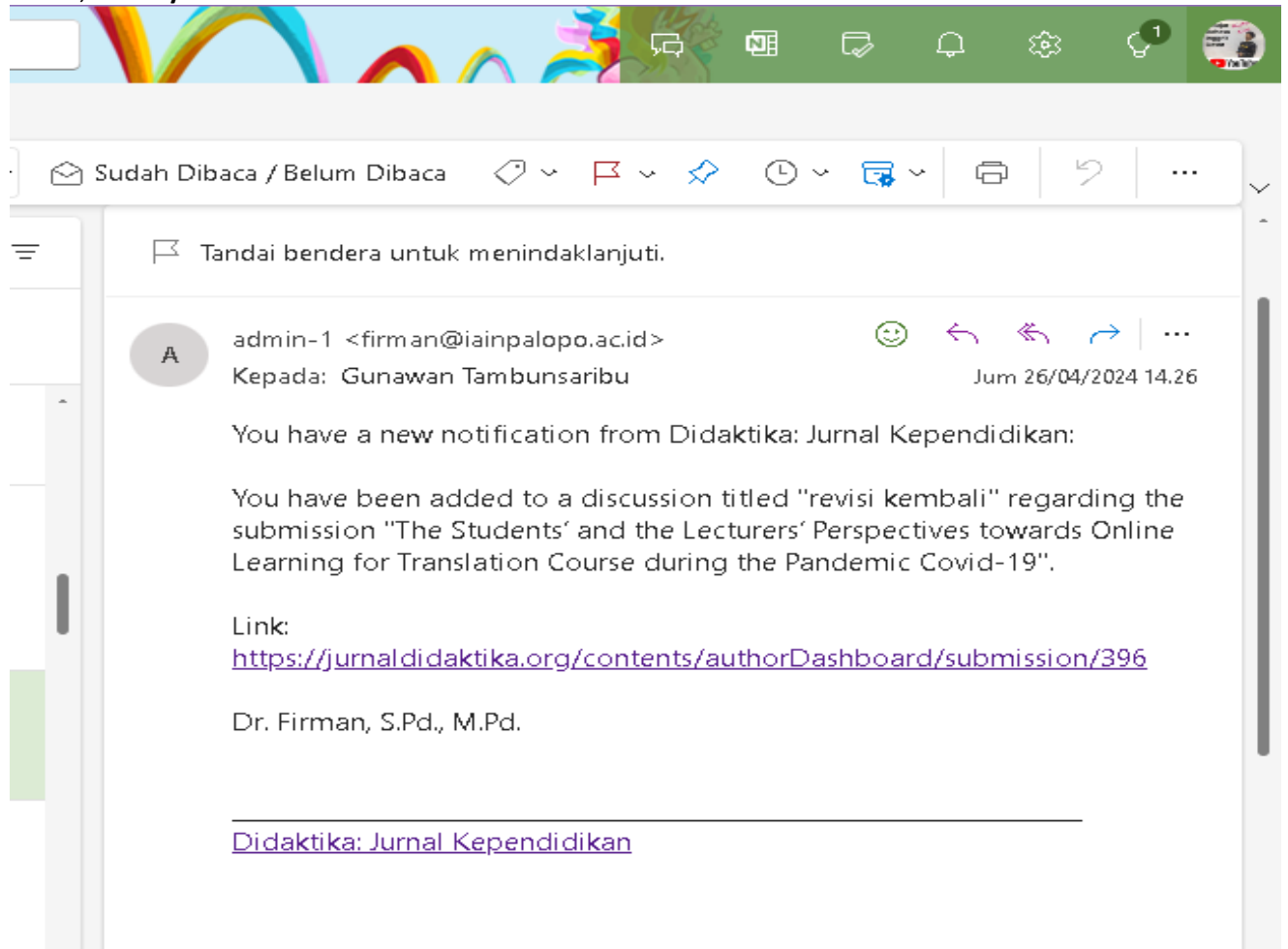
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# KONFIRMASI PUBLIKASI PAPER

## Konfirmasi Pengiriman Hasil Revisi 2

Jumat, 04 May 2024



The image shows a screenshot of an email notification. At the top, there is a green header bar with various icons. Below it, the email interface shows a subject line "Tandai bendera untuk menindaklanjuti." and a sender "admin-1 <firman@iainpalopo.ac.id>". The recipient is "Kepada: Gunawan Tambunsaribu". The notification text reads: "You have a new notification from Didaktika: Jurnal Kependidikan: You have been added to a discussion titled 'revisi kembali' regarding the submission 'The Students' and the Lecturers' Perspectives towards Online Learning for Translation Course during the Pandemic Covid-19'." A link is provided: <https://jurnal.didaktika.org/contents/authorDashboard/submission/396>. The sender is identified as "Dr. Firman, S.Pd., M.Pd." and the journal name "Didaktika: Jurnal Kependidikan" is at the bottom.

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### Judul Artikel:

"THE STUDENTS' PERSPECTIVES TOWARDS ONLINE LEARNING FOR TRANSLATION COURSE DURING THE PANDEMIC COVID-19".

**Penulis 1 & Afiliasi:** Gunawan Tambunsaribu / Universitas Kristen Indonesia

**Penulis 2 & Afiliasi:** Masda Surti Simatupang / Universitas Kristen Indonesia

**Tanggal Penerimaan Naskah** : 5 Januari 2024

**Tanggal Penerimaan Revisi Naskah** : 30 April 2024

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1	Judul artikel singkat, jelas, dan menggambarkan masalah penelitian.	✓	
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3	Kata kunci dirumuskan dengan tepat.	✓	
4	Metode penelitian sesuai dengan tujuan penelitian.	✓	
5	Analisis dilakukan secara kritis dan berdasarkan teori penunjang.	✓	
6	Kesimpulan dibuat berdasarkan masalah serta hasil penelitian.	✓	
7	Hasil penelitian memberikan kontribusi dalam pengembangan ilmu dan pengetahuan sesuai dengan bidang ilmu penulis	✓	
8	Lebih dari 70% daftar pustaka adalah terbitan 10 tahun terakhir dan merupakan hasil penelitian atau artikel dalam jurnal	✓	
9	Daftar Pustaka merujuk pada isi naskah (bukan hanya sumber bacaan yang tidak dikutip dalam isi naskah)	✓	
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# (Gunawan Tambunsaribu) The students' and the Lecturers' Perspectives towards Online Learning for Translation Course during the Pandemic Covid-19

*by* Sari Mentari Simanjuntak

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**Submission date:** 30-Nov-2023 02:20PM (UTC+0700)

**Submission ID:** 2240386204

**File name:** PAPER\_-\_Students\_Perspective\_in\_Translation\_-\_TURNITIN.doc (103.5K)

**Word count:** 3724

**Character count:** 21222

## The students' and the Lecturers' Perspectives towards Online Learning for Translation Course during the Pandemic Covid-19

Gunawan Tambunsaribu<sup>1</sup>, Masda Surti Simatupang<sup>2</sup>

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### Abstra

Online learning is a learning process that replaces traditional face-to-face classes with distance classes. This research aims to find out the problems encountered by the students as well as the lecturers in the Translation course during the Pandemic Covid-19 and also to find out the solutions that both the students and the lecturers suggest for a better method in conducting online classes of Translation course. This research uses a descriptive qualitative research method. The data are taken from the interview session and the questionnaires. The respondents are the students and lecturers of Translation courses at Universitas Kristen Indonesia and Universitas Gunadarma. The data were categorized into two main categories namely students' and lecturers' problems and the students' and lecturers' suggested solutions. The data were analyzed using thematic analysis. There are some solutions that the students and the lecturers suggested for a better method of conducting online classes of Translation courses such as suggestions for conducting classes asynchronously, suggestions for completed and detailed instruction for doing assignments, and utilizing a WhatsApp group for sharing, emphasizing the lesson more on "problem-solving learning", fast responses and feedback as well as suggestions to the student's work, and other solutions. It can be concluded that the online teaching and learning process can be helpful as well as effective for the students as long as the learning methods are suitable and compatible with the students.

**Key Words:** online learning, translation course, problems and solution, teaching-learning process

## INTRODUCTION

Since the Pandemic Covid19 spread in early 2020, most countries have run their teaching-learning process online. Online learning is a learning process that replaces traditional face-to-face classes with distance classes that we know today as "online learning". During the COVID-19 pandemic, learning classes from the most basic schools to higher education levels or universities have conducted distance learning. In online learning classes, learning is attended by teachers and students can be face-to-face in a synchronous mode. Synchronous mode means that students and teachers meet face-to-face through the monitor screen of the technology device they are using at the same time. In addition to the synchronous mode, distance learning can also be done in asynchronous mode. Asynchronous mode means that students and teachers carry out the teaching and learning process and interact not at the same time and without face-to-face through a virtual screen. This research wants to find the students' perspective regarding the learning methods of lectures for teaching Translation courses after the pandemic Covid19. This research is hoped to give some insight for lecturers especially those who teach translation courses that need specific learning methods for the students in order to achieve the learning outcomes for the Translation course.

## Background of Research

This research is considered very important by the author to provide deeper knowledge to people around the world, especially students in Indonesia about the phenomenon of online learning. Online learning methods organized by almost all educational institutions around the world raise serious problems for all parties, especially for students in higher education. In this regard, the researcher wants to collect various problems encountered by students who were learning Translation courses via online during the Pandemic Covid-19. The researchers also want to provide information about what the students, as well as the lecturers, suggest for a better method of teaching and learning Translation courses conducted online in the future. The researchers hope that the findings of this study will be used as beneficial information for the instructors as well as for the students in the learning process of Translation courses in the future. The finding of this study will also be considered beneficial to all teachers generally as information to them on how to develop and improve their teaching methods related to the big changes happening after the Covid19. The results of this study are also expected to be valuable information for students in general so they can overcome their problems in other online classes. The results of this study will certainly share some insightful knowledge and understanding with the readers, especially for the students especially for them who are learning Translation courses in higher education.

This research wants to find out the students' and the lecturers' perspectives regarding the learning methods of lectures for teaching Translation courses after the pandemic Covid19. In online learning systems during the pandemic Covid19, there are some barriers encountered by most of students around the world. The barriers experienced by the students towards the online learning method regarding to online learning platforms that have an unappealing interface for the students. In addition, the majority of students could not access a stable internet connection and they also had some financial constraints (Prasetyanto et al., 2022). In the online learning process, there are some problems that students and the lecturers faced. The problems related to technological devices, students' financial problems, learning resources, educators' skills, students' enthusiasm problems and the other

problems related to the learning process in online class (Baticulon et. al., 2021). This research is hoped to give some insight for students as well as the lecturers especially those who teach some courses that need specific learning methods for students so that the students achieve the learning outcomes such as Translation course. Teaching translation using online method affects the students' ability to understand the materials given by the lecturers. According to Wilde and Hsu (2019) in conducting online teaching and learning process, the students, as well as the teachers, are physically distant from each other. They need technological devices to interact and facilitate them to share the learning materials like in a traditional class (Bower et al., 2017; Gonzalez et al., 2020). Based on the interview session to some of the students as well as the lecturers of Translation course recently, most of the respondents experienced some problems in the Translation course which was conducted online. One of the problems is related to the short time given for the students for doing the translation assignments. Both the students and the lecturers have the same problems related to the internet connection in the process of online learning. Since some of them lived in remote area, they used to have internet connection problem (Prasetyanto et.al., 2022; Nae, 2020; Dutta, 2020; Tay et. all., 2021). Regarding to the similar problems encountered by most of the students in online class, it will be beneficial for teachers to find out solutions to the problems especially for creating effective methods for teaching the courses they are teaching.

### **Research Problems**

There are two problems that emerge in this research, they are:

1. What were the problems encountered by the students as well as the lecturers in the Translation course conducted online during the Pandemic Covid-19?
2. What solution do the students and the lecturers suggest for a better method in conducting online classes of Translation course?

### **Research Aims**

Based on the research problems mentioned above, the aims of this research are:

1. To find out the problems encountered by the students as well as the lecturers in the Translation course conducted online during the Pandemic Covid-19; and
2. To find out the solutions that both the students and the lecturers suggest for a better method in conducting online classes of Translation course.

## **THEORETICAL REVIEW**

### **Online Learning**

Most universities nowadays have developed their learning method using the combination of online classes and traditional classes. During the pandemic Covid-19, almost all educational institutions performed their teaching and learning activities in online mode. Hay & Newvine in Keengwe and Kidd (2010) in their research conducted in an American university stated the students signed in both traditional and online courses. They found that the students preferred taking online courses rather than traditional classes. People nowadays should think that the emergence of online learning is a good change in the academic field. Through online learning, anyone can do the learning process at any place and anytime (Maeroff, 2003). In addition, it was found that online learning has been effective

in developing the students' learning outcomes, the student's attitudes toward learning, and the student's satisfaction with learning (Palloff & Pratt, 2001).

Due to the fact that online learning has been implemented globally in all countries since the outbreak of the Covid19 virus in early 2022. The use of technological devices is increasing from year to year. Online learning must use the technology used to be able to learn remotely. Online learning is in the form of audio and video. Audio and video recordings can be played through technological devices such as televisions, laptops, computers, mobile phones, and other devices. Online learning can take the form of asynchronous and synchronous. Learning materials can be in the form of the web, multimedia, simulations, games, and other forms of collaborative learning. Distance learning has replaced face-to-face learning with online learning. Face-to-face learning requires students and teachers to be physically present and interact actively in the learning process. On the other hand, distance learning does not require the physical presence of teachers and students in the classroom but only meets and interacts with the help of technological devices. Allen and Seaman in Hiltz & Turoff (2005) stated that "By 2004 at least two million higher-education students in the U.S. were engaged in distance education utilizing various ALN technologies where whole classes can engage in a continuous discourse and group project work independent of time, place, and synchronous constraints of participation". It can be said that online learning is a learning process that replaces traditional face-to-face classes with distance classes that we know today as "online learning". During the Covid-19 pandemic, Education classes from the most basic schools to higher education levels or universities have conducted distance learning. In online learning classes, learning is attended by teachers and students can be face-to-face in a synchronous mode. Synchronous mode means that students and teachers meet face-to-face through the monitor screen of the technology device they are using at the same time. In addition to the synchronous mode, distance learning can also be done in asynchronous mode. Asynchronous mode means that students and teachers carry out the teaching and learning process and interact not at the same time and without face-to-face through a virtual screen.

### Online Learning Barriers

In online learning systems during the pandemic Covid19, there are some barriers encountered by students. The barriers experienced by the students towards the online learning method regarding to online learning platforms that have an unappealing interface for the students. In addition, the majority of students could not access a stable internet connection and they also had some financial constraints (Prasetyanto et al., 2022). In the online learning process, there are some problems that students faced. The problems related to technological devices, students' financial problems, learning resources, educators' skills, and some problems derived from the students' living conditions (Baticulon et al., 2021). Other barriers experienced by the students towards the online learning system ranged from the students' fears of using online platforms, students' emotional condition in facing online exams, and accessibility to technological devices (Tay et al., 2021). In addition, the students' frustration in doing online assignments and the student's presence to attend the synchronous learning mode are also problems faced by students in

online learning (Dutta, 2020). In an online learning system, unclear instructions given by teachers, lack of technology hardware and an internet connection, and the ability to afford technological devices used in the online learning process affect the interest of students in the learning process (Hung et.al., 2003; Gayatri, 2020). The barriers such as the social distancing condition, low access to computers or tablets, the poor administration of the educational institutions, and low skills of teachers to substantially support the student's learning through the use of digital technology are also some barriers that students experienced in the online learning system (Nae, 2020).

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## RESEARCH METHODOLOGY

### Research Method

This research uses a descriptive qualitative research method. This research describes two main things namely the problems encountered by students in higher education in learning Translation course online during during the Pandemic Covid-19 and the teaching methods suggested by the students for their lecturers regarding to the teaching methods for teaching them Translation course online.

### Data Collection

The data are taken from the interview session and the questionnaires. The respondents are from the students and lecturers of Translation courses in Universitas Kristen Indoensia and Universitas Gunadarma. The data were gathered in the file of word document. Then the data were coded line-by-line. In collecting the data of this research, the researchers conducted some steps. First, the researchers interviewed the respondents (both the lectures and the students in the online Translation courses regarding to their perspective in teaching-learning process during the Pandemic Covid19. The second, the researchers asked them to fill the online questionnaires using Google form related to their experiences in learning translation conducted online. The last step for gathering the research data, the researcher. The questionnaires were about the students' and the lecturers' problems and the solutions they suggested in running the Translation course online. After all the completed questionnaires were collected, then the researchers used line-by-line coding to get main data.

### Data Analysis

The data were categorized in two main categories namely *students' and lecturers' problems* and the *students' and lecturers' suggested solution*. The data were analyzed using thematic analysis. Based on the research title, the researcher analyzed the data according to the problems and the solutions in the online learning of Translation course during and after the Pandemic Covid19. Then, the researchers. The last step, the researchers will complete writing the article so that it can be submitted to be published in academic journals.

### Research Objectives

This research wants to find out the problems encountered by students in higher education in learning Translation course online during during the Pandemic Covid-19 and to find out what the students suggest for their lecturer regarding to the teaching methods for teaching them Translation course online. The author



hopes that the findings of this study can be as an important information for instructors or teachers especially those who teach Translation course. The finding of this study will also be beneficial to all teachers in general as an information the them how to develop and improve their teaching methods related to the big changes happening after the Covid19 spread. The results of this study are also expected to be valuable information for the students in general as an information about some problems encountered by some students in Indonesia regarding to the online learning during pandemic Covid19. The results of this study will certainly share some knowledge and understanding to the readers especially for the students who are learning Translation courses in higher education about the students' problems and that students' suggestion to their instructors to meet the students expectations in the learning process.

## **FINDINGS AND DISCUSSION**

### **A. The problems encountered by the students as well as the lecturers in the Translation course conducted online during the Pandemic Covid-19.**

The following are some of the problems experienced by lecturers in the process of providing materials to students in the Translation class, namely:

1. Lecturers need a long time to check each student's assignment (translation) one by one. In addition to checking the students' assignments, the lecturer also has to give feedback and suggestions for improvement to each student's assignments.
2. Lecturers cannot explain in detail about each category of translation inaccuracies made by all students,
3. Lecturers feel burdened because the explanations they give to each student through the form of comments in student assignments are often not fully understood by most students.

The following are some of the problems experienced by students in the process of receiving lessons from lecturers in translation classes, namely:

1. They are less interested in learning and discussing in online lectures;
2. They do not get a quick response from the lecturer if there are lecture materials that they do not understand,
3. They use shortcuts to do translation assignments by using online translation applications such as Google Translate without doing any editing before submitting it to the lecturer.
4. They felt that the lecturer did not give a detailed explanation of their translation work.

### **B. The solutions that the students and the lecturers suggest for a better method in conducting online classes of Translation course.**

There are some responses and suggestions from students to lecturers in teaching translation so that students can overcome the problems they face in translation classes held online. In the interview session, the students said that they prefer asynchronous learning but the lectures are still guided by the lecturer through WhatsApp groups. In addition, the discussion session where they correct each other's assignments gives them more knowledge than just receiving input from the lecturer. The students suggested that translation learning should emphasize more on "problem-solving learning" which means that students are

assigned to translate and lecturers provide feedback and suggestions on students' translations that are still inaccurate or less accurate.

There are also some feedback and suggestions from lecturers to students and also to the process of teaching Translation in online classes. The lecturers said that students can use Google Translate or any translation application but students still have to do the editing first. After the self-editing process, students can also ask fellow students to provide feedback and comments on their translation before submitting it to the lecturer. This is very helpful for lecturers in managing the class and fostering students' interest in translation classes. The lecturers said that they would be happy if the students actively asked and shared about the problems, they faced during the translation course so that the lecturers could provide feedback and suggestions that helped the students overcome the problems they faced. Asynchronous teaching methods will also give lecturers additional methods in delivering material to students, especially in doing translation assignments that require a long time in the process.

There are several solutions offered by the lecturer to solve the problems experienced by the students in the online Translation class, including:

1. Students are free to choose the text to be translated;
2. Discussion sessions can be done through the WhatsApp group application so that discussion sessions can be done at any time without being fixated on the lecture schedule;
3. Using asynchronous methods in delivering lecture materials to students. Students can access learning videos that have been prepared by lecturers through social media such as YouTube, twitter, facebook, and other social media.
4. Students are given assignments to provide opinions, comments, and input on other students' assignments with the aim that students are active in discussion sessions.

#### **CONCLUSION AND SUGGESTION**

The online **teaching and learning process** can be helpful **as well as** effective for **the** students as long as the learning methods are suitable and compatible to the students. The outcome of this research is that this research will be published in international journal so that the readers around the world will get information or knowledge related to various phenomena in online teaching-learning process occurred during pandemic covid19 especially for the students who are learning Translation course.

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