

(Gunawan Tambunsaribu) The students' and the Lecturers' Perspectives towards Online Learning for Translation Course during the Pandemic Covid-19

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

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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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