

REFLECTION OF UNDERGRADUATE STUDENTS ON TRANSLATION PROCESS: AN OUTLOOK OF TRANSLATION TEACHING IN UNIVERSITY

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ABSTRACT

The research attempted to recognize students' comprehension in adopting a set of procedures in the translation process compared to the translation-professional choices in real-situation. Thus, two sets of questionnaires were provided for students and professional translators. The qualitative method was employed in conducting the research. The first questionnaire enabled students to express their feelings, thoughts, and ideas concerning the translation course and process. This reflection revealed the students' strategies, interests, and motivation in attending the course. It also allowed the student to see the importance and benefit of the course. On the other hand, the second questionnaire drew some insight into professional translators' choice in doing a translation, particularly on strategy in dealing with texts. Those finding provides an opportunity for teachers to identify the students' needs in learning and practicing the translation as close as the professional does and finally to find the best approach in teaching translation.

Keywords: translation process, translation teaching, undergraduate students

INTRODUCTION

The translation is an activity that involves intellectual, processes, and products. It also requires various competencies, ranging from linguistic, cultural, subject, and transfer competencies. Like the product, many textbooks, scientific research journals, manuals, reports, news, and others are available in another language because of the translation activities. Translation product has enriched life that allows people to communicate and share information between different cultures and backgrounds, known as knowledge transfer. The rapid growth of communication technology, such as the internet, requires the users competent in using various kinds of software or application. Students, as professional candidates in any industry in the future, should have the communicative and social competencies to negotiate with clients as the ability to cope with

the demanding working environment (Krüger & Piqueras, 2015). This communicative ability is related to translation competency in using two or more languages, particularly English, as one of the most spoken languages.

Translation teaching or pedagogy has been drawing a great concern for decades. The efforts to find the effective method of learning and teaching are obvious from the publication in translation teaching research. Those researches are done both for undergraduate students and translators as the subject of study. One of the researches' content is investigating the effectiveness, perception and translation process, and difficulties of translation teaching through questionnaires, interviews, and classroom observation (Li, 2018).

From the perspective of pedagogy, translation teaching is not merely a process involving the students' cognitive but also collaborates the great concern and

interest both by teachers and students. Concerning its difficultness, Mubarak (2017); Zhou and Zou (2017) have argued that translation teaching is still a hard job, and has a long way to get an established foundation in the aspect of curriculum setting and tests adjustment. It is as well as training teachers for specialized translation strategies and skills.

On the other hand, translators as the persons who practice translation in the real world are averse to teach translation for others. Many believe that translation is learned through experience and personal intuition and can be taught in the classroom by no means. Besides, many of them also believe that translation theories are not significant in helping people to develop that skill. However, a short translation course that collaborates the translation theories and specific text in practices have conducted for non-translation class students. This specific purpose translation course raises the students' awareness of the benefit of theory, such as a translation strategy in dealing with legal and technical texts. It also raises the students' awareness of the benefit of translation as a soft skill (Siregar, 2017a).

Concerning the benefit of translation teaching, the previous researches by Mubarak (2017); Kuşçu and Ünlü (2015); Petrocchi (2014) have noted that the ability to translate is an important soft skill owned by the academic communities. It will increase the transfer of knowledge. It is also important to be adjusted with the development of information technology that has changed the workings and work processes of translation. In addition to translation teaching, Melnichuk and Osipova, (2017); Ivanova (2016); Odacıoğlu and Korkturk (2015) put forward the importance of technology collaboration in the class.

Thus, before arriving on the purpose of the research, a brief review of factors that should be prepared in the translation are teaching that is ranging from teacher competence, learning style, course requirements, design, objective from the literature. Many studies on learning styles, personality types, and teaching styles show that not everyone likes to learn in the same way. Students who are taught in different styles might be uncomfortable at first, which can lead to a lack of cooperation. Therefore, teachers should create a situation that succeeding the learning, for example, to encourage the students to be actively constructing the experience in their own minds (Tarasova, Kradetskaya, & Kudlay, 2015). Furthermore, the proper amount of educational material will allow the students to cope with the difficulty with joy while studying. Related to material, teachers should be an intercultural competence in using various genre and communicative context, as well as capable instructors. This proficiency will enable the teachers to pointed-out the students of the importance of 'see behind the words' in the translation process (Tomozeiu, Koskinen, & D'Arcangelo, 2016).

Moreover, additional concerns should be given in translation class for students who are learning the target language simultaneously. The first consideration is coping with a translation-related problem that is not

encountered in language. Furthermore, the second is choosing the suitable teaching translation method to be used along with the method adopted for translation (Larsen-Freeman & Anderson, 2011). To achieve this ability, a teacher should have formal training in a language and translation teaching and certification or accreditation attesting to their ability to translate. The more competence the teacher, the more appreciate the students on teacher's professional competence and pedagogic skills in teaching (Hubackova, 2015).

Thus, the requirements needed from the teacher to achieve the best results of the course are: (1) sound knowledge of the source language and the target language, translation theory, transfer procedures, cognition, and methodology; (2) comprehension on what translation is and how it occurs; (3) permanent interest in reading various kinds of texts; (4) ability to communicate ideas clearly; (5) capacity to create, foster, and maintain a warm work environment, i.e., an atmosphere of sympathetic encouragement; and (6) capacity to foster search and research. In addition to translation competence, Behr (2018) has represented the ability to produce a translation in compliance with the purpose of a translation and any given project requirements. A teacher should be concerned with materials prepared for translation courses. It requires the bilingual and bicultural competencies, subject competency, translation strategies, teamwork, communication and research skills, exposure to real-life situations, and knowledge of the history of translation.

As far as designing a translation course is concerned, there must be a sort of balance between theory and practice. Teaching theories mean to offer ready-made solutions to deal with problems. On the other hand, the limited theory will engage the students in a challenging interrogation and discovery of the problem-solving of translation (Kadiu, 2017). Generally, students prefer less theory and more practice. In fact, more practices produce better translators. Concerning the theory as the foundation of translation teaching, Newmark (1988) has proposed that it helps the students to identify and define a translation problem, indicate all the factors that have to be taken into account in solving the problem, list all the possible translation procedures, and recommend the most suitable translation procedure, plus the appropriate translation. One of the translation problems is the untranslatable of culture-bound text (Sembiring & Panggabean, 2018).

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

Based on Figure 1, students are given strategies

in the analysis and restructuring of a text, as well as examples of evaluating their own translation. All of these examples are given when assignments are discussed in class discussion. The emphasis in this course is that translation is for communication. It is not supposed to hinder or destroy communication. Therefore, students are allowed to use dictionaries to consult if they have difficult words with two monolingual dictionaries (English-English and Indonesian) and one bilingual (English-Indonesian).

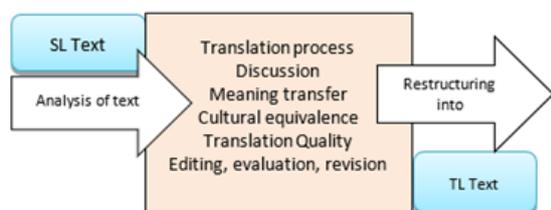


Figure 1 Translation Process and Teaching (Suryawinata & Hariyanto, 2003)

The students are given readings on the theory of translation or can choose the readings by themselves and consult it first to the teacher. They can present in front of the class. In addition, they can choose whether they want a final project, which is translating a chapter of a book or just a final test by translating two paragraphs of a text. If they choose the final project, then there will be no final test, and the translation will be discussed in class. If they choose the latter, the final test will not be discussed in class because it is not too different from the weekly assignment.

The first point to consider when choosing the assignment is the students' background, expectation, experience, knowledge about translation, and their interest in it. All of these can be asked through a simple questionnaire distributed at the beginning of the course or training. If the teacher knows about students' knowledge and experience in translation, he/she should consider the level of difficulty of the text assignments. If they do not have any experience in translation, probably the first text chosen is not as difficult as when they already have some experience. In addition, concerning the students' enthusiasm, Liu and Yu (2019) have found that adequate disciplinary knowledge may contribute to learners' motivation and positive behavior toward the course. It is also influenced by self-awareness, of course, it benefits from the practical skill acquired from the course (Xu & Cao, 2017).

In addition to exercise and material of translation, the pair languages should be one of the considerations. As Gorozhanov, Kosichenko, and Guseynova (2018) have suggested, the pairs of language in giving translation texts practice is better from the foreign language into the native language. After the students have adequate experiences, they should practice in vice-versa. It will result in the well-trained students in both ways and to do the consecutive translation.

A translation course may include literary (prose, poetry, theatre), journalistic (economics, politics, current news), technical, legal, and scientific texts. Hence, students are able to manage different kinds of texts both into and out of their native language. It is useful to translate, in the beginning, short sentences in order to be able to build a longer paragraph and deepen the structure of the single phrase later on. In succeeding this, teachers should be able to merge the teaching techniques they may deem best for their students with those of teaching translation. The techniques adopted for teaching translation should be chosen with attention to both sides of the nature of translation. First is objective and theoretical principles, and second is the subjective part, which is mainly related to the student's intuition and creativity.

By keeping in mind, the objectives and benefits of the research are enriching the students' ability to deal with text in English. Siregar (2017a) aware of the importance of translation teaching for non-translation class. This idea is implemented in one year of research by arranging a longer program for students. For this purpose, the curriculum, teaching an instrument, and the classroom is set. The learning style, material, duration, aid tools, and expectation from that program is also reported.

From the point of view of these literatures, the purpose of translation course is to develop the student's insight into the nature and significance of translation as well as stimulate an intellectual and linguistic challenge in the student and to form a forum for dialogue and exchange of ideas and experiences. Thus, this present research attempts to answer two questions: (1) what are the efforts the students made in dealing with translation practice? Furthermore, (2) how the student compares to professional translators' habit in doing translation work? Hopefully, those findings will suggest a suitable strategy to teach translation in non-translation class and how to succeed it.

METHODS

The research is conducted in the Department of Economics and Engineering, Universitas Sumatera Utara, Indonesia. A survey is conducted to explore the students' reflection outcome on current English subject learning, motivation, and interest in translation learning.

The participants are 62 undergraduate students. Thirty-two are Economic Faculty students, and 30 are Engineering) who attend the English subject in the first and third semesters. By the year of formal education, they have an average English learning experience at least 14 years in formal education. Thus, their English proficiency levels are considered suitable to attend the course. All of the participating students agree to fill out the questionnaire and attend the preliminary translation test that takes two sessions with a total time of four hours. The research is conducted from March to September 2019.

Twelve translators are selected as participants of the research. They are all professional translators who are doing translation work for four to eleven years of experience. Two of them are freelance translators and also the English teachers at a university. Four translators are live in North Sumatera, and five of them live in Jakarta, one in Padang, and the rest untold their location. Seven of the participants are males, and the rest are females.

The survey of student perception is administered by online-questionnaire (Google form). The questionnaire consists of ten semi-structured questions with a mixture of closed-ended and open-ended questionnaires that allow for in-depth information from the students. The survey of translator perception is administered both by online-questionnaire (Google form). The questionnaire consisted of five semi-structured questions with a mixture of closed-ended and open-ended questionnaires that allow for in-depth information from the students.

The data collection is divided into three sections that will draw the students' perception of their experience in translation activities, such as strategy in doing translation work, text genre, and benefit of translation course. The questionnaire for the translator is divided into four sections: translator working experience, training, suggestion in doing a translation, and opinion about the importance of teaching translation in the classroom.

RESULTS AND DISCUSSIONS

The summary of findings on the questionnaire items is grouped into two purposes. The first reveals the students' choices in dealing with translation practices that consist of translation text and process, text genres, and benefit and acceptance of the course. Translation practice strategy helps the students improve their foundational ability, such as increasing practice time, reading background information, and practicing pre-translation exercise. The strategy is also what the learners intend to use in the future to resolve the problem encountered during the translation process. The items of text genres identify the preferred, difficulties, and usefulness of text genres. The practical tools are helping students in the translation process. At the same time, the items of benefit and acceptance identify the benefit and acceptance of translation courses for students.

The second questionnaire collects the professional translators' choices in dealing with translation text. For the purpose of the research, a set of the questionnaire is administered with part-time and full-time translators to recognize their way and decision in doing translation works.

The most responses of items resulted from the first questionnaire are listed in Table 1, while the professional translators' strategies are listed in Table 2 in the Appendix section. The results description of students' reflection on each questionnaire item is

initialized by presenting each question as provided.

There are five questions to know the students respond in dealing with text in the translation process. The first question (1a) is, "What did you do before translating the text?" In dealing with text, the students' choices have revealed that half of the students (51%) read the full text to recognize the main idea before translating into the target language. However, in the research, 43% of students read the title and text slightly to recognize the difficult term. In comparison, the rest (6%) only read the title before doing the translation. Reading the text is the first stage of the translation process. Reading is a way of understanding and capturing the main idea of the source text. It is also a cognitive process to form the idea of mind before communicating it into the target language. In the first reading, the students familiarize themselves with the context, while in re-reading or intense reading, the students consider the syntactic, semantic, and pragmatic features that influence their choice in applying the translation strategy.

The second question (1b) is, "What did you do when encountering difficult terms or phrases?" Not every text is translatable. The difficult term is a problem of the time-consuming process in translation in the class. To solve this problem, 64% of students search for a related topic on the internet. Others 26% prefer to ask their classroom-mates or trainer, while the rest (10%) leave it as the original. Students exercise is given in the workgroup. They may ask the classroom mates or trainers. This is the way to encourage students to find the best verse of their translation. However, the student who leaves the text as original is the last decision. According to these students, the difficult text is left as original because of the texts are untranslatable. Some students leave it in italic, and some are with additional description.

The third question (1c) is, "In translating a paragraph, what effort you have made?" Another difficult task in translation practice is translating a paragraph into the target language (L2). This part provides two choices to respond. Mostly (74%) of students confirm to read the text firstly in order to grasp the meaning before translating the paragraph into L2. However, the rest are immediately translated the sentence structure from L1 to L2. This implies that those students do a literal translation. Some sentences may contain complex structure and lexical ambiguity. It makes the confusion for students during the translation. Students who encountered this difficulty comment on the duration of practice, and they take a long time to do the task. In fact, the students who take a long time in the reading phase tend to take less time in dealing with translating paragraphs.

The fourth question (1d) is, "After translating the text into the target language, what you should be aware of?" As translation involves the cognition process, thus, the thoroughness is part of this activity. Although the students are frequently reminded to do this step, the result shows that 48% of students read the translation version only to ensure the whole text is

completed. Thirty-seven percent of students read their translation version to ensure accuracy and readability, while the rest 15% effortlessly revise to ensure the terms uniformity. Some students lack time to re-read the version, check the typo, terms consistency, coherence, and clearness of ideas across the text. The main reason is due to the limitation of exercise time.

The fifth question (1e) is about the importance of using tools or technology in the translation process. Ninety-three percent or 58 of 62 students admit the importance of tools or technology in doing the translation. In the first place of application use is Google Translate, in the second is an online dictionary such as Dictionary (<https://www.dictionary.com>), and Merriam Websters (<https://merriam-webster.com>), and the rest is other web pages. Figure 1 depicts most of the students' responses in dealing with text in the translation process.

There are three questions about students' responses to the text genre. The first question is, "Which one of these text-materials you preferred most in translation practice, and why?" When it comes to text genres, it is related to the translation-material in a classroom exercise. Genres of writing may be very heterogeneous in their linguistic features and have their own sense of communicative events. Because of genres involve different areas of knowledge or skill and develops a set of peculiarities characteristic, the students from the different faculties have various interest in text genres. The result of the questionnaire items reveals that 37% of students prefer specific text, such as contracts, legal, and scientific material. While 29% are found in the literature, and the rest, 34% prefer to translate the general text.

The second question is, "Which one of these text-materials you found most difficult in translation practice, and why?" When it comes to difficulties, the result shows that 47% of students admit that literary text is most difficult, while the specific text, 32%, is in second place in translation practice. However, 19% of students confirm that general text is less difficult,

although it is not as useful as the specific.

The specific response shows that literary text, a kind of text-genre riches of cultures, is the reason for this genre in the first place. The students must be familiar with the specific term of specific text in both the source and target languages. For example, when dealing with engineering terms, the students should study the reference literature in a similar field. Students should pay special attention to adapt terminology and symbol, abbreviations, and acronyms. Thus, this type of text needs a longer time than the general one.

The third question is, "Which one of the text-materials (genres) you found most useful in translation practice, and why?" They are compared to the previous questions about the preferred text genres, the usefulness of those texts for students, and also important to recognize. The specific text has a high level of complexity than general ones. It also requires the level of competency and specialization in a certain field. However, 71% of students confirm that specific text such as contracts, legal, and scientific material is most useful. The general text 15% comes in the second rank, and the least is literary text 14%. Students also write their thought concerning the practical benefit of translation courses. Some students admit that this course helps them gain knowledge from a particular subject, such as in dealing with business contracts and engineering text. Figure 2 depicts most of the students' responses to text genres.

There are four questions to know the students' responses on benefit and acceptance of the course. The first question is, "Did you enjoy the translation course?" Students' interests and expectations may vary from one another. It also influences their expectations and level of motivation to attend the course. Most of the students (79%) enjoy the translation class. This is related to the benefit they own from this activity. The rest (21%) affirms that translation is though activities. They find themselves hard to relax in attending this activity.

The second question is, "Did you ever learn

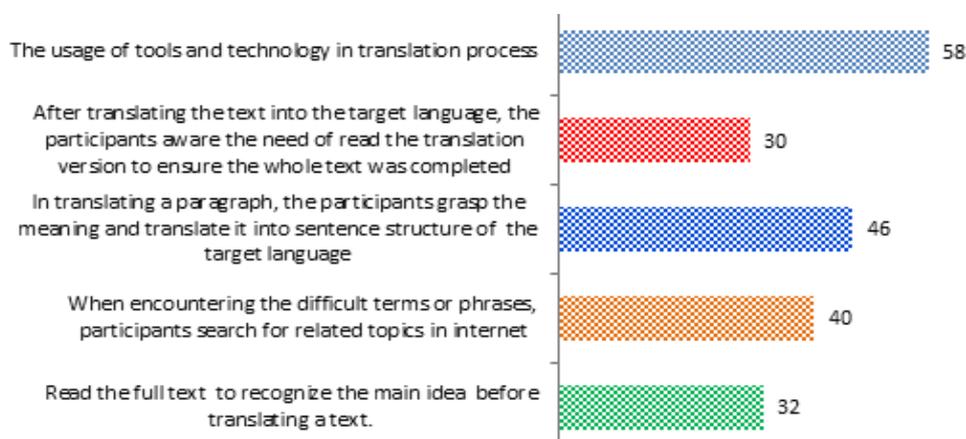


Figure 1 Students Reflection in Dealing with Text in Translation Process

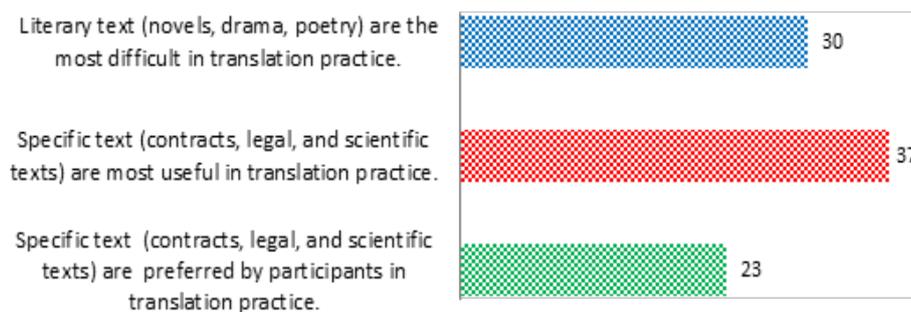


Figure 2 Students Reflection on Preferred, Usefulness, and Difficulties of Text Genres

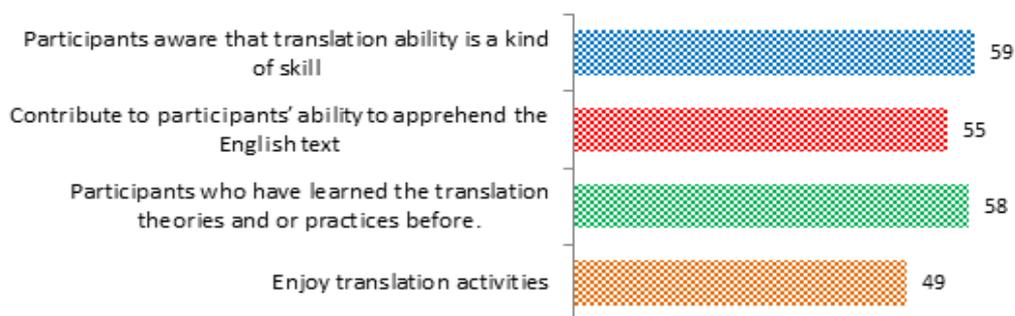


Figure 3 Students Reflection on Benefit and Acceptance of Translation Course

the translation theories and or practices before?" Not surprisingly, 94% of students confirm that they have had learned the translation. Most students attend a short translation course as part of English subjects in 2017 (Siregar, 2017b). The third question is, "Does the translation course contribute to your ability to apprehend the English text?" This question reveals that translation courses and activities have a contribution to the English acquirement of 89% of students. In comparison, the rest (11%) conclude not.

The last question is, "Do you aware now that translation ability is a kind of skill?" When it comes to ability, 95% of students affirm that translation is an important skill. One of the advantages of learning the translation theories, particularly to students who are new to translation, is to provide them the history of translation from the first day up today. The translation is one of the oldest professions in history. By knowing this, as the members of the academic society, the students should respect the role of translators who are work on the backstage of education. Figure 3 sums up most of the students' responses concerning the benefit and acceptance of the course.

The students' responses to the three main questionnaire items have been provided. The following section will provide the professional translators' choice in doing the translation. Those choices are followed by the description of teacher instruction based on teaching materials in the classroom.

Before translating text, professional translators read and review the text, find the core points of the text, identify the specific terms, and search for relevant references. Compared to the result of the point 1a questionnaire item, students' responses reflect the importance of the teacher's following suggested steps. Students are advised to read the whole text thoroughly before embarking on a translation. However, they should not just read a text passively; they should be active and critical readers. In administer the assignments, students are given short texts to translate. Their translations are evaluated, and finally, then it is discussed in great depth and detail among all the students in the class and the teacher.

When encounter difficult terms or phrases, the professional translators use the reference materials, glossaries, terminology database, and style guides. This choice is related to 1b in students' questionnaire item. Students argue that the reason for the use of Google Translate is its practical use to translate sentences or phrases into the target language. Concerning the finding of word equivalence, students prefer Dictionary and Merriam-Webster to find the definitions. However, some students also open about the importance of Thesaurus for synonyms.

The teacher urges the student to research the terms and concepts appearing in the text. This is where language tools can also help to end up with a term list containing the unknown terms (remembering

that terms can have completely different meanings/equivalents depending on the context). They are avoided to start translating before established all the missing equivalents in the target language.

In dealing with paragraphs, the professional translator suggests grasping the meaning of the paragraph, compare it to the topic of the text as a whole, avoid the literal translation except for some technical terms, and keep research on the internet to find the proper equivalence. Compared to the students' response in point 1c, the students' choice reflects that translation is not about simply transposing items from one language to another at the level of lexis and syntax, but that it is about conveying meaning. This is also emphasized in the classroom. This means that they should be asking questions such as, why does any sentence or paragraph come first? Is there any reason for having this long sentence in the first paragraph, or is there any chance to keep it brief and informative? Does it matter if I merge sentences in my translation? Does it matter if I split a long sentence into sentences in the target language? Is this a text I'm actually competent to translate? If not, doing more research on the text genre may consume more time. However, it is possible to do under the supervision of the teacher and work together in a group.

Concerning the readability of text, the self-questions may arise, for example, does the text complete? Or is there anything missing? This is to ensure the coherence of ideas in translation. Teacher accents the perspective of the translator as a mediator between cultural worlds. The teacher helps those unfamiliar with a particular culture to understand and appreciate all the cultural nuances of the original text.

After translating the text into the target language, professional translators suggest to use a spellchecker and correct any misspelling and typos. Another translator argues that this activity is similar to an editor's role. These choices are related to point 1d of students' responses that reflect what the teacher suggests in the classroom. The teacher asks the students to correct an inaccurate translation, which is depending on their proficiency. It can be at a simple factual level or may include idiom, collocation, metaphor, etc. Any translation should be re-read or revised before made a final version.

Revising the text means reading it through and examining it firstly for formal errors such as a sentence or word missed out, superfluous words, spelling mistakes, and so on. This is then followed by a second check for content errors; has everything been understood and translated correctly? Has the terminology been correctly applied? Does the naturalness of translation is achieved overall? These self-questions will check the acceptable translation (Siregar, 2016). Students are also reminded that they are responsible for their own works, such as ensuring that the text has been translated adequately and honestly. This can be an excellent source of discussion. The task can be varied by using an incorrect translation alongside a correct one, but not telling students which

one is best before made the final version. After making a final version, students ask to keep a glossary of term, which they continuously update. They also write down the terms and phrases in a notebook to allow them to retrieve the words in the next project.

Concerning the text genres and benefits and acceptance of the course as listed in points 2 and 3 of students' questionnaire, these topics are prepared for students only. Thus, it will be discussed from the part of students' responses and their relevance with the translation teaching in the classroom.

The preferences of students toward the text-material genres reflect balance values. The result shows that although the specific text (such as contracts, legal, and scientific text) is valued as a less preferred genre, this is found to be most useful in translation practice. On the other hand, the literary text (such as novel, drama, and poetry) is valued as the most difficult genre. From the teacher's point of view, it is very important to prepare the students with various genres in English and Indonesian. It helps them to be familiar with the terminology and various kinds of source material.

Moreover, text genres have various levels of difficulties. Thus, the teacher should take consideration for the period of its assignment. Firstly, the teacher gives the students plenty of time to do short translation assignments, then analyzes them in detail, and ultimately discusses the nature of their work, pays attention to student errors, and fails in comprehending the text idea. Secondly, in the next assignment, the teacher is giving the students the long sentences with many coordinate clauses. Students are asked to start with the main verb of the sentence and its subject and leave the coordinates later. This procedure teaches them to avoid literacy by paying greater importance to their understanding and translating according to the structure of the target language. It is important to direct students' attention away from grammar and lexis towards whole-text and translation-task issues. The students are urged to provide a summary of a source text before translating it into the target language. After all, the result of assignments should be discussed in class. Firstly, it is reviewed and commented on by the teacher. The rest will be presented by the students in front of the class or done in a group. The teacher will explain important issues not covered by the students, especially the ones concerning theory or guidelines.

Another point that significant to the research is the preference of students toward the benefit and acceptance of the translation course. The students' responses to the items of this point result are the higher ranks of all. Almost all participants enjoy the translation course and admit the benefit of the course in apprehending the English text. It also raises the awareness of the importance of this kind of soft skill to prepare them for future work fields. As Setiadi and Piyakun (2018) have found that the ability to read and write text in English is needed to improve, especially for Indonesian students who want to facilitate their learning process for academic and professional purposes. It will enhance their English language

competence that will help them to gather more valid and accurate data from various resources.

Finally, the choices of the text genres and the awareness of students on course benefits are interrelated. The students who preferred the specific text, such as contracts, legal, and scientific material, award the benefit of translation courses for their academics, particularly in English text source subjects.

CONCLUSIONS

The result of the research reflects the students' comprehension in dealing with the translation process. Their steps in dealing with text, the strategies in solving the difficult terms or phrases, in grasping the main idea of paragraph and text as a whole in the target language are the key issue that should be determined by the teacher in translation teaching. As far as now, there is no fixed standard as a guideline in ensuring a particular level of quality of translation pedagogy. However, the researcher thanks for the growing efforts of scholars world-wide in finding the best approach in teaching translation for EFL students.

Based on the result, the students' reflection on the translation process can be a part of assessments to evaluate the achievement of translation teaching in the classroom. As translation is also defined as a process, it follows general rules that provide a reliable starting point for students to follow consistently. Thus, the research also investigates the choice of professional translation in doing translation in the real world. By reviewed these two of the translation process, the teachers may improve their approach in the way of finding a reliable teaching method.

Furthermore, the present research has found that the translation course has to be designed in such a way that students who take this course should practice translating as much as possible. The students should be aware of the importance of following the procedures, the cultures-different contained in languages, the use of translation tools in finding the best equivalence, preparing the best version by act as self-editor, and benefit of this activity in enhancing the students' ability in English.

Finally, the student's reflection on the research primarily suggests the process-orientation before the product-orientation in translation teaching for non-translation students as beginners. Thus, further investigation should be made in the future that reflects the students' translation competence, particularly on the product as the ultimate purpose of translation activity.

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Appendix

Table 1 The Most Responses of Participants to Questionnaire Items

	F/N*	Percentage
Responses		
1. In dealing with text in translation process:		
a. Read the full text to recognize the main idea before translating a text.	32/62	51%
b. When encountering the difficult terms or phrases, participants search for related topics in internet	40/62	64%
c. In translating a paragraph, the participants grasp the meaning and translate it into sentence structure of the target language	46/62	74%
d. After translating the text into the target language, the participants aware the need of read the translation version to ensure the whole text was completed	30/62	48%
e. The usage of tools and technology in translation process	60/62	96%
2. On text genres:		
a. Text-material most preferred in translation practice: specific text (contracts, legal, and scientific texts)	23/62	37%
b. Text-material found most useful in translation practice: specific text (contracts, legal, and scientific texts.)	37/62	59%
c. Text-material found difficulties in translation practice: literary text (novels, drama, poetry)	30/62	48%
3. On benefit and acceptance of the course:		
a. Enjoy translation activities	49/62	79%
b. Participants have learned the translation theories and or practices before.	58/62	93%
c. Translation course contributes to participants' ability in apprehending the English text	55/62	88%
d. Participants aware that translation ability is a kind of skill	59/62	95%

*F/N: Frequencies/Total Respondents

Table 2 Professional Translators' Choices in Dealing with Translation Text

No	Questions and Response
1	<p>Before translating a text, what do you do?</p> <ul style="list-style-type: none"> • I always review the document(s) and files before starting a translation. (<i>Respondent 8</i>) • I identify relevant reference sources on the internet for the subject I am going to translate. When it comes to translating technical documentation, for example, for Financial Report or Audit, I read the similar documentation available on the internet. (<i>Respondent 1</i>)
2	<p>When encountering the complicated terms or phrases, what do you do?</p> <ul style="list-style-type: none"> • Use all reference materials, style guides, glossaries, and terminology databases. It is important for consistency in style and terminology. (<i>Respondent 11</i>)
3	<p>In translating a paragraph, what do you prefer?</p> <ul style="list-style-type: none"> • First, catch the meaning of the paragraph. Compare it to the topic of text as a whole. Translate the meaning, not the word per word. (<i>Respondent 7</i>) • Oh, do not be literal, because it is like a work of the machine. (<i>Respondent 2</i>) • Got meaning. We may find the expressions and idioms within the paragraph. Never translate literally. Unless we work on technical material, such as medical translations, engineering, translations for the automotive sector, agricultural, patents, etc. (<i>Respondent 6</i>)
4	<p>After translating the text into the target language, what should you do?</p> <ul style="list-style-type: none"> • I run your spellchecker and correct any misspellings and typos. (<i>Respondent 4</i>) • A translator should become a self-editor and read over the document, comparing it to the original before deliver it to the client. (<i>Respondent 3</i>)

Table 2 Professional Translators' Choices in Dealing with Translation Text (Continued)

No	Questions and Response
5	<p data-bbox="236 259 963 288">What your opinion about machine translation? Do you use it?</p> <ul style="list-style-type: none"> <li data-bbox="236 304 1476 389">• Some translators or clients think machine translation such as Google translate etc. is bad. I, I was in this job for 11 years. I feel machine translation is a good coworker. It boosts my work. But I don't rely on it for 100%. (<i>Respondent 9</i>) <li data-bbox="236 392 1476 450">• We don't think machine translation good or bad. That was a tool. A helpful tool in a rush-day. (<i>Respondent12</i>) <li data-bbox="236 452 1476 506">• I almost sure every translator can't live without it in this 21st age. Who can resist it help? (<i>Respondent 10</i>)