



## STUDENTS' TRANSLATION AND ATTITUDE TOWARDS PRACTICE-ORIENTED TRANSLATION IN TEACHING TRANSLATION

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Submitted: 27-12-2022

Review: 14-03-2023

Accepted: 30-03-2023

DOI: <https://doi.org/10.22202/tus.2023.v9i1.6504>



### **Abstrak**

*Pengajaran penerjemahan berorientasi praktik tidak hanya berfokus pada praktik menerjemahkan teks, tetapi juga mempelajari bagaimana teori bekerja dalam proses penerjemahan. Penelitian ini bertujuan untuk menyelidiki penerjemahan dan sikap siswa terhadap penerjemahan berorientasi praktik dalam pengajaran penerjemahan. Sampel penelitian adalah mahasiswa Sastra Inggris Universitas Pamulang yang mengambil mata kuliah penerjemahan Indonesia-Inggris. Rancangan penelitian ini adalah deskriptif kualitatif dimana data diambil dari tugas penerjemahan dan angket siswa. Tugas penerjemahan dianalisis berdasarkan kompetensi dwibahasa; kompetensi tekstual (struktur kohesif dan retoris). Data dari kuesioner dianalisis berdasarkan dua indikator; pendekatan dosen dan aktivitas kelas. Temuannya adalah 1) pada awal hingga pertengahan semester, terjemahan mahasiswa kebanyakan menggunakan metode penerjemahan kata ke kata terjemahan yang hasilnya tidak cukup setara dengan teks sumber, tetapi kemudian pada pertengahan hingga akhir semester mahasiswa mengamati struktur retoris dan pesan dari sumber teks yang membuat terjemahannya setara dengan teks sumber, 2) sikap siswa terhadap terjemahan yang berorientasi praktik dikategorikan positif dan, 3) terjemahan siswa dianggap meningkat dilihat dari skor yang mereka peroleh sejak pertama kali penerjemahan berorientasi pada praktik digunakan.*

**Kata kunci:** *attitude, practice-oriented, translation*

### **Abstract**

Teaching translation with practice-oriented is not only focusing on practicing translation the text but also learning how the theory works in translation process. This research aimed to investigate students' translation and attitude to practice-oriented translation in teaching translation. The samples were the students of English Department of Universitas Pamulang who took Indonesian-English Translation subject. The design of the research was descriptive qualitative research where the data were taken from students' translation assignment and questionnaire. The translation assignments were analyzed based on bilingual competence; textual competence (cohesive and rhetorical structure). The data



from the questionnaire were analyzed based on two indicators; lecturer's approach and classroom activity. The findings were 1) the first half semester the translations were mostly word-to-word translation that the result was not equivalent enough to the source text, but then at the second half semester the students observed the rhetorical structure and the message of the source text that made their translation equivalent to the source text, 2) students' attitude toward the practice-oriented translation is positive and, 3) the students translation was considered improve judging from the score that they gained from the first the method was used.

**Keyword:** *attitude, practice-oriented, translation*

## INTRODUCTION

Teaching translation to the university students is challenging since they have never gotten any experience in translation. Fortunately, they have a knowledge which is needed in translation such as semantic, syntax, and grammar even though it is not guarantee that they can produce the translation flawlessly as an adequate translation practice is also play the important part. The translation practices whether inside or outside the classroom would help the students to improve the quality of translation. There is a thinking paradigm that the activity in translation class is translating the text with minor attention to the theory and knowledge of translation. Gile (2009) states that translation teaching should be on the translation process, instead of on the analysis of translation errors. The translation process defines as how the translation is done by the translator such as the theory of translation and the knowledge that they have which is transformed into the act of translation. The translation practice is viewed as the process of translation conducted by the students in translation subject to produce the translation that equivalent to the source text.

Translation theories mainly concerned about the approach and method of translation in various types of text in transferring the meaning from sentence level to textual level. Thus, translation is viewed as scientific knowledge that involves linguistic structure, grammar of both source and target language, semantic and text structure with the main purpose is to produce the target text that equivalent to the source text. Larson (1991) states "Good theory is based on information gained from practice. Good practice is based on carefully worked-out theory." In relation to Larson's statement, it implies that first; translation requires practice rather than theories and second; the translation theories are needed to be taught to produce the



good quality of translation. Therefore, the teaching of translation is divided into teaching the theories of translation as the basic knowledge in producing the translation in target language and practice translation to produce a translation that equivalent to the source text.

Teaching translation as practice translation requires teacher to create the classroom teaching into translating the text into target language with the closest meaning to the source text. Gile (2009) in Clavijo and Marin (2013) proposes that translation class should be based on translational concepts such as: communication, quality, fidelity to the message, understanding, and knowledge acquisition by using sources of information. It refers to the teaching of translation as practice-based rather than theory-based. The students in translation class are not only learning about the concept or theory of translation but also getting the feedback from the teacher towards their translation.

Teaching translation with emphasizes on practice means to teach students to translate the message in source text as equivalent enough to the target text. The text itself should be authentic so the students can practice their translation in more effective way. As stated by Kuşçu and Ünlü (2015) that translation is a teachable principle with authentic materials and the design of the course can be inspired by a technique used for a related discipline. The authentic textual material might be from advertisement, manual book, news items, academic and scientific text. Teaching translation using the authentic material can be implemented using product-oriented translation or practice-oriented translation.

Product-oriented translation focused on how the translation produce by the translator or translation students, the error analysis and the result of translation after certain method or strategy in translation are used. Salimi & Shahrestani (2009) studied about the product-oriented to units of translation found that as the occurrence of unit-shifts in the Unit translation is frequent then the translation is more deviant. When the difference of unit translation is greater, then the translation will be freer. The use of contrastive analysis of genres has a greater effect to the product of translation and can describe the typological differences in choice of resources and the variation in text behavior when languages are compared (Oliviera



& Figueredo. 2021). The research on translation machine-product (Yuqing et al. 2021), examined the result of using machine translation that showed there was significantly outperforms the state-of-the-art models even pre-trained on the same dataset.

While three studies on product-oriented were conducted by researchers, there is no practice-oriented translation is studied based on the VOSviewer data. On the other hand, the study related to the students' attitude to translations were found in various focused study. The first study was conducted by Cetiner (2019) on the students' attitude towards machine translation where he found that students' attitude after translation machine training was more positive compared to before the training of using machine translation was given. Mohammed et al. (2020) studied on the attitude of professional translator and translation students toward machine translation. They found that both parties have positive attitude to machine translation (CATs tool). The other two studies on students' attitude towards machine translation were conducted by Agustine & Permatasari (2021) and Pastor (2021). Pastor found that students' attitude towards machine translation was positive while Agustine & Permatasari found that the students were dissatisfied with the use of machine translation and their attitude towards machine translation was negative. Since the study on practice-oriented translation is none to be found and the students' attitude on translation researches are mainly related to machine translation, thus this research was conducted to found out students' translation and attitude towards practice-oriented translation.

Based on the preliminary research it was found that the practice-oriented translation has been implemented for two semesters in teaching translation while it used to be used product-oriented translation. However, only for classes out of twelve classes used practice-oriented translation. There is no information of how the result of practice-oriented translation to students' translation from the research of translation after searching from the VOSviewer thus, there is no exact information of how students' translation when it is implemented in teaching translation. There is also no research on the attitude of students after practice-oriented is implemented. Thus, this research was aimed to investigate: a) how is the



quality of students' translation in translating the text from Indonesian into English in practice-oriented translation? b) What sort of attitude of students related to the practice-oriented translation that they have experienced? c) How is students' translation in practice-oriented translation?

The translation practice is the main activity in the classroom activities as the theory or knowledge of translation is also discussed with the students. The translation studies are viewed from descriptive translation studies are divided into process-oriented, product-oriented and function oriented (Munday, 2001). Munday explains that product-oriented describes two phases; individual translations, or text-focused translation description, and comparative translation description. Function-oriented is related to the description of translation and the description of their function in the recipient socio-cultural situation. Process-oriented concerns more with the process or act of translation. The practice-oriented translation covers the process or act of translation in which the teaching of translation is focused on the translation done by the students.

Translation practice cannot be separated from the knowledge that the students have and need in translation such as vocabulary, grammar, syntax, semantic, pragmatic and the theory of translation. It is also called as Knowing in practice or the translator have a practice in translation and have a knowledge of how to do it. The practice-oriented in teaching translation is designed based on translation activities: 1) Discussing the theory related to the translation practice, 2) reading and comprehending the text to grasp the message of the source text, 3) translating the text into the target text, 4) discussing the translation where the students are assigned to work in group of four members. 5) discussing the translation in classroom discussion guided by the lecturer, 6) Editing the translation based on the classroom discussion result, 7) Revising the translation before submitting it to the lecturer.

Implementing practice-oriented translation will stimulate students' attitude in learning that can direct students to achieve good performance and achievement in translation. The students' attitude can be seen through how they act and think towards the object and person. Gardner (1985) in Bartram (2010:34) defines



attitude as “an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s beliefs or opinions about the referent.” The reaction whether positive or negative informs the teacher about his/her strategy, material or activity that can be done by the students willingly and successfully. Thus, the teacher cannot ignore the attitude of students in learning. It is supported by Eagley and Chaiken (1998) in Bartram (2010) “An attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.” It can be inferred that to certain degree of disfavor can give a signal to students’ unsuccessfulness in learning.

The attitude is a reflection of how students value the object, experience or person. Chambers (1999) provides the following definition:

“Attitude is taken to mean the set of values which a pupil brings to the FLL experience. It is shaped by the pay- offs that she (sic) expects; the advantages that she sees in language learning. The values which a pupil has may be determined by different variables, such as the experience of learning the target language, of the target language community, experience of travel, the influence of parents and friends, and the attitudes which they may demonstrate and articulate (Chambers 1999).”

The value as stated by Chambers can be determined by different variable in teaching learning process. Thus, the teacher’s role, classroom activities, material and strategy are considered as variables that are valued by the students in learning. The values itself determined students’ attitude toward the learning and teaching learning process in classroom.

## **METHODS**

The design of this research was descriptive design since it aimed to describe students’ translation and attitude in practice-oriented translation. The practice-oriented translation has been used for two semesters but the study related to the translation produce by the students and their attitude has never been observed before. The population of this study was English department students of Universitas Pamulang who were registered as fifth semester students in 2022/2023 academic year. The population of English department students in 2022/2023 academic year is approximately 920 students and 340 of them were in the fifth semester.





The sample was taken using simple random sampling technique to the students who took Indonesian-English translation in practice-based translation. Since the researcher taught four classes of Indonesian-English Translation by using practice-based translation, the sample was taken 30% of the total students (103), thus the sample of this research was 32 students.

The instruments of this research were divided into two: the translation assignment and the questionnaire. The translation assignments were all the assignments that students made when practice-oriented translation was used. The students' translations were examined based on bilingual competence; textual competence (cohesive and rhetorical structure). Yin (2011) states the document can be used as the instrument to collect the data in form of text or other written words. The translation assignments were a document of the research where all the data needed would be collected. The assignments were discussed, edited, revised and scored by the researcher. The questionnaire was used to find out students' attitude towards practice-oriented translation which was used by the lecturer in teaching translation. The questionnaire was designed in open-ended questionnaire by using two indicators; lecturer's approach and classroom activity. The questionnaire consists of 12 questions. The data from the questionnaire were analyzed based on the indicators of students' attitude consisted of two indicators; lecturer's approach and classroom activity.

## **FINDING AND DISCUSSION**

The quality of translation is examined through sub-components of translation itself; cohesive and rhetorical structure. The analysis of the quality of translation was examined carefully to answer three research questions.

- a. The quality of students' translation in translating the text from Indonesian into English

### **1) Rhetorical Structure**

The translation which was categorized as unacceptable translation had neglected the structure of the target text structure. Rather than try to interpret the source text and found out the theme at sentence level and yet textual



level, the translator adopted the structure of the source text into target text. It indicated that the translator performed word to word translation that the sentence did not have subject and even the theme changed totally.

#### *Source Text*

**PRESTASI.** Satu kata terdiri dari delapan huruf yang dapat membanggakan seseorang. Dengan prestasi seseorang dapat merasa puas, bangga, dan bahkan terkenal. Tidak dapat dipungkiri bahwa dengan suatu prestasi tertentu dapat menghasilkan uang bagi yang mendapatkannya. Menurut Lutfi Fazar Ridho, mahasiswa komunikasi Undip, prestasi adalah suatu keadaan dimana seseorang dapat menggapai apa yang diinginkannya baik secara akademik maupun non-akademik. Namun pada kenyataannya, di perguruan tinggi negeri (PTN) belum memiliki tradisi untuk menghargai, mengakui, dan mengembangkan prestasi non-akademik para mahasiswanya. Bahkan, PTN kerap tidak memberikan dukungan terhadap prestasi non-akademik tersebut, misalnya saja bidang kesenian dan bidang olahraga.

#### Sample 17

**Achievement, one word consists of eight letters that can boast someone.** By that achievement someone can feel satisfied, proud and even famous. **It is undeniable that with a certain achievement can make money those who get it.** According to Luthfi Fajar Ridho, **Students communication of University Diponegoro achievement is a situation** where someone could reach what he wants both academic and non-academic. **However, in fact, at State Universities have not yet had a tradition to appreciate, admit and develop non-academic the students.** In fact, State University often not support for non-academic achievement, such as the art and sport field.





The first sentence was translated exactly as it is found in source text and it was structurally Indonesian than English as seen in sample 17. The sentence '*PRESTASI. Satu kata terdiri dari delapan huruf yang dapat membanggakan seseorang.*' Was equivalent into 'ACHIEVEMENT, one word consists of eleven letters can boast anybody. However, it was translated '*Achievement, one word consists of eight letters that can boast someone.*' The rhetorical structure seems related to the source text but the message is slightly different from the English text. Moreover, the error that 'achievement' has eight letters, made the message inequivalent to the source text and give a wrong message to the reader. The second sentence lost the message as it only 'sound' English but does not have 'sense' in English. The equivalent translation of the sentence is "*It is undeniable that people can earn money from certain achievement*" However, the translation use word for word translation that made the rhetorical structure different from the source text.

In the sentence "*However, in fact, at State Universities have not yet had a tradition to appreciate, admit and develop non-academic the students.*" The translator was aimed to deliver the message exactly the same with the source text, but it failed. The error in grammar can be identified clearly that made the message and the rhetorical structure in target text was different from the source text.

#### Sample 28

Achievement, one word consists of eleven letters can make someone proud. People can feel satisfied, proud and even famous by achievement. It cannot be denied that certain achievement can make someone get the money from it. According to Luthfi Fajar Ridho, a student of communication at Diponegoro University, achievement is a situation where someone can get what he wants both academic and non-academic. However, the fact that State University does not have tradition to appreciate, admit, and develop non-academic



achievement the students. **In fact, PTN often not support achievement non-academic students, such as art and sport in field.**

Students' translation was also considered as unacceptable translation as it sounded awkward because sentences were not related to one another. Besides, there was no cohesion found in target language text. Even the translators can catch the message of source text, but they could not transfer it related to the target text equivalent to the source text as showed in sample 28. An example of inadequate translation related with the rhetorical structure can be found in sample 31 at sentence fifth and sixth below:

Sample 31

However, in the fact, the public university not have tradition to respect, recognize, and develop non-academic achievement their students. PTN often not support for non-academic achievement students in field art and sport.

The translators kept the structure of the source text that caused the text lost the message or the information which were being communicated to the reader. On the sixth sentence it inferred that the word to word translation were dominant in this text. It reflected the structure of text that inadequate to the target. The translator adopts the structure of source text that made the information unclear as in '*...for non-academic achievement students in field art and sport*'. Which was more adequate into '*for non-academic achievement students; in arts and sports*'

Most translation produced by sample students, were not similar with target language. The textual structure was simply imitating the structure of source text without considering the flows of ideas in target text language. The translator surely aware of the uniqueness of the source text language and target text language but probably unconsciously neglected it while translating the text.



## 2) Textual Cohesion

Cohesion was still a big problem for the translator while translating the source text language whether on sentence level or textual level.

Source text:

Perkembangan yang sangat menonjol terjadi pada masa remaja adalah pencapaian kemandirian serta identitas (pemikiran semakin logis, abstrak, dan idealistis) dan semakin banyak menghabiskan waktu di luar keluarga. Remaja pada masa perkembangannya dihadapkan pada tuntutan yang sering bertentangan, baik dari orangtua, guru, teman sebaya, maupun masyarakat di sekitar. Sehingga mereka juga sering dihadapkan pada berbagai kesempatan dan pilihan, yang semuanya itu dapat menimbulkan permasalahan bagi mereka.

Sample 09:

The high development that occurs to puberty is achievement independent and identity (thinking is increasingly logical, abstract, and idealistic) and more the time in outside of the home. **Teenager in developing time faced to demands mostly contradicting**, both for parents, teacher, peer, and surrounding community. Until they almost are faced with any changes and options, that all of creating problems for them.

Sample 15:

**Stand out of grow occur during puberty it's achievement of self-governing and individuality** (thinking more logic, abstracts and idealistic) and spend more time without family. **Teenager during their grow up often facing with conflict** strains, both parents, teachers, peers, and with a lot of people. So that they are often faced various opportunities and choices, all of it which can cause problems for them.



The lack of cohesion of the text under inadequate translation were mainly on the subject verb agreement as it was found in sample 15; ‘*Teenager during their grow up often facing with conflict...*’ the correct form is ‘*The Teenagers during their development are often faced the conflict...*’ The error in subject-verb agreement was mostly found in target text language that correspond to lack of cohesive of target text and textual equivalence. The error of subject-verb agreement probably might treat as a minor error but as it threatens the meaning conveyed in text, it becomes a serious problem especially if it occurs almost in every sentence in the text. Both sample 09 and 15 showed the failure of target text in achieving textual cohesion. The sentence ‘**Teenager in developing time faced to demands mostly contradicting**, in sample 09 showed there was no cohesion as it did have the predicate or verb. The text was unacceptable translations since most sentences did not showed which word had a function as subject, verb, and object.

b. Students’ attitude related to the practice-oriented translation

The data related to students’ attitude in practice-oriented translation class was taken before it was implemented and during and after the practice-oriented translation was implemented. The data proved that the students were not really enjoy the lesson as they mainly discussed about the theory in translation with minor practice in the classroom. Table 1. Below shows students’ attitude before practice-oriented translation was given by the lecturer.

Table 1. Students’ Attitude before the implementation of Practice-Oriented Translation

Item	Agree (%)	No Idea (%)	Disagree (%)
I think translation is a difficult subject	78.5	8.8	12.7
I feel bored in translation activity	70.6	6.2	14.8
My translation is worse than other students	56.6	14.7	28.7
I have a weaknesses in grammar	64.1	18.6	17.3
I have difficulty in translating the text	80.3	0	19.7
I don’t understand the theory of translation	82.2	5.6	12.2



I put a lot of effort in translation but I don't know how to translate	90.2	0	9.8
I like translation practice than discussing the theory of translation	20.7	58.7	20.6

The data shows that generally, the students did not really enjoy the translation class and consider that it is as a difficult subject. There were 64.1 % students realize that translation subject was difficult as it revealed their weaknesses in grammar. However, they still put a lot of effort in translation class (90.2%). The data also shows that the students assumed that they like translation practice than discussing the theory of translation (20.7). Although the percentage of the students was low but it indicated that they expect translation class would offer much practice than theory.

The Indonesian-English Translation subject offered practice-oriented translation thus, the attitude of the students was different from previous translation class that offers theoretical based translation. Table 2 below shows the data of students' attitude after learning translation using practice-oriented translation.

Table 2. Students' Attitude in Practice-Oriented Translation

Indicators	Agree(%)	No Idea(%)	Disagree(%)
<b>Classroom Activity</b>			
I get a feedback from the lecturer	74.9	25.1	0
I get feedback from fellow students	69.7	21.1	9.2
I enjoy the translation activity	68.4	20.4	11.2
I learn much in translation practice	88.2	11.8	0
I like translation practice than only discussed about theory	79.6	2.8	17.6
<b>Lecturer's Approach</b>			
The lecturer guide us in translation practice	81.2	13.8	5
The difficulties that we found in translation was discussed in the class to find the solution	91.2	8.8	0
The lecturer provides the material from various text	61.3	38.7	0
The lecturer gives feedback to students	100	0	0

The data shows that the students enthusiastic in learning translation using practice-oriented translation. They learnt much in translation class, as they received the feedback from lecturer and colleagues. The feedback gave the



students an understanding how the theory works in translation practically that 88.2% students admitted that they learnt much in translation class.

The indicator of lecturer's approach shows that the role of the lecturer in practice-oriented translation is important as the classroom activity provide students with practice and theory of translation. Among 32 sample 91.2% agree that the difficulties found in the process of translation were discussed in the classroom. They also satisfied that the lecturer guided them in translation practice 81.2%. The key in practice-oriented translation is not only provides students with translation practice but also the guidance and feedback.

The attitude of students in practice-oriented translation was positive attitude on regards to their response towards the questionnaire. The students gave positive attitude in classroom activities that they really involved in translation practice in the classroom. They also had feedback from both lecturer and their colleagues. The lecturer's approach also received positive attitude from the students. The lecturer guided the students in practice-oriented translation and discussed the theory used in translating the text and the difficulties found by the students.

c. Students' translation in practice-oriented translation

The translation produced by the students were recorded, examined and valued to figure out the translation in a form of score. The translation assignments were seven text in a form of informative text. The score from the first half of implementing the practice-oriented translation can be seen below.

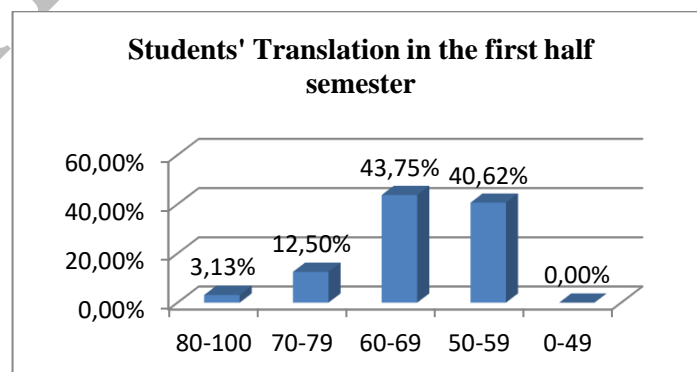


Figure 1. Students' translation in the first half semester





The data shows that there were 43.75% students were in average level and 40.62% students were in poor level of translation. The result indicates that the students were in self-adjustment toward the practice-oriented translation. Therefore, the result was not really satisfied enough. However, after adjusting themselves to the method of translation teaching in the classroom their score improved significantly as described below:

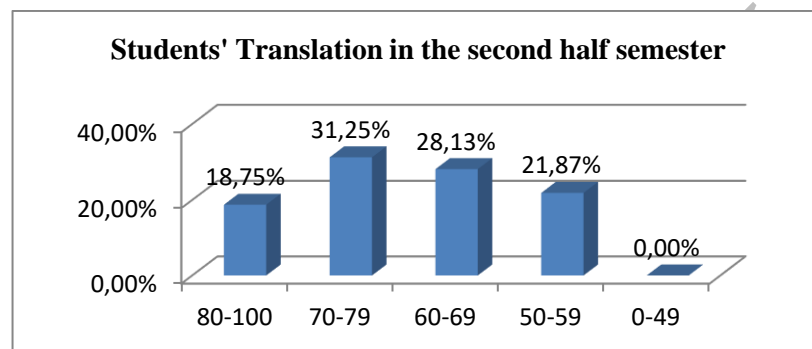


Figure 2. Students' Translation in the second half semester

The figure above shows that there was a significant improvement in the second half semester. Among 32 students, 18.75% of them were in very good level and 21.87% were in poor level. The data indicates that the practice-oriented translation give a good result to students' translation as well as positive attitude.

The quality of students' translation in the first half semester is not really satisfied. It indicates that the students are in the level of self-adjustment toward the method of teaching used by the lecturer. Two different texts of informative text, expository and descriptive, were analyzed using translation equivalent level; rhetorical structure and textual cohesion. Both texts were appropriate to be categorized into three scales or levels namely; unacceptable translation (scale 1), inadequate translation (scale 2), and barely adequate translation (scale 3). The scales of textual equivalence gained by students were classified based on, textual cohesion and rhetorical structure of the text.

Textual cohesion appeared to be an important issue in translation. The target text that well understood by the target reader was the one that maintained cohesion



in textual equivalence. Textual cohesion cannot be separated with the thematic structure of the text. What topic or ideas of the text is, related with the theme and how the idea in the text flows, related with the cohesion of the text. The text was unacceptable translations since most sentences did not show which word had a function as subject, predicate, and object. It is related with Colina (2003) study about Cohesion devices error in translation. She found that as translators tried to achieve cohesion they neglected the whole message of the text and in vice versa. However, the textual cohesion cannot stand alone since the message and thematic structure is also carried by the cohesion in the text. In summary, having knowledge of both in SL and TL is important for the translator. However, having knowledge of both languages is not only limited on the grammar, structure but also how the text build in target language that have textual cohesion and thematic at once.

Most textual structure of target text adopted the structure of source text that made the information unclear. It was found that the translators who tended to focus to grammar lose the theme or it appeared different with source text and those who were aware of theme neglected the grammar of target text. Most of the translation which were categorized as unacceptable translation had neglected the structure of the target text structure. Rather than try to interpret the source text and found out the theme at sentence level and yet textual level, the translator adopted the structure of the source text into target text. The organization of the message into information units of given and new reflects the speaker's sensitivity to the hearer's state of knowledge in the process of communication (Baker 2011). It indicated that the translator performed word to word translation that the sentence did not have subject and even the theme changed totally.

## CONCLUSION

This study focused on the use of practice-oriented translation in teaching translation. There are three questions that need to be answered in this study that will be explained in detail. First, was found that the quality of students' translation gradually improves. At first their translation mainly focused on word for word translation without relating to the rhetorical structure and textual



cohesion. Thus, the translation has sounds in English but does not have sense in English. At the second half semester, their translation was better than the rhetorical structure was equivalent to the source text by considering the textual cohesion.

Second, Students' attitude toward the practice-oriented translation is positive attitude. It indicated by the response that they gave in the questionnaire. Most students learn much from the practice-oriented translation and they learnt how the theory works in the process of translation. The students also gave positive attitude towards the feedback given by the lecturer and colleagues.

Third, the students' translation was considered improve judging from the score that they gained from the first the method was used. The improvement of score in translation indicates that practice-oriented translation has positive attitude from the students and can improve students' translation score as well.

#### ACKNOWLEDGMENT

The researcher would like to address the sincere gratitude to Prof. Dr. Zainal Rafli, M.Pd and Dr. Ifan Iskandar, M.Hum for guidance and knowledge that has been given. The gratefulness is also address to Christy Tisnawijaya and Latifah for the support in completing this research.

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