

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

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## Abstract

Before the COVID-19 pandemic which broke out in early 2020, most of the classes in many universities in Indonesia were conducted offline (traditional classes). After the outbreak of COVID-19, most institutions had to do online teaching-learning due to government policies to prevent the spread of the coronavirus. Both students and educators realized that online learning was effective for them to fulfill the learning outcomes. In early 2023, many institutions in many countries started to conduct face-to-face classes again due to the decrease of the coronavirus spread. This research aims to find out the perspective of the students in the Translation class in both online and offline classes, before and after the COVID-19 pandemic. The researchers want to find out the solutions that both the students and the lecturers suggest for a better method of conducting a 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. This research found that the online teaching and learning process is effective for students and educators.

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

## Introduction

The Pandemic Covid-19, which broke out in early 2020, made some changes in the learning process. In the education field, the pandemic of COVID-19 replaced the face-to-face learning process with online learning. Some researchers stated that the online learning process could lead to the elimination of human resources (Azorín, 2020; Husnawati et al., 2021; Matasik et al., 2021). Before the COVID-19 pandemic, most of the classes in many universities in Indonesia were conducted offline (traditional classes). Many students as well as educators had to do online teaching-learning due to the government policies for the society to not conduct any face-to-face classes to prevent the spread of the coronavirus. Thus, all the students were studying online. Both the educators and the students experienced the changes in the learning modes from traditional classes changed into online classes. Many students and educators realized that online learning is effective for them to fulfill the learning outcomes. They said that they had more time to read the material and to complete the exercises/assignments given by the teachers/lecturers without any punctual schedule such as in the offline class. They also can study anywhere, not always going to the classroom for a limited time. Some educators also say that the online learning method gives them much time to give feedback on the student's assignment because the offline class has a limited time (fixed hours) giving them less time to do some other beneficial tasks in the learning process.

In early 2023, many institutions (schools and universities) in many countries started to conduct face-to-face classes again due to the decrease of the coronavirus spread. Some of the study programs again conduct full offline classes. However, some of the students and educators

who have experienced the effectiveness of the online learning method ask for changes in the learning process. In Universitas Kristen Indonesia for example, some of the students ask for online learning and blended learning rather than full offline classes for learning some courses including the Translation course.

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 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 taking 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 students around the world. The barriers experienced by the students towards the online learning method regarding 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 lecturers face. The problems related to technological devices, students' financial problems, learning resources, educators' skills, students' enthusiasm problems, and other problems related to the learning process in online classes (Baticulon et. al., 2021). This research hoped to give some insight to 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 the online method affects the student's ability to understand the materials given by the lecturers.

According to Wilde and Hsu (2019) in conducting online teaching and learning processes, 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 with some of the students as well as the lectures of the 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 to 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 areas, they used to have internet connection problems (Prasetyanto et. al., 2022; Nae, 2020; Dutta, 2020; Tay et. all., 2021). Regarding the similar problems encountered by most of the students in online

classes, it will be beneficial for teachers to find solutions to the problems, especially for creating effective methods for teaching the courses they are teaching.

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

This research hoped to give some insight to 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 the online method affects the student's ability to understand the materials given by the lecturers.

## Method

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

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. 50 respondents fulfilled the questionnaires given by the researchers. The data were gathered in the file of a Word document. Then the data were coded line-by-line. In collecting the data for this research, the researchers conducted some steps. First, the researchers interviewed the respondents (both the lecturers and the students in the online Translation courses regarding their perspectives on the teaching-learning process during the Pandemic Covid19. Second, the researchers asked them to fill out the online questionnaires using Google forms related to their experiences in learning translation conducted online. The last step for gathering the research data is the researcher. The questionnaires were about the students' and the lecturers' problems and the solutions they suggested for running the Translation course online. After all the completed questionnaires were collected, then the researchers used line-by-line coding to get the main data.

For the data analysis, 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. 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. In the last step, the researchers will complete writing the article so that it can be submitted to be published in academic journals.

This research wants to find out the problems encountered by students in higher education in learning Translation courses online during the Pandemic Covid-19 and to find out what the students suggest for their lecturers regarding the teaching methods for teaching them Translation courses online. The author hopes that the findings of this study can be important information for instructors or teachers especially those who teach Translation courses. The finding of this study will also be beneficial to all teachers in general as information them how to develop and improve their teaching methods related to the big changes happening after the

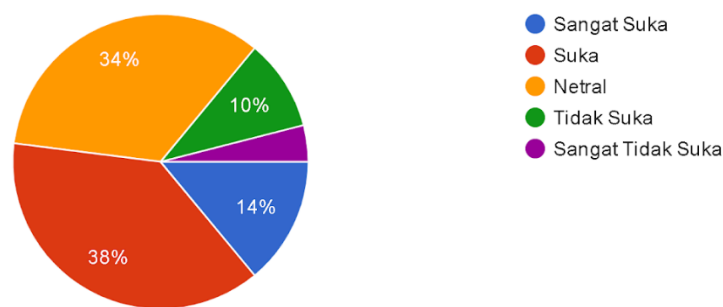
COVID-19 spread. The results of this study are also expected to be valuable information for the students in general as information about some problems encountered by some students in Indonesia regarding online learning during pandemic Covid19. The results of this study will certainly share some knowledge and understanding with the readers, especially for the students who are learning Translation courses in higher education about the students' problems and students' suggestions to their instructors to meet the student's expectations in the learning process.

## Results

### *Students' Perspective in Online Class*

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

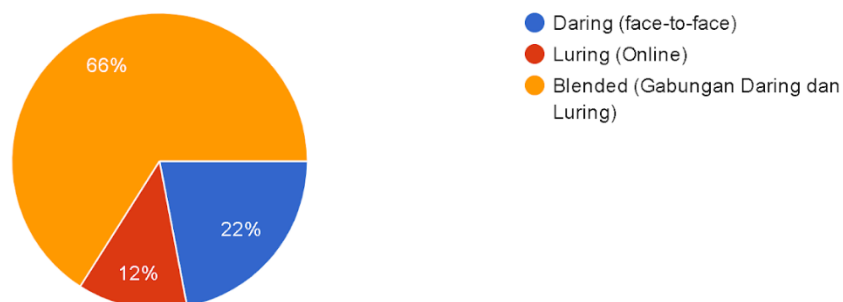
50 responses



*Graph 1. Students' Preference for Online Learning Methods*

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

50 responses



*Graph 2. Students' Suggestions Related to the Learning Methods*

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

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

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

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

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

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

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

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

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

1. Students are free to choose the text to be translated;
2. Discussion sessions can be done through the WhatsApp group application so that discussion sessions can be done at any time without being fixated on the lecture schedule;
3. Using asynchronous methods in delivering lecture materials to students. Students can access learning videos that have been prepared by lecturers through social media such as YouTube, Twitter, Facebook, and other social media; and

4. Students are given assignments to provide opinions, comments, and input on other students' assignments with the aim that students are active in discussion sessions.

## Discussion

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

The results of this research support the opinion of Almendingen et al. (2021) who stated that online learning mode could improve learning outcomes. It means that the online learning method is effective in several things such as time efficiency and effectiveness in fulfilling learning outcomes. The findings of this research relate to what ION Professional eLearning Program (2023) stated that there are some strengths of online learning mode, such as a) the students can control their learning experience; b) they students can easily access the learning resources; c) there are synergies in the online learning process lead to having a dynamic interaction between the instructor and students; and d) the students can learn anytime, anywhere, and any place. Other researchers also agreed with the positive impact of online learning. These research findings are contrary to Hakim et al. (2023). They found that there was a bad influence of online learning on learning outcomes in Indonesian courses. They stated that in online learning, some students did not focus on participating in the learning process. Some of the the students could not answer questions correctly which led them to get low scores. Another study that supports this research' finding about the effectiveness of online learning was found in Darius et al's research (2021). They found that the students can learn at their own pace comfortably. Online learning is more effective than offline learning related to the long traveling from home to campus or school. In online learning, the instructors (teachers and lecturers) can reach out irrespective of students via a virtual classroom.

This research has several limitations, including the number of respondents being only 50 people and only coming from two universities, so the author cannot conclude whether students, who also study translation courses, at other campuses prefer online methods in the learning process. Therefore, the researcher suggests that other researchers, who are interested in researching the same topic, can conduct research on the same topic at higher education institutions with a larger number of respondents and take research data from more universities. This research is also only limited to one subject. The researcher suggests that other researchers conduct surveys on learning in other courses so that we can get the names of other courses that are more effective if taught using online learning.

The researcher suggests that other researchers can conduct research on the same topic but can focus more on other subjects besides the Translation course. Apart from that, other researchers can research the same topic but use qualitative methods or a mixture of both.

## Conclusion

It was found that most students who were learning the Translation course preferred online rather than offline learning. Thus, the researchers suggest that the instructors should do some

assessment first before deciding whether the learning method of his class is online or offline or mixed method (blended learning) to achieve the best learning outcome for the course teaching. The researchers also suggest the heads of any head of the study programs do some assessment for all courses offered to the students related to the best learning modes used to teach the students based on the learning outcomes of each course. This assessment result will also benefit the government in making policies in the education field and in providing supported platforms used to the needs of each learning method, especially for online and blended learning methods. 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. The outcome of this research is that this research will be published in an international journal so that readers around the world will get information or knowledge related to various phenomena in the online teaching-learning process that occurred during the pandemic covid19, especially for students who are learning Translation courses.

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