

**An Analysis of Translation Teaching Strategies by English Teacher in High School during Corona Period**

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**Abstract:**

*Along with the development of teaching methods, it becomes an important reference in the concept of processing teaching techniques for students, especially for high school students. Translation is a reason to improve students' language skills. Translation is a delivery process whose purpose is to change the written text in the source language into the most acceptable target language text. Therefore, it is necessary to understand the syntax, semantics and pragmatics as well as the ability to analyze the source language.. The use of translation in the teaching process during the corona pandemic period became one of the real challenges for teachers as teaching staff in packaging learning methods so that students could understand and apply them in the real learning process. The research uses quantitative methods by using questionnaires in collecting data from several high school teachers. Teachers always evaluate students' translation skills by using suitable assignments or translation texts or stories. Overall, this research was quite challenging to do because it not only had to understand about translation teaching strategies but also because the epidemic situation made data collection difficult.*

**Keywords :** teacher, translation, teaching strategies, corona period

**INTRODUCTION**

The translation procedure is operational. It begins with choosing a method of approach. Secondly, when we are translating, we translate with four levels more or less consciously in mind: (1) the SL text level, the level of language, where we begin and which we continually (but not continuously) go

back to; (2) the referential level, the level of objects and events, real or imaginary, which we progressively have to visualize and build-up, and which is an essential part, first of the comprehension, then of the reproduction process; (3) the cohesive level, which is more general, and grammatical, which traces the train of

thought, the feeling tone (positive or negative) and the various presuppositions of the SL text. This level encompasses both comprehension and reproduction: it presents an overall picture, to which we may have to adjust the language level; (4) the level of naturalness, of common language appropriate to the writer or the speaker in a certain situation. (Newmark and Mrtt 1988) explain that translation is the replacement of textual material in one language with equivalent textual material in another language. Therefore, Translation, in general, can be defined as the process of translating from the source text into the target language either meaning or form.

The translation is not an easy thing to do, because it can be difficult to set it up equivalence, as in English changing to Indonesian or vice versa. After all, several systems and structures differ between the languages. Systems and structures in SL and TL can be a problem if translators face difficulties to find equality between the two languages.

In translating a text, a translator should convey the message of the source language into the target language. The purpose of this text is to show that translation consists of transferring the meaning of the source language into the receptor language (Verity and Larson 1986, bk. 3) The use of translation, especially in the education world, becomes a real challenge where having the learning ability and interest of students in a certain subject when the corona pandemic takes place is one of the obstacles experienced by teachers in teaching material, especially translation, the challenge itself can be in the form of student learning. because online learning makes students feel bored and an aspect that is not important when it

becomes the main focus is the teaching staff themselves, in explaining the material to students which makes students the teacher must package the material in such a way that students feel interested in the process of learning English and practicing skills.

## **METHODS**

In the research, the researcher took and used data collection techniques through quantitative methods by taking data samples through questionnaires. Using the questionnaire technique, the researchers took samples of high school teachers who became active teaching staff who were useful in knowing translation teaching techniques and the application of learning methods during the pandemic. Covid, researchers took several samples from different schools to get varied data. the use of the questionnaire method also makes it easier for teachers to fill out answer sheets given to researchers and so that researchers get relevant, accurate data and also avoid dangerous direct contact during the covid-19 pandemic from several English teachers who teach in the scope of high school.

According to (Nugroho 2018, bk. 19) Questionnaires are structured in a variety of ways and are used in many different situations using many different data collectors. Emphasizing from the statement that using many varied sources will create valid data as well as using the right method to maximize research results and researchers use the questionnaire technique to be the basic foundation to obtain data that is easier to understand for data sampling.

The procedure for collecting data is with the teacher filling out the questionnaire sheet that has been given to the teacher about the analysis of translation learning during the pandemic, the time in the research

process takes 1 month to get valid data. researchers do data processing through valid final results from the questionnaires that have been presented

Meanwhile, In general, the best way is to step away from the general things in compiling a questionnaire (Dasar-Dasar Riset Pemasaran. Edisi 4, Jilid 1 - Google Books n.d.)

The questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. Questionnaires are an efficient data collection technique if the researcher knows for sure the variables to be measured and knows what is expected of the respondents.

The use and retrieval of data that includes many sources, the use of remote questionnaires is very effective, where this study aims to determine the teaching methods of teachers in each school, which the data taken is much varied.

## RESULT AND DISCUSSION

Useful research to find out the strategies applied by teachers as teaching staff get a good response and teachers as research respondents are enthusiastic in filling out questionnaire data.

They usually do so for one of the three reasons, Commitment to their present instructional approach, concern about student learning, or concern about classroom control some teachers have told us that, although they are compelled by the power and promise of constructivists teaching, they are too deep into their teaching careers to consider tearing down and rebuilding their instructional practice (Brooks and Brooks 1999, bk. 101)

Introduction, delivery of information, student participation, tests, and follow-up activities. Meanwhile, The learning process occurs because of

the interaction between students and the student's environment. Therefore, the environment needs to be arranged in such a way that students react to the desired direction of change. The setting of the environment, analysis of student needs, characteristics, formulation of objectives, including subject matter, appropriate selection strategies, as well as the necessary learning media. (Seknun 2013) Here we emphasize and clarify that the strategy used by the teacher greatly influences the process of learning activities and the participation of all elements, especially students to create an interesting translation strategy.

Table 1. Respondent's name

Researchers have obtained data

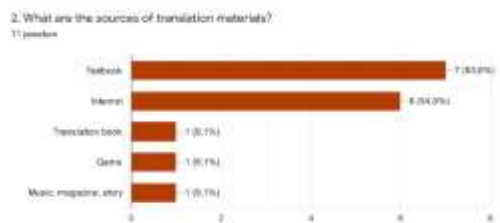
1. What is the first thing you prepare before teaching translation?		
N0	Name	Answer
1	Hairunnisa	Book, Dictionary
2	Virni Amalia	Media
3	Asthy Lede	RPP
4	Edwind Grafitama	Vocabularies
5	Raihan Wahidin	Material
6	Sepnita Putri	Some of the text that relevant to the material
7	Memori Meliala	Prepare The Materials
8	Sadarma	Lesson Planning
9	Rizky Feby Salza Billa	Vocabulary and The Meaning
10	Pakenta Bangun	Material's Translated
11	Taufik Hadi Permana	Modul, Laptop, Slide, and ZOOM meeting

through questionnaires that have been given to teachers so that researchers get data that is quite relevant and valid through teaching staff in several areas that we have met.

Table 2. Question number 1

N0	Name	Age	Origin
1	Hairunnisa	47	SMAN 9 Tanjung Jabung Barat
2	Virni Amalia	32	SMAN 3 Bandung
3	Asthy Lede	29	SMA Katolik St. Gerardus Mayella
4	Edwind Grafitama	29	SMA Pelita Nusantara Bandung
5	Raihan Wahidin	19	Smile Program
6	Sepnita Putri	24	SMAN 11 Tanjung Jabung Barat
7	Memori Meliala	29	SMA Pencawan
8	Sadarma	40	SMAN 1 Salak
9	Rizky Feby Salza Billa	20	Smile Program
10	Pakenta Bangun	50	SMA Nurcahaya Medan
11	Taufik Hadi Permana	26	SMK Swasta Prana Artha

The results of the data obtained from the existing teachers from the teaching staff are very varied, from the existing data the teacher as teaching staff provides stimulus to students by using learning media facilities Teachers also play an active role in the process of student development to get maximum results in the translation learning process.



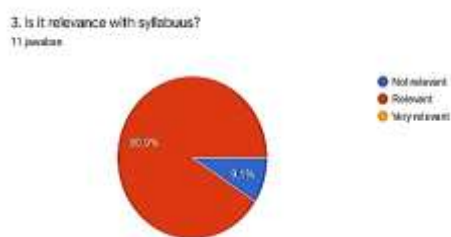
Gambar 1. Diagram Question number 2

Learning modules and translation learning resources to improve the ability to understand learning in other times the use of learning books cannot be separated from one of the translation learning guidelines that are common in high school. that textbooks are the main operational tool for the implementation of the curriculum and non-textbooks are a supporting tool to facilitate the implementation, assessment, and development of learning for students and educators must meet the criteria for books that are suitable for use by educational units (Permendikbud 2016)

In other words, learning books are one of the learning strategies that are still being applied in the learning process during the COVID-19 pandemic

Followed by the internet also taking a role in terms of learning strategies that can be applied by teachers as teaching staff, the internet also plays a role in the learning process in the scope of education providing sources that are quite broad from different scopes.

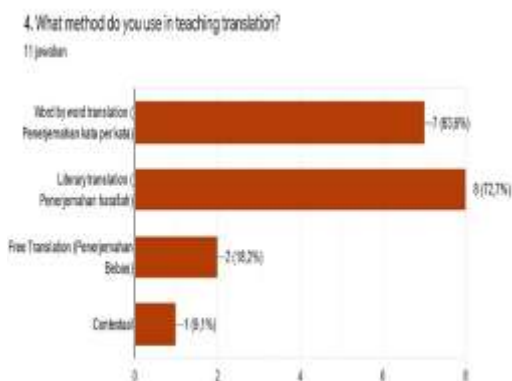
Keep in mind that the use of the paradigm of various learning resources provides an opportunity for each student to choose and determine the sources they use for learning. So the main task of the teaching staff is to develop attitudes, interests and raise the spirit of learning by providing good examples and delivery (Abdullah 2012, bk. 228) Teachers must develop varied learning resources by combining elements of modernization, The internet can provide an excellent learning resource for students so that the use of the internet is one of the learning strategies that teachers apply in the world of education as learning is carried out online to avoid clusters of disease.



Gambar 2. Diagram Question number 2

The syllabus is one of the planners in determining the direction of learning in each subject, especially the strategies that are applied in the learning process from existing data, the use of the syllabus in the learning process to improve translation learning is very effective. A good syllabus creates an effective structure for both faculty and student, allowing all parties to recognize where they need to go and what they need to do to get there. (Slattery and Carlson 2005, bk. 160).

The researcher refers to the use of syllabus media which is very effective and very relevant when conducting distance learning due to the Covid-19 condition, because of that the teacher as a student learning mediator must prepare material that seems to make students feel interested in learning translation. In facilitating learning and also serves as a guide for developing learning activities.



Gambar 3. Diagram Question number 4

The method that is often used by teachers in the translation process and

strategy uses the word-for-word translation method, making it easier to hone students' learning skills in increasing vocabulary and also honing students' translation skills. because it is different using literary translation methods makes it easier for students to understand and open mindsets as well as increase student learning abilities, it cannot be denied that some students can think in remembering and capturing learning that is different for each individual, of course as a teacher must be encouraged to master all things. strategies and learning media to understand students' learning abilities based on situations that exist within the scope of learning.

In choosing the method of translating, the teacher chooses what method is used in translating to make it easier for students. and from the research questionnaire, the reason the teacher chooses the method is so that students understand and easily understand what is being learned.

Table 3. Question number 5

5. Why do you use the method?		
N0	Name	Answer
1	Hairunnisa	Because it is very simple
2	Virni Amalia	Make the students easy to understand
3	Asthy Lede	To open the students' mindset. I am using method word by word translation and literary. Because I am is a teacher in the village school.
4	Edwind Grafitama	To make students get used to translating in literally work
5	Raihan Wahidin	It's easy to understand the students
6	Sepnita Putri	More effective to use in senior high school here.
7	Memori Meliala	Because simple for students
8	Sadarma	Because by the method the students can increase their vocabularies
9	Rizky Feby Salza Billa	Because there are children who have different slowness and speed, so as a teacher, of course, you must be good at mastering all methods
10	Pakenta Bangun	to understand the author's perception
11	Taufik Hadi Permana	Conditionally, and background of students it's different

6. What media do students use to translate?  
11 jawaban

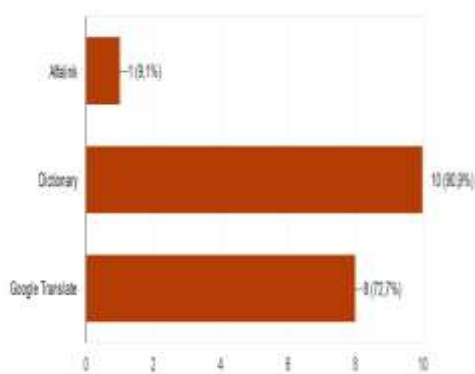


Diagram 4. Question number 6

Learning media is part of learning resources which is a combination of learning materials and learning tools. The teaching and learning process will run effectively and efficiently if it is supported by the availability of supporting media. The provision of dynamic, conducive, and dialogical educational media and metrology is very much needed for the optimal development of student potential. This is because the potential of students will be more stimulated when assisted with several media or facilities and infrastructure that support the ongoing interaction process implemented. (Nasution 2020)

From the questionnaire, there are 7 out of 11 teachers using the dictionary and google translate media, 3 out of 11 teachers only using dictionaries, 1 out of 11 teachers only using google translate, and 1 out of 11 teachers using the dictionary, google translate, and alfablink. Each translating media has its own advantages, and every teacher also has a reason for giving using the media.

Table 4. Question number 7

7. What are the teacher activities during the teaching translation process?		
N0	Name	Answer
1	Hairunnisa	Guide all of the students to finish their tasks
2	Virni Amalia	Facilitating
3	Asthy Lede	Assist and guide student
4	Edwind Grafitama	Answering the questions but not about the words or task.
5	Raihan Wahidin	Explain, create some words, make them simple so that students will get them, ask students some questions
6	Sepnita Putri	Checking students activities, solving students problems, and answering students questions
7	Memori Milala	Helping the students if have the difficulties
8	Sadarma	I ask them to read the text first to find out some difficulties. And try to translate the text and also to answer the question.
9	Rizky Feby Salza Billa	Pay attention to student
10	Pakenta Bangun	Guide the student
11	Taufik Hadi Permana	Vocab section in everyday

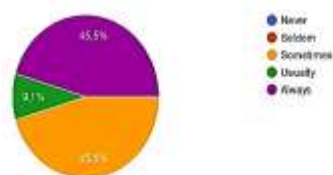


In the process of teaching and providing translation material, the researcher found that by facilitating with learning media students could understand translation learning well but did not eliminate the role of the teacher as a guide in the learning process and with the teacher getting in the delivery of the material. The teacher provides a stimulus so that triggers the child's thinking power to solve problems that exist in the learning process. The teacher also provides problems that are useful as problem-solving for students to make it easier to increase students' thinking power

The motives, goals, and strategies that your students develop in response to learning activities will depend both on the activities themselves and on how you present and scaffold them (Brophy 2004, bk. 202)

Emphasizing, in other words, students will do the activities they like if it creates a good learning mood for students, therefore the role of the teacher as controller of the learning process must create an attractive atmosphere for students to create interesting and conducive learning.

8. Do you always evaluate your students' translation skills in every meeting?  
11 jawaban

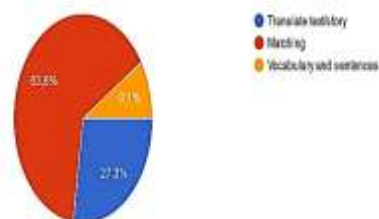


Gambar 5. Diagram Question number 8

In learning and evaluating student learning, teachers generally evaluate 45% of students' translation skills, so we can deny that in the translation learning process during the COVID-19 pandemic, teachers tend to have difficulty in reaching students'

learning abilities with distance learning limitations being one of the barriers that prevent teachers from doing this. According to (Gustiani 2020, 36) The intrinsic motivation was indicated to impact more than its counterpart for the students in their online learning participation due to the co-exist case. Hence, it is recommended for the lecturers and institutions to put more attention on external factors as they also integrated to students' self-determination in online learning evaluation of learning to students and in general the data obtained by students also tend to be closed about understanding in the translation learning process through the learning media that the teacher has presented we can know with students 45.5% of teachers evaluate with the statement "Sometimes" and 9.1% "Usually".

9. What kind of assignments do you usually give?  
11 jawaban



Gambar 6. Diagram Question number 9

Based on the data that has been distributed through the questionnaire method, the data provided by most teachers give tasks in the process of increasing translation learning skills during a pandemic using matching words. Mastery of language requires sufficient vocabulary and adequate grammar. A large vocabulary without being based on strong grammar makes it impossible to understand the reading. Writing is easier and more fun if one has extensive vocabulary mastery. On the other hand, writing becomes

difficult if someone lacks vocabulary mastery. Therefore, it is important to learn vocabulary. (Newman 2016) in other words, mastery of grammar is very important in the translation learning process and becomes the latest media as an increase in the quality of student learning by adding vocabulary. qualified students can easily learn and translate foreign languages into source languages based on the grammar of the students, so the teacher applies the matching a word processor which is very important in increasing vocabulary and training students' translation skills.

Table 5. Question number 10

<b>10. What advice do you give your students to improve their translation skills?</b>		
<b>N0</b>	<b>Name</b>	<b>Answer</b>
<b>1</b>	Hairunnisa	Try to memorize at least 5 words every day
<b>2</b>	Virni Amalia	Playing games that use English, watching video
<b>3</b>	Asthy Lede	Give them homework to study again in the home and suggest them to search some source material from others.
<b>4</b>	Edwind Grafitama	Keep practicing
<b>5</b>	Raihan Wahidin	Motivation and gift
<b>6</b>	Sepnita Putri	Read all of the English text you meet even you don't know what's means, try to understand!!
<b>7</b>	Memori Meliala	Always study hard and take source translation from social media or by films.
<b>8</b>	Sadarma	Ask them to increase their vocabularies
<b>9</b>	Rizky Feby Salza Billa	Make games related to the material, practice a lot of conversation, and also read a lot of stories to increase vocabulary
<b>10</b>	Pakenta Bangun	Must understand the author's perception in a text
<b>11</b>	Taufik Hadi Permana	Advice about vocabulary, translated word by word, and short sentences (short text)

Researchers get the right strategies that can be used by teachers as a means of learning by using media such as films that aim to increase knowledge and understanding of words, students can also gain a new understanding of translation. With this media, the teacher as the object of the data sample encourages students' learning motivation by giving gifts so that students can also improve their English learning and translation skills. Students are also given the ability to find words that are difficult to reach and then the teacher guides students. According to (Larasati 2019) Media in the perspective of education is a very strategic instrument in determining the success of the teaching and learning process. Because being direct can provide its dynamics for students.

Through the application of film media students are accustomed to processing the information they get from the results of the shows shown, besides that students can compare and connect the information they get from books and internet sources, not only that students are trained to conclude (Widiani, Darmawan, and Ma'mur 2018) And we can know that the use of films is also an effective method to improve students' translation skills and word enhancers also have their interests because they present varied images and plots.

## CONCLUSION

Discussion about translation teaching strategy in corona period, especially used by high school English teachers may give some conclusion and contribution.

This conclusion is based on the result of the analysis that has been done on 10 questions of translation teaching strategy answered by high school English teachers from different schools and regions.



The first thing that teachers prepare before teaching translation is material that is relevant from the syllabus get from a textbook.

Secondly, most of the teachers use the translation method because it was easy to make students understand and learn new grammars.

Last but not least, the teachers always evaluate students' translation skills by using matching tasks or translation text or story.

Overall, this research is quite challenging to do because not only should understand translation teaching strategy but also because the epidemic situation makes it difficult to collect data.

The authors hope that through this research, readers will have a clearer picture of the situation of teaching translation in school especially high school in the corona period.

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