



UNDERSTANDING STUDENTS' MOTIVATION IN TRANSLATION LEARNING: STUDENTS' PERSPECTIVE

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ABSTRACT

Translation is the operation of replacing text in one language with text in another language. This research aims to find out the motivation of students in using English, especially in translating English. The method used is a qualitative method by interviewing students, some were interviewed in person and some online. The goal to be achieved is to find out the motivation of students when they want to translate a few or maybe many words or sentences, which are given several questions such as how often they use English on social media, then whether there is an effect for themselves, and in what form they use it, whether it is in the form of captions, or comments and others. This qualitative research was conducted on students majoring in English with a total of 12 pupils. However, the researcher chose 7 participants due to the same statements they had. The results showed that various kinds of answers were obtained from students where the main factors of student motivation in learning translation were for aesthetics and intellectual impression, English language improvement, and audience appropriateness. Although there are various incentives to learn and use English, consistent use of the language linguistically provides social and personal benefits to its users. The use of English also demonstrates the user's ability to adapt to communication contexts and listening and communicative situations, especially for students who have a connection to the English language. Learning how to understand and use English on social media is one of the few methods that can be used to help learners learn the language.

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INTRODUCTION

Learning translation has become one of the obligatory subjects that students need to major in the English Education department for some colleges in Indonesia, rather than just a selection class. Translation is defined as the actions of transferring and re-expressing meaning, message, thinking, and idea from source language (SL) to target language (TL). To achieve a translation result that is real exact, suitable, equal, and natural, the act of conveying those meanings must take into account the form, target, culture, and psychological aspects of the sentence in both source language and receptor language (RL) (Susilo, 2021). To enhance students' awareness of such essential notions in the translation industry, it is typical practice to begin a translation course by outlining basic concepts such as translation, equivalence, and translation techniques (Altarabin, 2021). This shows that translation course, especially English-Indonesian classes, play an important role in supporting students' language translation skills.



While translation skills can be delivered in the class, students not only focus on that, but also apply it in everyday conversation.

The central objective of this article is to understand students' perspective on their motivation in applying English-Indonesian translation learning. Evidence (Wardhani, Unimah, & Amaliyah, 2020) shows that the use of social media can motivate students to learn English. They assume that the usage of social media in applying their English skill is more interesting because no grammar rules are needed there. Therefore, medical students state that the use of English on social media can improve their understanding in English, and help them to be proficient in the process of learning English (Desta, et. al, 2022).

However, the research about this needs to be developed in English Education major student fields to renew the result. A more in-depth discussion about students' perspectives on their motivation in applying English-Indonesian translation learning is waiting. Later this discussion addresses how often and how students apply their knowledge and skills in translation, as well as the reasons they demonstrate in their daily lives.

LITERATURE REVIEW

According to Brown (2000:115), motivation is an internal stimulation or drive that might be task-oriented, situational, global, or self-esteem-like. A portion of each of these motivational spectrums is necessary for language acquisition. For instance, a student may exhibit strong "global" drive but little "task" motivation when using the language in written form. He goes on to say that motivation alone is the only thing that makes someone successful at any task. It is simple to say that a learner who is highly motivated will succeed in learning a second language.

Brewster dan Ellis (1991:218) implies that a person's beliefs, thoughts, and feelings are what drive them to take action. The effectiveness and speed of learning a second or foreign language are significantly influenced by motivation. The first step in learning a language is motivation, as this will make learners feel happy and challenged to succeed in their language study.

Language learning motivation is understood differently from other forms of learning motivation, since language learning entails much more than acquiring a body of knowledge and developing a set of skills. On top of this, the language learner must also be willing to identify with members of another ethnolinguistic group and to take on very subtle aspects of their behavior, including their distinctive style of speech and their language (Gardner & Lambert, 1972 as cited in Lamb, 2007:759).

As the media for students learn English translation, social media comprises diverse user-driven platforms that enable the spread of engaging material, the establishment of dialogues, and communication with a wider audience. It is essentially an online community made by people for people, offering a setting that encourages networking and interactions on a variety of levels (personal, professional, business, marketing, political, and societal) (Thomas, 2021). For the purposes of this chapter, social media refers to any online resource that is intended to promote interaction among people.

METHOD

Qualitative research was applied on this article. Kembaren (2022) stated that qualitative research is a methodology that aims to investigate and comprehend the interpretation that individuals or groups assign to a social or human predicament. Therefore, research comprises



developing questions and methods, gathering data usually from people in their environment, analyzing data inductively to go from specifics to broad themes, and interpreting the significance of the data.

Phenomenological research is hence the research design used in this paper. Phenomenological research is a method of inquiry rooted in philosophy and psychology, wherein the investigator explains people's actual experiences with a phenomenon that participants have defined. This design summarizes the main points of numerous people's experiences who have all encountered the phenomenon. Interviews are conducted to gain the participants' answer, which has strong philosophical foundations (Kembaren, 2022; Giorgi, 2009; Moustakas, 1994). Thus, in this case participants are experienced in using English on social media. Here, the participants are required to answer three questions from the researchers.

Participants are interviewed in this research engaged 12 students from English Education field. They required to answer the research questions as follows:

Q1. How often do you use English on social media?

Q2. What motivates you to use English on social media? What impact do you feel by doing the activity?

Q3. In what kind of act do you apply English on social media?

In examining the data collection, the researcher used the narrative model in the form of field notes. As quoted from Rijali (2018), the form of data presentation qualitative can be in the form of narrative text in the form of field notes, matrices, graphs, networks and charts.

FINDING AND DISCUSSION

The results that have been obtained from student participants majoring in English with qualitative methods, interviewing students directly, are as follows:

P1: 1. Neutral, 2. There is an effect, such as being more aesthetic and just looking like a smart person, even though the original is not like that, 3. Writing Caption

P2: 1. Neutral, 2. because I wanted to improve my English skills, 3. I changed my cell phone language to English.

P3: 1. Neutral, 2. The reason communication or sentences would be better in English, 3. Quote

P4: 1. Neutral, 2. Slightly helpful in speaking, 3. For writing captions

P5: 1. Neutral, because it depends on what language you are speaking. Whether it's Indonesian or English, 2. Because the scope of social media is not limited to Indonesia, there are also foreigners. The effect is to increase vocabulary, 3. Making captions and comments

P6: 1. Neutral, 2. To look smarter The effect of using English on social media is that it makes me more active in socializing and increases my knowledge, 3. Snapchat and caption

P7: 1. Neutral, 2. Because English looks cooler. The effect is that it can develop our writing in English, 3. Captions and cell phone settings.

Based on the research results presented, some conclusions can be drawn that describe the patterns of English usage in the context of social media and daily communication:

1. Motivation for English Usage

Aesthetics and Intellectual Impression: Many respondents use English to create an aesthetic impression and appear smarter, although this may not always reflect the truth. English



Improvement: The use of English is seen as a way to improve English language skills, especially in writing captions on social media. Audience Appropriateness: The use of English is tailored to the audience, depending on the language used by others in communication.

2. Effects of using English: Increased Vocabulary

The use of English in the context of social media helped respondents increase their vocabulary. Wider Social Activity, the use of English made some respondents more active in socializing, especially on platforms like Snapchat. Improved Writing Skills, the use of English in captions and phone settings helped in the development of writing skills in English.

In the results of the study, it was seen that many people experience changes in their behavior and perception when translating and using English. In general, the use of English creates a neutral impression, but there may be additional effects that affect other people's perceptions. Some people feel more aesthetic and smart when speaking in English, although it may not actually be substantially different. This could be due to the social expectations associated with people who speak a foreign language. The motivation to translate English is to improve English language skills, which also emerged as a major reason. People want to improve their communication skills and choose to change the language of their phone settings as a step towards that goal. Possibly, this change can increase confidence in speaking English and facilitate better communication.

In terms of quotes, one can draw inspiration from the results of this study "Language has the power to create different perceptions. Even if we are neutral in our use, others may interpret it differently depending on the language we use. Therefore, it is important to understand that communication is not just about words, but also about how those words are received by others."

CONCLUSIONS

From this study, it can be concluded that translating and using English in social media has a positive effect on self-perception, be it in improving English skills and expanding vocabulary or for aesthetic style alone. Although motivations for translating and using English vary, its use consistently provides social and personal benefits to users. English use also demonstrates the user's adaptability to the context of communication, showing awareness of the audience and the communication situation. Especially for students who have something to do with English, especially when someone is a student majoring in English, learning how to translate and use English on social media is one of the steps that can be used as a lesson to understand the English language.

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