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Communicative Translation Method in Increasing Students' Performance in Translation Class Abstract The purpose of this study was to investigate the effectiveness of communicative translation method in increasing students' performance in translation class. This study used quasi-experimental approach which involved a control group and an experiment group.

Communicative translation method was implemented in the experiment group during 6 meetings. Students' performance was measured before and after the implementation of learning process. Data were analyzed using descriptive statistics and inferential statistics. Descriptive statistics aimed to describe and categorize the levels of students' performance, while inferential statistics aimed to discover whether there was a significant influence of communicative method in increasing students' performance. Results show that the sig value of the experiment class is 0.00.

It proves that communicative method is effective in increasing students' performance as the sig. value is lower than 0.05. Keywords: Communicative Method, Translation, Students' Performance, Foreign Language Learning. Introduction Studies on the problems commonly faced by students in translation class have been conducted by numerous researchers (Chon & Shin, 2019; Joyce, 2018; Sun & Yuan, 2018; Nikou & Economides, 2018; Liu & Flick, 2019; Mantasiah et al., 2020).

The problems among students vary, including low performance, lack of academic motivation, self-integrated learning, self-efficacy, and etc. The factors contributing to the students' problems in translation class are students' first language, metalinguistic competence, students' awareness, the process of transfer from first language to second language and vice versa, decision-making processes in direct and inverse translation,

and etc.

(Ma & Qu, 2018; Halverson, 2018; Cen, 2018; Ferreira et al., 2018; Akan et al., 2018). Since the problems are not specific, but general in nature, there is a tendency that other language learners from different first languages deal with the same problems. There are some alternative ways to help students tackle the problems; one of which is to implement a learning model that is appropriate with the problems that students commonly encounter.

Studies have revealed that the accuracy in opting for a learning model in translation class can have positive impacts on both cognitive abilities and non-cognitive abilities of the language learners (Li, 2019; Voit et al., 2019; Merc¸, 2019; Geng, 2019). Nevertheless, the most important point to emphasize is that regardless of the model and the learning method considered to be used, teachers need to adapt the model that will be implemented to the students' conditions and learning environment (Villegas et al., 2018; Mantasiah, 2018; Yusri et al.,

2017; Mantasiah et al, 2018; Jufri et al., 2019). One of the learning methods commonly employed in the foreign language teaching, especially at the university level, is the communicative method. Communicative method can be defined as an approach that aims at making communicative competence as **the goal of language** learning.

Studies on the application of communicative method in foreign language teaching have been conducted by Savignon (2018), Partridge (2018), Andrade (2018), Diana & Mansur (2018), Rahman & Pandian (2018). Based on the results of those studies, that communicative method **can be used in an** integrated way in several subjects, such as writing course, reading course, translation course, and etc. The studies also suggest that communicative method positively affect the increase of the learners' cognitive and non-cognitive abilities.

However, it **should be taken into account** that measures to use this method need to be adjusted and adapted to the course being taught. **This study aims to investigate** the effectiveness of the implementation of communicative method in translation class. This study is different from other studies because in this study communicative method was applied in two different foreign language classes which are German and English translation classes.

By conducting this study, the question if communicative method can be implemented in certain foreign languages or in all foreign languages can be answered. The findings of this study are expected to give benefits in the improvement of the quality of English

language learning specifically and foreign language learning in general. Research Method This study employed a quasi-experimental approach by involving two different experiment groups without any control group.

The respondents of the research were 25 students of English Study Program in Group A and 25 students of German Study Program in Group B. The purposive sampling technique was used to select respondents; they should meet the criteria of taking translation class in both English class and German class. Data were collected by a translation test and interview.

In regard to the translation test, the researcher assessed the students' performance with 4 indicators: 1) grasp of information, 2) ease of translation, 3) appropriate use of grammar, and 4) preparation. The scale 1 to 4 was used for each indicator to assess the translation; thus, the maximum score was 16 and the minimum score was 4.

The scores were then categorized into 5 according to the categorization by Azwar (2010). More details can be seen in the table 1. 262 Table 1. Categorization of the Students' Performance Interval Categorization  $X \geq M - 1,5$  ? Very Low  $M - 1,5 < X < M - 0,5$  ? Low  $M - 0,5 < X < M + 0,5$  ? Moderate  $M + 0,5 < X < M + 1,5$  ? High  $X > M + 1,5$  ? Very High M: Average Hypothetical Scores ? : Hypothetical Standard Deviation

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