AN ECO-TRANSLATOLOGICAL STUDY ON STUDENTS' PERCEPTION OF THE TRANSLATION COMPETENCE

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Abstract: This study discussed students' perception of translation competence with eco-translatology approach. It aims at understanding the students' perception of translation competence and adaptation to the translation activities in class. The eco-translatology model proposed that students be active as the translator; most activities are students-centered. Students act as a translator in which they benefit from resources around them as in an ecosystem life. The method in this study is descriptive by identifying the students' perception of translation competence. Translation competence is often associated with students taking part in translation subjects only as mastering linguistics competence without knowing the basic translation competence principle. Therefore, by applying eco-translatology, the students know that translation is not merely transferring the language unit and meaning from source texts (ST) into target texts (TT). The research results show that students had a better understanding when eco –translatology was applied. They acknowledge that translator competence should be grasped to be a real translator. Besides, it also indicates that students are aware of the importance of translation competence to develop their knowledge.

Keywords: eco-translatology, translation, competence.

INTRODUCTION

Most translation subjects taught in higher education is conducted with translation practices inside. Teaching translation for students occasionally tends to be conducted as a teaching language. Students are boosted to master L1 as the Source Texts (ST) or language and L2 as the target language or Target Texts (TT). They tend to develop or strengthen their language competence than translation competence. Accordingly, most of them assume that language is the only most important and dominant aspect of translation practice. It favors the lecturers who lack awareness that students' translation competence should be improved. In this respect, either student taking parts of translation teaching in class are practitioners of translation or language learners, are unclear (Hatim, 2013, p. 5). Therefore, there is an awareness that they should be encouraged to know translation competence so that translation theories and linguistics in translation class will not frustrate them.

On the other hand, some lecturers for translation classes, having the responsibility to build students' translation competence are occasionally unaware of how to revive student's translation competence. Therefore, there is a gap between translation theory and translation practice for students in translation teaching and learning. Accordingly, lecturers should tighten the teachers' primary purposes or lecturers of translation that they have a responsibility to prepare the students as a professional translator in the future. They should know that translation is not merely about an innocent activity. It is about the hermeneutics process, an ontological decision, re-reading, re-writing of two different cultures, and history (Claramonte & Vidal, 1994, p. 190). Therefore, in translation class, perception

should be built to endorse students know well what dan how translation activity must be conducted.

Furthermore, translation competence should be grasped by both lecturers and students. Teaching translation, competence, skill, and aptitude are pivotal in improving students' motivation to learn the translation. In translation teaching, competence deals with how to be a standard translator as required by the teachers or the lecturers, so it deals with the combination of knowledge and understanding. Skill, besides, is the ability of students to be well-skilled translation. Aptitude respects the natural competence or talent owned by the students to translate in translation activity (de la Iglesia & Opdenhoff, 2014, p. 13). In higher education in which most of languages program offers translation subjects should design a method to construe the students' translation competence through translation teaching. Therefore, a translation model should be proposed to be applied to improve students' competence as a translator. Regarding this matter, the translation competence of students should conduct a way to know and comprehend what they translate and how they do. Furthermore, Beeby et al., (2000, p. 7), stated that translation competence is acquired with a strategy. Knowing what is easy to verbalize in which students can control it, otherwise knowing how is difficult to verbalize. Therefore, translation teaching is one of the media to prepare the students' competence in translation. When students perceive translation competence, they recognize that translation tasks are not merely transferring language from source texts into target texts.

In line with that, Shi-yang (2009) claimed that translation teaching recently is traditionally conducted and has weaknesses. First, teaching translation traditionally tends to bottom-up. This method concentrates on semantic meaning, particularly on words, phrases, clauses, or sentences. Students must focus on the addition or deletion cases in translating, but the writers' intended meaning cannot be transferred adequately in the target language. Second, traditional translating teaching does not focus on translation competence as the translating teaching purposes, so that the class of translation cannot encourage the students to be able to translate

adequately. Third, the teaching method is teacher or lecturer oriented. Students are asked to translate texts prepared by the teacher without adequate preparation. They are often not prepared to translate texts; preferably teacher or lecturer asked them to do translation tasks. Fourth, as one of the pivotal matters in the translation, cultural matters are less of a teacher's attention, although cultural elements are essential in transferring meaning from ST into TT. Futhermore, Castillo (2015); Coban (2015) claim that translation competence can be acquired. Those studies consider the translator's ability to have translation competence and translation acceptability through the process. However, the student's perception of translation should be explored since teachers and students have a different concept of what and how translation should be conducted.

Furthermore, Eser & Dikilitaş (2017) also studied how university students' translation perception is constructed through activities in translation. It shows that the activities tend to focus on the use of vocabulary in translating activities. Students are boosted in translation activities to have translation perception.

Accordingly, those problems should be addressed with an alternative solution. One solution to the problems is *eco*-translatology (Hu, 2008; Hu, 2020). Eco-translatology is a translation concept based on the translation competence autonomously by considering translator environments. Accordingly, this model considers that in teaching translation, students are the center of activities. It includes self-adaptation, a mechanism showing a translator who always adjusts with their environment, shows adaptive competence, and optimizes multi-dimension transformation regularly. Besides, this is also the attitude to assess the product of translation.

Furthermore, Xiaowei (2014, p. 62) stated that the translation process based on eco-translatology could be divided into two, namely, translator adaptation and translator choices. Translator adaptation refers to how a translator understands the ST's environment, while the translator choice deals with how a text can be translated well. Moreover, eco-translatology tends to be a translation model (Cao, 2019; Liu, 2011). In this respect, the critical point in eco-translation is linguistics,

cultural and communicative dimensions. The lecturer works only to facilitate students while the translation process is conducted, including class design, teaching methods, and class management.

Furthermore, eco-translatology is possibly applied for translation teaching. The concept of translation training and translation teaching differs. Wilss (1998) distinguishes between translation training and translation teaching. Their distinction relies on the purposes or the goals that will be achieved. Besides, this also refers to the translation competence proposed by (Beeby et al., 2000). They offer some translation competence concepts, including declarative and procedural competence (Beeby et al., 2009). In this respect, Pacte (2003, pp. 16-17) proposed translation competence into several competencies: bilingual sub-competence, extra linguistics sub – competences, knowledge about translation sub-competence, instrumental sub competence, strategic sub competence, and psycho-psychological competence. However, the dynamic concept of translation competence involves competence concepts, including declarative and procedural (PACTE Research Group, 2014, p. 110). Therefore, students are supported to improve their competence. To gain competence, eco-translatology is one of the options to solve translation teaching problems. Most of the students do not realize that translation competence should be trained. Accordingly, eco-translatology offers concepts dealing with what should be conducted with translation teaching. The principle of eco-translatology is selecting and adapting to configuring the translation method in three-dimensional transformations. Those dimensions are linguistics, cultural and communicative dimensions (Xiaowei, 2014, p. 62). However, Cozma (2012) specified that cultural competence is an essential element in improving competence in translation training. In line with those topics, Board (2017) offers some translation competence qualifications, which deals with technology, personal and interpersonal, and translation provision.

Dealing with the application of eco-translatology, the dimension of eco-translatology can be applied in translation teaching. In linguistics, the teacher considers that students should know the language stratum from morphology to discourse. They should understand that teaching a foreign language for translation is different from teaching a foreign language that respects the mastery of a foreign language. Otherwise, teaching language for translation teaches how students master the language to comprehensively use it (Xiaowei, 2014, p. 62). Moreover, the target in translation teaching is to improve the students' competence in translating the texts. Cultural understanding is also a part of important methods based on eco-translatology, which leads students to decide independently when they translate the terms of culture in translation tasks. In the communicative aspects, students are expected to communicate their activities in comprehending the ST and can be transferred communicatively to the TT. This communicative competence is also built up to students. Accordingly, teaching translation with eco-translatology stimulates students to comprehend the translation competence. Eco-translatology considers that translating behavior affects other processes, such as reading, listening, and speaking (Zhai, 2017). Furthermore, in eco-translatology, students as translators can interpret that translation needs to comprehend the nature of translation. In eco translatology, students as translators can interpret that translation need to able to comprehend the nature of translation (Rosyidah, 2015, p. 149). Accordingly, this is necessary to know students' perceptions of translation competence. This perception indicates the student's comprehension of how translation activity must be conducted well.

METHOD

This research employed a qualitative method. The Source of data was taken from informants from fifth-semester students of the English Study Program, enrolling in translation subject, Universitas Trunojoyo Madura, and archives (texts). The technique of collecting data was conducted with a questionnaire and also observation. Sutopo (2002, p. 66) stated that observation applied in research could be active and passive observation. In this research, the researcher is a passive observer since the eco-translatology model puts the lecturer only as a facilitator to the students' activities. In this research, 25 students became participants. Students were put as the

translator to translate the texts prepared. In this respect, students were actively translating the text materials, asking others when they had a problem, using tools such as a dictionary or internet if necessary, and giving feedback for other students' products—accordingly, this model, as an ecosystem exploits the environment sources to adapt to translation nature.

Furthermore, the questionnaires were spread to know students' perception of translation competence. The students were asked to translate the texts prepared. The texts are legal documents from English and translated into Indonesian, derived from the UN (https://treaties.un.org/doc/publication/ctc/uncharter.pdf) https://www.tripadvisor.com/Tourism-g294226-Bali-Vacations.html. The texts include legal documents and tourism documents. Students should present their results in translating the documents with the concept of *eco-translatology.* The material presented is assessed by other students, not only about translation errors but also about how translation technique used and the score of translation acceptability, readability, and the equivalence, as Nababan et al. (2012) proposed about the translation assessment.

FINDING

The data shows that the students have some progress dealing with their perception of translation competence dealing with translation. Translation competence proposed in this research has three areas in translating the students' competence based on *eco-translatology*. Some features deal with the translation competence, including their perception in translation, and their results of assignments are figured out in the following table.

Table 1. Students' perceptions of translation competence with eco-translatology

Clues questionnaire	Students perception	Number	Percentage
Translation Definition	Getting a new perception	24	96
	No new perception	1	4
	Others	0	0
Total		25	100
Translation assignment	Affecting students ability	15	60
	Know how to translate	10	40
	Others	0	0
Total		25	100
The effect of Eco environments	Affecting in translation tasks	1	4
	Improving the way to translate	1	4
	Awareness of translation competence	23	92
	Others	0	
Total		25	100
Environment resources used in eco-translatology	Dictionaries	5	20
	Internet	7	28
	Others electronic devices	3	12
	Friends	5	20
	Lecturers	5	20
Total		25	100

Source: Data Analysis

Based on the table (1) above, it can be seen that most students acknowledge the eco-translatology as one of the translation teaching models in building students' perception of translation competence. Furthermore, this also leads to some features of students' competence in translating tasks by identifying some categories as an eco-translatology model. Therefore, students' perceptions of translation competence involve their understanding of translation competence. It can be seen from their understanding that eco translatology contributes to students' perception of translation definition (96%). They get a new understanding that in translation, transferring meaning is the most pivotal matter. It also triggers students' perception to develop their ability through translation practice involving their environment in doing translation activity (15%). Students also percept that eco translatology affects them in doing translation as a task (60%). Participants consider that task of translation needs translation ability, including mastering Source Language and Target Language. Besides, eco translatology also pursue students on how to translate (40%). This indicates that they also consider some translation techniques and methods in

translation activity. Eco-environment also influences students to have competence in doing the translation. In this respect, most students (92%) comprehend that a translator should have translation competence. This competence includes what and how to translate a text. Students are aware that a translator should know about topics ao subject matter of their translation activity. Furthermore, students' ability to do the translation is also influenced by the environment in translation activities. Internet (28%) is the most dominant device used by participants. Other devices used in their activities are dictionaries (20%), lecturer (20%), friends (20%), and the rest is other electronic devices (12%). Accordingly, awareness in translating is also perceived by students, which indicates that students consider how competence in translating texts should be acquired. The table also indicates that students have considered the understanding of the translation environment. However, students do not realize that they do translation with eco-translatology based. Furthermore, based on the questionnaires' data, it was found that students are aware of linguistics competence in building their understanding of linguistics and translation. Before conducting translation class, students considered that linguistics is the science of language so that students consider that linguistics is separated from translation. The following table indicates that students understand the level of linguistics in helping them to have translation competence. Accordingly, the model of eco translatology encourages students to comprehend their perception of translation competence. The data were derived from the result of questionnaires of students.

Table 2. Students' perception of linguistics competence

Problems on linguistics	Awareness of linguistics	Percentage
Words	14	56
Phrase	7	28
Clause	2	8
Sentence	2	8
Total	25	100

Source: Data Analysis

Table (2) shows that students' perception of linguistics competence in translation tends to focus on the word level (56%). It means that they consider that the most significant role of linguistics for translation is words. It also shows that 56% of participants know that words have a significant role in translations. It also indicates that students only focus on words as the central in translation in their activities. Other linguistics units are less of their attention in translation activities. Phrases are considered by participants (28%) as the second consideration of the linguistic unit that should be translated. Otherwise, clauses and sentences (8%) are not their priority when conducting translation activity. They assume that linguistics is only in word and phrase-level for their focus in translation activities.

Moreover, another relevant part of eco-translatology based is cultural understanding. Students recognize that translating cultural terms is one of the challenges for them. Accordingly, they have a perception of the cultural matters in the following table:

Table 3. Students Perception of Cultural understanding

Features of culture	Number	percentage
material	16	64
Social Culture	5	20
Ecological	4	16
Total	25	100

Source: Data Analysis

Based on table (3) above, students also consider that the eco-environment built up them to understand that culture should be understood as one of the pivotal aspects of translation. Students, moreover, consider that they have difficulties in translating a document. Most of them acknowledge that cultural materials are one of the most difficult in translating documents. Participants denote that their understanding of translation activity's cultural aspect influences equivalents' meaning between ST and TT. They understand that culture has several kinds of translation. Among them, material culture (64%) is understood by them, and the rest is social culture (20%) and ecological culture (16%). They consider that culture is essential to be considered in transferring meaning in ST and TT.

Moreover, considering the translation activities, they also have a perception of the

purpose of communicative perception. Beeby et al. (2000, p. 4) projected that communicative competence refers to linguistics competence. This perception involves their understanding of translation. This perception involves their understanding of translation as the table shown below:

Table 4. Perception of communicative purposes

Features communicative	Number	Percentage
Knowing translation assessment	12	48
Do translation assessment	9	36
Considering translation purposes	2	8
Knowing the target readers	2	8

Source: Data Analysis

Based on table (4), some cultural elements are translated by students contextually. Some linguistics features appear as in the finding. It indicates that students have an excellent perception to comprehend translation activity. Some perceptions dealing with translation activity in improving student competence through eco-translatology can be divided into several matters. The finding also contributes to the effect of communication. Besides, table (4) also shows that students are aware of translation assessment (48%). They acquire that doing the translation is possibly assessed. Besides, in translation class activities, they also assess their friend's work to identify the quality of translation (36%). Eco-translatology also triggers the participants to consider the purpose of translation (8%). They also consider that readers are also essential to be considered in translation activity. Accordingly, communicative purposes in translation activity also one element of eco translatology that influences students' perception. It contributes to their understanding of translation practice.

DISCUSSION

Based on the result, students' perception of the translation competence is different prior to eco-translatology applied in their translation activities. They acknowledged it with the result of their translation. It means

that translation competence (skills, knowledge, professional, or methods) reflected in their translation outcomes is understood by the students. Accordingly, they consider that in doing translation, those competencies are required, (Board, 2017, p. 3). Most students are not aware of that translation competence and skills should be trained. Eco-translatology is an alternative to built students' perception of translation competence. This understanding is essential since students often do not acknowledge that competence in translation. Therefore, this model pursues a translation model to improve students' competence in translating a text. In terms of students' perception of translation competence, this research shows that students have a better perception of translation competence dealing with their competence. This perception appears since the students are aware that translating texts is not merely about the language on ST and TT. They are getting more aware that translation should involve the translation technique and the translation procedure.

Student's perception of linguistics competence

The students' activities in translating in class describe that the perceptions of linguistics competence improved. Linguistic competence is the basis for advancing translation competence (Castillo, 2015; Shuyue & Feng, 2019). They are aware that some linguistics features in translating should be considered to get an adequate translation. Among linguistics features that are acknowledged by the students are morphological matter and syntactical matters.

Morphological

The morphological issue is one of the translation problems in which the students are not aware that the smallest linguistic unit is a significant aspect of translation. Students tend to neglect how important these problems are. However, most of the problems dealing with spelling are realized when the discussion is conducted in class, and they can fix it. It is also one of the effects on how eco translatology influence their understanding. Morphological is one of the elements that should be acknowledged by the translator. In this respect, the following is an example.

(1). *ST: to save succeeding generations from the scourge of war, which twice in our lifetime has brought* **untold** *sorrow to mankind, and...*

   TT: Menyelamatkan generasi penerus dari bencana perang, yang dua kali dalam hidup telah membawa kesedihan **tak terhitung** *kepada umat manusia dan.*

Based on the student's activity in translating the text (1), the students analyzed morphology. In the ST, the morphological problems appear with the morphological problem **untold,** consisting of two linguistic units, **un+told.** The students realize with the situation that the understanding is not merely about the language problem. Students know that **un+told** consists of two morphemes, but in translation, it can be a phrase, **tak terhitung.** This awareness is critical for students to understand that the difference is not merely about the different language systems. They consider that the translation technique should appear. As in the eco-translatology method, the students start to understand when the teacher and other students give feedback and explain to other students that texts are not merely about linguistics units. It is conducted by the ecosystem in-class activity. The students can translate and get feedback from other students and the teacher or lecturers as the facilitator. Besides, there is an interaction between the students, texts, teachers, tools (dictionaries and other media) in translation activities. Students are also aware that this boosts their perception to have translation competence. It is not merely about language acquisition. Skills and abilities in identifying the construction of words can influence them in delivering the meaning in ST and TT. Accordingly, it is in line with Coban (2015), who claimed that skill and abilities in the specific text are needed.

Syntactical matters

Most students know the syntax in terms of linguistics. They understand that syntactical matter can be one of the problems in translation texts. The Eco-translatology model also encourages students to understand how to apply syntax for a translation activity. It is conducted from syntax as the study of language patterns and how syntax problems can be applied in terms of translation activities. Students acknowledge that syntactical matter is being a problem when the language shifts. The students comprehend that the eco-translatology helps them understand how syntactic matter can be shifted from ST into the TT. A student may indicate the problems of different syntactical class, for example, in the following cases:

(2) ST: After **sunset**, famous nightspots come to life, offering exciting clubbing and packed dance floors.

   TT: *Setelah* **matahari terbenam,** *tempat-tempat hiburan malam datang dalam hidup mmenawarkan perkumpulan dan bungkusan lantai dansa yang menakjubkan.*

Based on example (2), some problems dealing with the syntactical appear. The problems accordingly describe that translating linguistics is about the system of the language and the problem of syntactic matter. Students can conduct some understanding that translating the *sunset* cannot be translated directly. Students comprehend that *sunset* is a word that is translated into Indonesian in the clause **matahari terbenam.** Accordingly, the students comprehend that in translating texts, syntactic is not merely about the study of sentence construction, but this is a pivotal matter in translating the document that is translated from the source language into the target language. It is in line with Eser & Dikilitaş (2017), who considered syntactic and discursive elements in building students' perception of translation learning.

Students Perception of Communicative competence

Meaning is one of the essential matters for students to deliver the message from ST to TT as the translation's purpose. However, understanding meaning occasionally is only understood as the lexical meaning. The problem of lexical meaning in translation activity leads to the problem of shift. Students are aware that shift is one of the essential issues as the purpose of the translation. The purpose of translation is how the readers can understand and read easily regarding the student's activities. Dealing with the cases,

based on the projects, students attempt to assess their translation products. In this respect, students use some translation assessment proposed by (Machali, 2000; Nababan et al., 2012). In this case, students as the translator should be aware that they have to adapt to the translated texts; they should know the original texts and original author and the translation projects' readers. The students should actively know the matters by asking their classmates (Xiaowei. G, 2014, p.162). Accordingly, some cases dealing with communicative competence can be seen as the example of the students work in the following example:

(3) ST: To ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common **interest**, and...

TT: *Menjamin, dengan penerimaan metode asas dan Lembaga bahwa kekuatan bersenjata tidak seharusnya digunakan, menyelamatkan* **kepentingan** *Bersama, dan..*

Based on the translation activity (3), students translated the text by knowing the meaning of the text's purpose. When the students translate the word "**interest**" in ST, the students are aware of that interest in dealing with **kepentingan** in TT. They recognize that their ability in translating the documents dealing with the purpose of the translation. Students are aware that their translation deals with translation purposes. It is not only the term of the ability of students in translating the documents. Students tend to understand that the purposes of translation should be achieved.

Furthermore, students should also practice how to assess the translation products to realize that knowledge to assess the product of translation encourages them to improve their competence. Furthermore, gaining communicative purposes involves the participants around the problems to communicate translation purposes. Eco-translatology offers a translation teaching model as an ecosystem, so understanding the subject matter should be mastered by students. The competence to transfer deals with some requirements of translating ST into the TT on purposes meaning is transferred well. Students' comprehension is conducted to improve students' competence through the way ecosystem with their environment. Therefore, students should realize that interpreting the meaning is one of the essential issues, so competence in the subject matter is vital. As a result, different subject matter leads to different translation products. Thus, the following is an example of how subject matter has a different result in translation. It appears in some cases dealing with the problems of translation competence. The following is the case of a different understanding when students translate the different subject matter.

Student's perception of cultural competence

Culture is one of the aspects of translation activity dealing with cultural concepts. Eco-translatology boosts the students' comprehension of cultural competence. Students' competence in translating culture deals with how they consider that translating culture is complicated. Accordingly, they should understand that some techniques should be used to translate the cultural term adequately. The following data exemplify how cultural competent is crucial in translation:

(4). *ST:* Bali is a **living postcard,** an Indonesian paradise that feels like a fantasy.

TT: Bali adalah **kartu pos** *tempat yang hidup, surge Indonesia yang terasa seperti fantasi.*

As their translation (4), students have some problems dealing with translating cultural effects. However, students are aware that a *living postcard* is a translation metaphor that deals with culture. Accordingly, the result of translation can be seen as the problems in translation. It can be indicated with some result of students' translation below:

(5)

ST	TT
Bali is a **living postcard**, an Indonesian paradise that feels like a fantasy.	*Bali adalah* **sebuah gambaran nyata**,*surga Indonesia yang terasa seperti fantasi* *Bali adalah* **kartu pos yang nyata**, *sebuah surga di Indonesia yang terasa seperti khayalan.*

*Bali adalah **tempat yang menarik**, Indonesia teasa seperti surga fantasi* Bali adalah **kartu pos yang hidup**, surga Indonesia yang terasa seperti fantasi.
Bali adalah **kartu pos yang hidup**, surga Indonesia yang terasa seperti khayalan

Based on the example above (5), students translate the metaphor variously. In the class, students are attentive that translating cultural terms need a perception to make equivalent between source texts and target texts. Accordingly, *eco-translatology* helps students to translate cultural matters carefully. The cultural aspect is one of the competencies to be owned by translators (Beeby et al., 2009). Students' perception is not merely about knowing the words that should be translated into Bahasa Indonesia. This perception can be reached by improving capability in understanding the translation. This pursues students to know and elaborate on their perception of culture. Students try to understand and find the most appropriate translation when translating the term ***living postcard***. The phrase tends to be a metaphorical expression. It deals with cultural equivalent when they translate from English into Indonesian. Choices of translation in TT as alternatives of equivalent were discussed and prepared when they want to translate the term ***living postcard***. Accordingly, in translation practice, students can consider the appropriate equivalents in translation activity. This perception also influences the competence of the translator in translating cultural aspects. Students realize that they should know what they are translating about. Therefore, a ***living postcard*** has many varieties of meaning conducted by students when it is translated into Indonesian. This also supported the argument that cultural competence is one of the considerations in developing translation competence (Cozma, 2012). Accordingly, skills and understanding of culture should be improved by the students in translation practices. This is one of the ways to extend students' competence from a novice translator to a professional translator.

Perception of declarative knowledge

As previously stated that students consider that translation is merely transferring the texts from the source language into the target language. In this case, students should know what they do to translate rather than the conceptual matter dealing with what translation is. In this matter, conducting the translating activity, students highly admit that declarative knowledge should be constructed dealing with translation teaching. The Eco-translatology teaching model also construes competence. It is conducted with the student's questionnaire that they know the declarative knowledge based on their understanding. They are aware that declarative knowledge is an essential aspect of gaining translation competence. It deals with the PACTE's hypothesis that translation competence is influenced by product and process (PACTE, 2014, p. 88). Based on the questionnaire distributed to the students, most students perceive their declarative knowledge of translation.

In this term, from the 25 questionnaires, all participants agree that they know what should be translated. It indicates that the translation model as eco-translatology that built up the students competence can be applied wider. It means that students should know what they should do dealing with translation activities. Furthermore, it can be one of the alternatives by showing the product when they practice translation. It also supports the claim that eco-translatology is one way to improve students' awareness of translation competence so that declarative knowledge should be comprehended well in translation. Besides, practicing translation in class contributes to understanding how students have a perception of declarative knowledge as one of translation competence. This student's perception also indicates that they realize that the subject matter is considered before translating a text. They understand that knowing the topic of texts drives them to understand well about the translation activity. Besides, students also perceive the subject of the translation that affects the quality of translation. Students realize that the eco-translatology model pursues the student's

perception of what the subject matter must be equaled in the target text. It also demonstrates that eco translatology is one of the models of translation and construct a student's perception of translation.

Perception of Procedural knowledge

Procedural knowledge is one area in which a translator should understand that they have to know how to translate texts. Students in this class should understand that procedure is a kind of step in translation activity. In translating documents, the students should realize that some stages must be conducted. Based on the questionnaires spread out to the participants, most students should know how to translate texts. Furthermore, as in the eco-translatology, students are boosted to cooperate in the process of translation either individually or in group discussion (Dai & Shen, 2018, p. 91). In this respect, students may do some translation activity to know the procedural. This study shows that among 25 students, they know the translation process as their perception of the question "what their solution when they have problems with translation. Most student answers are using some tools (30%), including dictionaries, internet, and the rest (20%) ask other people who know how to solve the difficulties in translating the texts. Knowing the procedural competence provokes the students as the translator to conduct the activity. Therefore, students acquire an understanding of the procedure of doing the translation. Their understanding also shows that translation activity should be conducted with several procedures. Students try to avoid their subjectivity (Du, 2017). They consider that process is fundamental in constructing translation activity. Eco – translatology drives students to deepen their understanding of translation procedures. They also consider that doing the translation is not merely and simple one. They realize the step in translation when translation activity is conducted.

Furthermore, students possessed the procedure in translating documents. However, this study is preliminary for students to understand utterly procedural knowledge (Pacte, 2003). Therefore, model eco translatology can be one alternative to measure translation competence after doing a translating activity.

CONCLUSION

To sum up, this is a preliminary conclusion to apply eco-translatology in translation teaching to build a perception of translation competence. Based on the translation teaching model, eco-translatology construes a perception to know translation competence. Also, the fact proved that most students have a better perception of translation competence after eco translatology is applied. The model of eco-translatology for translation teaching describes how translation activity in class must be conducted. Besides, this model also contributes to the awareness of being a translator for students. They acknowledge that being a translator does not merely know L1 as the Source Language and L2 as the Target Language. The perception of translation competence for students is one of the starting points to build awareness of translating activity, either as a novice translator or a professional translator. It is one of the alternatives to boost students to be a professional translator. It also indicates that the way to construe students' perception of translation competence that should be acknowledged. Students' perception of translation competence can result in translator competence when they practice as a translator. Finally, research on eco-translatology as one of the translating models can be investigated deeper, either as the way of translation teaching model or other relevant research dealing with translation. Finally, this conclusion is tentative in which more in-depth research should be conducted dealing with eco translatology in gaining translation competence.

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