Students' Need or Stakeholders Need?: A Survey Study on the Development of Syllabus in Translation Class

by Rizky Lutfiana

Students' Need or Stakeholders Need?: A Survey Study on the Development of Syllabus in Translation Class

Rizky Lutviana*, Siti Mafulah*, Sugeng Hariyanto**, Faisal Rahutomo**

Universitas Kanjuruhan Malang*, Politeknik Negeri Malang**

lutviana.rizky@unikama.ac.id, siti_mafulah@unikama.ac.id, sugeng.hariyanto@polinema.ac.id, faisal@polinema.ac.id

Abstract

The development of translation course syllabus is in urgency since the current syllabus used set varied learning objectives for the same level of students. The purpose of this study is to proposed syllabus that mediate both the need of students and stakeholders. Need analysis were carry out to 71 students of English Education Department who took translation course and 3 customers as stakeholders by using two research instruments, questionnaire and interview guideline. It is found that the proposed syllabus was developed based on the perspective of students' need including to develop students' translation skills including dictionary use, translation methods use, subject matter knowledge, and language skill. Besides, stakeholders demand for translator includes research in translation studies, subject matter knowledge and ICT literacy in translation. The data from the perspective of students set the basic skill to be mastered while the data from the perspective stakeholders prepare students to face challenge in job market.

Keywords: syllabus, need analysis, translation.

Introduction

In this millennial era, communication across countries is getting more intense. There is urgency for students to master translation skill to support their career development. This view is likely to shape the development of curriculum in higher education in Indonesia. Most of the Universities in Indonesia set translation as required course. However, the development of translation syllabus still needs to be reviewed. The teaching of translation mostly varied, from the theoretical based or practical based although the level of student is the same. There is no clear proportion of the presentation between theory and practice in translation.

Moreover, in the practice of teaching translation the instructors face some problems including deciding what skills to be taught (Zainudin & Awal, 2012), teaching strategies to be implemented (Clavijo & Marin, 2013), and materials or course content to be taught (Al Agad, 2017). While in Indonesia, based on the survey that have been done to several lecturers who taught translation course in some universities in Indonesia, they explained that they had enough resources for teaching but it was not arrange well (67%), the textbook they used mostly contained materials about the theory of translation rather than prac tice for exercise (95%), and they have not used online resources properly for teaching (95%).

To overcome these problems, it is necessary to develop syllabus for translation course with regard on situational needs (students, head of the department, and stakeholders). Several studies have been done under the issue of the development of translation curriculum such Sekret, Liu (2013), and Calvo (2011). Sekret developed syllabus for elective course namely "Internet Technologies in Translation". This course put emphasize on the use of technologies in translation

since students got lack experience in the translation process when dealing with localization process that required skill to use software in translation. The major purpose of the course is to develop digital competences of pre-service translators in their professional area. This course combines both theory and practice with the learning objective: (1) to learn and translate by locating and processing online resources; 2) to evaluate the suitability of the ICT tool in relation to professional needs and price; 3) to work with peers on the solution of learning problems; 4) to evaluate critically the translation process with the application of ICT tool.

By reviewing translation curricula, Li (2013) conducted survey study on the translation training program at Fifteen Universities and Institutions in the four countries: UK, Canada, China and Hong Kong to find the "state of the art" of translation curricula. She noticed that the teaching of translation is a part of formative academic exercise in which is still based on the theory and less real world exercise, the proportion of theory and practice should be based on the market need and should be integrated in the part of curriculum.

Calvo (2011) reviewed the theory and practical based curriculum in translation course. The design of curriculum, whether it should be theory or practical based depends on the stakeholders or situational needs. According to Calvo (2011) theory based curriculum was lack of information of the role of human in the development of curriculum. Therefore, it seemed difficult to be adapted for the purpose of training program. There was no clear information about the role of student or teacher. Theory based curriculum was also could not be applied for the specific setting and did not prepare for the changes. The characteristics theory based curriculum included: the learning objective is often set in hierarchical objectives from the small and specific to the large objective, the emphasize of the material/exercise is for the translation final product not the practice. While in practical based curriculum the main objective is to prepare students to acquire skills and competences that is useful for social needs and real-world application. Moreover, students were also play as active learner in which they should be active and independent in developing themselves in learning.

The previous study gives insight that in developing curriculum or syllabus for the translation course should integrate the development of ICT, consider the market needs, and it should be based on situational needs and stakeholders. Therefore, the aim of this current study is to propose syllabus for translation course that matches with the needs of students, market, and the development of ICT.

Methodology

This research employed survey study for the need analysis of the development of translation syllabus. The subjects of this research were 71 students majoring in English Education who took translation course in the fifth semester. Students had followed translation course for 1 semester. Besides, some data were taken from stakeholders and the head of the department for the need analysis since they have influence to determine the curriculum used in University. The instruments of this research were questionnaire and interview guideline. The purpose of the questionnaire was to record data from students while the interview guideline for the stakeholders and the head of the department. The data from both questionnaire and interviews recorded and gathered to be analyzed to propose the tentative syllabus design for translation course.

Findings and Discussions

The first step in developing syllabus is by reviewing translator's key competences that is needed by students. Thus, the result of the need analysis by students is broken down into two sections, the need analysis for translation skills and the need analysis for the material development in translation. The result of need analysis for translation skill can be seen in Table 1. The questionnaire developed covering some issues on what translation skills preferred by students including the skill to use dictionary, skill to use internet as an online resource, subject matter, language skill, and translation skill itself.

Table 1. Need Analysis on Students' Translation skill

No	Statement	Students' responses (%)			
		SA	A	D	SD
1	I think the skill to use dictionary is important to be taught in translation class.	12.9	54.9	22.9	9.3
2	I think the skill to use internet (especially search engine) is important to be taught in translation class.	17.3	60	17.4	4.3
3	I found difficulties to translate a text besides my major (education)	13.9	77.1	9	0
4	I found difficulties in translating tense	12	53.9	30.9	3.2
5	I found difficulties in translating idiom	10	65.3	24.7	0
6	I would like to translate text literally rather than contextually	18.3	50	30.3	1.4

Most students agreed (67.8%) that they need to learn how to use dictionary properly in translating text. Dictionary became the main issue since this is the basic tool most translator used in the practice, yet it is commonly neglected. The type of dictionary is abundant, yet there was tendency for students to lay on one type of dictionary, that is bilingual dictionary. Bilingual dictionary often provided meaning not based on the context and students often used it without considering the context. In this case students need to learn to find the meaning of word based on the context and from the various dictionary. In line with the question number 1, students agreed that they need to learn the skill to used internet (77.3%). In translating text, they need information beyond what is provided in the dictionary, such as culture and background information about certain words. Search engine provide rich information about something from many perspectives.

Additionally, students also realized that they had trouble in translating text besides their major (91%), that is education. It is inevitable that students would face different topics of text besides education when they became translator. Basic knowledge about subject matter would help them to understand the text better and it helped a lot in interpreting the meaning. The next skill that students need to develop is language skill including the concept of tenses and idiom translation. Students explained that it was hard for them to translate tenses (65.9%) and idiom

(75.3%), in this case, they need knowledge of linguistics in translation to translate text with the advanced and complex grammar such as text in the popular article. Finally, related to translation skills, students mostly translate the text literally rather than contextually (78.3%). This finding is in line with Gil & Pym (2006), they noted that the translator's key competences include competence in business (―service provision‖), languages, subject matter, competence in business, text linguistics and sociolinguistics, documentation, and technologies.

Table 2. Need Analysis on Material Development

No	Statement	Students' responses (%)			
		SA	A	D	SD
1	I need materials about translation strategy.	15.9	54.9	20.9	8.3
2	I need materials about research on translation studies.	14.3	62	20.4	3.3
3	I need to learn more theory on translation rather than practice in translating text.	11.9	57.1	29	2
4	I think translating text from English to Indonesia is more difficult rather than translating text from Bahasa Indonesia into English.	11	53.9	31.9	3.2
5	I think textbook that is written in English is easier to be comprehended rather than textbook that is written in Bahasa Indonesia.	12	64.3	23.7	0
6	I would like to translate text in a group rather than individually.	16.3	50	32.3	1.4
7	I would like to learn translation in the form of presentation and discussion.	18.3	60	20.3	1.4

Table 2 summarized the findings on students' need analysis from the perspective of material development, including what materials to teach, the proportion between theory and practice, the textbook use, and the teaching strategies that should be applied by teacher. Students would like materials about translation strategy (70.8%), research on translation studies (76.3%), and translating text from English to Indonesian (64.9%). Students explained that they need materials about research to extend their knowledge on research and it could be inspiration to write thesis about translation.

Moreover, about the proportion between theory and practice, 69% students agreed that they needed to learn theory more rather than practice. Students believed that the knowledge of the theory of translation could help them in analyzing a text. Next, concerning the learning resources, most students would like to have textbook written in English (76.3%) because for

them it was easier to comprehend book that was written in English. Besides, they wanted to enrich their knowledge in English. Finally, concerning learning activities, students would like to follow learning activities that were done in group (66.3%) and would also to have presentation and discussion in class (78.3%). It showed that students preferred to be active learners in which they have more chance to develop themselves in learning.

Need Analysis from Head of the department and stakeholders

In developing the proposed syllabus, the head of department requested the learning objectives to be covered topic about research in translation studies to extend students' knowledge in writing thesis. The head of the department hoped that students' final project would be about translation studies besides education and literature. This view was accepted by students as can be seen in the result of need analysis above.

In addition, three stakeholders were interviewed and all of them were customers whom ever asked students to translate some documents. Table 3. Showed the summary of the result of the interview. The stakeholders gave students translation job before they graduated and still followed translation course. It may be assumed that students still had limited knowledge yet they faced the challenge from the stakeholders with the high demand. It can be seen from the result of the interview. Students translate various texts with rich on technical vocabulary and complex grammar such as medicine, abstract, and research article. Based on the result of the interview the stakeholders expected students to learn about subject matter, translating technical term, and learn how to use translation tool.

Table 3. The Result of Interview

No	Question	Answer
1	What document do you ask students to translate?	Medical equipment manual, abstract, research article.
2	Are you satisfied with their work?	55% satisfied
3	Give some comments and suggestions to improve students' work.	- Students need to learn more about subject matter such as medicine, health care, tourism etc. in order to make their translation comprehensible. - Students need to learn how to translate technical term properly. - Students need to learn translation tool to communicate effectively with the customer.

To sum up, the review of literature, the need analysis from students' point of view, the suggestion from the Head of the Department, and the stakeholders gave the researcher insight to propose syllabus for translation course as follow:

COURSE DESCRIPTION

This course is designed to equip students of English Education department with the ability to translate informative, expressive, operative, and audiomedial text; as well as to understand the trend and issue in translation studies by using the knowledge of basic theory of translation (1. equivalence and equivalent effect in translation, 2. text categories and text type, 3. Translation shift approach, 4. Translation Methods) and basic skill to use internet aids for translator (CAT tool, online dictionary, search engine, and email).

LEARNING OBJECTIVE : This course is designed to provide students with competence in translating different types of texts from the elementary level up to intermediate level of difficulty. It develops students' knowledge of the basic theory, concept, and technique of translation. The translation practice materials will emphasize grammatical, lexical, and textual adjustments. In addition, the course provides students with the skill to use internet as a tool and resources for translator.

BASIC COMPETENCES

Students are able to apply the principle of translation

Students are able to apply the method of translation

Students are able to use aids of translation

Students are able to translate informative text

Students are able to translate expressive text

Students are able to translate operative text

Conclusions and Suggestions

In a nutshell, the development of syllabus for translation course should be based on the need of students and fill in the gap between the stakeholders needs and students need. What student needs were the translation course that develop students' skill (dictionary use, translation method use, subject matter, and language) in translating text well based on the context by using basic theory of translation and the good skill to use internet as a tool and resources for learning. Besides, to support that learning purposes, students need to be given some practice in translating 4 basic types of text in different major to enhance their skill in translation. The presentation of the practice should start from the elementary to intermediate level.

Moreover, the proposed syllabus should mediate the gap between the stakeholders need (which is high in demand in terms of text and translation quality) and the translation course (which is mostly learning from the basic and intermediate level) by offering the basic competences that can be achieved by students and needed by stakeholders. The competences requested by stakeholders could be challenge as well as preparation to fulfill future market needs through research in translation studies, subject matter knowledge and ICT literacy in translation.

References

Al Aqad, M. H. 2017. Challenges and Suggested Solutions of Teaching Translation at Gaza Strip Universities (Palestine). *Arabic Language, Literature & Culture*. Vol. 2, No. 2, 2017, pp. 34-39. doi: 10.11648/j.allc.20170202.11

Calvo, E. 2011. Translation and/or Translator Skills as Organising Principles for Curriculum Development Practice. *Journal of Specialized Translation*. July 2011.

Clavijo, B. & Marin, P. 2013. Identifying Translation Teaching Strategies: An Exploratory Study. International Journal of Humanities and Social Science, Vol. 3 no. 21. 71-78.

Gil , J . , Pym, A., 2006: *Technology and Translation (a pedagogical overview)*. Translation Technology and its Teaching, A. Pym, A. Perekrestenko, & B. Starink (Ed.), Tarragona, 2006 [online] at http://www.intercultural.urv.cat/media/upload/domain_317/arxius/Technology /translationtechnology.pdf#page=13.

Liu, J. 2013. Translators Training: Teaching Programs, Curricula, Practices. Journal of Language Teaching and Research, Vol. 4, No. 1, pp. 127-132, January 2013

Tziafa, E. (2016). Language resources to be used in teaching of LSP and specialised translation: Annual Reports in the banking sector as ad-hoc parallel and comparable corpora, in English, French and Greek. *International Journal of Language, Translation and Intercultural Communication, 4*(1), 139-149. doi:http://dx.doi.org/10.12681/ijltic.10350

Zainudin, I. S. & Awal, N. M. 2012. Translation Techniques : Problems and Solutions. *Procedia Social and Behavioral Science Journal*, 59 (2012) 328 – 334.

Students' Need or Stakeholders Need?: A Survey Study on the Development of Syllabus in Translation Class

Student Paper

<1%

10 www.benjamins.com
    Internet Source

<1%

11 ejournals.epublishing.ekt.gr
    Internet Source

<1%

12 (Erton, İsmail and ŞAHİN, Ayhan).
    "Fundamentals of Curriculum Desing For
    Translation Courses in Social Sciences For
    Undergraduate Students In The Departments
    of Translation and Interptretation", Atılım
    Üniversitesi Sosyal Bilimler Enstitüsü Mütercim
    Tercümanlık Bölümü, 2012.
    Publication

<1%

13 Intan Safinaz Zainudin, Norsimah Mat Awal.
    "Translation Techniques: Problems and
    Solutions", Procedia - Social and Behavioral
    Sciences, 2012
    Publication

<1%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	Off		