

Need Analysis for Online-based Translation as a Profession Course: A Study at Translation Study Program of University of Sumatera Utara

Rudy Sofyan¹, Silvana Sinar¹ and Bahagia Tarigan¹

¹ *Linguistics Department, Universitas Sumatera Utara, Jalan Abdul Hakim Kompleks USU, Medan, Indonesia*

Keywords: Course Development, Need Analysis, Online-Based Learning, Translation as a Profession.

Abstract: Technology development greatly affects the learning system in universities, especially the development of information and communication technology. Therefore, more and more teaching and learning process uses online services. Nevertheless, the materials presented in the “Translation as a Profession (TAP)” course at the Translation Study Program, University of Sumatera Utara (TSP-USU), are still conventional and offline; thus it needs to cope with such technology development to keep updating the teaching content and process. For that purpose, a research on developing the course materials of TAP is required. This study aims at developing course materials for TAP corresponding to the needs of the students of TSP-USU. This study uses a research and development design to develop effective course materials. The data were the opinions from the respondents collected through questionnaires, interviews and documents. The respondents were the alumni and lecturers of TSP-USU. The findings show that: (i) the offline materials do not meet the students’ need; and (ii) the materials need an online learning system. In conclusion, the TAP materials should be revised. Furthermore, the findings indicate that the TAP course needs to be developed by designing an interactive online learning system providing a chance for online discussion and assignments.

1 INTRODUCTION

Translation studies (TS), the term first proposed by Holmes (1972;2004), is a field of science that continues to develop up to the present day as an independent discipline (Munday, 2012). Due to its development, translation is no longer merely a field of study, but has spread to the world of professionalism. This is a major contribution from Halliday who wants to bridge between linguistic theories and professional practice in translation (Yallop, 1987). Thus, translation has become a profession that can be used as a source of living.

Translation that has so far been considered to be simply a transfer from the source language (SL) to the target language (TL) and that anyone who can speak in two different languages can simply be regarded as a translator are false assumptions because translation process is not that simple. Gouadec (2007) asserts that a translator must have excellent competence in the languages involved, the field translated, and the applicable technology such as the use of software in translation. In addition,

Sofyan (2016) argues that a skill in online resources management is very helpful in the professional practice of translation.

Nevertheless, the facts mentioned above have not been yet completed when a translator wants to go directly to entrepreneurship in the field of translation. As an entrepreneur, a translator should have managerial skills in the field of translation including the determination of rates, the distribution of time required for translation projects, the scope of the translation work, and the personnel involved.

Considering the development of translation as both a discipline and a profession, TSP-USU offers a course named Translation as a Profession (TAP) whose general objective is to prepare its graduates to become not only scientists but also entrepreneurs in the translation field. In its implementation, this course provides learners with the skills necessary to run a successful business as an independent translation service provider through the creation of a satisfactory work environment and a client-friendly working relationship, based on the acceptance of ethical behavior and awareness of commercial

practices both related to texts and clients. Based on the purpose of this course, learners are required to be able to perform basic business practices with regard to translation services.

However, the materials presented in the “Translation as a Profession (TAP)” are still old-fashioned in the sense that they are still offline delivered in a conventional way of teaching. Therefore, they need to cope with technology development to keep updating the teaching content and process. For that purpose, a research on developing the course materials of TAP is required. Such needs are motivated by the fact that nowadays technology development greatly affects the learning system in universities, especially the development of information and communication technology. It is also obviously seen that more and more teaching and learning process uses online services.

Online learning is an internet-based learning using web-based applications or software in managing online learning activities. Such definition is in line with several points to perform effective online learning suggested by Agarwal (2010) that include: (i) the source of the materials or programs provided comes from the internet; (ii) the online resources are used to teach learning materials and to give online-based quizzes; (iii) the internet connection is certainly not disrupted when the learning process takes place; (iv) the learners are divided into groups where at least one of the group members is proficient in computer operation and online resources utilization; (v) the learners are expected to be able to search for online resources related to the subject and related quizzes; (vi) the teachers should always be in the classroom to assist students who have not been able to use online resources appropriately; and (vii) the learners are required to collect their tasks electronically to the teacher’s email.

Studies on learning material development have been done by previous researchers. Rosa, Refnaldi and Hafizh (2013), for example, did a study on the students’ needs of multimedia based learning on Semantics and Pragmatics course at Universitas Negeri Padang. They found that the appropriate materials of Semantics and Pragmatics course should have interesting designs meeting the needs of the students and the lecturers and supported by technology development. The appropriate materials should cover two components: printed materials to be used in the classroom and materials in the form of computer software to be used as the materials of independent study outside the classroom. Furthermore, Shi (2010) did a study on developing e-

learning materials for software development course. She found that e-learning materials are effective and significant because they proposed the redesign of the curriculum in order to produce student-centered learning. In addition, such redesign represented a transition from a passive model of learning to a constructivist model.

In relation to the rationale elaborated above, this study is aimed at developing course materials for TAP corresponding to the needs of the students of the TSP-USU. Through this study, it is expected that the TAP course would meet the students’ needs considering the technology development in education system.

2 RESEARCH METHOD

This study uses a research and development design (Gall, Gall, and Borg, 2003) to develop effective TAP course materials to be used by the students of TSP-USU.

2.1 Data and Respondents

The data of this study were the results of the questionnaires distributed to the students of TSP-USU, the results of observation of the learning materials used by the TAP lecturers, and the results of document analysis of textbooks used in teaching TAP. The respondents were 24 students of TSP-USU who have taken the TAP course and 3 TAP lecturers of TSP-USU.

2.2 Research Instruments

The instruments used in this study were questionnaire, observation and document analysis. The questionnaires were distributed to the students of TSP-USU who have studied this course. The questionnaires were intended to collect the data related to the current TAP teaching materials and the expected appropriate TAP teaching materials. The observation was done several times to see the types of teaching materials, the feasibility of teaching materials, and the appropriateness of the teaching materials with the course objectives. The documents analyzed were textbooks or course books used by the lecturers.

3 DISCUSSION

3.1 TAP Materials

To reveal the TAP materials which are considered important by the students, 26 items related to the

topics/sub-topics of TAP materials are presented to the respondents. Based on the data analysis, 10 topics/sub-topics of TAP materials which are considered important by the respondents are presented in Table 1.

Table 1: 10 important topics/sub-topics of TAP materials.

No	Items Evaluated	Not important	Not really important	Important	Very important	Score
1	Translation services	0	1	14	9	80
2	Translator training	0	5	7	12	79
3	Translation as a profession	0	1	17	6	77
4	Translation project management	0	3	14	7	76
5	The overview of current translation market	2	2	12	8	74
6	Online resources management	2	5	6	11	74
7	Translation internship	1	4	15	4	70
8	Translation marketing	3	2	14	5	69
9	Job delegation in group	0	7	14	3	68
10	CAT tools and MT employment	4	5	6	9	68

The results presented in Table 1 show that the topic of TAP Materials considered most important by the respondents is translation services (score: 80). In its professional practice, translation is a matter of providing services to public in the form of transferring the text from the SL to the TL; therefore, knowledge of giving the best translation service to clients is extremely required. This supports Schopp (2007) arguing that translation services really raise the profile of the translation industry; in other words, the success of translation industry much depends on the translation services provided. This suggests that a TAP course should give more emphasis on the materials related to kinds of translation services in order to produce graduates

ready to get involved in translation industries. Translation services could refer to Biel (2011) stating that translation services includes text processing, technical services and consulting services. In addition, Table 1 shows that the topics regarding translator training (79) and translation as a profession (77) are also important because both prepare the students to become professional translators. This implies that professionalism is closely related to expertise requiring a well-trained translator.

The results presented in Table 1 are in contrast with the ones presented in Table 2 containing the topics/sub-topics materials frequently given to the students of TSP-USU.

Table 2: 10 frequent topics/sub-topics of TAP materials.

No	Items Evaluated	None	Insufficient	Sufficient	Very Sufficient	Score
1	Translation internship	0	0	20	4	76
2	Translation as an industry	1	1	22	0	69
3	Discussing the translation draft in group	1	4	16	3	69
4	Job delegation in group	1	6	14	3	67
5	Translator training	1	5	16	2	67
6	Translation ethics	1	3	20	0	67
7	Translation services	1	6	14	3	67
8	Translation clients	1	6	15	2	66
9	Translation as a profession	2	4	17	1	65
10	SWOT analysis for translators	1	7	15	1	64

The results presented in Table 2 show that translation internship has been the most frequent

topic (score: 76) provided to the students indicating its very important role in the previous TAP

materials. In contrast, based on its degree of importance, the topic on translation internship occupies only the seventh place. Moreover, the topics regarding translation as an industry (69) and discussing the translation draft in group (69), that occupy the second and the third place at the degree of frequency, do not belong to the ten important

topics needed by the respondents. This finding implies that the TAP materials provided do not yet meet the students' needs. The comparison between the topics which are considered important (degree of importance) and the topics which are frequently given to the students (degree of frequency) is presented in Table 3.

Table 3: Comparison of 'degree of importance' and 'degree of frequency'.

No	Degree of Frequency	Degree of Importance
1	Translation internship	Translation services
2	Translation as an industry	Translator training
3	Discussing the translation draft in group	Translation as a profession
4	Job delegation in group	Translation project management
5	Translator training	The overview of current translation market
6	Translation ethics	Online resources management
7	Translation services	Translation internship
8	Translation clients	Translation marketing
9	Translation as a profession	Job delegation in group
10	SWOT analysis for translators	CAT tools and MT employment

Based on the results of data analysis presented in Table 3, there is incompatibility between the degree of importance and the degree of frequency of TAP materials provided to the students. The topics concerning translation as an industry, discussing the translation draft in group, translation ethics, translation clients and SWOT analysis for translators are those that belong to the ten frequent TAP materials provided to TSP-USU students, but they are considered less important by the respondents since they are not found in the ten important topics of TAP materials. Even though they are closely related to the issue of TAP, they are considered less important by the respondents to prepare the TSP-USU graduates to become professional translators. Similarly, several topics considered important to be included in the TAP materials are not found in the top ten frequent TAP materials provided. This finding strengthens the need to revise the current TAP materials at TSP-USU.

On the other hand, several topics which are considered important are less frequently given to the students. CAT tools and MT employment, for example, is one of the topics that need to be frequently given because most of today's translation practices employ such tools or machines for effective and efficient translation process. CAT tools and MT make the translation task easier and save time consumption to finish translation projects. Doherty (2016) argues that technological developments such as CAT tools have created an increase in productivity and consistency in translation. In addition, the use of MT such as

Google Translate has assisted humans in the pre-drafting and drafting phases of translation process (Rosa, Sinar, Ibrahim-Bell, and Setia, 2018; Sofyan and Tarigan, 2017; Sofyan et al., 2016).

The results presented in Table 3 also suggests that, corresponding to the degree of frequency and the degree of importance of the topics, the appropriate TAP materials to be provided should include the topics on: (i) translation internship, (ii) translation services, (iii) translator training, (iv) job delegation in group, and (v) translation as a profession. Such topics are selected because they are belong to the top ten TAP materials which are both frequent and important. Other topics that are advisable to be included in the TAP materials are: (i) translation project management, (ii) the overview of current translation market, (iii) online resources management, (iv) translation marketing, (v) CAT tools and MT employment, (vi) translation as an industry, (vii) discussing the translation draft in group, (viii) translation ethics, (ix) translation clients, and (x) SWOT analysis for translators.

3.2 TAP Learning Media

To reveal kinds of media considered important by students, 5 items regarding kinds of media used in learning the TAP materials are presented to the respondents. The degree of importance of these 5 items is presented in Table 4 below.

Table 4. Kinds of media based on their degree of importance

No	Items Evaluated	Not important	Not really important	Important	Very important	Score
1	Learning materials are presented digitally in the form of online-based learning materials	0	0	6	18	90
2	Learning materials are presented digitally in the form of power-point presentation	0	0	9	15	87
3	Learning materials are presented orally in the form of online based recordings	3	6	9	6	66
4	Learning materials are presented orally in the form of audio-visual recordings	5	7	6	6	61
5	Learning materials are presented in written form as a course book	6	15	3	0	45

The results of data analysis presented in Table 4 show the students' obvious needs of having online-based learning materials (Score: 90), or the materials following technology advancement. Online-based learning materials provide richer resources for the students to explore TAP materials instead of having only one or two course books or textbooks provided by the lecturers. This supports Wasim, Sharma, Khan, and Siddiqui (2014) who found that web based learning or online-based learning offers huge opportunities for learning and access to a vast amount of knowledge and information (2014). Responding to the students' needs of CAT tools and MT employment to be included in the TAP materials, online-based learning materials can serve as the best solution. By having online learning materials, the students have more time to understand and practice the CAT tools and MT compared to a very limited time in a classroom meeting. This finding is in line with the research findings of Means, Toyama, Murphy, Bakia, and Jones (2010) that found positive significant difference of online learning compared to conventional learning.

Although many studies found the effectiveness of implementing online learning, several other researchers (cf. Nguyen, 2015; Jabeen and Thomas, 2015) found it ineffective. They found that traditional face-to-face learning or learning with an instructor is more effective. The ineffectiveness of online learning found by Jabeen and Thomas (2015) who investigated the effectiveness of online learning in teaching speaking was mainly caused by the teacher's limited access to applicable speech practice tools online. Their findings imply that online learning requires lecturers with good digital

literacy because, without which, online learning for TAP course at TSP-USU will never be implemented.

4 CONCLUSIONS AND SUGGESTIONS

Based on the research findings, it is concluded that the current TAP materials do not meet the students' needs. Several topics considered important are still missing and need to be included in the newly developed TAP materials. Besides, the TAP materials need to be designed into online-based learning materials. Therefore, developing online-based TAP materials for the students of TSP-USU is urgently and importantly required. Nevertheless, the findings of this study have a weakness due to the absence of stakeholders as the research respondents. For that reason, it is suggested for other researchers to involve stakeholders as the respondents for better findings.

ACKNOWLEDGEMENTS

The authors would like to thank the Ministry of Research, Technology and Higher Education of the Republic of Indonesia for funding this research under the 2018 PTUPT DRPM DIKTI Research Grant. The authors also thank the Research Institute of the University of Sumatera Utara for assisting the authors.

REFERENCES

- Agarwal, M., K., 2010. Internet-based language learning and teaching. *Innovative Infotechnologies for Science, Business and Education*, 1(8), 3-7.
- Biel, L., 2011. Training translators or translation service providers? EN 15038:2006 standard of translation services and its training implications. *The Journal of Specialised Translation*, 16, 61-76.
- Doherty, S., 2016. The impact of translation technologies on the process and product of translation. *International Journal of Communication*, 10(2016), 947-969.
- Gall, D., Gall, J., P. & Borg, W., R., 2003. *Educational research: An introduction*. Pearson Education, Inc. London, 7th Edition.
- Gouadec, D., 2007. *Translation as a profession*. John Benjamins Publishing Company. Amsterdam/Philadelphia.
- Holmes, J., S., 1972/2004. The name and nature of translation studies. In Venuti, L. (Ed.), *The Translation Studies Reader* pp. 180-192. Routledge Taylor & Francis Group. Kentucky/Florence.
- Jabeen, S. S. & Thomas, A. J. 2015. Effectiveness of online language learning. *Proceedings of the World Congress on Engineering and Computer Science 2015*, Vol I, October 21-23, 2015, San Francisco, USA.
- Means, B., Toyama, Y., Murphy, R., Bakia, M. & Jones, K. 2010. Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. *Monograph*. Retrieved on June 10, 2018, from http://www.ed.gov/about/offices/list/opepd/ppss/report_s.html
- Munday, J. 2012. A translation studies perspective on the translation of political concepts. In Burke, M. & Richter, M. (Eds.), *Why Concepts Matter: Translating Social and Political Thought*, pp. 41-58. Brill Academic Publishers. Leiden.
- Nguyen, T. 2015. The Effectiveness of online learning: Beyond no significant difference and future horizons. *MERLOT Journal of Online Learning and Teaching*, 11(2), 309-319.
- Rosa, R. N., Refnaldi, & Hafizh, M. 2013. The analysis of the students' needs in a multimedia-based course "semantics and pragmatics": A developmental research in the English Education Program of State University of Padang. Presented at the *Int. Seminar on Languages and Arts (ISLA) 2*, Padang, 5 – 6 October 2013.
- Rosa, R. N., Sinar, T. S., Ibrahim-Bell, Z. & Setia, E. 2018. Pauses by student and professional translators in translation process. *Int. Journal of Comparative Literature and Translation Studies*, 6(1), 18-28.
- Schopp, J. F. 2007. The European translation standard EN 15038 and its terminology - A mirror of missing professionalism?. Presented at the *6th Conference "Hellenic Language and Terminology"*. Athens, GREECE, November 1-3, 2007, 1-10.
- Shi, H. 2010. Developing e-learning materials for software development course. *Int. Journal of Managing Information Technology*, 2(2), 15-21.
- Sofyan, R. & Tarigan, B. 2017. Online resources management in self-corrections and translation quality. *Int. Journal of Sciences: Basic and Applied Research (IJSBAR)*, 35(2), 212-224.
- Sofyan, R., Silalahi, R., Setia, E. & Siregar, B. U. 2016. Identifying the use of online resources in doing self-corrections: A study of Indonesian student translators. *Int. Journal of Applied Linguistics and Translation*, 2(2), 15-19.
- Wasim, J., Sharma, S. K., Khan, I. A. & Siddiqui, J. 2014. Web based learning. *Int. Journal of Computer Science and Information Technologies*, 5(1), 446-449.
- Yallop, C. 1987. The practice and theory of translation. In Steele, R. & Threadgold, T. (Eds.), *Language Topics: Essays in Honour of Michael Halliday*, Vol. 1, pp. 347-351. Amsterdam, John Benjamins.