Need Analysis for Developing Translation's Textbook base on TEFL Pedagogical Purpose in Indonesia: English Teachers' Perspectives

Masitowarni Siregar[1]*, T. Silvana Sinar[2], Amrin Saragih[1], Syahron Lubis[2]

[1]*Universitas Negeri Medan, Indonesia,*
[2]*Universitas Sumatera Utara, Indonesia*

Corresponding Author: Masitowarni Siregar, E-mail: siregarmasitowarni@yahoo.com

ARTICLE INFO

ABSTRACT

The purpose of this study was to find out the Prospective English teachers' perspective on the development of translation's textbook base on Teaching English as a Foreign Language (TEFL) Pedagogical purpose. Therefore, the quantitative research was applied to gather the data. By using the questionnaire with Likert Scale, the quantitative data were collected from 100 prospective English teachers in Indonesia. As a result, from nine aspects questioned to the prospective English teachers, most of them (92%) said that the translation's textbook base on TEFL Pedagogical purpose was significantly needed. Therefore, the English Education Study Program (EESP) in Indonesia should use translation for teaching English purpose not for professional career in translation. Therefore, Translation as a TEFL purpose model is the most suitable model to be applied in EESP in Indonesia.

INTRODUCTION

Background of Study

Translation (Translation) is one of the areas of competence reserved for students of English language education in a wide range of universities in the world. These skills help students to be able to transfer a message from a foreign language (the source language) into local language (target) or vice versa. Therefore, the Department of English language education throughout the university in Indonesia provides Translation subject from English to Indonesian and vice versa.

However, translation is not the task or job that is very easy; this is not as simple as activities that seeking the meaning of the source language in the target language by using a dictionary. There are many requirements that must be taken into consideration to produce good translations; such as the type of text, the cultural context and the word has many meanings that must be adapted to the context. Therefore, many experts of translators have been stringing some theories of how to produce a good translation which consistent with the intent of the source language. Experts of translators indicated that the theories and concepts of translation must be provided on the activities of training and learning translation so that the competence of the translation can be understood by a student in accordance with the theory and the concept (PACTE 2005; Nababan, 2003; Gile, 1995) then Ardi (2010) adds that by gaining the competence of a good translation, a translator is able to choose the best way to solve problems in translation.

Therefore, to become a professional translator who require special education professional translation as in professional translation aims to equalize the meaning of a text in the source language and the target language and vice versa (Liu, 2000). Because of that, to be a professional translator, there are three stages that must be passed by the prospective translators. They are: 1) bilingual practitioners, 2) the ability of realization of two cultures (source and target) practitioners, and 3) sensitivity practitioners (*changing and creative ability to produce good prose)* (Chau, 2000). Purpose and this stage is not the competence to be achieved by a prospective teacher or an English teacher competence complicated but this is to be achieved competence someone who wants to become a professional translator for the purpose of professional skills and part of career development.

Problem Statement

Students of English education in North Sumatra who is an aspiring English teachers still required to be able to translate from English to Indonesian and vice versa, but for the

purpose of teaching English subjects in class (Pedagogical Purpose). Therefore, strongly agree with Liu (2000). He said that the pedagogical translation is for the purpose of foreign language learning so that prospective teachers of foreign language (English) should understand the linguistic competence and stopped at the level of linguistic competence. Means, a prospective teacher or an English teacher competence requires a translation as an important means of learning a foreign language as a method of learning that can be used to deepen the understanding of the source text or to show one's understanding of the message in the original text.

Objective of Study

In accordance with the background of study and statement of problem, the aim and goal of this study was to find out the need of translation's textbook base on TEFL pedagogical purpose according to prospective English teachers in Indonesia.

LITERATURE REVIEW

Translation

Translation is a process of transferring a written or spoken text from one language to another language (Hornby, 2010). Moreover, Wiratno (2003) stated that translation is a process of transferring message from Source Language (SL) to Target Language (TL). On the other hand, Catford (1965: 20) says, "Translation is replacing of one text in one language (SL) to another language (TL). In addition, Nida (1969) stated that translation is delivering a passage by using Target Language and the passage as natural as the Source Language (SL) not only the meaning but also the style.

Literally, the definition of translation is vary and there are so many translators have already defined the translation itself base on their needs and study such as Larson (1984) said that translation is transferring text from source language to receptor. Therefore, it can be concluded that translation is an activity and study on transferring a formal or informal passage or text from source language to target language.

General process of translation

Nida and Taber (1969) in Munday (2001:40) divided the process of translating into three stages system: 1) analysis of message in the SL; 2) transfer, and; 3) reconstruction of the transferred message in the TL. The process is as in the diagram Figure 1:

From Figure 1, it can be seen that the source language is analyzing the grammatical relationship and the meaning of words and its combination. Then, it is transferring the meaning from SL into TL. The Reconstruction phase is the phase where the translator re-expresses the passage in such a way that the translation product is readable and acceptable in terms of rules and styles in the TL. In addition, Nababan (2003) stated that there are three steps of translation process. Those are 1) the analysis of the source language (SL), 2) transferring the message, 3) restructuring.

Translation for professional purpose (TPP)

Nowadays, most of Translation training for professional purpose followed the holistic model of the PACTE research group because PACTE has come up with the most sophisticated competence model in translation studies that firmly based in empirical research. According to PACTE (2000) translation competence is the underlying system of the knowledge and skills needed to be able to translate. Furthermore, the latest model of PACTE (2002, 2003, and 2005) contains the following elements: 1) bilingual sub-competence, 2) extra linguistic sub-competence, 3) knowledge about translation sub-competence, 4) instrumental sub-competence, 5) strategic sub-competence, and 6) psycho-psychological component. This model is presented in following Figure 2:

As for the nature of translation competence, the PACTE group maintains that: 1) translation competence cannot be equated with bilingual competence, 2) translation competence and performance must be distinguished, 3) translation competence is expert knowledge, and consists of declarative and procedural knowledge, and 4) translation competence consists of sub-competences (see above).

Therefore, PACTE translation competence is prepared for professional translator or translation as career. If this model is applied to the Translation subject in English Education Study Program in Indonesia which is the alumni are expected to be English teachers, it must not be suitable because the model is to complicated and the students do not expected to be a professional translator but they can use the knowledge of translation for teaching English as a foreign language purpose in Indonesia.

Translation for teaching English purpose (TTEP)

Actually, so many scholars that have been doing researches in translation studies such as Harries, Stanfield, PACTE, Pym and so on. Then, there are so many theories, models and concepts that they suggested in teaching a Translation subject. Therefore, many agree with Marta (2008) who said that none of the models presented by the scholars is inherently better than the others. It always depends on the aims of the researchers or lecturer, which model suits his/her purpose best. The PACTE model, for example, is excellent for the purpose of giving training to the prospective professional translators rather that to the purpose of giving lecturing to the prospective English teachers.

Because of that, Translation subject should be suitable to the teaching English purpose. So, it can be stated that the most suitable model of translation study for EESP students is TTEP, which is going to be familiarized in this paper. TTEP is a model of teaching translation for Teaching English as Foreign Language (TEFL) purpose that takes and states that translation is a language teaching technique because as many scholars ague (Titford and Hieke, 1985; and Malmkjaer, 1998), translation does not always fulfill real communicative function. In foreign language teaching, it is often used as a technique to ensure comprehension, to make the structure of target language transparent, to practice certain structures or to test the certain linguistic element. This type of translation
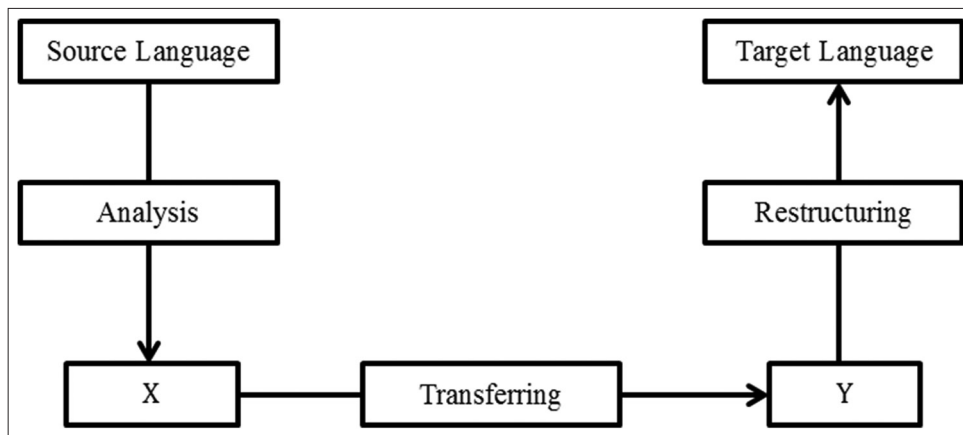
Need Analysis for Developing Translation's Textbook base on TEFL Pedagogical Purpose in Indonesia: English Teachers' Perspectives

83

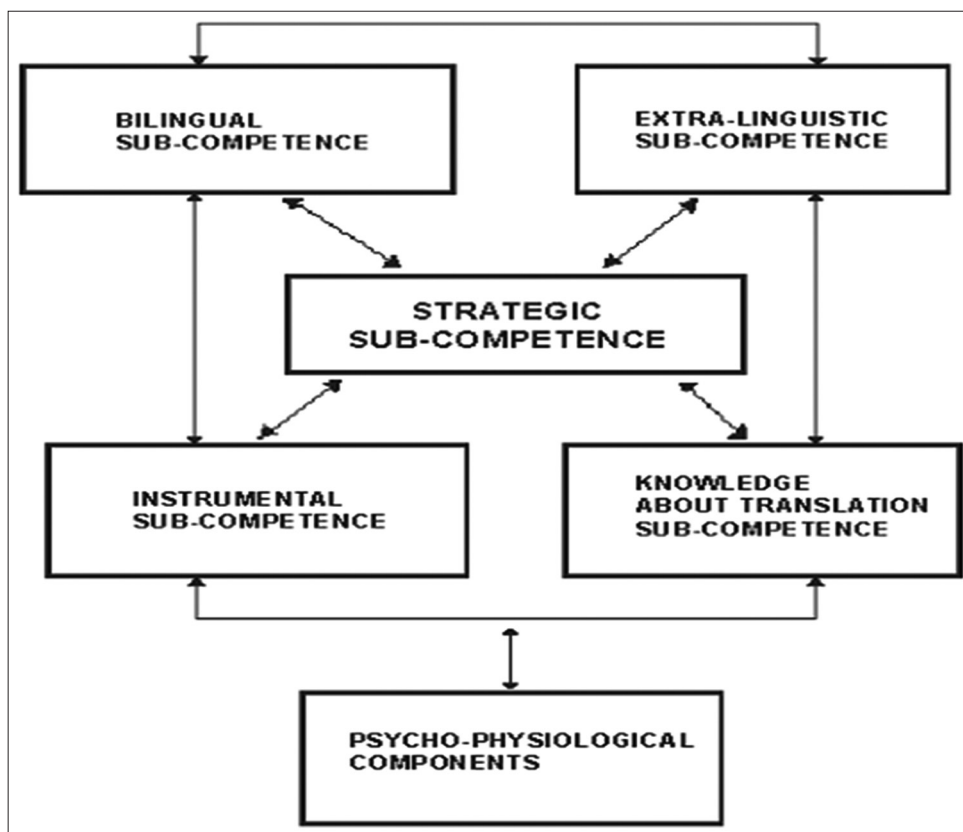**Figure 1.** General process of translation

Figure 2. The PACTE translation model

is often referred to pedagogical translation (Heltai, 1996; Malmkjaer, 1998).

In so doing, if the purpose of the model is different, the competence that should be applied will be different. For instance, if the purpose is for professional translation or career, the competence that should be applied will be for professional translation. But if the purpose is for teaching English as foreign language, the competence that should be applied will be competence that related to teaching English purpose. Therefore, strongly agree with Liu (2000). He said that the pedagogical translation is for the purpose of foreign language learning so that prospective teachers of foreign language (English) should understand the linguistic competence and stop at the level of linguistic competence.

It means that a prospective English teacher should apply translation as an important technique on teaching and learning a foreign language that can be used to understand the source text or to show one's understanding of the message in the original text.

Therefore, translation competence for prospective English teacher should be on basic competence and linguistics competence. It means that the students of EESP only need to know about linguistics competence in translation like semantic and pragmatic meanings in the certain text provided. But, to realize this competence to the students of EESP needs a study to arrange the material, topic, assessment and evaluation on related the basic and linguistic competence for prospective English teachers or the students of EESP.

Translation for TEFL Purpose in Indonesia

Currently, the Translation subject in English Education Study Program in university in Indonesia has not been focused on teaching English purpose. Some universities are still following PACTE but some did not follow any standards of translation since they just put whatever they want to put in Translation subject. To clarify, some data from five (5) universities in North Sumatera Indonesia are provided on the Table 1:

The curriculum at every university in North Sumatra who have Study Program English for degree Bachelor (S1) only has 4 Semester Credit Unit (SCU) for courses Translation by division 2 credits for Translation I (translating English to Indonesian) and 2 credits for Translation II (translation from Indonesian to English) or vice versa. In addition, the systems is flexible in the sense that there are no definite rules or remain on the curriculum proficiency level how the division of 4 credits and it is the authority of each university to set up the system of lectures for the course Translation. That a standard is just 4 credits to courses Translation in English education courses at the university and this certainly trending follow the curriculum provided by the Higher Education in Indonesia nationally.

Apart from that, teaching materials Translation is not the same at every university in North Sumatra. This happens because there is no cooperation between the university syllabuses. Each university has their own opinion, and almost all the lecturers that administer courses Translation refers to the translation model of the competencies set by PACTE. Then, PACTE in principle is not translation competence models for prospective teachers but rather to potential professional translators. In other words, the model used to develop the competence PACTE professional career in translation while the student is expected to use the translation knowledge in English Education focusing on the goal of teaching English (PACTE, 2000). It is clearly stated ole team PACTE (2005), which explains that the competency model of translation is the principle of science that directs the flow of translation to align source language to the target language (process, methods and procedures) and the profession (type of translation, user, and so on). Coupled with the absence of the same syllabus at the university, resulting in each faculty to determine and provide learning materials freely and lead to the teaching of translation on *S1* students of English Education has

not followed the standards of competence to be achieved as a candidate for an English teacher because it is not available.

Furthermore, teaching methods Translation is the duty and the right of each teacher to determine what method should be applicable for the learning process in line with expectations and achieve the goal of learning itself (Celce-Murcia, 2001; Brown, 2007). However, to achieve the learning objectives there should be a standard to be followed by the teacher. In teaching Translation, Fawcett (1997) proposed that the teaching of the theory of translation must consider three of the following: a) effective, b) cognitive, and c) psychomotor. In general, three things can be a reference to the lecturer that teaches Translation as an objective to make students as professional translators and students as future teachers of English. However, practically Fawcet develop these three sub-sections into a very complicated and refers to the aim to make the student as a professional translator plus not all teachers/lecturers are able to apply teaching methods or procedures of this translation (Ardi, 2015). However, most of the teachers still impose this method to the students of English Education S1. This happens because of the absence of any other reference to be followed by the teachers. In fact, Heltai (1996) and Malmkjaer (1998) has determined that in the teaching of English as a foreign language, Translation is used as a technique to convince the understanding, making the structure of language becomes transparent, to practice particular structure, or test certain linguistic elements. This translation type is referred to Translation as a base on Teaching English as a Foreign Language - TEFL Pedagogical Purpose.

In accordance with this statement, it should be a method that should be practiced in teaching the course Translation at S1 students of English Education is a method of directing students to use translation as a reference/techniques to teach English as a foreign language for students of S1 English Education is an aspiring language teachers UK.

In addition, the very important thing in teaching Translation is the assessment and the evaluation of the competency achievement. However, determining the appropriate assessment and evaluation which is in fact not a very easy thing for synchronizing the competencies expected to be in accordance with the type of evaluation are given in order to measure the achievement of competence can be achieved precisely. Therefore most of the trainer or lecturer of the course Translation often only assess

Table 1. The form of translation subject in English education study program in 5 universities in north sumatera, indonesia

University	Number of credit hours	Competencies	Followed translation model	Applied assessment and evaluation
A	4	Bilingual sub-competence Extra-linguistic competence Transfer competence Strategic competence	PACTE	Prediction
B	4	Bilingual sub-competence Transfer competence	PACTE	Prediction
C	4	Bilingual sub-competence Transfer competence	PACTE	Prediction
D	4	Not structured	No followed model	Prediction
E	4	Not structured	No followed model	Prediction

Need Analysis for Developing Translation's Textbook base on TEFL Pedagogical Purpose in Indonesia: English Teachers' Perspectives

85

student competence in a manner based on linguistic abilities, and they are focused only on the text of the competence of the translator (student) (House, 1997). To be honest, Marta (2008) says that the naturalness of the results of the translation itself still presents a problem to evaluators potential.

Therefore, the evaluation of the corresponding learning-based Translation TEFL pedagogical purpose in accordance with the competency given to students studying translation based TEFL pedagogical purpose. Not just predict whether the meaning of the source language is in conformity with the meaning of the target language. Strongly agree with the researchers McAlester (2000), which says that the modern techniques of educational evaluation can be applied to the evaluation of translation. To that end, as a course given to prospective English teachers, Translation must have a competency evaluation in accordance with the standards of competence that translation as a technique in teaching English as a second language.

METHODOLOGY

The methodology used in this research was descriptive quantitative research. The data were collective by using questionnaire. Furthermore, the questionnaire contained 9 aspects, which are a) translation aspects b) translation base on pedagogical purpose aspects, c) process of translation base on pedagogical purpose aspects, d) social interaction, e) learning interaction, f) Facilities and sources of learning, g) publication and dissemination, h) Types of competences in translation base on TFL pedagogical purpose, and i) topics of Translation based on TEFL Pedagogical Purpose, with 58 questions. The technique of analyzing the data was by using Likert Scale from 1 (significantly not needed) to 5 (Significantly needed). The table of Likert Scale is as following. Table 2.

RESULTS AND DISCUSSION

From the three (3) dimensions in need analysis questionnaire, It has 59 components that have been filled in by 100 respondents. The general overview that has been analyzed in accordance with aspects of the questionnaire can be seen in the following Figure 3.:

Figure 3.1 shows the percentage of analysis of the need for teaching materials of Translation based on TEFL Pedagogical Purpose for English Education students.

Of the 58 components in 12 aspects and 3 dimensions in the analysis of the needs of this resource, from 100 respondents said that 53.45% of the 58 components are required by the students of English Education as a candidate for English teachers. Then, 43.1% of the 58 components are indispensable and only 3.45% of the 58 components are somewhat needed. Furthermore, none of the 58 components provided according to the respondents is unnecessary.

Therefore, the needs of students according to the respondents are in accordance with what is tied in the analysis of the needs of the translation textbook base on TEFL Pedagogical Purpose. Therefore, all the components present in this questionnaire should be included in the teaching materials that will be designed and developed because it is considered appropriate according to the respondent.

Table 2. Likert scale

No	Score	Need analysis categories
1	0 – 0,50	Not needed
2	0,51 – 1,50	Less needed
3	1,51 – 2,50	Quite needed
4	2,51 – 3,50	Needed
5	3,51 – 4,0	Significantly needed

CONCLUSIONS AND SUGGESTION

Conclusion

Teaching English in Indonesia is considered as teaching a foreign language because English is for international communication in Indonesia. English teachers should know that translation knowledge should be used as a medium to teach English not as professional career. Therefore, base on the result of this study, Translation' Textbook base on TEFL Pedagogical Purpose is more suitable than PACTE model to be applied to students of EESP as prospective English teachers in Indonesia because Translation' Textbook base on TEFL Pedagogical Purpose model is offering a competence prepared for teaching English pedagogical purpose while PACTE model which is now the most distinguished model among the translation discussion is too complete and complicated for prospective English teachers. In addition, there are so many competences that not related to teaching English purpose but to be a professional translator.

Suggestion

In accordance with the discussion and conclusion, the author addresses some suggestions to the lecturer of Translation subject, head of EESP and future researchers. First, the lecturer must teach translation subject by using the Translation' Textbook base on TEFL Pedagogical Purpose model rather than using PACTE model because if the lecturers follow the PACTE model the time is not enough to apply the PACTE model to the teaching and learning translation in class since the class only has 4 credit hours for the whole translation's class. Beside that, PACTE model is offered to professional translator while the EESP students are prospective English teachers not prospective professional translator. Second, head of EESP in Indonesia should give a direction to translation subject's lecturers on using the Translation' Textbook base on TEFL Pedagogical Purpose model rather than other models. In addition, the head of EESP should set a team on Translation subject for teaching English purpose who will do the discussion, study, and research on this scope of area so that the model of Translation' Textbook base on TEFL Pedagogical Purpose can be applied properly and match with the teaching translation purpose on EESP students. Third, future research can use this study as a basic data to do the next research on Translation' Textbook base on TEFL Pedagogical Purpose. Then, the next researchers should do the research on the suitable teaching material (topic, method, assessment and evaluation) to this Translation' Textbook base on TEFL Pedagogical Purpose model so that this model can be applied properly to the classroom activities and the purpose of teach-
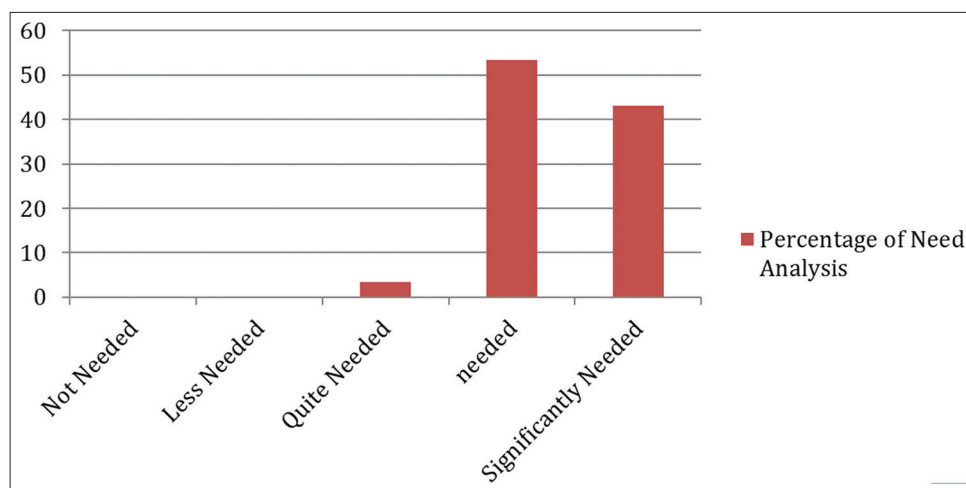
Figure 3. *Percentage of Need Analysis on Textbook of Translation based on TEFL Pedagogical Purpose*

ing translation to EESP students can be reached easily.

REFERENCES

Ardi, H. (2010) *Analisis Teknik Penerjemahan dan Kualitas Terjemahan Buku "Asal-Usul Elite Minangkabau Modern: Respons Terhadap Kolonial Belanda Abad ke XIX/XX"*. Masters Thesis, Universitas Sebelas Maret.

Ardi, H. (2015). Pengantar Penerjemahan (Introduction to Translation). Jakarta: Sukabina Press.

Brown, H. D. (2007). *Teaching by Principle; An Interactive Approach to Language Pedagogy. Third Edition.* New York: Pearson Longman.

Catford,J.C.,(1965). A Linguistic Theory of Translation. Oxford:

OUP. Available online at: http://www.scribd.com/doc/97199603/95074003-J-C-Catford-A- Linguistic-Theory-of-Translation-Oxford-Univ-Press-1965.

Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language. Third Edition. Heinle*: Language Learning.

Chau, S.S.C. (2000). Hermeneutics and the Translator: The ontological Dimension of Translating. *Multilingua, 3 (2), 7 – 71.*

Duff, A. (1989). *Translation*. London: Oxford University Press.

Fawcett, P. (1997) Translation and Language. Linguistic Theories Explained. St. Jerome, Manchester.

Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training.

Amsterdam/Philadelphia: John Benjamins.

Heltai, P. (1996) Fordíthatjuk-e Richard Couer-de-Lion-t Hódító Vilmosnak? In: Iskolakultúra, 16-18. pp. 62-85.

House, J. (1997) Translation Quality Assessment. A model revisited. (2nd edition) Gunter Narr Verlag, Tübingen.

Larson, M. L. (1984). *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. Lanham Md: University Press of America.

Liu, X. (2000). Article translated from New York Times, Marriage: 1% Inspiration, 99% Perspiration, *Guangming Daily*, 25th April.

NIDA, EUGENE A. 1969. Science of translation. Language 45.483-498. D. Terence Langendoen

Nida, E.A. and Charles R.Taber. 1969. *The Theory and Practice of Translation*. Leiden: EJ.Brill.

Malmkjaer, K. (ed) (1998) *Translation and Language Teaching. Language Teaching and Translation*. St. Jerome, Manchester.

Marta, L. (2008). *Studies in the Development of Translation Competence. Ph.D. Dissertation*. Alkalmazott Nyelveszeti Program.

Munday, J. (2001). *Introducing Translation Studies: Theories and Applications*. London and New York: Routledge.

McAlester, G. (2000) The Evaluation of Translation into a Foreign Language. In: Schäffner, Ch. &Adab, B. (eds) Developing Translation Competence. John Benjamins, Amsterdam/Philadelphia, pp. 229-241.

NIDA, E. A. and W. D. REYBURN. (1981) Meaning Across Cultures. Maryknoll, New York: Orbis.

PACTE. (2003), 'Building a Translation Competence Model', in F. Alves (ed.), *Triangulating Translation: Perspectives in process oriented research*. Amsterdam: John Benjamins, pp. 43-66.

PACTE. (2005), 'Investigating Translation Competence: Conceptual and Methodological Issues', *Meta*, 50, (2), 609-619.

PACTE (2000). "Acquiring Translation Competence: Hypotheses and Methodological Problems in a Research Project". In: Beeby, Allison, Ensinger, Doris. i Presas, Marisa (eds.). Investigating Translation. Amsterdam: John Benjamins. 99-106.

Nababan, M.R. 2003. "Arah Penelitian Penerjemahan", Makalah disajikan dalam Kongres Nasional Penerjemahan, di Tawangmangu, 15-16 September 2003.

Newmark, P. 1988. A Textbook of Translation. New York: Prentice-Hall International.

Wiratno, T., (2003). Text Deconstruction in English Language Teaching. The 2nd International Seminar on English Language Studies, Universitas Sanata Dharma, Yogyakarta.

Wehmeier, S. (2000). Oxford Advanced Learner's Dictionary. USA: Oxford University Press.