

Needs Analysis of English Department Students in Translating Text for Completing the Final Project at State Polytechnic of Padang

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Abstract— This study discusses about *Needs Analysis of English Department Students in Translating Text for Completing The Final Project at State Polytechnic of Padang*. The purpose of this research specifically is to find out what are the needs related to the students difficulties when they are translating text, and what are the best procedure, strategy or method used to translate any kinds of text . The data are collected from English department students who are taking translation for their final project. This study can give a contribution for developing translation curriculum at English Department State Polytechnic of Padang. The data collection methods use questionnaires, observations, and interviews. These methods are important to get information about the the difficulties experience during translating text, students skills that need to be improved, and other additional information. By conducting this needs analysis study, the lecturers will know what the proper method or material that needs to be applied in teaching learning process. It also can be used to develop teaching and learning material. Moreover, these identifications can be used to find and revise the previous course content in translation. Therefore, it is hoped that the students could be helped when they are writing their final project about this topic. This research starts by designing the needs analysis questionnaires for the students, the ex students, and the related parties. Then, it is tested to find out the validity and reliability. After getting the validity and reliability data, the questionnaire is distributed to the students, ex students, and teachers or industry. The result shows that there are three kinds of needs which have to be fulfilled in order to improve students skills in translating text for the final project, they are: objectives needs, learning needs and the learner's needs.

Keywords— *needs analysis; translation method; translating text; final project; translation curriculum*

I. INTRODUCTION

English Department is one of the seven departments in State Polytechnic of Padang which has two additional skills; those are English for Broadcasting and English for Translation. The final project in translation will be related with translating any kinds of text, such as books, brochures, novels, short story or even the movie script, while the final project in broadcasting will be concerned with producing a product of audio visual or audio radio in form of feature, advertorial, documentary, etc.

Statistically, students of English department tend to choose translation field as their final project. Due to the above fact, conducting a needs analysis research is importance. However, the material of translation course sometimes do not fulfill the students needs. That is why conducting a research about Needs Analysis of English Department Students in Translating Text for Completing the Final Project at State Polytechnic of Padang is urgently needed. By conducting this research, it can give valuable information to the English lecturers in preparing the teaching learning process including material and method. This research is expected to

give a valuable contribution for many aspect. First, for English lecturers, they can get get ideas, knowledge, concepts, and guidance in developing translation material for English Department students. Moreover, for the students of English Department, learning translation will be more valuable and effective for them.

Based on the identification of the problems above, there are two questions which are going to be answered trough this research; first is about What are the needs of English Department Students in translating text for completing their final project?. Second, what is the appropriate skill and method that can be used in translating text?

In conducting this research, some theories from the experts are taken as the core in analyzing the data. Those theories are explained as follows:

1) Definition of Need Analysis: in general, needs analysis is defined as a process in finding needs. According to Dudley-Evans and St Jhon (2008), needs analysis is the process of establishing an important role in the process of designing language course or developing the learning material.

2) Concept of Needs Analysis : Dudley-Evans and St Jhon (2008) determine the concept of needs analysis namely; Professional information about learners, Personal information about the learners, English language information about the learners, The learner's lacks, Language learning information, Professional communication information about knowledge of how language and skills are used in the target situation, What is wanted from the course, Information about the environment in which the course will be run.

3) Process of Needs Analysis:The needs analysis are closely related to ESP. In this process, the language and skills that the learner will use in their target professional or vocational workplace or in their study areas are identified. The needs analysis process involves, *Target situation analysis, Discourse analysis, Present situation analysis, Learner factor analysis, Teaching context analysis.*

4) The Concept of Translation There are many theories defined by experts who have worked in translation study. Catfort (in Hatim, 2001) states that translation is the replacement of textual material in one language by equivalent textual

material in another language. It means that translation is the process of replacing meanings in one language into into target language with the same meaning by considering the naturalness of target language.

According to Newmark (1988:81), In translation, word is important. It is the smallest and seems to be the most significant unit dealing with translation process. The SL text consists of words on the page since word will form a sentence and sentence will form a text. A translator may be able to find the meaning of one word in dictionary. Furthermore, here, a translator should have strategy how to deliver the meaning of the word in target language appropriately. This kind of meaning is called as Culture-specific concepts. The source-language concept is not lexicalized in the target language. Source-language word is semantically complex. Source and target languages make distinctions in meaning. The target language lacks a superordinate. The target language lacks a specific term (hyponym). Differences in physical or interpersonal perspective. Difference in expressive meaning. Differences in form. Differences in frequency and purpose of using specific forms. The use of loan words in the source text

The Translation strategies

By identifying the problems of equivalence that may occur in translation process, the treatment to the words contained problems may be solved by applying some strategies. There are some strategies suggested by some experts. Newmark (1988) has some strategies – he uses term procedure – that may help the translator in doing translation process.

Transference is the process of transferring a SL word to a TL as a translation procedure. *Naturalization* is the procedure that adapts the SL word first to the normal pronunciation. *Cultural equivalent* is a SL cultural word is translated by a TL cultural word. *Functional equivalent* requires the use of a culture-free word. *Descriptive equivalent* sometimes has to be weighed against the function. *Synonymy* is used for a SL word where there is no clear one-to-one equivalent. *Through-translation* is the literal

translation for common collocation, names of organizations, the component of compounds and perhaps phrases. Normally, through translation should be used only when the terms are already recognized. *Shift or transposition* is a procedure that change the grammar of source language to target language, for instance, changing word from singular to plural, the changes of grammatical structure, and the changes of verb and noun from source language into target language. *Modulation* variation through a change of viewpoint, of perspective and very often of category of thought. *Recognized translation* usually use the official or generally accepted translation of any institutional term. *Translation label* is a temporary translation, usually be done through literal translation. *Compensation* occur when loss of meaning, sound-effect, metaphor or pragmatic effect in one part of a sentence. *Componential analysis* the splitting up of a lexical unit into its sense components. *Reduction and expansion* is a vague translation procedures the translator practice intuitively in some cases, *ad hoc* in others. *Paraphrase* is an extension or explanation used in an 'anonymous' text when it is poorly written, or has important implications and omission. *Equivalence and adaptation* is the use of recognized equivalence between two situations. *Couplets* is combining two procedures respectively for dealing with a single problem. *Notes, addition, glosses* is used when the translator supply additional information in a translation.

Another translation expert who explains about the way to translate word is Baker (1991: 26-42). She suggests some strategies used by professional translators to translate the non-equivalence word:

Translation by a more general word (superordinate). Translation by a more a neutral/less expressive word. Translation by cultural substitution. Translation using a loan word or loan word plus explanation. Translation by paraphrase using a related word. Translation by paraphrasing using

unrelated words. Translation by omission. Translation by illustration.

5) *Literary Text and Non Literary Text*: Text are used to transfer information and communicate. According to Lotman (1977) It is a coherent set of signs that transmits some kind of informative message.

The substantial difference between the two is that whereas literary text comprises the world of the mind non-literary text is usually concerned with information, facts and reality. While literary texts usually revolve around fictitious characters, non-literary texts are primarily about objects from the extra-linguistic reality. Even though literary texts attempt to represent reality. Furthermore, Newmark (1981) distinguish four types of text (literary or non-literary). They are, *Narrative, Description, Discussion, Dialogue*.

II. METHOD

The research design was qualitative approach-based descriptive method. It was used to know what the needs, the wants, and the lack of students in translating text for completing their final project. The data was collected through questionnaires, interviews, and observations. The collected data was analyzed descriptively. The research procedures were preparing the instrument, trying out the instrument, analyzing the instrument validity and reliability, collecting the data by distributing questionnaires, conducting interviews and observation, evaluating the data, and making the learning material draft from the data.

The research instrumentation were questionnaires checklists, structured interviews, and observation. The questionnaires provided a quantitative information to collect numerical or measurable data. It determined facts and attitudes of the students in translating text. Meanwhile, structured interview was useful for evaluation and needs analysis. In this case, the observation was used to observe the students attitude and behavior during translating text for their final report.

The data were collected from English Department students who took translation as

their final project, ex-students, and lecturers. First, the data were distributed to the third-years students who took translation as their final project. Then, the collected data were analyzed. To support the respondents' response in the questionnaire, the structured interviews were done. Moreover, the observation was done to find out the students attitude and behavior during text translating. For the ex-student, the questionnaire were distributed via email in order to know their opinion or experience during translating the text. Finally, for the lecturers, the data were collected through face to face interview. It was used to know their opinion while guiding the students especially those who took translation for their final project.

In analyzing the data, it followed some steps. First, the raw data were converted into information. Then, the data was processed through statistical analysis and Microsoft excel program. After that, some data comments were subjectively processed.

III. RESULTS AND DISCUSSION

The needs analysis data consists of the Target situation analysis or objective needs, The learning needs, and the learner's need. The target situation analysis or objective needs data related to what the learner needs to do in the target situation, while learning needs data related to translation skill that is needed by the learning during translating text and learner need is the students' difficulties and problem in translating text.

Based on the target situation analysis, it is found that there are some skills that the students need to be mastered to meet the competence of the English Department's graduate. First, the students can communicate in English well both spoken and written. Second, the students can translate legal document and general text by using Computer Aided Translation. Third, the students can do simple administration by using multimedia and Information and communication Technology. Fourth, the students can do public speaking as Master of Ceremony. Fifth, the students can operate broadcasting equipments in Television and Radio production.

The learning needs analysis shows that 97% of the participants like English learning, and 93% of them like translation subject. It can be assumed that

students has a good interest in learning English especially in translation subject.

Then, 83% of participants like the lecturer teaching style in explaining the translation material and 83% of the students understand the learning instruction but only 41 % of the students catch all topic discussed in the class. The lecturer also provide students with module. This module help the students to understand the topic about 76%. Even though there is only one module available for introduction of translation and workshop of translation class, the student browse the related topic in internet to get more understanding.

Based on the interview data, the students can catch the point explained by their lecturer about the method and procedure, but some of the students get confused when they have to use the procedure in translating the text. They are afraid to put the appropriate procedure as solution for their problem in translating a text.

Next, 59 % of the participant said that they had enough time to do the translation task in the classroom and 51% of the students said that time given for homework is too short. They are only 62 % of the students said that the teacher give extra time to discuss about the translation result outside of the classroom. This factor represent in questions no 21, 22 and 28 in the questionnaire. It means that lecturer need to add some more time to discuss and give feedback to the students about the translation result even though it is not in the classroom.

In addition, they were equipped by good facilities such as books, internet, and computer. 100 % of the students feel comfort learning in multimedia laboratory for translation class. 93% of the students enjoy using computer and 83% enjoy the internet connection. However, only 38% of the students helped by the books in comprehending the topic because there are only a few of books available.

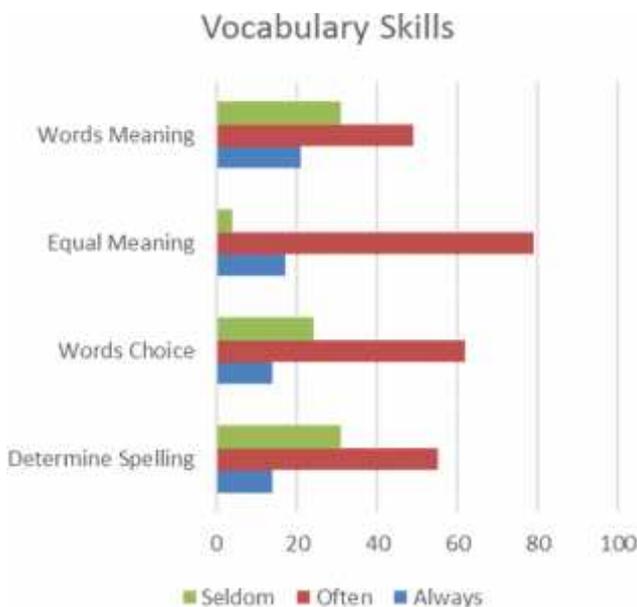
Based on the questionnaires data, most of the participants (93%) like translation subject. However, only 53% of them understand the learning material of translation that consists of *Practice of Translation 1*, *Practice of Translation 2*, and *Workshop of Translation*. Moreover, most of them (83%) understand the learning instruction, but only 59% of them understand all of the material. The participant

said that they had enough time to do the translation task in the classroom and they were equipped by good facilities.

The learning needs data are related to translation skills namely: vocabulary, reading comprehension, grammar, and writing. Based on the data, 59% of participants expect to improve their vocabulary, 41% of them want to improve their Reading comprehension as well as their writing skill, and 38% of the participants want to improve their grammar skill.

Most of them get difficulties to translate the text because of their vocabulary which makes them difficult to put a good translation into a writing. The vocabulary skills deals with word meaning, word equivalence, word choices and spelling matters. From the analysis of the data it is shown that 79% of participants get difficulties in finding the words equivalence and 62% of them get difficulties in finding words choice. The percentage of the students difficulties in vocabularies can be seen on this following chart:

CHART 1
VOCABULARY SKILLS



From all of the above data, it can be concluded that the participants have a good learning situation while studying translation but they still have problem of applying the procedure of translation and need extra time in translating

text given. The theory book which can help student comprehending the topic is also limited. Therefore, Arranging the translation module and book based on the students need and objective need is required. It will be developed based on the translation skills aspect, namely vocabulary, reading comprehension, grammar, and writing.

IV. CONCLUSIONS

There are some conclusions derived from the result of the research. First, there are some objective that need to be reached accomplished by the students for translation skill. First, the topic of translation is not limited to some areas. It can be any topic from all over the world, but the students have to be familiar with the most often requested topic areas. The translation application tools might need to be learned by the students to help them in translating article. In translating text from Indonesian to English and vice versa, students still need to update the new vocabularies and *Ejaan yang Disempurnakan* in Bahasa Indonesia and English Grammar. Translation working procedure must be applied. They are analyzing the text, proofread and editing.

Second, it can be concluded that the students are equipped by beneficial facilities and have a good learning situation. Even though the theory book which can help student comprehending the topic is limited but they can find more information in modul given. The students need extra time in translating text given and feedback from the lecturer. The wide range of content areas text also need to be given to enrich the students

Third, vocabulary, reading comprehension, grammar, and writing are the students difficulties in translating a text. Most of them get difficulties to translate the text because of their vocabulary which makes them difficult to put a good translation into a writing. The vocabulary skills deals with the word meaning, word equivalence, word choices and spelling matters. It can be assumed that the lecturers have to improve the students' vocabulary skills.

Finally, it is needed to develop a standardize material as a model and guidance for the students in translating many variation of text. Through the

standard material, the students can improve and master the translation skill that will be useful for them and it can be applied in their work field.

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