

What Translation Skills Should Be Developed in Translation Course?

Rizky Lutviana¹, Siti Mafulah², Sugeng Hariyanto³, Faisal Rahutomo⁴

¹Universitas Kanjuruhan Malang, Faculty of Language and Literature, Universitas Kanjuruhan Malang

²Universitas Kanjuruhan Malang

³Politeknik Negeri Malang

⁴Politeknik Negeri Malang, Faculty of Language and Literature, Universitas Kanjuruhan Malang

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Abstract: The core of the material development on translation course was students' need, yet most of the instructors seemed to neglect students' need in developing the materials. The purpose of this study was to identify translation skills need by students in order to purpose the prototype syllabus for teaching translation to university students who take translation course. This study employed survey research to the 70 university students who took translation course for 1 semester. Questionnaire was used to collect the data on students' opinion which translation skills were important for them. Based on the findings, it could be concluded that translation course material should be directed to develop students' reading skill, dictionary use skill, skill to translate text from English into Indonesian, and vice versa, skill to translate idiom and tenses, skill to use learning resources, and skill to apply translation's theory, strategy, and method to translate text.

1 INTRODUCTION

Translation studies is recently growing faster, yet the developments of its curriculum remain unexplored. The investigation on Indonesian curriculum on translation studies served varied learning objectives although it is introduced to the same level of students. There have been some debates on the focus of teaching translation, whether it should be theoretical based, practical based or genre based. The objective of this study is to identify translation skills need by undergraduate students majoring in English in order to propose learning objective based on students' need.

Several studies have been done to investigate translation skills from different angles, such as Calvo (2011), Kavaliauskienė & Kaminskienė (2009), Belencova & Davtyan (2016), and Telejba (2004). Calvo (2011) investigated the translation curriculum, whether it should be seen as a product (theory based) or as a process (practice based). He noticed the problem in developing translation curriculum laid on "the deficient understanding of curriculum processes and the random application of translation skills maps" (ibid. page. 8). Theory-based curricula put emphasize on the quality of the product

(the result) of translation rather than the practical. He noted that theory based curricula characterized by material organization that was usually presented in the modules, that was broken down into several learning objectives.

Different from Calvo (2011), Kavaliauskienė & Kaminskienė (2009) investigated translation skill based on students' opinion which one was more important, to translate into their mother tongue, or into English. To come to the conclusion, they gathered the data from two instruments; interview and questionnaire. There were 60 students participated, most of their English level were intermediate. It is found that 90% students thought that translating into English was more important than translating into their mother tongue. Besides, students also thought that, reading and writing skills were also important in translating.

Belencova & Davtyan (2016) Conducted survey study to discover students' opinion on translation skills that should be mastered by university students. The subject of the research were 150 Russian students who studied on Law Institute of Peoples' Friendship University of Russia. They also got the second profession as translators of a special setting and have some experience of translation (less than 5

years). It is found that 75-77% participants agreed that interpreting is important skill in translation. Besides, students also thought that writing skill was important (90%) and knowledge of foreign language (65%) was also important.

Teleiba (2004) conducted translation training to develop students' translation skills at Universitas South Valley, Egypt. Another purpose of his study was also to identify students' response to the training program. The translation skills included: reading comprehension skill, dictionary use, and the skill to render the text. During training students learned to comprehend the text by answering several questions about the content of the text, identify and find the difficult word of the text, use dictionary to find the meaning of word based on the context, try to understand the culture, and rewrite the content of the text in target language. After the training, students did test and answered questionnaire about the training. It is found that most students agreed the training could improve their translation skill. Besides, based on the result of the test, there was positive and significant correlation between students' score and students' attitude toward translation.

In short, the review of the previous studies above gave insight that to develop syllabus for translation course should consider students' needs in certain conditions (level of students, students' background, and challenge to do translation job such as market demand). To formulate translation skills that will be developed, the researcher considered those factors.

2 METHOD

This study employed survey research in which the purpose was to identify translation skills need by students. The subject was 70 university students majoring English Education who took translation class for 1 semester. Questionnaire was used to collect the data on students' opinion which translation skills were important for them. The questionnaire consisted of 23 items covering the question about reading comprehension skill, dictionary use skill, translation skill, and teaching learning process. During class, students were given chance to translate several informative texts from different major; law, medicine, culinary, and history. After that, they were given some questions related to the skills in translation such as reading comprehension skill, dictionary use skill, translation skill, and teaching learning process. Next, the data were gathered and presented in table for the analysis.

3 RESULT AND DISCUSSION

Based on the result of survey on students' need through questionnaire, the researcher divided the discussion on findings into four sections, reading skill, dictionary use skill, translating skill, and teaching and learning process.

Reading skill

Result of the survey showed that most of the students relayed on the comprehending the text before translating it to the target language. Without comprehending the text, the students will get problem when translating the text. The students responses can be seen in table 1.

Table 1. Students' responses of reading comprehension skill

No	Statement	Students' responses (%)			
		SA	A	D	SD
1	I should comprehend the text before translating the text	74.3	25.7	0	0
2	I always understand the content and the main idea of the text before translating them to the target language	60	38.6	1.4	0
3	In translating the text, I always try to understand the vocabulary based on the context	61.4	37.1	1.5	0

Based on the table 1, it can be said that almost all the students strongly agree to comprehend the text first before they translate the text into target text. For the finding the main idea and understand the context is considered as important thing to do before translating the text. It can be seen from the second statement which says I always understand the content and the main idea of the text before translating to the target text got 60% strongly agree. While for vocabulary aspect, it cannot be separated thing in translation. Vocabulary is also important thing to be considered to make the translation find its equivalence and translation also give effect on vocabulary acquisition (Emirmustafaoğlu & Gökmen, 2015; Maghsoudi, Talebi, & Mirkamali, 2014).

Students' responses of dictionary skill use.

Doing translation without dictionary is as a farmer works without hoe. Dictionary is a tool in assisting someone to translate text. The skill of how to use dictionary is really important to be delivered to the students before they do translation task. The students' responses toward the use of dictionary can be seen in table 2.

Table 2. Students' responses of dictionary skill use

No	Statement	Students' responses (%)			
		SA	A	D	SD
1	I always use bilingual dictionary (English-Indonesian/Indonesian-English)	35.7	58.6	4.7	1
2	I always use monolingual dictionary	10	61.4	27.1	1.5
3	I always use online dictionary	18.6	64.3	14.3	2.8
4	I think using dictionary is useful in translation process	68.6	31.4	0	0
5	I have difficulties in using dictionary	5.7	11.4	60	22.9
6	I think the use of dictionary is important to be taught in translation class	27.1	57.1	11.4	4.4

From the result of questionnaire above, it can be seen that the habit of the students is good enough in using dictionary when they translating the task. The use of bilingual and monolingual dictionary is always done by students when they are doing the translation task. Furthermore, they also use online dictionary. They think that using dictionary is important to help them in translating text. It can be seen from the percentage of the fourth question which got 68.6% from the total amount of the students who said strongly agree that dictionary is useful in translation process.

Students' responses of translation skill

Translation skill itself cannot be considered as easy thing to be mastered. There are some difficulties faced by students when translating text. The detail result of the survey can be seen in table 3.

Table 3. Students' responses of translation skill

No	Statement	Students' responses (%)			
		SA	A	D	SD
1	I think translating text from English to Bahasa Indonesia is easier than translating text from Bahasa Indonesia to English	14.9	52.9	22.9	9.3

No	Statement	Students' responses (%)			
		SA	A	D	SD
2	I have difficulties in using tenses when I translate the text from English to Bahasa and vice versa	14.3	60	21.4	4.3
3	I have difficulties in translating idiom	12.9	77.1	10	0
4	I have difficulties in translating text that is not education text	10	52.9	32.9	4.2
5	I am confused in deciding the translation strategy when translating a text	10	64.3	25.7	0
6	I like translating text literally	14.3	50	34.3	1.4
7	I like to use free translation when translating the text	22.9	54.3	12.9	9.9

From table 3 we can find that students have difficulties in translating text. First, translating text from Bahasa to English (14.9% said strongly agree and 52.9% said agree). Second, time context or tenses, 60% students said agree that they have difficulties in using tenses when translating the text. Moreover 14.3% said strongly agree for this statement. Third, difficulties in translating idiom, it can be seen from the third question that 77.1% from the total students said agree that translating idiom is difficult. Kind of text is also considered as the next problem. They prefer to translate text which content is about education. 10% of the students said strongly agree and 52.9% said agree for this case. Other problems faced by the students are the use of translation strategy and how to decide translation style. Sometimes they like to translate literally, but sometimes they prefer to use free style.

Translation teaching learning process

The following is the result of students' answer of some questions about translation teaching learning process. Detail information can be seen in table 4.

Table 4. Students' responses of teaching learning process

No	Statement	Students' responses (%)			
		SA	A	D	SD
1	I like to translate individually	12.9	47.1	40	0
2	I like to translate in group	21.7	58	20.3	0
3	I think knowing the theory is important before translating text	35.7	54.3	6.8	1.4
4	I like directly translating the text than knowing the	31.4	40	27.1	1.5

No	Statement	Students' responses (%)			
		SA	A	D	SD
	theory				
5	I like Learning resource that is written in Bahasa	8.2	47.5	44.3	0
6	I think English translation book is easier to be comprehended	7.1	54.3	38.6	0
7	To widen my knowledge in doing thesis, I need to know the translation research material	52.9	45.7	0	1.4

From table 4, we can get information that most of the students prefer to work in group when they do translation task. 21.7% said strongly agree to work in group and 58% said agree. Theory of translation and translation research is also important to be taught at translation class.

This part discusses the findings above. Four aspects which are delivered to the students will make translation handbook suitable with the students' need.

First, in term of reading comprehension skill, Students responses showed that 74.3% from the total students said strongly agree that they have to read the text first before translating the text. Comprehending text in reading is also important for the students to be understood well before translate it to the target text. Reading comprehension is difficult because of lack of vocabulary (Akin, Koray, & Tavukçu, 2015). Students usually think in their language while they are reading text which written in English or other languages. Moreover they always find the vocabulary meaning on the dictionary based on the context given (Calis & Dikilitas, 2012; Maghsoudi et al., 2014; La Torre, 1999). The recognition of vocabulary is a crucial component of second language knowledge. One of the well-known vocabulary instruction strategies involves presenting the novel L2 vocabulary items with their L1 translations (Emirmustafaoğlu & Gökmen, 2015).

Second, in term of dictionary skill use, it is such as question about how the students' ability in using dictionary and what kind of dictionary they used when they translate text. 68.9% of the total amount of the students said that dictionary can be their assistant in doing translation. It means that they always use dictionary when they translate L1 text to L2 text. They ever use monolingual and bilingual dictionary, they use monolingual dictionary when they try to find the definition of word and do not know the exactly meaning then they try to look at

the monolingual dictionary. The use of monolingual dictionary got better results in retention of the words (Maghsoudi et al., 2014). Furthermore, more than half of the students said that they usually use online dictionary. It means that dictionary is important for them to get the equivalence meaning of L1 word. So that students suggest giving the dictionary use in translation class.

Third, translation skill aspect, this aspect considers students' preference in doing translation task. Based on the result of the questionnaire, 52.9% of the students said that they have difficulties in translating from Indonesian to English. Different culture raises different translation product such as inter-semiotic translation (Leontovich, 2015), metaphor (Rahimi & Katal, 2012) and collocation(Cigankova, 2016). Concept of time is also another difficulty faced by the students. Other aspect of translation skills is strategy used and translation style. The decision of the use of strategy is one of the considerations in doing translation. Translation is a very complicated process, as it should transmit something more but the message. Even though some translators appear to have a great gift to create a new text, they have to perform different operations using different rhetorical devices and convey adequate meanings to express thoughts, emotions or ideas in the target language. Different to the use of translation in teaching learning process as medium to make the explanation easier to be understood, strategy used in translation is how to transfer the message from the L1 to L2 text. Borrowings, calquing, descriptive equivalents, neologisms and others are applied when translating text. Such as in translating legal text(Stepanova, 2016).

Teaching and learning process aspect, language learning is not merely a translation from the foreign to the native language, translation is widely used by language learners as a learning strategy to grasp the meaning of a word or grammatical construct during the foreign language learning process (Pekkanli, 2012; Lafeber, 2012). In this aspect students prefer to work in group than individually. It can be seen from the percentage of the students who said agree to work in team (79.7%). Meaning that they need consideration from their friends in doing translation and they are not confident with their translation work (Mafulah, 2016). However, students need translation theory including method, strategy in translation to make them confident to do the task given in classroom. Through theory they can make decision to translate any kinds of text although some of them said that they are not ready or having difficulties in translating non-education text. Furthermore, students need to learn material book

that written in English and make good habit in thinking as translator (Vilceanu, 2013) and all the need should be included in curriculum design (Popescu, 2013)

4 CONCLUSIONS

To sum up, there were several points to be noted, first, in the reading skill aspect, students expected to master reading skill such as understanding main idea, understanding the content of the text, and discovering the meaning of a word based on the context. Second, students mostly preferred to use bilingual dictionary but they also needed to master to use more than one types of dictionaries such as monolingual dictionary and online dictionary. Third, related to the translation skill, students needed to learn the skill to translate text from English to Indonesian, and vice versa, they also needed to learn to translate idiom and tenses. Besides, other materials were also important for the students, such as subject matter knowledge, translation strategy, and translation method. Fourth, in the teaching learning process of translation, students needed to learn skill to work both individually and with group, skill to use the theory of translation in the analysis, skill to use learning resources such as textbook, and understanding research on translation studies.

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