

Evaluative and Reflective Study of Translation Learning Design: An Instructional Analysis

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ABSTRACT

This article aims to describe the result of the instructional analysis of the learning design of Translation I and II courses used at one of the public universities in Jambi. Using the Dick and Carey's model, this research focuses on two steps analysis: goal analysis and subordinate skills analysis. The data used was the syllabus of Translation 1 and Translation II courses which have been used previously. However, there is a crucial need to evaluate the quality of the learning design to improve the students' learning outcomes. The results of the analysis showed that 1) the learning objectives need to be described in detail regarding the competencies students will achieve. 2) There is no description of competencies that lead to translation skills, so the portion of learning that emphasizes cognitive aspects is more than psychomotor and affective aspects. 3) Learning materials put more emphasis on the process rather than the products. 4) It does not describe practical translation approaches, methods and strategies but rather the translation process, such as translation history or translation difficulties. 5) Evaluation of translation learning needs to be described in detail because it only focuses on knowledge/cognitive aspects rather than the translation learning process.

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1. INTRODUCTION

Developing a good learning design is a critical part of teaching preparation. A well-designed learning experience can help students achieve their learning goals and improve their understanding of the subject matter. It contributes to setting clear and specific learning objectives as well which helps students understand what they are expected to learn and what they can do after completing the course. In addition, qualified learning design helps to structure the learning experience and provides structure and a framework for students to follow, which reduces confusion and makes it easier for students to understand and remember the material. Therefore, a good learning design would incorporate activities and strategies that are engaging and relevant to the students. A well-designed learning experience also includes assessments and evaluation methods that measure student learning outcomes which can identify areas where students need additional support and adjust the learning experience accordingly.

In translation course, developing an instructional design need to consider the nature of translation study and its integration into language teaching and learning. In order to achieve the title of a professional translator, there are several characteristics presented by Newmark in r (Emzir, 2015), including 1) the ability to understand reading in a foreign language, 2) knowledge of the subject of study, 3) sensitivity to language, both source and target languages, 4) writing competence in the target language is agile, precise, effective, and creative. For this reason, Mercedes Tricas in (Emzir, 2015) mentions that combining intelligence, sensitivity, and intuition will produce maximum performance. In this regard, the PACTE group in (Molina & Hurtado Albir, 2004) mentions that there are competencies and sub-competencies that translators must have, namely: 1) bilingual sub-competencies, which include pragmatic, sociolinguistic, textual, and lexical-grammatical knowledge of both the source and the target language, 2) extra-linguistic sub-competencies, encyclopedic, thematic and bicultural knowledge. 3) translation knowledge sub-competencies, guiding principles of translation (translation process, translation methods, translation procedures, etc.), and professional knowledge of translators (types of translation, methods of understanding the translation, characteristics of the target readers, and expectations of the target readers, etc.), 4) instrumental sub-competencies consisting of knowledge and skills related to the use of tools or resources that can assist translators in translating. 5) strategic sub-competence, this competence coordinates other sub-competence so that a complete translation competence can be created. This sub-competence plays a role in solving problems in ensuring process efficiency because it is related to planning the translation process and decision-makers in each stage of the translation process. 6) the psycho-physiological component refers to the cognitive and attitudinal components (memory, attention span, persistence, critical thinking, etc.) and other abilities such as creativity, logical thinking, analysis, and synthesis.

The competencies and sub-competencies above describe translation as an activity that involves knowledge, psychomotor skills, and affective skills. These three competency levels make translation activities an applied science that synergizes various competencies so that translation learning becomes a multi-competent activity. Translating skills are one of the skills that a foreign language teacher and learner must possess. Translation activities play an essential role in the process of understanding the knowledge and culture of a country. As a teacher of foreign languages, English Education students must have good translation skills. Translation skills will assist them in transferring English knowledge and culture to their prospective students. Therefore, learning about translation is included in the English Education curriculum at the Higher Education level.

The translation learning process must meet the criteria presented by Nolasco and Arthur (Emzir, 2015), namely: 1) language is used for a purpose, 2) translation activities create a desire for communication, 3) translation activities encourage students to become creative and contribute their ideas, 4) students focus on what they say, not how they say it, 5) students work freely, and 6) students determine what to say or write. Thus, translation provides guided reading practice because before translating the text, it must be started with carefully analysed reading activities to determine the content. For this reason, translators must use reading comprehension strategies for translation, such as underlining words, detecting translation difficulties, contextualizing lexical items, adapting, analysing, and so on. Therefore, translation can help students recognize linguistic, pragmatic, and semantic features that are not equivalent to learning the target language. The ability to understand all of this requires a learning design that is relevant to the needs of translation. To find a relevant learning design, a teacher must know these needs.

The analysis conducted by (Kasimova, 2021) shows that the translation learning process places less emphasis on a systematic approach. The translation learning process is only based on theories about linguistic rules in the source and target languages. The expertise of a translator will be evident from his ability to carry out transactions and transitions of the language rules from the original language to the target language. Some problems in teaching, in general, are different from the relevance of the design to the cognitive, psychomotor, and affective needs of students, so learning focuses on

cognitive aspects. Furthermore, this article will obtain evaluative and reflective findings on the learning design of Translation I and II courses at IAIN Curup, English Tadris study program.

2. METHODS

This instructional analysis uses Dick and Carey's model which consists of two parts: goal analysis and subordinate skills identification. Goal analysis involves identifying the overarching learning objectives that the instructional design is intended to achieve. This involves breaking down the desired learning outcomes into smaller, more specific goals that can be measured and evaluated. Subordinate skills identification involves identifying the specific skills or knowledge that learners need to acquire to achieve the overall learning goals. This involves breaking down the learning objectives into smaller, more manageable subskills or components that can be more easily taught and assessed. This research was conducted at one of public universities in Jambi and used the syllabus of the Translation I and II course as the data.

3. FINDINGS AND DISCUSSION

3.1 Goal Analysis

The goal analysis phase is a critical step in the instructional design process, as it lays the foundation for the development of effective instructional materials and teaching strategies that can help learners achieve their learning goals. In syllabus, the learning goals are presented as learning objectives. The description and learning objectives of the two courses analyzed in this research are shown in Table 1.

Table 1. Description and Learning Objectives of Translation I and II course

	Translation I	Translation II
Description	This course is designed to be an introduction to the theory, and practice of translation. The student will learn the fundamentals of translating.	This course is designed to be an introduction to the theory, and practice of translation II From Bahasa Indonesia into English. The student will learn the fundamentals of translating.
Learning Objectives	It is hoped that by the end of the semester, the student will become familiar with various theories of translation and will learn to implement them in his or her own translations. Finally, the student will be able to construct a translation with an intended purpose and/or artistic effect.	It is hoped that by the end of the semester, the student will become familiar with various theories of translation and will learn to implement them in his or her own translations. Finally, the student will be able to construct a translation with an intended purpose and/or artistic effect.

Table 1 shows that there are no learning objective differences between Translation I and Translation II course. Both focus on the same aspects: familiar with various translating theories, implement the theories into the translation, and constructing a translation. Considering the construct of these two courses as consecutive and prerequisites course, the two courses should have clear differentiation in their learning objectives using the underpinning framework of hierarchy level of knowledge.

There are two steps to goal analysis, according to Dick and Carey: 1) Classifying Outcomes and 2) Identifying Goal Steps. The classifying outcomes step requires understanding different types of outcomes and identifying the desired outcome. These categories may include cognitive outcomes (such as knowledge, comprehension, and problem-solving), affective outcomes (such as attitudes and values), and psychomotor outcomes (such as physical skills and coordination). Once the learning outcomes have been classified, the second step of the goal analysis process, which is determining the

specific goal steps that learners will need to take to achieve the desired outcomes can be conducted. This involves breaking down the learning outcomes into smaller, more specific components that can be taught and assessed.

In the learning objectives shown in Table 1. either translation I or II learning objectives need to be described in detail. As stated by Andre Lefevere in (Bassnet, 2013), the field of translation studies aims to produce a comprehensive theory as a guide in production. There are two fields of translation studies, namely, product-oriented translation and process-oriented translation. Product-oriented translation emphasizes the functional aspects and source language text (SL) and its relationship to the target language text (TL). Meanwhile, process-oriented translation focuses on analysing what happens during the translation.

To make the division of this study clearer below is a translation study chart (Bassnet, 2013):

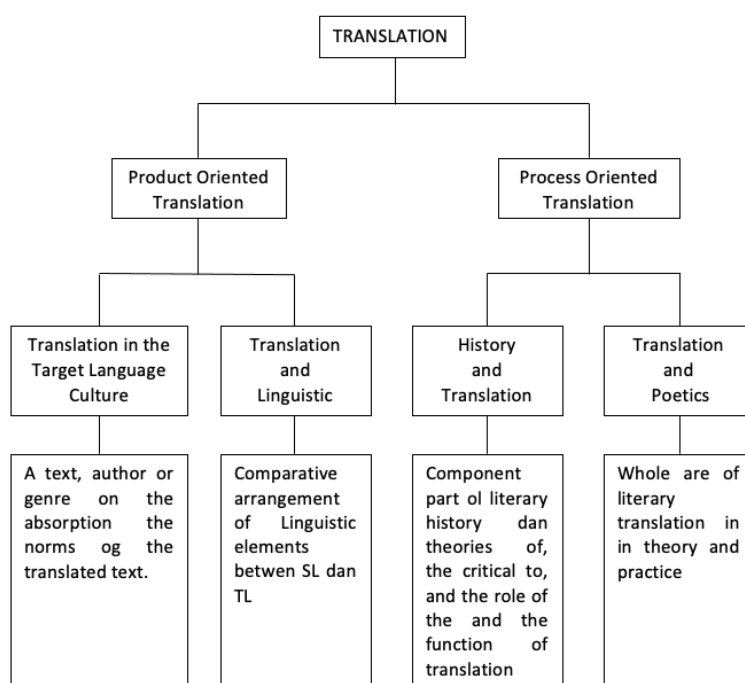


Figure 1. Translation Studies

From the chart above, we can see that the purpose of learning translation must refer to two things. Does the syllabus design lead to product-oriented, process-oriented translation learning or a combination of both orientations? From the learning design above, it is illustrated that teaching is oriented towards both products and processes. However, the unequal division of the material between the two causes the objectives of translation learning to become unclear. For undergraduate students, translation courses are more focused on products, so the learning process will increase the ability to use the English language. Hence, translation courses can also be a method for teachers to improve their English language skills. This theory is also in line with the results of a study conducted by Wu et al. (2021) which found that prospective English teachers received less translation training. The lack of training causes only a few English teachers to be able to translate English texts into other languages well. Thus, the learning objectives are clarified by considering the needs of undergraduate students who focus more on fluency in using English effectively. For this reason, the learning objectives must emphasize product-oriented translation.

One of the consequences of the lack of clarity on learning objectives is that the competencies to be achieved by students need to be identified. The competencies required in translation will be related to the disciplines required in translation science. Hatim and Munday (2019) propose that the field is divided into 1) Linguistics, including semantics, pragmatics, sociolinguistics, contrastive linguistics,

corpus linguistics, cognitive linguistics, and text/discourse analysis. 2) Literary studies, including poetics, rhetoric, literary criticism, narratology, characteristic discourse analysis, and comparative literature. 3) Cultural studies, including film studies, language and power, ideologies, gender studies, gay studies, history, and postcolonialism 4) Language engineering, including machine, translation, corpus, terminology, lexicology, and multi-media. 5) Philosophy, including hermeneutics, poststructuralism, and deconstruction. On the other hand, ISO (2015) also describes five competencies that a translator must have, namely 1) linguistic and textual competence in the source language and target language, 2) competence in research, information acquisition, and processing, 3) cultural competence, 4) technical competence, and 5) domain competence.

The disciplines above show that translation competence requires many disciplines. From these disciplines, translation becomes an applied science which requires students to become experts in the field of translation. For this reason, in the syllabus design, it is also necessary to consider what kind of translation will be achieved in the students' competence. Types of translation have wide varieties; teachers must be able to limit the types of translation that are the focus of learning to reach the goal of learning. This theory is in line with what was conveyed by de Sutter and Lefer (2020, who said that in learning translation, it is necessary to use a limited communication approach rather than study the linguistic patterns of each language.

This type of translation was initially carried out word for word (literal), but at the beginning of the 19th century, free translation emerged in society. Newmark (2003) put forward free translation emphasizing the core of the text, not the form of letters; emphasizing the meaning of the text, not the words in the text; emphasizing the message of the text, not the form of the text; and emphasizing the content of the text not on the style of the text. Munday (2016) also explains in more detail the three types of translation that can be extracted, including 1) Intralingual translation, namely interpreting verbal signs through the meanings of other signs in the same language. 2) Interlingual translation interprets verbal signs through the meanings of several other languages. 3) Intersmiotic translation interprets verbal signs through the meaning of signs in nonverbal sign systems. From this type of translation, the teacher can focus on what type of translation will be focused on learning so that students can become experts in the translation.

3.2 Subordinate Skill Identification

The second step of this instructional analysis is subordinate skill identification which is determining the specific goal steps that learners will need to take to achieve the desired outcomes. This involves breaking down the learning outcomes into smaller, more specific components that can be taught and assessed. In syllabus, this part is presented as topic discussed in each meeting and the course assessment. Table 2 presents the topic discussed and the assessment of the two courses analysed.

Table 2. Topics and Assessment of Translation I and II course

	Translation I	Translation II
Topic	What is translation?	<i>Penerjemahan Sebagai Seni, Keterampilan dan Ilmu</i>
	History of Translation Theory	<i>Penerjemahan dan Penerjemah</i>
	Main Issues of Translation Studies	<i>Proses Penerjemahan</i>
	The Analysis of a Text	<i>Masalah Makna dalam Penerjemahan</i>
	The Process of Translation	<i>Kesulitan-kesulitan dalam Penerjemahan</i>
	Language Function, Text-categories, and Text-types	<i>Faktor-faktor yang Menentukan Keefektivan Terjemahan</i>
	Word- and Sentence- Meaning	<i>Padanan Gramatikal dan Leksikal</i>
	Translation Methods	<i>Penerjemahan Karya Sastra</i>
	Translation Techniques Revisited	<i>Komputer Penerjemah</i>
	The Unit of Translation and Discourse Analysis	<i>Penilaian Terjemahan</i>
	Translation and Culture	<i>Penelitian Terjemahan</i>
	The Use of Componential Analysis in Translation	-
Translation Criticism	-	
Assessment	10% Participation: Half of the participation grade is equivalent to attendance. At the beginning of every lecture and presentation, all students will be signed on the attendance sheet after the first 20 minutes of class. You may miss 3 lectures.	10% Participation: Half of the participation grade is equivalent to attendance. At the beginning of every lecture and presentation, all students will be signed on the attendance sheet after the first 20 minutes of class. You may miss 3 lectures.
	30% Assignments: There will be a small homework assignment (translation task) due almost every week. The homework assignments will usually come from your textbook. All students are required to present the explanation based on the homework assignment distributed the previous week.	20% Homework: There will be a small homework assignment (translation task: students must translate from Bahasa Indonesia into English) due almost every week. The homework assignments will usually come from your textbook.
	30% Mid Test: The students translate a text from English into <i>Bahasa Indonesia</i> . (You may see various dictionaries).	20% Presentation: All students are required to present the explanation based on the homework assignment distributed the previous week.
	30% Final Test: The students translate a text from English into <i>Bahasa Indonesia</i> . (You may see various dictionaries)	25% Mid Test: The students translate a text from Bahasa Indonesia into English. (You may see various dictionaries).
Grading Scale	A : 86 - 100	A : 86 - 100
	B : 70 - 85	B : 70 - 85
	C : 60 - 69	C : 60 - 69
	D : 50 - 59	D : 50 - 59

In relation to the subordinate skill identification, the discussion will focus on three different parts: the topics of learning materials, the learning approach, methods and strategies, and the learning assessment.

3.3 The topic of learning materials

Concerning the translation study chart by Bassnet (2013) that identifies translation from two different approaches, as a product and a process, the topics of learning materials in both translation courses should represent a balance of these two approaches. Therefore, it is crucial to identify the topics existing in the two courses syllabus. Table 3 shows the identification of the topics discussed in the courses.

Table 3. Identification of the Topics based on Translation Approach

Topics			
Translation 1	Approach	Translation 2	Approach
What is translation?	Process-oriented material	<i>Penerjemahan Sebagai Seni, Keterampilan dan Ilmu</i>	Process-oriented material
History of Translation Theory	Process-oriented material	<i>Penerjemahan dan Penerjemah</i>	Process-oriented material
Main Issues of Translation Studies	Process-oriented material	<i>Proses Penerjemahan</i>	Product-oriented material
The Analysis of a Text	Product-oriented material	<i>Masalah Makna dalam Penerjemahan</i>	Product-oriented material
The Process of Translation	Product-oriented material	<i>Kesulitan-kesulitan dalam Penerjemahan</i>	Process-oriented material
Language Function, Text-categories, and Text-types	Product-oriented material	<i>Faktor-faktor yang Menentukan Keefektifan Terjemahan</i>	Process-oriented material
Word- and Sentence- Meaning	Product-oriented material	<i>Padanan Gramatikal dan Leksikal</i>	Product-oriented material
Translation Methods	Product-oriented material	<i>Penerjemahan Karya Sastra</i>	Process-oriented material
Translation Techniques Revisited	Product-oriented material	<i>Komputer Penerjemah</i>	Process-oriented material
The Unit of Translation and Discourse Analysis	Product-oriented material	<i>Penilaian Terjemahan</i>	Process-oriented material
Translation and Culture	Product-oriented material	<i>Penelitian Terjemahan</i>	Product-oriented material
The Use of Componential Analysis in Translation	Process-oriented material	-	
Translation Criticism	Process-oriented material	-	

From the material in the proposed learning design above, in both Translation I and Translation II, it is illustrated that the teacher divides the learning material in a balanced way between product-oriented material and process-oriented material. This condition indicates that competence between process and product is considered equally important so that the balance of this material becomes the teacher's concern. However, students with a bachelor's degree level are more dominant in need of product-oriented translation due to their limited ability to make teaching translation courses a method for teachers to improve students' English competence. For this reason, according to the explanation above, learning materials for undergraduate students should be more product oriented.

3.4 Learning Approach, Method, and Strategy

Approaches, methods, and translation strategies are related to the way the teacher chooses to convey translation learning in front of the class. These approaches, methods and strategies reflect the learning objectives and the translation process to be carried out. Different translation processes will produce different approaches, methods, and strategies. Several models related to the translation process are used, namely the Peter Newmark model, the Eugene Nida model, the Pierce model, and the Interpretive model. The Newmark model translation process begins with the level of the source language text (SL); this is the level of language where the translation will begin. Then the referential

level, namely the level of objects and events, real or imagined, will be visualized, and built in the following translation process, the level of cohesion, namely looking for thoughts, feelings, and initial guesses from SL texts. Finally, the level of naturalness is the standard and ordinary language appropriate for specific situations. This Newmark level will result in a comprehensive translation and complete reproduction of the BS text.

The translation process of Nida's model (Bassnet, 2013) is divided into three stages: analysing the source language text, transferring, and restructuring the target language translation. Based on the stages of the translation process, the first step that the translator must take is to analyse the message of the source language into the most straightforward and explicit forms. Next, the translator transfers the messages obtained at the core level; then, the translator restructures the messages in the target language by considering equivalence so that they are easy to understand and can receive the message conveyed. Peirce and Robinson in (Emzir, 2015) explain the translation process, which can be abstracted that the translation process begins with the steps, namely: 1) Beginner translators begin to approach the text with an instinctive feeling. In this case, translators have their intuition for what to do with the text of the source language to be translated. 2) The novice translator's first experience with a text. In this case, translators are aware that they do not know what process to proceed with, but they can guess abductively and immediately translate the source language text. 3) Through trial and error. In this case, novice translators may often make mistakes, but they can learn from them. 4) The translator concludes patterns and regularities that help a translator translate a text more quickly and effectively.

Danica Seleskovitch and Marianne Lederer pioneered the interpretive model of the translation process. In the Interpretive model process, three stages of translation must be carried out by a translator, including 1) A translator must carry out the initial activities, namely reading the source language text and understanding it by applying linguistic competence and world knowledge to understand SL text into TL text. 2) An interpreter must perform verbalization, a middle phase that a translator must carry out to avoid transcoding and calques. 3) A translator carries out the activity of re-disclosing the text in the target language based on the form based on understanding the meaning obtained from the second step, namely when the translator de-verbalizes it. From the different translation processes of each model, the teacher must be able to determine approaches, methods, and strategies for each of these models so that the learning process regarding the translation process occurs contextually according to the learning material. For this reason, translation learning cannot be done passively, such as lectures, but in an active method based on students. Thus, according to Newmark (2003), teachers are expected to have the following skills: a) Being organized and having the ability to inform the syllabus students, b) Self-confidence, c) Having the ability to translate, d) Having a good mastery of pedagogic techniques, e) Having readiness to apply new methods, f) Listen to students' suggestions, g) Treat translation as a form of linguistic exploration, h) Have a good mastery of the source language and target language.

From the learning design above, you should be able to choose approaches, methods and strategies appropriate to the context so that translation learning becomes an authentic activity for students. This contextual-based learning makes students more competent because they are directly dealing with the translation process according to the model chosen by the teacher. For example, some class activities can be implemented to implement translation in a class second language: a) Students work in small groups translating a short text, b) After finishing, students are grouped again to get a complete translation based on what has been done in small groups. c) Students are asked to bring interesting texts, such as food recipes, e-mails, etc., in their first language, then exchange them with other students' texts and then translate them.

Popovic (2001) provides several examples of learning that integrate translation with language teaching which consist of pre-translation activities, translation activities, and post-translation activities. Table 4 shows the proposed activities by Popovic (2001).

Table 4. Translation in Language Teaching Activities by Popovic (2001)

Activities	Objectives	Steps
Pre-Translation 1	To integrate translation and reading skills in enabling schemata	<ul style="list-style-type: none"> • Step 1: The teacher starts a discussion about the topic discussed in class. The teacher brought up critical words in L2 from students. The teacher writes the words the student does not know (but which appear in the text) on L1. • Step 2: The students read the text and, in pairs or small groups, try to find the L2 equivalent of the words written on whiteboard. • Step 3: Whole class compares results.
Pre-Translation 1	To integrate practice and to write vocabulary with translation.	<ul style="list-style-type: none"> • Step 1: Vocabulary Practice. • How many of the following verbs can be used with inanimate objects? • Try using these verbs with the following subjects: Reveal aim consider examine • Step 2: Translate the verbs above into the first language.
Translation activities	Raise awareness about the role of context and register.	<ul style="list-style-type: none"> • Step 1: The teacher divides the text into three parts, A, B, and C. The teacher forms groups of three students and give each group a different section to translate. • Step 2: The students who get the same part of the text form a new group of three people. Next, they compare and discuss the results of their translations. They also try to agree on the best version. • Step 3: The students return to their home groups, put the translated text together, discuss and revise it if needed.
Post-Translation	Raising awareness through translation	<ul style="list-style-type: none"> • Step 1: Students compare and discuss their versions and fill in a comparison chart as follows: Good, Not too bad, Not Good

Salas in (Emzir, 2015) put forward procedures and steps for translation training activities in class that place students in a central role. The lecturer functions as a facilitator. The procedures are as follow:

a. Initial Activity

At this stage, the lecturer selects the text to be translated by considering various aspects such as difficulty level, topic, or scientific domain. Furthermore, students will scan the text to identify the selected text's source, norm, type of text, register, style, and reader. The student's imagination determines the client and needs. The next activity is reading comprehensively and generally, then proceeding with reading in depth. This activity aims to emphasize the translation problems that will arise. Pre-editing and assessing the quality of writing is critical to do at an early stage so that errors found can be corrected immediately.

b. Main Activity

In this activity, students work in groups. The lecturer divides the text into several segments; each student gets a fair portion of the translation. If students already know the topic well, they do an initial translation. This approach is usually made orally. Conversely, if they do not know the topic well, they must look for various sources of documentation to achieve a deeper understanding of the topic being studied. The following exercise is for students to do a second version of their translation by drafting it in writing. Next, students will read their translation results according to the BS text's order. The students and lecturers listened to the readings, so in this monitoring activity, there was discussion and criticism with the aim of "building." Students must defend their work against criticism. The next activity is called the metacognitive activity. Lecturers assist students, analyse the translation strategies and procedures they use, and discuss the reasons. Students make revisions and post edits. Work is typed, double-spaced, and pagged according to the original.

c. Evaluation

Lecturers make final revisions, provide formative evaluations, and comment, emphasizing findings using a student-based approach as described above. Students are expected to develop their translation skills further. As stated by (Yamada, 2019), students need comprehensive translation training to become expert translators. With various kinds of translation exercises, students will find various problems that often arise during the translation process. Indirectly, students can also learn to solve these translation problems.

3.5 Assessment Of Translation Learning

Assessment of translation learning is related to the learning process and learning products. Process and outcome assessment emphasizes that translation learning puts forward a balanced aspect between cognitive, psychomotor, and affective. Finding out whether the teacher has implemented these balanced learning activities can be reflected through the teacher's assessment. Based on the learning design above, the learning process and learning outcomes are not described in detail in the assessment, so it can be assumed that learning in the learning design above has weaknesses in the process and results because they are not measured through the assessment rubric even though translation assessment is essential in the process of determining the quality of translation results. Translation assessment is very important for the following reasons: (1) to create a dialectical relationship between translation theory and practice; (2) for criteria and standards in assessing the competence of translators, especially if we encounter several versions of the target language text (TL) from the exact source language text (Machali, 2000).

Sudjana and Ibrahim in (Emzir, 2015) explain that there are several steps in developing assessment instruments, as follows: a) Variable analysis, namely examining variables into sub-variables and developing indicators for each assessment sub-variable as clearly as possible, so that these indicators can be measured and produce data required for the assessment. In developing assessment indicators, developers can use scientific theories or concepts related to these variables or empirical facts based on field observations. b) Determine the type of instrument to be used to measure the variables/sub-variables/indicators. One variable can be measured using one type of instrument and more than one type of variable. c) After determining the type of instrument, the developer compiles an instrument grid. Time required. The scope of the question material is based on variable indicators. d) Based on this grid, the researcher then arranges the items or questions according to the instruments and questions set. The researcher should already have an overview of the answers to each question he makes. e) The instruments that have been prepared should be tested to see their validity, reliability, and readability. The test results are used to revise the instrument.

Meanwhile, Nababan et al. in (Andriani & Kasriyati, 2020) describe three indicators in evaluating translation: accuracy, acceptability, and readability. In the accuracy section, students are assessed based on their accuracy in interpreting the meaning and using appropriate grammar between the target language and source language. In the admissions section, students are assessed based on their ability to choose appropriate word equivalents that native speakers of the target language commonly use. Meanwhile, the level of readability is assessed based on the placement of words, phrases, and sentences from the target language so that readers can easily understand them. The process assessment instrument will be related to the learning process during the learning activities, starting from the initial activities, core, and closing activities. At the same time, product or outcome assessment instruments will be related to translation products produced by students. For this reason, this assessment activity will continue until the end of the lesson. Thus, students produce learning products when learning ends. Teachers who give students the flexibility to work on translation as homework will provide a weakness in the assessment from a process standpoint. For this reason, translation assessment will synergize between process and product assessments.

4. CONCLUSION

The instructional analysis of Translation I and II course reveals several points: 1. Learning objectives need to be described in detail regarding the competencies students will achieve. 2. There is no description of competencies that lead to translation skills, so the portion of learning that emphasises cognitive aspects is more than psychomotor and affective aspects. 3. Learning materials emphasise the translation process, giving translation products less attention. 4. It does not describe practical translation approaches, methods, and strategies but rather the translation process, such as the history of translation or translation difficulties. 5. Assessment of translation learning needs to be described in detail because it only focuses on knowledge/cognitive aspects rather than the translation learning process.

The learning design for translation courses cannot escape the fact that learning must focus on combining theory and practice. The competencies to be achieved in this design are tangible in the form of products or results. The translation results reflect the learning process; for this reason, learning emphasizes efforts to increase cognitive, psychomotor, and affective competence. The effort to achieve these results starts with a compatible learning design, designed thoughtfully by considering aspects of translation as a process and a product. Learning designs must also consider approaches, methods, strategies, and assessments so these components will be interrelated to form quality translators.

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