

Developing Task Based Learning Materials Model for Translation Course

Yanuarti Apsari¹, Setya Resmini², Yana³

¹ IKIP Siliwangi, Indonesia; yanuar.apsari1@gmail.com

² IKIP Siliwangi, Indonesia; setyaresmini@ikipsiliwangi.ac.id

³ IKIP Siliwangi, Indonesia; yanaenglish.edu@gmail.com

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ABSTRACT

This research was a pilot study which intended to develop Task based learning materials model for the Translation course. The study employed Research and Development. The research procedure of this study was adapted from Borg and Gall (1983). There are only three out of ten steps were employed: research and information collecting, planning, and developing preliminary form of product. The respondents of this research were two lecturers and third-semester students of the English education study program in a university in Cimahi. The data was taken from questionnaire and interviews. The research findings show that (1) from the analysis result, most of respondents wanted the learning materials that suits their need and interest. Thus, the pilot product covered eight topics such as translation process, a good translation, translation method, idiomatic translation, figurative language, simile and metaphor, direct technique and indirect technique; (2) the design used task-based learning model and was made based on three sessions namely pre-task, task cycle and language focus; (3) The translation material in pre activity consists of brainstorming and introducing the topics. While, translation materials in task cycle involves translating various sources such as newspaper, novel, poem, song lyric, film review and abstract. The last, teaching materials in language focus deal with grammar session. Since this research is pilot study, thus, the results need to be validated by expert judgement. Furthermore, it is recommended to apply the product in the real class.

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Corresponding Author:

Yanuarti Apsari

IKIP Siliwangi, Indonesia; yanuar.apsari1@gmail.com

1. INTRODUCTION

Translating is one of the language skills needed in this globalization era. The translating process and the results are found almost in all fields, beginning from education to entertainment. Books, films, and multimedia using foreign languages need to be translated. Especially in Indonesia, which is close to the globalization era, translation activities have become essential worldwide. It indicates that translation is considered an essential thing in this global world, which everyone needs to access information from all over the world. Today, in Indonesia there are numerous books, novels, magazines, and newspapers published in English. This indicates that the books, novels, and even the tourism maps written in English need to be translated into Indonesian. Consequently, readers will be able to easily comprehend the idea and message contained in those texts when they read the translated texts in their native language. The idea is in line with the aim of translation itself is to recreate a variety of texts such as religious, literary, scientific, and philosophical texts in different languages to be accessed by the readers (Ordudari, 2007). In accordance with the diversity of language texts, there are two languages involved in translation activity, namely source language (SL) and target language (TL).

Translation is viewed as the authentic access that enables the interaction between a different world of knowledge, traditions, and ideas that are constrained by the language boundary (House, 2004). This means that translation enables to break down the communication difficulty among different languages. Thus, considering the development of translation as both a discipline and a profession, the English education study program in the university offers a course named Translation course. The general objective of this course is to prepare its graduates to become teachers and entrepreneurs in the translation field. Based on the purpose of this course, learners are required to be able to perform basic business practices with regard to translation services.

However, translation activity is not always easy, as Sayogie (2014) mentions that in translating, the translator is translating a language and the culture; translation shifting one culture to another. It means if the translator has to translate a word or a sentence containing the cultural aspect, they should discover its equivalence in the target language that is appropriate to the source language. Therefore, what to teach and how to teach them have been the fundamental issues for translator education research (Kelly, 2005). Therefore, educators need to innovate their teaching methods to help students develop translation competencies. In other words, it is crucial to choose the suitable teaching approach that best serves to develop students' skills and knowledge in a certain course.

Nunan (1999) defines Task-based language teaching as an approach to the design of language courses in which the point of departure is not an ordered list of linguistic items but a collection of tasks. Through tasks which designed to engage learners in real, practical and functional use of language for a meaningful purpose, Task-based language teaching allows learners to explore and experiment with both spoken and written language. Furthermore, Richards & Rodgers (2014) define Task-based Language Teaching as an approach based on the application of tasks as the core element of planning and instruction in language teaching. This means that in the implementation of TBLT, learners are mainly presented with task or problem to be solved.

Willis (2021) proposes the procedures of task-based language teaching into three stages namely: Pre-Task, Task Cycle and Language Focus. Each stage has a different purpose of engaging the learning materials to the students. The stages are described as follows:

1. Pre-task. In this stage, several questions also are provided in order to help the students think about the topic.
2. Task-cycle. This stage consists of three elements: task, planning and report. This stage involved providing several tasks.
3. The language focuses. This stage focuses on the form. This stage includes language analysis and language practice. In language analysis, the students are required to identify and think about particular features of language form and language use. Then, in language practice, the students do practice several activities through various exercises deal with structures and grammar rules to consolidate their mastery of the language form.

In addition, Fauziati (2014) states that task-based learning activities reflected real life and relevant tasks such as playing games, solving problems, and sharing information or experiences. Learners are also allowed to use any language they want as long as they focused on meaning. This statement indicates that the objective of the task is to provide exact functions of learning that contribute to a contextual and natural process of learning. In the task-based learning, the least steps usually done by learners includes preparing, reporting, and focusing. Learners need to prepare the learning task to be performed in the classroom and autonomously achieve the knowledge of learning materials (Anwar and Arifani, 2016). Thus, the learners are required to be active and responsible in doing the tasks. In line with the statements, Ellis (2003) proposed tasks or learning activities should involve several things such as a prior focus on meaning (pragmatically), a gap, a clear non-linguistic output and students' opportunity in selecting the linguistic resources freely to accomplish their task. Additionally, the target language use should be a naturally engaging learners. Therefore, authentic texts are used in order to ensure that the language used inside the classroom is connected with the language used outside the classroom.

The first previous study conducted by Permatasari (2020) focused on developing learning material using Task based Language Teaching for online learning. This study revealed that the materials developed by Task based Language Teaching are suitable to be used in online learning. In addition, second research was conducted by Sirait, Yundayani & Santoso (2022). This finding shows that English teaching materials developed by Task based learning is effective in increasing students' interest in learning. This indicates that Task-Based Learning is regarded as the most suitable learning model for developing learning material. Therefore, the researchers are interested in developing a task-based learning materials model for Translation classes. The formulation of the question is described as follows:

1. What Translation materials are needed by university students?
2. How are the design of Translation materials for university students?
3. How are Translation materials developed based on Task based learning?

2. METHODS

This research employs Research and Development (R&D) method proposed by Borg and Gall (1983). Since this is a pilot study, the former three cycles of R&D were employed. They are research and information collecting, planning and developing of preliminary form of product. The respondents of this study are the lecturer and the third-semester students of the English education study program in a university who were involved in the class Theories and Practice in Translation. The data were collected from questionnaires and interviews. Two lecturers of Translation course were interviewed to get the information dealing with teaching and learning activities in the classroom. Then, the researchers also distributed questionnaires. The questionnaire was given to students. It was aimed for gaining information such as (a) the goal of student learning, (b) students' desire of learning activity, (c) kinds of input that the students need, (d) students' preference for the topic material (e) appropriateness of the material (f) identify the students' lack and difficulty in learning (g) the relevancy of the materials which are presented in the existing textbook and the description of the English materials that they need and (i) to determine the importance of technology integration. Then, the data from questionnaire was analyzed quantitatively through percentage descriptive technique.

3. FINDINGS AND DISCUSSION

This research is a pilot study. To achieve the objectives of this research, the researchers employed the stages of R&D proposed by Borg and Gall (1983) namely Research and Information Collecting, Planning, Developing Preliminary Form of Product.

Research and Information Collecting

Before designing Task Based learning model for the translation class, research and information collecting was conducted. It involves conducting need analysis. The objective is to investigate the students' background, want, and need related to the material and to investigate whether there is a need for the development of learning material for translation students. Furthermore, the results of the need analysis questionnaire and interview are discussed below:

1. Goal

The first question asked the students about the importance of translating ability. The result shows that all of the students recognize that this ability is important for them; 76.5% of the students even assumed that the ability in translating is very important. This recognition is an essential factor for students to achieve their goal in learning. In addition, based on the interview, the lecturer also gave encouragement to students related to the objectives of the course so that students would be able to set their goals. This result becomes a fundamental belief that the students need the translation activity to improve their skills.

2. Want

Want, in this case, refers to the students' desire in learning translation. Question number 2 asked students' preferences related to the kinds of activities in translating. Most students prefer to translate simple sentences (45.6%) rather than translating idiomatic expressions (19.1%), translating paragraphs in newspapers (14.7%) and a research article (14.7%). The result displays that student are more comfortable translating basic text exercises, which also shows their level of text understanding.

In addition, question number 4 asked students about their expectations related to the improvement they gained after joining the translation class. More than half of the students (52.9%) expect a mastery of various techniques in translation after they finish this class. Translation techniques, procedures, strategies, and methods are important for a translator to process the text translation from one language to another (Newmark, 1988).

To conclude, the students want to be able to master various translation techniques in translating simple sentences through various activities.

3. Input

Question number 5 aimed to find the information about the kinds of input that the students need by asking kinds of feedback expected from the lecturer. More than half of the students (58.8%) expect the lecturer to give feedback related to the appropriateness of translation techniques. 16.2% of the students expected correction on the diction or vocabulary that they used in translating. In comparison, the rest of the students expect a correction on grammar and explanation of the culture related. The result of the questionnaire was in line with the lecturer's interview, which claimed that the feedback was given to students' work in the form of correction on grammar and vocabulary.

4. Topic

There were 67.1 % students chose the daily life topic which was related to school life, family and etc. Moreover, the topic affected the students' interest in learning translation materials because it was used in every chapter in the developing materials.

5. Materials

The questions were measured whether the translation material was interesting or not. Questions number 5, 6, and 7 were asked about the textbook appropriateness. Based on the result, there were a few students (0.4%) who stated that the material was not interesting. In addition, there were also 5.6 % of students assumed that the material did not improve their ability in translation and 11.4 % of students agreed that the material was not sufficient. Thus, it can be concluded that the material was interesting, but it was inadequate to fulfil the students' need for Translation activity.

6. Lacks

Questions 9, 10, 11, and 12 were aimed to find out the students' abilities and difficulties in the process of translation. There were 64.3 % of students were less proficient in translation, and only 2.8% of students were proficient in translation. In addition, the data also showed that the students are lack ability in translation due to their habit of practising translation. This is supported by half of the students (50%) who claimed that they seldom practice translation. Furthermore, most of the students (61.4%) assumed that comprehending the grammar was the difficult aspect of translating, and they (82.9%) agreed that idiomatic translation is the most difficult technique in translation.

7. Need

According to the result of questions 13 and 14, in improving the students' ability in translating, most students assumed that the additional vocabulary list needed to be included in the material. It can be seen that 52.9% of students agreed that the vocabulary list was very important to be included in the material. In addition, the data also showed that most students assumed that the activity of guessing could increase students' vocabulary mastery. Moreover, most of the students (52.2%) agreed that they preferred to practice translating 100-200 words.

8. The involvement of technology

The next question asked the students about the relation between the use of technology and learning writing motivation. The data showed that all of the students feel motivated to use the technology in learning translation.

9. Students' role

Students tend to think that the translation process is an individual work. It can be seen from the result of question number 3, which shows 44.3% of the students choose to do the translation individually. It is common for a translator to do the work individually because translating is not only a process of transferring one language to another but there is also a process of decision making that is closely related to a mental phenomenon (Vinay & Darbelnet, 1995 in Bardaji, 2009). However, 25.7% of the students prefer to do the translation process as classwork which involves all students' participation. The rest of the students choose to do the translation process in groups and in pairs.

Based on the result of the need analysis above, it can be concluded that 1) level of students' ability in translation was intermediate, 2) students need various tasks and learning activities in order to make them get more experience in translating English, 3) the topics of the materials would focus on daily life (school life and family). This indicates that the students need teaching materials which suit the students' need and interest. Therefore, it was suggested to revise and developed learning material based on Task based Learning model. The result of the need analysis can be used to develop course objectives and learning material.

Planning

In this step, the course objectives and the learning topics were determined based on the result from questionnaires in the first cycle of R & D. Course objectives and learning topics of the developed learning model are stated in Table. 1.

Table 1. Course Objectives and Learning Topics of the Task Based Learning Model

No	Course Objectives	Learning Topics
1	a. to know the process of translation	Translation
	b. to Identify the characteristics of a good translation	Process
	c. to translate noun phrase appropriately	
2	a. to identify the characteristics of a good translation	A Good
	b. to analyze the problems in translation	Translation
	c. to translate the sentence using various tenses both in active and passive sentence	
3	a. to describe the definition of method of translation	Translation
	b. to explain the various methods in translation	Method
	c. to give the example of translation methods	
	d. to translate newspaper	
	e. to use simple past and past progressive correctly	
4	a. to identify and describe idiomatic translation	Idiomatic
	b. to differentiate between idiomatic and semantic translation	Translation
	c. to translate novel extraction	
5	a. to identify and describe types of figurative expressions found in the SL (Indonesian) poem and its translation into English.	Figurative
	b. to differentiate between simile and metaphor	Language
	c. to give the example of simile, metaphor, personification and hyperbole	
	d. to translate poem appropriately	
6	a. to identify and describe simile and metaphor found in the SL (Indonesian) song lyric and its translation into English.	Simile and
	b. to differentiate between simile and metaphor	Metaphor
	c. to identify and analyze simile and personification found in song lyrics	
7	a. to describe the types of direct technique	Direct Technique
	b. to differentiate between Calque and borrowing	
	c. to differentiate literal translation as method and technique	
	d. to identify the types of direct translation technique	
	e. Students are able to translate film review from English to Bahasa and vice versa	
8	a. to describe kinds of indirect translation techniques	Indirect technique
	b. to differentiate adaptation as technique and method	
	c. to differentiate between modulation and compensation	
	d. to differentiate between established equivalent technique and idiomatic method	
	e. to identify the types of direct translation technique	
	f. to translate abstract in English to Bahasa Indonesia and vice versa	

Based on data above, course objectives and topics were determined. The eight topics were 1) Translation Process, 2) A Good Translation, 3) Translation Method, 4) Idiomatic Translation, 5) Figurative language, 6) Simile and Metaphor 7) Direct Technique and 8) Indirect Technique. These topics will be developed based on three stages of Task based Learning namely pre task, task cycle and language focus.

Developing Preliminary Form of Product

In this step, the activities were developed based on course objectives and the learning topics determined in the previous steps. The activities are presented based on task-based learning procedure as proposed by Willis (2021). The classification of learning activities can be seen in table. 2.

Table 2. Classification of Learning Activities

Stages of task Based Learning	Learning Activities
Pre- Task	Brainstorming introducing the topic
Task-Cycle	Translate Noun phrase Translate simple sentence Translate Newspaper Translate Novel Extraction Translate poem Translate song lyrics Translate film review Translate abstract
Language Focus	Noun Phrase Tenses Simple past and past progressive Idiom and proverb Analysis types of figurative language Identify and analyze simile and personification found in song lyrics identify the types of direct translation technique identify the types of indirect translation technique

Table 2 above showed that the eight topics were developed into several learning activities. The learning activities are classified into three sessions. The first session, "Pre-task", aims to recall students' background knowledge toward the topic. It is in line with the statement of Shabani & Ghasemi (2014) that in this phase the teacher tries to stimulate the background knowledge and related ideas by engaging the learners in completing tasks which should be worked out during the task phase itself.

The second session of the unit, introduced the theory of related topic and also tasks to be done. This session served as "Task Cycle" phase as proposed by Willis (2021). The task deal with translating various learning activities such as translating noun phrase, simple sentence, Newspaper, novel extraction, poem song lyrics, film review and abstract. It indicates that this session involved the use of various authentic material as supported by Ellis (2003) that Task based language Teaching gives students the opportunity to engage in authentic target language use through tasks. In addition, these learning activities were sequenced from simple to complex since sequencing and integrating tasks will affect students' understanding on the materials. It is in line with Harmer (2007) that students should be exposed to different types and levels of texts "not only in terms of complexity, but also in range of genre and length." In addition, in last session of the unit namely "Language Focus". This session provided grammatical aspects that were necessary for the students. This session focuses on language and belongs to the supplementary activities. It can trigger interaction and negotiation of meaning in the language classroom among the students and provide opportunities for them to use their acquired vocabulary and grammar.

4. CONCLUSION

In research and information collecting, it was revealed that the level of students' ability in translation was intermediate and various tasks are required to make students more experience in

translating English. Then, in planning stage, learning objectives and topics were developed by considering students' ability and students' need. There are eight topics containing students' preferences related to the kinds of activities in translating such as translating simple sentences, idiomatic expressions, newspapers and a research article. Finally, the Developing Preliminary Form of the Product cycle, the activities were developed into three session such as pre-task, task cycle and language focus.

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