

# Translation Materials Development For Pre-Service Teachers: A Contemporary Approach

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**Abstract:** In Indonesia, though various approaches in developing the teaching materials for Translation subject have been widely implemented among EFL Translation classrooms, it is evident that the teaching materials have always been the crucial part to achieve the teaching-learning targets. The present study implemented library research to overview some articles by previous researchers. It was found that Task-Based Language Teaching (TBLT) was the most recommended approach to develop teaching materials and was successfully implemented to 22 Pre-service teachers situated at Universitas Sulawesi Barat. As the result, it was concluded that after manipulating the materials of Translation containing several tasks, the students could comprehend the theory and apply procedures and its strategies of translation both Bahasa Indonesia to English and English to Bahasa Indonesia.

**Index Terms:** Approach, translation, materials development

## 1 INTRODUCTION

In this era, translating from Indonesian into English is not an easy task as Indonesia is used more loosely than English is to express ideas even though more sophisticated tools for translation have been widely used. It indicates that the use of Indonesian often violates the rules outlined by Ejaan Yang Disempurnakan and Standard Language. This even occurs in its written form in which the language should be formal following all the rules. As a result, an Indonesian text must be revised and edited for several times before being published or resubmitted as translated text in English. Panggabean [1] dealt with problematic approach to English learning and teaching due to misleading conception on the nature of English and on the process of acquiring it as well as the clues to the issues. The clues are: Firstly, English is not more difficult than any other languages, including Indonesian language, Bahasa Indonesia. Secondly, there are two approaches that need considering in English instruction, grammar free and strict grammar approaches. The former is highly recommended for early age instruction and beginners whereas the latter is recommended for instruction for specific purposes. However, the two approaches should collaborate and their applications should be based on needs analysis. Thirdly, Conflicting conception on whether L1 and L2 are the same processes should not deter the strategy of how language is acquired naturally. When proper conception on the nature of English is attained and it is approached properly, English subject is not burdensome and needs not be eliminated from Primary School curriculum, and there is no need to reduce time allotment for the subject in Senior High School as stipulated in Indonesian English curriculum amendment. In further, Panggabean [1] experienced (both in teaching and translating), it is obvious that Indonesian is used loosely by its users both in oral and written form. This means that the use of the language in practice deviates from what is prescribed by the Indonesian Grammar. In written form, the language used must be formal. This deviation applies in word choice, word collocation, sentence patterns, and discourse patterns. Even if the use follows the rules, there are still other problems, one of which is ambiguity as asserted. As for discourse patterns, there are many cases in which Indonesian users trying to express themselves in written form follow what is described by Kaplan in Brown [2] as circular pattern, meaning that that Indonesian users do not get straight to the point of what they are trying to say, but instead building too much on what is around the topic before really hitting it. Although Kaplan's

theory has ever since been much debated and criticized, there was and still is a ring of truth to Kaplan's claims [2]. This is especially so for one who has often dealt with Indonesian users writing. From the description above, the researchers are encouraged to overview the current approach in teaching materials development for pre-service teachers.

## 2 LITERATURE REVIEW

### 2.1 Translation

The translation competence is a key topic in translation research and practice only happens at the turn of the new century. Whether it is in academic domain or in professional domain, translation ability takes a significant position. Translation competence is clearly seen as demanding expertise in various areas: these include at least knowledge of the languages, knowledge of the cultures, translation strategy, knowledge of pragmatics and sociolinguistics and domain-specific knowledge. Most of these educational institutions, however, face a serious problem, such as the lack of sound, consistent pedagogical and methodological criteria on how to approach the issues of translation teaching and course design. The academic status of Translation Studies including mastering translation has not enjoyed a stable and favorable position comparable to that of other disciplines. The real situation varies from place to place and there exist a lot of problems, one of which is the monotonousness of translation directionality [3].

### 2.2 Task-Based Language Teaching

Richard and Rodgers [4] defined Task-based Language Teaching as an approach based on the use of tasks as the core unit of planning and instruction in language teaching." This means that in the implementation of TBLT learners are mainly presented with a task or problem to solve. Many experts have different opinions on tasks but they come into a similar view point that task is a learning activity which guides students for learning performance so that they can process the content of learning optimally. Task Based Language Learning model, in this case, prioritizes the learning activity on meaning in that the teaching action is expected to be able to maximize the existing learning resources in classroom. The goal of this task based is to provide authentic functions of learning that contribute to contextual and natural process of learning. Mostly learners are preparing learning tasks to be done in classroom, then reporting the tasks and after that focusing the

analysis of learning the meaning behind the tasks to draw on the knowledge naturally and autonomously of the learning materials [5].

### 3 MATERIALS DEVELOPMENT

The problems encountered by Panggabean in 2014 was in translating reports or documents resemble those I found in Advanced 4 students' essays [6]. One hypothesis that can be raised out of this is that students translate even when they speak and write. This means that they write in Indonesian first what they want to say in English. Then they translate it. This of course produces problems in their translation as their Indonesian is itself still bad. An example is "Between family, legal, paramedics, or society and the victims can make cooperation for each", which is literal translation from "Di antara keluarga, hukum, paramedis, atau masyarakat dan korban dapat membuat kerjasama satu sama lain". One can easily see how badly the sentence is constructed in Indonesian in the first place, this resulting in the translation being also wrong with Bahtera Foundations (2003) report on non-formal education being sampled, the problems we encounter can be classified into problems at the sentential level, and those at discursal level [7]. Discussed one by one, they are as follows:

#### 3.1 Problems at the Sentential Level

At this level, problems are usually concerned with loose sentence construction, meaning that it does not follow the rules prescribed by Indonesian language Grammar with regards to use of predicate, conjunctions, etc.

e.g.:

Negara yang telah meratifikasi KHA, maka Negara tersebut terikat, baik secara Yuridis maupun politis (p. 1).

(unclear predicate, inappropriate use of conjunction)

Dampak lain masa depan anak tidak menentu serta menjadi "Unskill Worker" sehingga mereka akan menjadi beban negara di masa mendatang (p. 2).

(run-on sentence, ineffective sentence)

#### 3.2 Problems at the Discursal Level

At this level, problems are associated with the way sentences are loosely connected in the text, this producing no apparent coherence and cohesion. There is little attempt on the part of the writer to make use of transitional markers and other cohesive devices to connect ideas together. It may also happen that some ideas stand irrelevantly among other ideas in the text.

e.g.:

Indonesia telah meratifikasi KHA melalui Keppres No. 36/1990. Negara yang telah meratifikasi KHA, maka Negara tersebut terikat, baik secara Yuridis maupun politis (p. 1).

(missing transitional marker, ideas loosely connected)

Anak yang putus sekolah adalah anak-anak yang kehilangan hak pendidikannya dan tidak memiliki kesempatan untuk mengembangkan dirinya secara maksimal. Kondisi seperti ini adalah kondisi yang sangat menyedihkan. Dampak lain masa depan anak tidak menentu serta menjadi "Unskill Worker" sehingga mereka akan menjadi beban negara di masa datang (p. 2).

On the other hand, the role of translation in our lives is of great importance as translation has always enriched human life as a

tool for communication and sharing information across the world. However, it is observed that in the teaching of translation the literature is missing teaching materials for different genres. The aim of this paper is to demonstrate that it is possible to teach different genres of translation through authentic materials with a special focus on teaching the translation of advertising. This study involves a suggested lesson plan which was conducted in a Translation Course in an English Language Teaching Department. The syllabus of the course is based on Reiss's Text- Type Approach in order to provide students with the translation of various genres and the lesson plan presented in this study is designed in accordance with the PPP Approach to Language Teaching. Thus, it also shares a common feature with language teaching studies. The materials used in this lesson plan were commercials, slogans and logos from daily life. Considering its real-life function and being a sample translation lesson plan, this paper is assumed to be a creative and contributive study for the teaching of translation of advertising and genre-based teaching of translation in general. After being placed under main disciplines such as Linguistics or Literature for a very long time, translation studies have only recently begun to be realized as an independent discipline. Definitions and theories of translation itself also seem to have evolved through time; from the word level transfer of meaning to sentence level and later the integration of cultural elements. Theories of translation are mainly concerned with the appropriate translation methods for the widest possible range of texts or text-categories. This study focuses on teaching the translation of advertising texts which is only one part of the syllabus of a one semester long translation course which was based on Reiss's functionalist approach to text typology within translation studies. The reason why Reiss's text – typology is taken as a ground for the design of this course is that the course is offered in English Language Teaching departments to provide a general knowledge about Translation Studies. In each phase of the plan, authentic materials such as brand logos, slogans and TV commercials are used for bringing real life examples of advertising into the translation class. Providing a genre-based syllabus for a translation course, and bringing real life into the classroom lead to an innovative learning atmosphere. The suggested lesson plan in this study promotes more student activity and involvement by presenting theoretical knowledge, offering hands on activities and projects which enhance students' creativity. The course design and the related genre seems highly motivating and welcomed by the students, especially on account of its creative and fun character and the chance to find one's own real-life experiences in it. The application of a lesson plan like this is suggested to upper intermediate and above foreign language competency classes. As the content of the plan requires a fund of general knowledge, the target learners are suggested to be at least young adults. Though it is thought to be applicable for translation courses offered in English Language Teaching Departments and Translator Training Programs, this lesson plan could be adapted for the teaching of any discipline which in some way includes translation such as Foreign Language Teaching, English for Specific Purposes, Literature, Advertising, Mass Media and Marketing.

- Materials should be authentic in terms of tasks and texts. They will be excellent aids for the learners to get a taste of real-world duties and authentic documents.
- Materials should stimulate discussions between the

students. If the students are familiar with differences of opinions translating difficult words in class, it is likely that they are more critical in evaluating their translation when they work as translators [8].

- Materials should permit the learners to concentrate on formal characteristics of the language. Therefore, the students should be skilled enough to decide how they should streamline the same message in unique styles.
- Materials should support the students to develop their learning skills. The translation practice in class is meant to offer the students with resourceful translation approaches: how to manage the problem of long sentences, how to select words.
- Materials should support the students to apply their knowledge to work as translators. It is presumed that the students will know how to handle the difficulties of translation after they finish the course.
- Materials and the teaching policy that are used in teaching translation should aim at preparing the students to be good translators after they complete the course.

Silva and Fernandez [9] implemented task-based activity of translation theory. With its origin in language teaching, task-based activities have also been used in some approaches to translators' education. The reason for this readily acceptance of task-based tools for teaching/learning can be explained from a language teaching perspective by the fact that this approach, according to Nunan [10], has strengthened a set of principles and practices, which can also be applied to translation. These principles and practices are listed as follows. Nunan [10] classified tasks into two types: real world task and pedagogical task. Whereas the former resembles a task in the real world and is directed at helping learners to acquire skills to be applied in the real world, the latter is intended to function as a bridge between the classroom and the real world, preparing students for the real world. A real-world task may not involve language use at all, and an individual task, for example, may be part of a larger sequence of tasks. As for pedagogical task, the author defines it as a piece of classroom work that involves learners comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate the form. The task should also have a sense of completeness, being able to stand alone as a communicative act with a beginning, a middle and an end [10]. Nunan further states that grammatical knowledge here is deployed to express meaning, considering that meaning and form are interrelated. It is important to observe that as regards interaction, as translation often involves more than one language, it does not have to be necessarily in the target language or in one language only. Interaction in L1 Integrating translation theory with task-based activities is very productive during a translation task because students feel more confident to discuss strategies to tackle the ST [9]. However, some students may choose to interact in L2 for extra practice, or it can be the case that class is taught in L2, and therefore students may not have the choice to interact in L1 if this interaction happens during the class. From a translation perspective, pedagogical tasks are viewed here as a tool for the development of TC. For Nunan [10], depending on the

course task and pedagogical task can be used. Texts can be used to raise linguistics, encyclopedic, and transfer skills, for example, and a glossary of terms used in the classroom could be built as a real-world task. According to the author, real-world tasks will prepare students to their future professional life. Theoretically, this research serves some approaches in teaching materials development which might be useful in giving information to Translation stakeholders.

#### 4 CONCLUSION

English language teaching specified on Translation class as one of the central points in transferring messages from source language to target language has been widely improved in many ways. Task-Based Language Teaching is currently implemented to develop the teaching materials in Translation studies among pre-service teachers. The authors believe that in translation, it is significant that students be presented with concepts from theory and task-based activities so that they can not only make informed decisions when choosing strategies but also think about translation considering its larger contexts in form of receipting and producing. In addition, in the further research, it is expected to avoid plagiarism in the process of translating texts by involving application to assure the specific source language to the target ones and pre-service teachers give credits to the real authors [11]. Also, further research is expected to involve the hybrid e-Learning in Translation Materials Development in order the pre-service teacher can contribute significantly in the era of Industrial Revolution 4.0 [12].

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