Becoming professional translators: Developing effective TAP course for undergraduate students

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ABSTRACT

The Translation as a Profession (TAP) course, offered in a translation study program at a state university in Sumatra, Indonesia, is designed to prepare its future graduates to become not only translation scholars but also professional translators and entrepreneurs in the translation field. Therefore, it requires a well-organized program and carefully selected learning materials. Previous studies regarding TAP course development have yet to explore how learning materials would prepare students to be professional translators. Thus, this study aims to explore further how the TAP materials help student translators become professional translators. This descriptive study used both primary and secondary data. The primary data were collected using questionnaires and in-depth interviews with eight translation scholars and seven professional translators. The secondary data were documents. The questionnaire data were analyzed with a Likert scale; meanwhile, the interview and document with an interactive model. The results revealed five topics that systematically helped student translators to become professional translators. The topics are helpful because they provide students with skills (theoretical, practical, technological skills) needed in current professional translation practices. In addition, the topics also emphasize practical works in the form of translation internships that can be conducted in several small-scale translation businesses available in the local area.

Keywords: Learning materials; professional translators; student translators; TAP course; translation practice

INTRODUCTION

Since the introduction of the Translation Studies (TS) term, translation has become a discipline developing translation theories through research published in many articles, journals, and books as other disciplines do. All the theories that have been developed have the same goal, that is, a good-quality translation. Studies on developing translation techniques or strategies (Bardaji, 2009; Chow et al., 2020; Molina & Albir, 2001; Ordudari, 2007), translation quality assessment (Angelelli, 2009; Colina, 2008; House, 1997), and translation model (Gopferich, 2009; Nurlela et al., 2018; Rosa, 2017; Volkova, 2014) are intended to improve the quality of translation.

Along with its development, TS has spread out to the world of the profession, changing people's views of TS. Translation scholars, who used to be busy finding the best technique of translation practice or analyzing the quality of translation, can also serve as professional translators. Since then, several studies on translation have provided the implications of their findings to the professional world of translation, such as defining the translation tariff based on the number of words (Gouadec, 2007; Rosa, 2017), managing translation projects

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(Burke, 1999; Perez, 2002), organizing translator training (Biel, 2011; Gumus, 2017), and clarifying translator certification (Chan, 2013; Pym et al., 2013).

Such paradigm changes undoubtedly bring changes to translation teaching at universities as the translation curriculum should align with the TS development. Translation curriculum should accommodate TS as both a discipline and profession; therefore, it needs development. Jurida and Pavlović (2016) suggest that a translation curriculum should offer theoretical and practical knowledge and serve as a networking platform through international partners. This idea implies that a translation study program should not only focus on providing materials needed to develop the students' theoretical and practical skills in translation, but it should also reflect efforts to help their translation careers after graduation. In addition, Gumus (2017) argues that any translation curriculum should include a topic on the current trend of the translation market. This is particularly important to find out what the market needs and what translators should prepare for running a translation business.

In its further development, TS also becomes a field of study taught formally at universities; it even becomes a study program or department in various universities worldwide. Almost all translation study programs prepare their graduates to become both translation scholars and professional translators. At the University of Melbourne, for example, the master's program on translation aims at preparing their graduates to become professional translators who can work in various fields such as government, commerce, law, international relations, and specialized technical areas (Coursework: Master of Translation and Interpreting, 2022). In addition, at the University of Essex, the master's program on translation and professional practice aimss to prepare their graduates to become global, professional translators (MA Translation & Professional Practice, 2020).

In Indonesia, TS has played an important role in building students' foreign language proficiency. In the EFL context, the languages involved in TS are Bahasa Indonesia as the students' first language and English as their foreign language. Both are used interchangeably as either source language (SL) or target language (TL), depending on the direction of the translation. To produce a good translation, the students must have good competence in both languages, including linguistic and cultural competence. Thus, translation can also be considered as a subject that helps build the students' four basic English skills.

In response to the current paradigm of TS, a translation study program at a state university in Sumatra offers a course named Translation as a Profession (TAP), whose main objective is to prepare its graduates to become not only translation

scholars but also professional translators or even entrepreneurs in the translation field. It provides students with the skills needed to run a successful business providing good translation services through creating an enjoyable work environment and client-oriented vision based on acceptable ethical behavior and awareness of good commercial practices. At the end of the course, the students are required to be able to perform a basic business practice relating to translation services (Sofyan et al., 2018a). The TAP course is also found in other universities worldwide with a similar name or slightly different names and materials.

As a course, TAP materials should periodically be evaluated, corresponding to the latest development of translation theories and the current market's needs for translation. However, the TAP materials provided to the student translators of the translation study program at a state university in Sumatra have neither been evaluated nor renewed regularly since 2009. The textbooks used as the learning materials are not updated because the latest textbook was published in 2001, namely Electronic Tools for Translators, written by Austermühl (2001). In addition, the translation software introduced to the students, such as *Déjà Vu, Language Assistant, Power Translator, Trados,* and *Translation Manager*, is operated offline. To overcome such weaknesses, previous studies have been done for the better quality of TAP materials in a translation study program at a state university in Sumatra, including the TAP materials needed by the current market based on the view of student translators and translation lecturers (Sofyan et al., 2018a) and online-based TAP learning materials (Sofyan et al., 2018b).

The results of the need analysis conducted by Sofyan et al. (2018a) on the students and lecturers of the Translation Study Program at Universitas Sumatera Utara show ten important topics to be included in the TAP materials based on the degree of their importance, including translation services, translator training, translation as a profession, translation project management, the overview of the current translation market, online resource management, translation internship, translation marketing, job delegation in a group, and CAT tools and MT employment.

Moreover, previous studies on materials development in translation studies were conducted on translation as a course. Li (2018) developed translation materials for undergraduate students. Surgawi et al. (2018) developed a module on communicative translation materials in the translation subject. Tabiati and Manipuspika (2018) developed materials for teaching translation at a non-translation department. Yasim et al. (2020) developed translation materials development for preservice teachers. Furthermore, the learning materials of TAP offered in several universities only

include some of what is needed to prepare professional translators. A course on Translation as a Profession offered at the University of Newcastle in Australia, for example, includes different types of Australian and global certification; developing, improving, and maintaining knowledge of relevant languages; attracting clients and maintaining relationships with them; financial management of a translation business (free-lance or otherwise); translators' organizations, conferences, and further education (Translation as a profession, 2020) as the content of the learning materials. However, the learning materials do not include translation project management, which is one of the critical skills in the professional translation practice. The same case is also found in the TAP course offered at the Open University based in England (Translation as a career, 2020).

Unlike those previous studies and to complete what is lacking in the TAP course learning materials in several universities, the present study aims to explore the development of learning materials for the Translation as a Profession (TAP) course at a translation study program. In addition, this present study extends the previous study conducted by Sofyan et al. (2018).

Problem Statement

The results presented in Table 1 need to be further explored in terms of how far they might contribute to the professional practice of translation. The exploration is particularly important in developing the TAP materials containing the skills that are obviously needed in the professional translation practice. The need for appropriate skills in designing good learning material has been confirmed by Feldman (2020), who argues that subject skill is one of the practical understandings in carrying out the teacher's duties. Thus, the problem of this study is formulated into the following questions:

1. What topics are important to be included in the TAP course materials provided to student translators of the translation study program at a state university in Sumatra?
2. How do the topics in the TAP course materials help student translators of translation study program at a state university in Sumatra to become professional translators?

The results are expected to provide the TAP course materials contributing to the 'actual' professional translation practice. The term 'topic' in this article refers to the weekly meeting topic, based on which all the presentations, instructions, and exercises are constructed. The term 'learning materials' refers to the contents of learning materials, including weekly topics, exercises, and learning instructions.

METHOD

This descriptive research was intended to identify and describe the topics useful in the TAP course materials and their contributions to preparing student translators to become professional translators. The research was conducted in the translation study program at a state university in Sumatra, Indonesia. The data were the results of questionnaires and in-depth interviews with translation scholars and professional translators because they actively observed the development of translation as both a discipline and a profession. In addition, the findings of the research done by Sofyan et al. (2018a) were also taken as the source of data.

The participants selected for this study were translation scholars and professionals. The scholars should have (a) at least five years of experience in teaching translation at universities, (b) articles on translation published in reputable international journals, and (c) a formal education in translation studies. Meanwhile; professional translators should have (a) at least five years of professional experience in translation, (b) membership of HPI (Association of Indonesian Translators), and (c) experience in running a translation business. Based on these criteria, eight translation scholars and seven professional translators were selected as the participants, providing the responses through questionnaires and interviews. Based on the research ethics, the name of the university where this research was conducted, and the names of the informants were not mentioned both in the paper and in the appendix. The participants were selected based on a purposeful sampling technique suggested by Lambert and Lambert (2012). The students of the translation study program were not taken as the participants since their responses have been available in the findings of the research done by Sofyan et al. (2018a) that were taken as one of the data sources in this research.

The data were collected by means of questionnaires and in-depth interviews. The questionnaire (see Appendix A) was used to find out the topics that obviously contributed to preparing the student translators to become professional translators. The questionnaire had ten items and used a 4-point Likert scale, developed based on the previous research findings. Meanwhile, an in-depth interview (see Appendix B) was conducted to deeply explore the actual contribution of each topic to the professional practice of translation. The interview was conducted for a triangulation purpose which is to confirm the validity of information from the questionnaires (Carter et al., 2014). Besides, the interview was conducted to collect data concerning the contribution of the selected topics to professionalism in translation. In addition, the data were also collected through document analysis, namely the results of need analysis on TAP

materials conducted by Sofyan et al. (2018a). These three data collection methods have been suggested in the previous literature to conduct a descriptive study (Lambert & Lambert, 2012).

The data obtained from the questionnaire were analyzed using the Likert scale (Croasmun, 2011). The results were the topics with the highest scores that would be listed in the TAP materials. Meanwhile, the data obtained from the interview were analyzed using an interactive model of data analysis (Miles et al., 2014), including data condensation, data display, and conclusion drawing/verification.

FINDINGS

The results of data analysis on the participants' responses to the topics obviously needed in preparing student translators to become professional translators are presented in Table 1.

Table 1

The results of the questionnaire

| No	Items Evaluated	NI	NRI	I	VI	Score
1	Translation services	0	0	10	5	50
2	CAT tools and MT employment	0	4	4	7	48
3	Translation project management	0	4	8	3	44
4	Online resources management	1	5	4	5	43
5	Translation internship	0	8	4	3	40
6	Translator training	4	5	4	2	34
7	Translation marketing	6	2	5	2	33
8	The overview of the current translation market	8	1	3	3	31
9	Translation as a profession	9	3	2	1	25
10	Job delegation in group	11	0	4	0	23

Notes: NI = Not Important; NRI = Not Really Important; I = Important; VI = Very Important

The results of the data analysis displayed in Table 1 show five topics with the highest level of importance to be included in the TAP materials. Translation services, CAT tools, and MT employment, translation project management, online resources management, and translation internship are the five topics considered to have a lot of contributions to preparing student translators to become professional translators.

Of the five top topics displayed in Table 1, translation service is considered to be the topic with the highest contribution to helping student translators become professional translators, as shown in Figure 1.

Figure 1

Five helpful topics for the professional translation practice
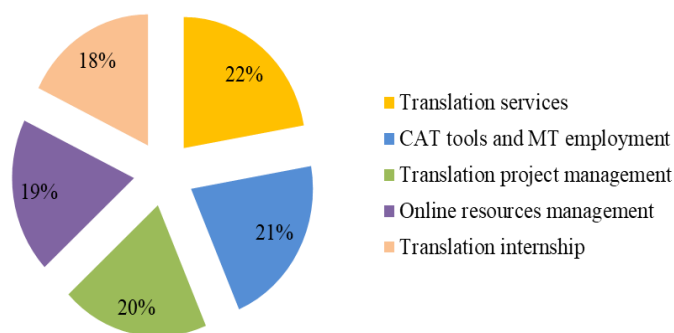
The five topics selected by the research participants show their significant contributions in preparing student translators to become professional translators. Nevertheless, this finding does not put aside the contribution of the other five topics translator training, translation as a profession, the overview of the current translation market, translation marketing, and job delegation in a group—to professionalism in translation. Their inclusion in the topic of TAP materials will result in an overlapping topic. For example, talking about translation service cannot be separated from the practice of translation as a profession and must concern with the current trend of the translation market; therefore, these two topics are discussed under a more general topic, that is translation service. Likewise, the discussion on translation project management is certainly related to job delegation in a group because, in the planning stage, the project manager has to assign different translation tasks to the team; therefore, it is discussed under a more general topic, that is translation process management. Moreover, translation training and translation marketing are the

objectives of sending the student translators to a translation internship program; therefore, they are included as the sub-topics of internship (see Table 2). As a result, the five minor topics are still included as the materials offered to the student translators to support the more general topics.

Table 2
Classification of important topics and sub-topics in TAP materials

No	Topics	Sub-topics
1	Translation services	Translation as a profession
		The overview of the current translation market
2	CAT tools and MT employment	
3	Translation project management	Job delegation in group
4	Online resources management	
5	Translation internship	Translator training
		Translation marketing

The findings presented in Table 2 show the classification of topics that directly contributes to the goal of producing professional translators, which can, therefore, be defined as the skills required to become professional translators. Meanwhile, the sub-topics are the sub-skills that help achieve the five main translation skills. All the topics and sub-topics displayed in Table 2 can be included in developing the materials in the TAP course with different portions or weights.

DISCUSSION

The findings displayed in Table 1 show a slightly different degree of importance of the topics from the findings of the previous study done by Sofyan et al. (2018a). The difference is mainly motivated by the different participants involved in collecting the data. The study by Sofyan et al. (2018a) took the students and lecturers of the Translation Study Program at Universitas Sumatera Utara as the participants, who might pay more attention to common translation practices. Meanwhile, the participants of this present study are translation scholars and professional translators who are actively engaged in the professional practice of translation. In addition, they continuously observe the current trends in translation practices. Nevertheless, the other five topics also need to be included in the TAP course materials with a minor degree of importance. Moreover, the results support Pym and Torres-Simón (2016), whose findings imply that the learning materials for a higher-level translation course should include basic theories of translation studies, professional translation practice, and technology involvement in translation.

The findings indicate that professionalism in translation is closely related to the professional service provided by translators, and good professional practice of translation can be measured by how good translation service is given to clients (Sofyan et al., 2018a). As translation services include text processing, technical services, and consulting services (Biel, 2011, p. 68), translation services obviously raise the profile of the translation industry (Schopp, 2007, p. 8). Service is a core of translation and becomes an indicator of translation professionalism. Translation service is more than simply submitting the translation product to clients; it includes communication with clients, the translation process, and translation quality. Communication with clients begins when the source text is submitted to the translator and continues during the translation process, especially when certain terminologies need to be clarified (Simanjuntak, 2014). This indicates that quality communication between the translator and the client is obviously required in providing a quality service. Moreover, quality service is needed because a translator often cannot compare his/her products with those of other translators. Therefore, the best thing to do is to make his/her service process stand out from other translators (Havumetsä, 2012). In addition, translation service is also one of the topics offered to students taking a translation study program in universities abroad. For example, the Translation as a Profession course at the University of Newcastle includes attracting clients and maintaining relationships with them as one of the course topics (Translation as a profession, 2020).

In addition, the results of the interviews confirm that translation service is related to the translator's ability to observe the current translation market because the service must be client-oriented; in other words, service is given based on what is needed by clients, not based on what the translator can do. The importance of current market observation is in line with other studies which view the current trend in the translation market based on its specific fields, such as aviation, general affairs (Abraham-Barna & Abraham-Barna, 2016), and manuals (Huang & Li, 2015); the need for fast and accurate translation (Kourouni, 2012); the need for technology involvement (Abraham-Barna & Abraham-Barna, 2016; Ristikartano, 2015); and the need for translator certification (Chan, 2013). Failure to accommodate such market demands means failure in providing translation services. Thus, the ability to accommodate market demands differentiates professional translators from non-

professional or student translators. Furthermore, such an ability is very important to fulfilling the need of translation service users. One of the points to be observed is a translation for a specific purpose (TSP), such as aviation and general affairs (Abraham-Barna & Abraham-Barna, 2016), legal documents (Istomina, 2020; Way, 2016), and manuals (Huang & Li, 2015). The translation service providers (translators) need to hold certain qualifications attached to each of the fields. The increasing demand for translation in the fields mentioned above is basically motivated by the rapid development of globalization (Istomina, 2020). Failure to observe the current translation market may result in the inability of translators to compete with other competitors.

The finding of this research also indicates that the need for fast, accurate, and consistent translation motivates translators to use new technology in the translation process, such as CAT tools and MT. These findings support the previous findings that suggest the use of CAT tools and MT in the professional translation practice (Abraham-Barna & Abraham-Barna, 2016; Bloodgood & Strauss, 2014; Doherty, 2016; Harto et al., 2022; Istomina, 2020; Reinke, 2013; Ristikartano, 2015). This is confirmed by the results of the interviews that strongly suggest the inclusion of CAT tools and MT in the TAP course materials for their assistance in producing fast translation with a high level of consistency in the use of terminology. As argued by Reinke (2013), technology involvement in translation helps fast translation and consistent use of terminology, such as the use of translation memory (TM). TM consists of a database of the materials that have been previously translated (Bloodgood & Strauss, 2014). When a new phrase or sentence is translated, the TM system checks whether a similar phrase or sentence has already been translated. If such a phrase or sentence has been previously translated, the database will provide the most similar translation. Thus, the use of TM obviously helps the translator in terms of time and consistent use of terminology.

Therefore, student translators should be introduced to how such tools assist them in their translation tasks, as Doherty (2016, p. 962) argues that technological developments such as CAT tools and MT have increased productivity and consistency in translation. This supports Abraham-Barna and Abraham-Barna's (2016) findings arguing that automated translations (involving CAT tools and MT) are more suitable and human translations will be less desirable. Nevertheless, Rosa et al. (2018) argues that the role of humans in translation is unchangeable because of their role as a decision maker in the translation process. The ideas proposed by Rosa et al. (2018) emphasize the role of CAT tools and MT as the tools that help human

translators finish their tasks faster and more accurately.

The next important topic that contributes to producing professional translators is translation project management (20%). This result is confirmed by the results of the interviews that project management is the skill required for the student translators who want to become entrepreneurs in the translation field because it covers the whole management of a translation project, from the receipt of the source text until the submission of the target text to the client. Translation project management includes all the work that needs to be accomplished in order to make a project successful (Mesa, 2013); therefore, a translator project manager needs to deal with both translators and clients (Olohan & Davitti, 2015).They also suggest translation project management as a topic that needs serious attention in preparing professional translators. Professionalism in translation is seen in the translator's ability to manage translation projects. In a professional practice of translation, a translator will face several projects with the same ultimate intention, that is fast and accurate translation. To meet such intention, solid teamwork among translators is required. A translation project management requires four compulsory steps, namely commissioning, planning, executing, and editing. This supports the translation project's life cycle proposed by Perez (2002), which includes commissioning, planning, groundwork, translation, and wind-up. The difference only lies in the terminology used: executing includes groundwork and translation, while editing replaces the term wind up.

Commissioning includes all what is needed before accepting the project, such as evaluating the project scope, project duration, translation software, and pricing. This step is particularly important in deciding whether the project should be accepted or rejected. Once the project is accepted, the next step would be planning, which includes a decision on the work division. At this step, the project manager must decide on the translating team that includes a translator, editor, and proofreader together with their job descriptions, also known as job delegation in a group. The project manager should be observant in seeing the advantages of each member of the translator team. This supports Burke (1999, p. 24), who states that a project manager should be able to divide translation work packages. Such work packages are not always fixed in the sense that a translator may exchange his/her role as either an editor or a proofreader in different projects. The next step, executing, indicates the beginning of the ' actual' translation project. The team member assigned as a translator must be given a time limit depending on the volume of the work. Once the translation draft has been produced, the project arrives at its last stage, namely editing and

proofreading. Whenever necessary, the editor and proofreader may invite the translator to discuss several translation problems before the final translation draft is produced. Once the draft is finalized, then the target text (TT) is ready to be submitted to the clients. Thus, it is clear that translation project management is a topic helpful in producing professional translators because student translators will experience such a situation once they enter the professional practice of translation. Moreover, translation project management is very beneficial in preparing student translators to become entrepreneurs in the translation field.

Furthermore, the result of the questionnaires shows that online resources management (19%) is also the skill needed to prepare student translators to become professional translators. The results of the interviews reveal that the use of online resources is particularly important for the acceptability and naturalness of the TT. Acceptability ensures that the TT corresponds to the applicable structure of the target language (TL). Meanwhile, naturalness confirms that the words and phrases sound natural to the TL readers. Although accuracy plays the most significant role in determining the translation quality (Sofyan et al., 2019a; Waddington, 2001), less acceptable and less natural translation reduces the translation quality. The important role of online resources has been mentioned by Sofyan and

Tarigan (2017) that translators with good skills in online resources management produce a translated text with better quality. However, using online resources can be time-wasting if managed improperly (Kourouni, 2012; Rosa, 2017; Sofyan & Tarigan, 2017); therefore, professional translators should know the best online resources to solve a particular translation problem.

In addition, online resources have been examined to be helpful in the translation process (Biel, 2011; Kourouni, 2012; Sofyan & Tarigan, 2017; Xu & Wang, 2011), particularly in the process of self-revision. According to Biel (2011), self-revision is one of the processes in translation which is intended to check the accuracy of the TT against the ST, eliminate any additions, correct omissions, or other errors, and verify the fulfillment of specifications. The ability to manage online resources helps translators solve problems encountered in the translation process. Although Xu and Wang (2011) report the use of online resources mostly for convenience rather than accuracy, Korouni (2012) believes that online resources also help improve translation accuracy. These different opinions imply that using online resources needs to be learned. To help a translator properly use online resources during self-revision, Sofyan and Tarigan (2017) have proposed the categorization of online resources, as shown in Table 3.

Table 3
Categorization of online resources (Sofyan & Tarigan, 2017)

Category	Website
Encyclopedias	Wikipedia (https://en.wikipedia.org/), Kajian Pustaka (https://www.kajianpustaka.com/)
General monolingual online dictionaries	TheFreeDictionary (https://www.thefreedictionary.com/), dictionary.com (https://www.dictionary.com/), Urban dictionary (https://www.urbandictionary.com/), Kamus KBBI (https://kbbi.kemdikbud.go.id/)
Specialized monolingual online dictionaries	Merriam-Webster (https://www.merriam-webster.com/), Oxford Learner's Dictionaries (https://www.oxfordlearnersdictionaries.com/), Kata Baku (https://www.katabaku.com/)
General bilingual online dictionaries	Kamus Lengkap Online (https://kamuslengkap.com/)
Specialized bilingual online dictionaries	Persamaan Kata (https://www.persamaankata.com/), Sinonim Kata (https://www.sinonimkata.com/)
Free machine translation services	Google Translate (https://translate.google.com/), Bing Translator (https://www.bing.com/translator), Yandex Translate (https://translate.yandex.com/)
Online news	Harian Kompas (https://www.kompas.com/tag/harian.kompas), VOA (https://www.voanews.com/), BBC (https://www.bbc.com/)
National agency of language development and construction	Badan Pengembangan dan Pembinaan Bahasa (https://badanbahasa.kemdikbud.go.id/lamanbahasa/)

The categorization of online resources proposed by Sofyan and Tarigan (2017), as shown in Table 3, particularly accommodates the translation process from English into bahasa Indonesia. Such categorization is particularly helpful in solving the translation problems encountered in the translation process, such as idioms, collocations, and language structures. The websites listed in Table 3 are only examples, and

they are changeable depending on the needs of the translator and the languages involved.

The other important topic of TAP materials is translation internship (18%). Unlike other topics elaborated above, translation internships should be given to student translators not only in the form of theories but it needs practical work in the translation business. The results of the interviews indicate that a translation internship is the best practice for

translator training, during which student translators will experience the actual professional practice of translation. They will directly get involved in all the activities of professional translation. Therefore, a translation internship serves as a bridge connecting translator training and translation marketing. This is in line with Gumus' (2017) findings that almost all the stakeholders agree that there is a need for greater interaction between training and the market. This idea strongly suggests that all the elements required to prepare students for the market should be included in the translation curriculum. Thus, Gumus' arguments clearly support the need to include translation internships in the TAP materials. While taking the internship, the student translators are suggested to take part of their credits by working as professional translators (Torres-Simón & Pym, 2019). The student translators should be assigned to various translation businesses for a certain time (depending on the weight of the credits assigned to the internship) to get training in professional translation practice. Consequently, they will experience the actual practice of professional translation.

In addition, the translation internship covers all the previous four topics and is the media for applying them. During a translation internship, student translators will experience how to give the

best service of translation to the clients and will know the current trend of the translation market through the projects done in the translation business offices. Besides, they can also practice using CAT tools and MT when assigned to do certain translation tasks. Moreover, in terms of translation project management, they will witness how the translation project is carried out by the project team in the office where they do their internship. It is also possible that they will get involved in such a project once the project manager knows their translation ability. Once they are trusted to get involved in the project, they can also apply their online resources knowledge to solve any translation problems encountered while doing their tasks.

Moreover, during the internship, the student translators will learn how to market the translation. Marketing the translation can be understood as promoting the translation services to get as many clients as possible. Clients are the spearhead of any translation business without whom there will never be a translation project.

The significant role of internships in preparing professional translators makes several universities administering a translation study program assign specific credits to internships, from 2 to 50 percent of the total assigned credits (Torres-Simón & Pym, 2019), as displayed in Table 4.

Table 4
Percentage of credits assigned to internships in universities (Torres-Simón & Pym, 2019)

No.	University	Percentage of Assigned Credits to Internships
1	Sorbonne Nouv Paris 3	2%
2	IULM Milano (Italy), Strasbourg (France), Uniwersytet Warszawski (Poland), Eötvös Loránd (Hungary), Valladolid (Spain), UNINT Roma (Italy), Bologna (Italy), Toulouse 2 (France), Charles U. (Czech Rep.), Veliko Tarnovo (Bulgaria)	3%
3	Tampere (Finland), Hull (UK), Surrey (UK), Turku (Finland), Sofia (Bulgaria)	4%
4	Babes-Bolyai (Romania), Stendhal Grenoble 3 (France), Ljubljana (Slovenia)	5%
5	Aarhus (Denmark), Alcalá de Henares (Spain), Aristotle (Greece), Durham (UK), Ghent (Belgium), Leipzig (Germany)	8%
6	Mons (Belgium), Eastern Finland (Joensuu)	9%
7	KU Leuven (Belgium), Swansea (UK), Universiteit Antwerpen (Belgium), Köln (Germany), Salamanca (Spain), Ventspils (Latvia)	10%
8	ISTI, Haute École (Brussels), Haute-Alsace (France)	13%
9	Portsmouth (UK), Bretagne Occidentale (France), Vrije Universiteit Brussel (Belgium)	17%
10	Latvijas Universitāte (Riga), Pontificia Comillas (Spain)	20%
11	ISIT Paris (France), Jaume I (Spain)	25%
12	Charles-de-Gaulle Lille 3 (France)	30%
13	Manchester (UK)	33%
14	Porto (Portugal)	38%
15	Lorraine (France)	50%

The information displayed in Table 4 suggests that internship should be treated as one of the subjects assigned to students majoring in translation studies. However, the results of this study show that internship is simply one of the topics in the TAP course. None of the informants suggested the inclusion of an internship as one of the courses assigned with a certain number of credits, and they all agreed to put it as one of the topics in the TAP

course materials. The different visions and missions of the study programs mainly motivate the difference. Nevertheless, considering the important contribution of internship and the treatment of internship as one of the courses in many universities around the world, the assignment of several credits to internship should be considered in the later development of translation courses in the Translation Study Program of Universitas Sumatera Utara.

CONCLUSION

Based on the research findings discussed in the previous section, it is concluded that the five topics that should be included in the TAP materials — translation services, CAT tools and MT employment, translation project management, online resources management, and translation internship —obviously contribute to the ' actual ' professional translation practice. Those topics are, therefore, defined as the main translation skills that need to be possessed by student translators to become professional translators. In addition, the other five topics found to be less important can be used as the sub-topics that can support the main topics in the TAP materials.

The results of this study have implications for the development of the TAP course offered in a university. Although learning materials also include exercises and learning instructions, the results imply that weekly topics play the greatest role in the TAP course development based on which the exercises and learning instructions are developed. In addition, the results imply that a translation internship is obviously needed to develop TAP learning materials. Translation internship needs not only conceptual or theoretical materials but also materials concerning practical works that can be conducted in several small-scale translation businesses available in the local area.

It is important to make clear that what has been described in this article is just a part of the study focusing on the skills needed to be included in developing the TAP course materials in the translation study program at a state university in Sumatra. However, the results are important in providing the weekly topics for the further development of the TAP course materials.

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APPENDICES
Appendix A
List of questionnaire items
What follows is the list of topics needed to be included in the materials of Translation as a Profession (TAP) course based on Sofyan et al. (2018). As translation scholars and/or professional translators, I want you to give your responses regarding the degree of importance of these topics in helping student translators to become professional translators. Your responses are very helpful in developing this TAP course material.

Please check (✔) the appropriate column confirming that the topic is not important (NI), not really important (NRI), important (I), or very important (VI).

No.	Items	NI	NRI	I	VI
1	Translation services				
2	Translator training				
3	Translation as a profession				
4	Translation project management				
5	The overview of current translation market				
6	Online resources management				
7	Translation internship				
8	Translation marketing				
9	Job delegation in group				
10	CAT tools and MT employment				

Appendix B
Interview's guided feedback: Key questions
1.   In your view, how does the topic on translation services contribute to develop translator's professionalism?
2.   In your view, how does the topic on translation training contribute to develop translator's professionalism?
3.   In your view, how does the topic on translation as a profession contribute to develop translator's professionalism?
4.   In your view, how does the topic on translation project management contribute to develop translator's professionalism?
5.   In your view, how does the topic on the overview of current translation market contribute to develop translator's professionalism?
6.   In your view, how does the topic on online resource management in translation contribute to develop translator's professionalism?
7.   In your view, how does the topic on translation internship contribute to develop translator's professionalism?
8.   In your view, how does the topic on translation marketing contribute to develop translator's professionalism?
9.   In your view, how does the topic on job delegation in group contribute to develop translator's professionalism?
In your view, how does the topic on CAT tools and MT employment contribute to develop translator's professionalism?