Need Analysis to Develop Arabic-Indonesian Translation Learning Model Based on Eco-Translatology Perspective

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Abstract:
Translation learning must be able to develop students' translation competence. One alternative model that can be developed is a translation learning model with an eco-translatology perspective which further optimizes the ecological environment of translation and student autonomy as learners. This study aims to determine student needs for developing translation learning models, especially Arabic-Indonesian translation, using an eco-translatology perspective. The method applied is a survey method with the instrument used is a questionnaire. The respondents involved were 65 students of the Arabic Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta, randomly. The study results prove that, generally, students still find it challenging to learn the translation. On the other hand, the learning model currently applied has not been able to fulfil their competence in translation. The implication is that the eco-translatology learning model that is more student-centered can be an alternative for learning Arabic-Indonesian translation.

Keywords:
Arabic-Indonesian translation; Eco-translatology; Learning translation; Student's needs

INTRODUCTION

Translation learning so far still seems less innovative and creative. In practice, conventional methods that are more teacher-centered are still often used. The learning process in the classrooms is still dominated by teachers, while students are "fed" with the information they need (Al-Hadithy, 2015). Kiraly (1995) criticized the traditional translation learning model because no translation teaching method can develop students' translation competence. He then explains that learning whose aim is to improve translation skills is generally not based on a clear line of approaches with the objectives of teaching translation, the understanding of the pedagogical impacts on students' performance and translation proficiency, and the nature of translation competence. According to Rosyidah (2015), in Indonesia, translation learning in classes places the teacher as an information center. Meanwhile, students are rarely asked to do research or explore themselves. Not only that, with direct instruction from the teacher, they are also required to work on translating reading texts, whether in the form of articles, books, newspapers, and others, to find equivalent text terms with minimal references to material related to the field of translation and other areas.

At least there are some weaknesses in the translation teaching model with the traditional approach. First, the teaching of this model tends to be bottom-up, which concentrates more on

semantic meaning, especially words, phrases, clauses, or sentences. However, the author's intended purpose cannot be adequately transferred into the target language. Second, teaching translation with the traditional approach does not focus on translation competence as the goal of teaching translation, so it cannot encourage students to translate. Third, as one of the essential things in translation, cultural issues are less of a concern for teachers. Cultural elements are essential in transferring meaning from the source text (ST) to the target text (TT). They are often not ready to translate the text, and instead, the teachers asks them to do the translation task. Fourth, the teaching method is teacher-centered. Students are asked to translate texts that the teacher has prepared without adequate preparation (Sriyono & Halili, 2020).

On the other hand, in reality, translation learning in universities, including at the Arabic Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta, which is the focus of this research, is indeed carried out by direct practice. However, sometimes it tends to be only done as language teaching. According to Sriyono & Halili (2020), generally, students are encouraged to master L1 (first language) as source text (ST) and L2 (second language) as target language or target text (TT). They tend to develop or strengthen their language competence rather than translation competence. Therefore, most of them think that language is the single most important and dominant aspect in the practice of translation. In addition, it is then reinforced by the teacher, who is less aware that students' translation competence must be improved. Some teachers responsible for building students' translation competence sometimes don't even know how to revive students' translation competence. Thus, there is a gap between theory and practice in the translation learning process for students. According to Adebisi and Mukadam (2020), there are at least three ways to develop translation competence: acquiring new knowledge, updating existing knowledge, and strategic competence. In addition, lecturers must create a conducive environment in the classroom with open discussions and facilitate students with accurate feedback.

According to Rashid (2019), the main problems using translation in language learning, namely, First, translation does not help students develop communication skills. Second, translation encourages using L1 instead of L2. Third, translation activities are more suitable for students who prefer analytical or verbal-linguistic learning strategies. Finally, translation is considered a difficult skill and is not always rewarding. The benefits of translation activities include training all language skills, namely reading, writing, speaking, and listening. In addition,

in communicative competence, accuracy, clarity, and flexibility can be developed. The translation is a natural activity that many students use daily, formally and informally. The translation is a common strategy that many students use even if the teacher does not encourage it. Discussions about the differences and similarities between languages help students understand the problems caused by their mother tongue. Therefore, developing skills in translation is a natural and logical part of improving language proficiency.

These problems need special attention. Therefore, one of the crucial efforts is to develop a more innovative translation learning model. If explored further, studies related to translation learning models have been carried out, either with traditional teaching models such as Azizinezhad & Hashemib (2011), using technology such as those developed by Odacıoğlu & Köktürk (2015), and Lin (2017), or Setiadi (2019) who develops a collaborative learning model for translation learning. Contrary to these studies, this research focuses on developing a new model in translation learning, especially Arabic-Indonesian translation, with an eco-translatology perspective. In recent years, Eco-translatology is a new translation theory proposed by Hu Gengshen, a Chinese scholar. This theory takes the concept of "adaptation/selection" of Darwin's theory of evolution as a theoretical basis. It focuses on the integrity of the translation ecosystem, creating new descriptions and interpretations of the nature, processes, standards, principles and methods of translation and the phenomenon of translation from an eco-translatology perspective (Guan, 2014).

The eco-translatology model of translation learning pays more attention to the integrity of the ecological environment of translation learning, both hardware and software environments. The hardware environment includes learning foreign language resources with textbooks, learning media, libraries, corpus, etc. Meanwhile, the software environment is an ecological environment for foreign language learning which mainly consists of foreign language learning models, learning methods, interactions, and interpersonal relationships between teachers and students and among students (Rosyidah, 2015).

The translation learning model with an eco-translatology approach considers translation activities as a translator's choice by adapting the ecological environment of translation. This ecological environment of translation refers to the world that involves interconnective and interactive factors in the translation process (Guan, 2014). Meanwhile, in the eco-translatology model of a translation learning system, the learning concept carries the principle of autonomous learning. Through this independent learning, it is hoped that students can become

autonomous translator candidates, actively participate in the translation process in the classroom, know-how to learn. In addition, they can also use their knowledge in every learning situation and condition they face according to their level of ability (Rosyidah, 2015).

This study, therefore, aims to analyze the situation and needs of students for the Arabic-Indonesian translation learning model, especially in the Arabic Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta. In addition, it also aims to explore more deeply the possibility of developing new alternative models in translation learning through optimizing the translation environment (eco-translatology), especially in the Arabic-Indonesian Translation course. Furthermore, the main question to be answered in this research is how does analyzing the situation and needs of students towards the development of a learning model based on eco-translatology perspective in Arabic-Indonesian translation course?

METHOD

This study uses a survey method to retrieve information or data directly on the research subject (Groves et al., 2009). The instrument used is a questionnaire with 14 questions using the Guttman scale, consisting of two main focuses: analysis of the target situation and student needs. Meanwhile, the sampling technique used was random by involving 65 student respondents from the 2018 class of Arabic Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta, who had taken an Arabic-Indonesian Translation course. Then, the data from the survey results through the questionnaire were analyzed using descriptive analysis.

RESULTS AND DISCUSSION

This study's analysis of the target situation and students' needs aims to determine the possibility of developing an eco-translatology-based learning model in the Arabic-Indonesian Translation course. Data collection was carried out through a questionnaire process through questions as described in the following table.

Table 1. Students Questionnaire Results

No	Questions	Alternative Answers	Respondents	%
1	Have you taken Arabic-Indonesian translation courses?	▪ Already ▪ Not yet	65	100 0
2	Is the Arabic-Indonesian Translation course interesting to you?	▪ Interesting ▪ Less atractive	44 18	67.7 27.7

		▪ Not atractive	3	4.6
3	Do you have difficulty in learning Arabic-Indonesian translation?	▪ Yes	46	70.8
		▪ No	19	29.2
4	Did you find it difficult to understand the source text (Arabic) while studying translation?	▪ Yes	48	73.8
		▪ No	17	26.2
5	Do you use the Arabic-Indonesian dictionary for learning Arabic-Indonesian translation?	▪ Yes	60	92.3
		▪ No	5	7.7
6	Do you find it difficult to transfer the translation into Indonesian while studying translation?	▪ Yes	45	69.2
		▪ No	20	30.8
7	Is the Arabic-Indonesian translation learning process still focused on translating the meaning of words, phrases, and sentences?	▪ Yes	53	81.5
		▪ No	12	18.5
8	Has the lecturer ever explained the cultural elements in transferring the translation from the source text to the target text?	▪ Yes	32	49.2
		▪ No	33	50.8
9	Are students asked to translate texts that lecturers have prepared in practice?	▪ Yes	65	100
		▪ No		0
10	What are learning models used by lecturers in Arabic-Indonesian translation courses? (the answer can be more than one)	▪ Lecture	23	35.4
		▪ Assignment	57	87.7
		▪ Others	13	19.7
11	Does the current Arabic-Indonesian translation learning model suit your needs?	▪ Yes	30	46.2
		▪ No	35	53.8
12	In your opinion, does translation learning currently need to apply a more innovative, creative, and more student-centered learning model?	▪ Yes	65	100
		▪ No		0
13	Are you familiar with the eco-translatology-based learning model?	▪ Yes	58	10.8
		▪ No	7	89.2
14	Do you agree if the translator's environment-based learning model where learning is more student-centered is applied to Arabic-Indonesian translation courses?	▪ Yes	62	95.4
		▪ No	3	4.6

All participants, totalling 65 people, generally have taken Arabic-Indonesian translation course. This course is given in semester 114 of 2021. 67.7% (44 students) stated that this Arabic-Indonesian translation course was interesting, although there were around 27.7% (18 students) who said it was less attractive and 4.6% (3 students) who stated that they were not attractive. This data shows that the Arabic-Indonesian translation course is generally interesting for students, but students still experience various difficulties in the learning process. 70.8% (46 students) think that they are still having difficulties in learning Arabic-Indonesian translation. Although, 29.2% (19 students) stated no difficulties.

The difficulties faced by students are generally related to understanding the source text (Arabic) while studying translation. 73.8% (48 students) still have difficulty understanding the source text (Arabic) while studying translation. Meanwhile, only 26.2% (17 students) said no. The difficulties generally faced by these students are also shown by the difficulty in transferring

the translation results from the source language to the target language (Indonesian). 69.2% (45 students) stated it was difficult, and 30.8% (20 students) said it was not difficult. In fact, in practice, 92% (60 students) generally use a dictionary as a medium for translating. However, there are still difficulties when transferring the translation results from Arabic into Indonesian. From this data, 81.5% (53 students) consider that the Arabic-Indonesian translation learning process still focuses on translating meanings, words, phrases, and sentences, and only 18.5% think they do not. The translation learning process, which is still focused on translating the meanings of words, phrases, and sentences, is not accompanied by an explanation of cultural elements in transferring translation from the source text to the target text. 50.8% (33 students) considered that the lecturer had not thoroughly explained the cultural aspect of transferring the source text to the target text. In addition, it may also be because, in practice, the learning model provided so far, students are asked to translate the text that the lecturer has prepared.

Most students think that they are asked to translate texts that the lecturer has prepared in practice in class. Through assignments with the lecturer who has designed texts, it is still dominant in the learning process. The results of the translated text are then presented and given feedback by the lecturer. This learning model is considered to be still not following the needs of students. 53.8% (30 students) assume that the current learning model cannot fulfil their competence in translation. On the other hand, the percentage that is not so far away, 46.2% (35 students), considers it follows the needs. However, to support learning more in line with student needs, the question is whether the current learning model needs to apply a more innovative, creative, and student-centered learning model?

Students' need for innovative, creative, and student-centered translation learning is necessary. 100% (65 students) stated "yes" to the questions asked. Furthermore, the question posed later was whether students already knew about the eco-translatology based learning model? Generally, students answered that they did not understand the learning model by applying a translation environment.

Based on the findings, the data shows that generally, students still have difficulties in learning translation. On the other hand, the learning model currently applied has not been able to fulfil their competence in translation. In addition, the learning process still focuses on the translation of meanings, words, phrases, and sentences. This kind of learning process is not accompanied by explaining the cultural elements in transferring the translation from the source text to the target text. In contrast, translation is a complex activity that is not only related to the

linguistics aspect but also related to cultural factors and other factors (Levevere & Bassnett, 1990; Petrescue, 2012). Therefore, to translate well, a translator needs to have translation competence. Translation competence is a combination of declarative knowledge with procedural knowledge. Declarative knowledge is related to translation theories, while procedural knowledge relates to translating techniques (Nababan, 2008). Hatim and Mason (1990) define translation competence as the expertise necessary to translate well.

Arabic-Indonesian translation is one of the compulsory subjects taught at the Arabic Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta. The ability to translate is an essential skill that Arabic Language Education Study Program students must possess. Therefore, translation skills are currently considered as important as other language skills, such as listening skills (*mahārat al-istimā'*), speaking skills (*mahārat al-kalām*), reading skills (*mahārat al-qirā'ah*), and writing skills (*mahārat al-kitabah*) (Abdellah, 2021). However, most students still have difficulty translating text from Arabic into Indonesian. The reason is that translation learning has not been able to develop the translation competence of learners (students) in the process. For example, not fulfilling the requirements for the excellent source language and target language skills on the learner's side, not meeting the ability requirements that teachers should possess, and teacher-centered learning (Setiadi, 2019).

Traditional translation learning must be reformed with innovative and creative learning. One way is through autonomous learning by optimizing the responsibilities or roles of teachers and learners (Al-Hadithy, 2015). In addition, by creating forms of responsibility for learners and teachers in the perspective of eco-translatology, which emphasizes and pays attention to the integrity of the ecological environment of translation learning (Guan, 2014). In practice, eco-translatogy as a new perspective in translation studies is starting to attract quite a bit of attention. These studies are practical and applicable by using eco-translatology as a theory in analyzing translated texts and theoretical ones in discussing the possibility of eco-translatology as a new perspective in teaching strategies and translation learning models.

Many studies that apply eco-translatology as a theory in analyzing translated texts are being carried out. The use of the eco-translatology idea is carried out both to explore the translation of film titles, such as those carried out by Li & Zhao (2018) and Wang (2021), film subtitles such as those carried out by Zhou & Zhang (2019) and Shuyue & Feng. (2019), novel translation by Qianting (2020), advertisement translation by Bo (2014), public sign by Zeng

(2019), and others. Meanwhile, studies that specifically discuss the possibility of eco-translatology can be applied in translation learning, such as those conducted by Guan (2014). Guan offers the use of eco-translatology perspective to be involved in teaching translation. In its learning system, eco-translatology is a new model in translation learning that is more student-centered, as the core of adaptation and student selection is its main feature. In addition, teacher guidance, student collaboration with the environment, and cooperative learning activities as the primary methods with the help of modern multimedia learning resources. The aim is to build a translation learning ecosystem through adaptation and selection mechanisms to practice their skills.

The translation learning model using the eco-translatology perspective in Indonesia has not received serious interest. Therefore, Rosyidah (2015) also offers an autonomous model of translation learning. According to her, so far, translation learning is still traditional, so it seems less innovative and creative. One way to reform such a learning model is to implement autonomous learning by optimizing the responsibilities and roles of lecturers and learners. The way is to choose an alternative model of translation learning from an eco-translatology perspective. The eco-translatology learning model emphasizes optimizing the translation environment and learner autonomy.

The application of eco-translatology as a perspective in translation learning is more specifically carried out by Sriyono & Halili (2020). Through his research, he reviews students' perceptions of translation competence with an eco-translatology approach and how they can adapt to translation activities in the classroom. This research shows that students better understand when eco-translatology is applied in translation. In addition, it also offers their awareness of the importance of translation competence to improve their knowledge. Therefore, eco-translatology as a new alternative in learning translation needs to be developed further. It is time for conventional approaches to learning translation to be reformed by optimizing more innovative learning with autonomous learning principles.

According to Rosyidah (2015), the main components of autonomous learning in eco-translatology learning are: (1) learners determine what needs to be learned and try to translate, (2) they use existing resources to achieve their goals; dictionaries, texts, internet, teachers, etc., (3) they monitor their learning progress. In other words, eco-translatology learning is learning that must ensure that the learner can carry out these three aspects successfully and independently as allowed by his environment. In addition, according to Guan (2014), eco-

translatology learning is very focused on environmental development where students are the center. Meanwhile, lecturers, learning methods, learning content, and learning conditions are the environment for students' survival in the ecosystem. The lecturer's role is to guide and help students improve their ability to make maximum adaptation choices in a natural language atmosphere to acquire better translation skills.

Furthermore, Guan (2014) said that the translation learning environment in the eco-translatology perspective consists of two parts, namely the hardware environment and the software environment. The hardware environment includes foreign language learning resources – in the context of this study, Arabic learning resources – including textbooks, learning media, corpus, libraries, and others. Meanwhile, the software environment consists of the ecological environment of foreign language learning, learning methods, interactions and interpersonal relationships between teachers and students and among students. Therefore, to build a teaching and learning environment, lecturers must use existing foreign language learning resources to design and develop textbooks, learning content, and learning materials according to market demand and student needs based on investigation and research. In addition, students also need to understand the cultural differences between native languages and foreign languages through many language application practices, while lecturers must focus on developing human resources for the translation learning environment, both lecturer-student relationships, student-to-student relationships, student and lecturer roles, and learning methods.

CONCLUSION

The translation learning model, especially in the Arabic-Indonesian Translation course, which is currently being applied, is not sufficient to meet the needs of students in improving translation competence. The traditional teacher-centered learning model is still dominant in the learning process, so it does not emphasize the independence and autonomy of the learner. Therefore, developing an innovative, creative, and more student-centered translation learning model is necessary. This development can be realized using an eco-translatology perspective as a new alternative to the translation learning model. Through eco-translatology learning, students can express their form of responsibility by paying more attention to the integrity of the ecological environment of translation learning. Meanwhile, lecturers can position themselves as facilitators to guide students to improve their competence in translation.

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