

The Needs Analysis in Developing Case Method Model to Improve Students Translation Achievement in Translation in Language Teaching Subject

DOI: <https://doi.org/10.47175/rielsj.v4i3.810>

| Masitowarni Siregar |

Universitas Negeri Medan,
Medan, Indonesia

siregarmasitowarni@yahoo.com

The aim of this study is finding the Needs of the English Education students in studying the Translation in Language Teaching Subject at Universitas Negeri Medan. Qualitative research method using case study was utilized to depict a phenomenon on students' needs in learning Translation in Language Teaching Subject involving 60 English Education Students. The data was gathered through the use of questionnaires and interviews. Data were analyzed using the need analysis approaches by Hutchinson and Waters (1987) ; (1) wants (2) lacks, and (3) needs. The findings of the study revealed the students wants collaborative, cooperative, creative, communicative and problems solving activities. They also stated their lack of knowledge and skills in translation vocabulary, in strategies of translation and translating subject areas. They need practice in translating words, idioms, collocation, cultural term and various genre. These need analysis results will be utilized for developing case method model of teaching in Translation in English Language Teaching Subject

KEYWORDS

need analysis; translation; English

INTRODUCTION

Needs analysis is a systematic process that identifies and evaluates the needs (Syakur, Zainuddin, and Hasan, 2020). It consists of steps which should be taken to find out the real conditions of what are needed by the learners before a subject is developed. This leads to a continuing process across instructional subjects and can influence the methods used, student settings, relevant instructional materials and practices (Husen, Hade and Saed, 2022).

In view of the aforesaid, needs analysis can be described as the processes and methods used to distinguish learning needs and educational deficiencies or inconsistency between the set goals and the intended learning outcomes (Serevina, Astra, and Sari 2018). This recognizes the causes of the students' shortage in learning and allows the lecturers and researchers to create a new better learning process.

The common characteristic that can be seen from the various definitions of needs analysis is that it allows lecturers and other interested parties to access a large amount of information that allows the process of determining learning barriers to be carried out to obtain the most effective solutions (Shen, Carter, and Zhang 2019; Arias-Contreras and Moore 2022; Sönmez 2019; Jing and Amini 2019).

This research is carried out by using the need analysis framework to examine the cultural, analytical and linguistic issues that the students of translation subject encounter after they translate a text from one language into another. Therefore, the samples of this research, students at Universitas Negeri Medan were interrogated about their needs in translating, current abilities and their understanding of the components of translation.

According to Hyland (2006) Needs analysis has a relation to the context of curriculum development. Moreover, he stated that needs analysis applies Methods of collecting and evaluating information related to program development or the process of selecting the content and quality of an educational subject. Equally, Richards (1992) indicated that needs analysis is the process of ascertaining learners' needs in learning a language and organizing them in line with students' flaws. On the basis of the mentioned above, need analysis can be accessed from diverse viewpoint depending on who is involved in this process.

Needs analysis provides numerous benefits to students, educators, and educational institutions (Morrison et al. 2019). It starts by pointing up any knowledge and skill inadequacies. Learning institutions and students can both benefit from needs analysis by becoming aware of prospective issues that could become perplexing. One benefit of needs analysis research is that it makes it possible for educators to identify gaps in students' knowledge and skills before they become difficult issues that cannot be changed or remedied. Additionally, it aids in planning lessons beforehand. It also points out the areas that require emphasis. Furthermore, it is well understood that when developing educational materials, the learners must be considered. It is also recognised that the demands and expectations of students in any subject vary depending on their talents, interests, and competence levels (Eslami 2010). As a result, learning requirements may differ depending on other aspects such as the target goals, school system, and labor market.

In translation, as in other academic subjects, there is close connections between students' abilities and their demands (Alavi and Gholami 2008). The assessment of abilities frequently indicates students' demands, both short-term and long-term, for example in listening or reading comprehension. The same goes for translation students, since examining their talents exposes their needs in many parts of translation such as vocabulary, culture knowledge, writing, and language components such as syntax, punctuation, and style. This is in addition to research, organization, analysis, and computing abilities.

In spite of the fact that significant investigation has been conducted on needs analysis within the foreign language setting (Syakur 2020; Ranasuriya and Herath 2020; Zahednejad, Amini, and Kuhi 2021; Youn 2018; Erfiani et al. 2021), only a few that has been completed research in translation context (Alshargabi and Al-Mekhlafi 2021; Afolabi 2019). To the most excellent of the researchers' information, there has been no research conducted within the settin 2. 1. Needs Analysis

Require investigation (NA) is characterized by Graves as “Should be considered something the instructor can see and implement as part of the teaching process.” (Hedgcook and Ferris, 2009). Should be considered something the instructor can see and implement as part of the teaching process. Besides, require investigation too has been characterized by certain school and understand these definitions is supportive within the further examination of the subject beneath thought. In general, require examination is characterized as a particular the foundation of the future improvement of the scholarly exercises of a specific gather of students. Separate from the above definitions within the presentation portion, this idea encompasses some other definitions where the researchers attempt to present their possess vision of the problem. Centering on speech needs on language programs, the clarification of wants investigation is based on educational programs advancement (Bosher and Smalkowski, 2012; Chaudron et al: 2005).

LITERATURE REVIEW

Target Needs

Analyze target needs is carried out in the form of necessary needs. Country and Macalister (2010: 25) clarify concisely that the necessary things match the requirements information, needs relate to display information, and needs adapt to subjective needs.

Necessities

Necessity determined by the needs of the target situation; This is what people learn have to know to be able to operate effectively in the target situation (Hutchinson & Waters, 1990). They come up with a plan, a businessman or woman may need to receive business mail, communicate effectively at tender conferences, get important data from tender catalogs - or students of internal schools Muslim residents must learn vocabulary related to the Islamic context so that they can organize and communicate successfully. Hutchinson & Waters also note that people who want to become entrepreneurs must learn to know the strengths of phonetics such as discourse, auxiliary verbs, and vocabulary commonly used in recognized situations. Munbay (1978) cited in Hutchinson & Waters (1990) provides an illustration for learners to be the main server in a

Lacks

To recognize the needs of learners, it is imperative to know their information level now for teachers to choose from according to the needs of learners. Hutchinson, Waters, and Breen shows the gap between target capabilities and the learner's existing ability may be related to the learner's needs (Hutchinson and Waters 1990).

Country and Macalister (2010) gave an case How to know students' needs. The way to discover a student's needs is to look at the writer's management section or focus on the assigned task. Country and Macalister claim that instructors or materials developers can meet with them and take tests such as vocabulary tests, language usage tests, composition tests, and inquire or we will ask them to evaluate themselves. employing a uncommonly arranged checklist, for occurrence TOEFL and IELTS tests.

Wants

Country and Macalister (2010) expound related to student's needs or subjective needs about what learners want to remember. The cases of Karl Jensen, Li Yu Zhen and Jose Lima illustrate this need. They have several needs but they have chosen one that suits their wants and needs. Needs are things that students need to remember and cannot ignore. To stimulate their thinking, materials must be adapted to the needs of the learner.

Learning Needs

Know what your learning needs entail, fabric designers ought to distinguish the learning circumstance of learners, such as objects and dialect abilities, exercises, learning situations (contexts), procedures, teaching techniques and methods, teacher needs and learner needs. Hutchinson and Waters (1990: 61) give an inventive case, James B. Herbolich's box kite project(1979), of a center on the learning circumstance. Herbolich depicts a pattern how to construct a box kite and type in a manual clarifying how to build it for designing understudies at the College of Kuwait.

There are several ways or strategies to collect data about learning needs, e.g meet, perception, narrative think about, gatherings, errand investigation, collecting learner dialect tests, case ponder, and survey. The meet is conducted to instructors who have got

encounters in educating. On going perception is required to recognize learner needs, analyze the learner's progress and ensure that the instructor can distinguish the learner's personality.

Importance of Need Analysis:

Need Analysis is a good instrument to recognize learners' needs and support for implementing educational measures. Nunan (1988) states that data obtained through NA can be used for retrieval purposes:

- a) Need Analysis help in determining the objective of the course and is useful in the choosing of the contents.
- b) It can be used by educators adjust the syllabus and strategy to play down the crevice between the teacher's wishes and the learners' wishes.
- c) It may be utilized to distinguish the gap between the teaching and learning methods that teachers and learners desire.

Translation in Language Teaching Subject

Translation in Language Teaching Subject is a compulsory subject in the Curriculum of English Educational Study Program, English and Literature Department, Faculty of Languages and Arts, Universitas Negeri Medan. The subject is aimed at teaching the students about knowledge of translation as well as practice of translation in the context English language Teaching and Learning. This is based on the notion and belief that translation can not be avoided the process of English language teaching. Within the context the subject is believed to help the candidate teachers to utilized translation as one of the teaching tool to accelerate students understanding in the process of learning English.

RESEARCH METHODS

This investigate utilizes subjective Investigation is the gathering, investigation and elucidation of complete and intuitive accounts information to pick up knowledge into a specific marvel of intrigued. This inquire about administers subjective case ponder inquire about that a subjective investigative approach to conducting an investigation into the ideological unit or described framework. In this case, the analyst researched students' English learning needs based on Hutchinson & Water (1987). This study is part of the Research and Development Project which aims at developing teaching model based on Case Method in improving students' achievement in the subject of Translation in English Language Teaching.

Subject of Study

This study was conducted during the English course at the University of Negeri Medan. 60 second-year university students and 1 English teacher were selected as members of this reflection. The researcher selected second-year students as participants because they had taken an English course during their first year. Therefore, this researcher expects that they will encounter an increase in data about their need to learn English.

Data Collection Method

There were two disobedient that were utilized in this inquire about specifically survey and meet direct. Survey was utilized in this investigate to uncover students' needs in learning Translation. The questionnaire was developed based on the needs of the issue in this

research. Meet direct was utilized in this inquire about to induce in profundity data almost Students' needs and their perspectives on learning to decode English Text.

RESULTS AND DISCUSSION

Based on the data analysis the followings are the results which categorized into the students' Lack, the students' wants and the students, need.

Table 1. Students' Lack in Translating Text

Students's Lacks	Percentage
Limited vocabulary	95
Limited knowledge in translation strategies	100
Limited knowledge in subject areas	96

From table 1it can be seen that students' lack of vocabularies. In the interviews most of the students claimed that they have very limited vocabularies both in Bahasa and also in English. This caused their having low competencies in translating texts. 57 Students out of 60 or 95% students confessed their lack on the vocabulary management. All students were also lacking in the knowledge of translation strategies. They were in opinion that they could not apply appropriate strategies in translating text. 58 Students out of 60 or 96% students states their very limited knowledge in subject areas which resulted in their inability in translating texts.

Table 2. Students' Wants in the Classroom of Translation Class

Classroom Activities Types	Percentage
Creative Activities	95
Critical thinking Activities	96
Communication skills Activities	95
Collaboration Skills Activities	98
Problem solving Activities	100

Table 2 indicates the students wants in terms of types activities in the classroom. 57 Students or 95 % of 60 students want activities which demand creativity. 96% students prefer critical thinking activites. 95 % Students demands communication skills activities. (8% students state that they want collaboration skills activities. All students want activities that can drive problem solving to their learning.

Table 3. Students' Need in the Actitivities Translation Class

Practice Activities	Percentage
Practice in translating words	98
Practice in translating Idioms	100
Practice in translating Collocation	96
Practice in Translation Cultural terminology	90
Practice in translating various types of genre	92

Table 3 indicates students need in translation classroom. 98% Students shows that they need practice in translating words. All students are in the opinion that they need practice in translating Idioms. 96% Students revealed that they need practice in translating collocation. 90% of the students stated that they need practice in translating cultural

terminology. 92% students indicated that they need practice in translating various types of genre.

The result of the study reveals the need the intensive and extensive training both on the knowledge and skills of translating text not only in the context of this study namely in English Education Study Program, Faculty of Languages and Art Universitas Negeri Medan. This study was also supported by research findings of Astria Syonia¹ and Rusdi Noor Rosa. 2020. An Analysis of translation problems encountered by third-year students of the English department of UNP when translating historical narrative texts. In their research, they found that students encountered problems in the following areas: 1. Interfering with the source language 20 17% 2. Not being able to find an exact equivalent 19 16% 3. Abuse of borrowed techniques 15 13% 4. Abuse of general techniques 12 10% 5. Compression of meaning 11 10% 6. Structure of the target language 10 9% 7. Misunderstanding the context 10 9% 8. Using incorrect writing techniques 98% 9. Misunderstanding the source text 7 6% 10. Adding meaning 2 2%.

CONCLUSION

Need analysis becomes significant in deciding the context of second language or decide to teach and learn foreign languages. In the context of this research the result of this need analysis is helpful in designing the case method teaching model in teaching Translation in Language Teaching Subject. This study concludes that the students need the domain of knowledge and skills in their classroom in increasing their competence in the subject of Translation in Language Teaching.

REFERENCES

- Erfiani, Ni Made Diana, Ni Nyoman Tri Sukarsih, I. Gede Neil Prajamukti Wardhana, and Ni Putu Lindawati. (2021). "Needs Analysis on English Language Use by Homestay Owners in Ubud Gianyar." *Linguistics Culture Review* 5 (1): 422–437. <https://doi.org/10.21744/lingcure.v5n1.1894>.
- Dudley-Evans., T., & M., J., St., John. (2009). *Development in English for Specific Purposes: A Multidisciplinary Approach*, Cambridge: Cambridge University Press.
- Hutchinson, T. and Waters, A. (1987). *English for Specific Purposes: A Learning centered approach*. Lancaster: Cambridge University Press
- Hyland, K. (2006). *English for Academic Purposes: An Advanced Resource Book*. London: Routledge.
- Jing, Ng Xiang, and Mansour Amini. 2019. "Problems and Solutions in English-Chinese Translation of Song Lyrics in Mulan." *Journal of Advanced Research in Dynamical and Control Systems* 11 (5): 1202–1206. <https://www.jardcs.org/abstract.php?id=1498>.
- Morrison, G. R., S. J. Ross, J. R. Morrison, and J. E. Kemp. (2019). *Designing Effective Instruction*. Hoboken, NJ: Wiley.
- Richards, J. C., J. Platt, and H. Platt. (1992). *Dictionary of Language Teaching and Applied Linguistics*. London: Longman Publishing Group.
- Serevina, Vina, I. Astra, and Inayati Juwita Sari. (2018). "Development of e-Module Based on Problem Based Learning (PBL) on Heat and Temperature to Improve Student's Science Process Skill." *TOJET: Turkish Online Journal of Educational Technology* 17 (3): 26–36. <http://www.tojet.net/articles/v17i3/1733.pdf>.
- Syakur, Abd, H. M. Zainuddin, and M. Afif Hasan. (2020). "Needs Analysis English for Specific Purposes (ESP) for Vocational Pharmacy Students." *Budapest International Research Critics in Linguistics Education Journal* 3 (2): 724–733. <https://www.bircu-journal.com/index.php/birle/article/view/901>

- Shen, Lifen, Susan Carter, and Lawrence Jun Zhang. (2019). "EL1 and EL2 Doctoral Students' Experience in Writing the Discussion Section: A Needs Analysis." *Journal of English for Academic Purposes* 40:74–86. <https://doi.org/10.1016/j.jeap.2019.06.004>.
- Syonia1, Astria and Rusdi Noor Rosa. (2020). An Analysis of Translation Problems Faced by the Third Year English Department Students of UNP in Translating Historical Recount Text. *Journal of English Language Teaching Volume* 9 No. 4 p 682-691