ICATFORLEARNING as Interpreting Media:
Does It Fulfill the Students' Need?

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Abstract. Teaching interpreting using technology is necessitated, moreover, in this online learning era. Lecturers in interpreting classes should train their students with interpreting skills and technology to increase their proficiency level. Likewise, Introducing the students with interpreting technology is also substantial as their expertise in the language industry in the future. Thus, icatforlearning was developed as one of the media to teach interpreting. However, a myriad question about this website as teaching media still arises. This research tries to explore the students' view about icatforlearning as media in interpreting class. It will be the initial data that is beneficial to develop the website. A descriptive qualitative method in the form of a case study was applied in this study. The researchers used questionnaire and interview to collect the data. The result shows that change and development in some parts and functions in icatforlearning are required to fulfill the students' need in practicing consecutive and simultaneous interpreting.
Keywords: consecutive and simultaneous interpreting; icatforlearning website; students' need

ICATFORLEARNING sebagai Media Interpretasi:
Apakah Memenuhi Kebutuhan Siswa?

Abstrak. Pengajaran tafsir menggunakan teknologi sudah menjadi keharusan, apalagi di era pembelajaran daring ini. Dosen di kelas interpretasi harus melatih mahasiswanya dengan keterampilan dan teknologi interpretasi untuk meningkatkan tingkat kemahiran mereka. Demikian pula, Memperkenalkan siswa dengan teknologi interpretasi juga penting sebagai keahlian mereka dalam industri bahasa di masa depan. Oleh karena itu, icatforlearning dikembangkan sebagai salah satu media untuk mengajarkan interpretasi. Namun segudang pertanyaan tentang website ini sebagai media pembelajaran masih muncul. Penelitian ini mencoba menggali pandangan siswa tentang icatforlearning sebagai media dalam kelas interpretasi. Ini akan menjadi data awal yang bermanfaat untuk mengembangkan situs web. Metode kualitatif deskriptif dalam bentuk studi kasus diterapkan dalam penelitian ini. Peneliti menggunakan kuesioner dan wawancara untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa perubahan dan pengembangan pada beberapa bagian dan fungsi dalam pembelajaran icatforlearning diperlukan untuk memenuhi kebutuhan siswa dalam berlatih menginterpretasikan secara konsekutif dan simultan.
Kata Kunci: Penafsiran konsekutif dan simultan; situs web icatforlearning; kebutuhan siswa

INTRODUCTION

The modern step of the virtual world brings a sea change on the way of life of individuals from reality. It also changes the digital society in which learning management must react to the changing behavior of the learner. Education 4.0 or higher is required to get ready the society in the innovative era.

Moreover, the sudden appearance of COVID 19 in Indonesia around 2019 had changed the education system. Several schools and universities discontinued head-on meetings. The Ministry of Education in Indonesia issued the policy that students and teachers have to perform teaching and learning from home, which is called online learning. Consequently, the teacher should find appropriate technology or appropriate media and application to make the teaching and learning process runs well. Web-based learning can be the solution. Web-based learning is called online learning or e-learning because it includes online course content (McKimm et al., 2003). Web-based technology is one of the best solutions for distance education or online learning. It is usually used as a tool to browse the resources from a website from any device. Web-based learning is a web-based technology that has an educational objective and contains the material and exercise and other terms related to the material for the course. The advantage of Web-based learning from others' learning models is one of the learning models that used web technology and used the internet (Astuti et al., 2020). An effective website containing interactive media for content as the instructional material can reduce boredom and make the materials easier to understand and practice to minimize the problem facing during distance learning.

Distance learning is also happened in interpreting class, where the students should practice to be an interpreter from Indonesia to English or vice versa. Interpreting is a term used to refer to the oral translation of a spoken message or text. (Shuttleworth and Cowie, 1997).

Vermeer (as cited in Nord, 2001) states that interpreting is the translation of a source-language text, presents only once, usually in oral form, into target-language text, which is very difficult to check and can hardly be corrected because of the limited time. Wadensjö (1998) in (Braun & Slater, 2014) has argued that dialogue interpreting has two dimensions: ' translation' and coordination/interaction. Wadensjö (2004, 121), as cited in (Braun & Slater, 2014), has pointed out that interpreting is 'what can be called a monologizing activity and needs to be explained and explored as such'; however, the dialogue in interpreting also needs to be analyzed concerning the interactional context in which it occurs. Ribas (Arumí Ribas, 2013) states that the interpreting problems are broken down according to each of the interpreting phases: listening and understanding, note-taking, decoding notes and expressing and reformulating, and interpreting strategies paraphrasing, repeating, memorizing, or trying to calm down. Pedagogy in interpreter training also evolved and it is now generally believed (Moser-Mercer 2008) that interpreting students need to develop the skills that will allow them not only to obtain their diploma (e.g. consecutive and simultaneous interpreting), but also to become adaptive experts (Hatano and Inagaki 1986) in Motta (2016).

There are two kinds of interpreting taught in the English Department, i.e., simultaneous interpreting and consecutive interpreting. To be a good interpreter, the students should possess several competencies such as communicative competence, transfer competence, language competence and knowledge competence (Ali Fraihat & Sepora Binti Tengku Mahadi, 2013). A lot of practices and training should be provided to achieve those competencies. Hence, the website-based technology media that can support simultaneous and consecutive online training necessitate.

Arne Duncan, U.S. secretary of education, stated, "technology is not going to improve students' achievement. The

best combination is a great teacher working with technology to engage students in the pursuit of the learning they need". As it is stated in the teaching-learning process, technology and lecture need to build great collaboration. There was technology used by lecturers in interpreting class, such as website-based interpreting (Jemni & Elghoul, 2014) and computer-assisted interpreters (Lee, 2014). Those websites and technologies were helpful in teaching interpreting. In addition, in helping students face the interpreting proficiency level in our university context, we introduce them to technology in interpreting which is called icatforlearning. It can be accessed at www.icatforlearning.com. This website is designed to fulfill the students' demands in translation and interpreting classes (Wulansari & Arvianti, 2020). This website is supported with video podcasts and audio recording to supports students drilling interpreting in real-time events (Wulansari et al., 2021).

Some prior investigations found that asking the market's opinion in developing or making something is the essential part since the product will satisfy the maker and the user (Solihin et al., 2017). In this term, the maker is a lecturer of translation and interpreting who used the icatforlearning website to give the material and measure the impact of this website on students' material. The user, in this case, is students who used this website to facilitate their learning activity. This website had been used previously in practicing interpreting. The students watch the video attached and then record their voice as if they are the interpreter using simultaneous and consecutive methods. Nevertheless, students face some difficulties in using it since they face some problems. This study tries to explore the students' view and their needs about icatforlearning in interpreting class as the initial data to develop the website.

Need analysis is a valuable tool to understand students' needs and help implement educational policies (Destianingsih & Satria, 2017). Besides, student needs analysis is crucial in designing, developing, or creating an educational scheme (Wulansari & Arvianti, 2020). The material developer will study the student's needs and appropriate teaching and learning materials will be taught to the students through this step. Hence, need analysis is an essential step in construction or developing material through studying target needs and learning needs. Need analysis is divided into target analysis and learning analysis (Hutchinson & Waters, 1987). Target analysis focuses on the learners' need to do in target learning while learning analysis is focused on the learners' need to learn. This research is concentrated on target needs which covering the requirements in target learning (necessities), wish in learning (wants), and the ability of learners in the present situation to cover the difficulties and lack of learning (lacks).

METHODS

Case study is applied in this research. A case study design should be considered with want to answer how and why question, cannot manipulate the behavior of research's subject, want to cover contextual condition since it is relevant between the study and the phenomenon, and want to make clear the boundaries between phenomenon and context (Yin, 2017). The case study was used to gather comprehensive knowledge of the subject matter and examine the study problem in every aspect (Drajati et al., 2021). Hence, we can obtain a deep insight into icatforlearning as interpreting media from the students as the user by using the case study.

The respondents in this research were forty-six sophomore students of English Education at one of the state universities in Indonesia, precisely in Central Java. All of the sophomore students were selected strictly nationally to be accepted as prospective English teacher students. They take lectures for eight

semesters (4 years) to learn about English concepts and pedagogy to become English teachers. This research was conducted in the fourth semester in the Translation and Interpreting class. The students used icatforlearning for two meetings of interpreting practice. It was the first time for them to utilize icatforlearning in interpreting practice.

The respondents used video and record audio functions. After getting the theoretical aspect in interpreting class, the respondents begin to practice interpreting. For the first meeting, they practiced consecutive interpreting by choosing the video attached to this website. They listened to the video for around one or two minutes, then stopped it and recorded their voice as if they were a consecutive interpreter. Then, for the second meeting, the respondents used icatforlearning for practicing simultaneous interpreting. They played the video and recorded their voice while listening to the video as a simultaneous interpreter. The respondents filed the questionnaire after they utilized icatforlearning for practicing interpreting.

According to Yin (2017), some data collection techniques are collected from some sources in case study research. Data collection techniques include interview, observation, questionnaire, and relevant documents. Hence, the data of this study were collected from questionnaire and interview. The questionnaire used in this study was closed-ended questions so that the participant chose the alternative being offered. The questionnaire accommodated the questions related to the aspects of icatforlearning website as media for interpreting. The questionnaire was adapted from Thahir et al. (2018). The adaptation was done to adjust the questions based on interpreting material. Additionally, to gain in-depth data concerning website development, we applied structured interview.

Table 1. The Questionnaire

NO	Aspects	SD	D	A	SA
1	The menu presented is consistent				
2	The text on the learning website can be read clearly.				
3	The selected menu can show the page quickly.				
4	The results can be displayed quickly.				
5	Learning website can be accessed easily.				
6	Website address is easy to remember by students.				
7	The website contents are informative.				
8	Information on the website is up to date.				
9	Website has qualified learning material for students.				
10	Learning website contains the concept of interpreting subjects and demands.				

The data were analyzed by using qualitative data analysis from Miles et al. (2014). This technique included data condensation, data display, and conclusion drawing and verification. The data were taken from the questionnaire

and structured interview delivered to students through google form in the Translation and Interpreting class after they used the website. Then, the data about the students' view of website development were displayed so the data can be organized to lead the conclusion drawing. In the end, we concluded the research by interpreting the data in finding and discussion.

RESULTS AND DISCUSSION
The Students' View on Icatforlearning Website as Interpreting Media

Analysis of students' needs is a crucial stage in developing learning material. The material relevant to students' demand will significantly improve the students' motivation and create conducive learning (Prayoga et al., 2021; Wulanjani, 2018). The need analysis was carried out in interpreting topic of Translation and Interpreting class. Table 2 below presented the summary of students' view on icatforlearning as interpreting media based on the questionnaire filled after they experienced icatforlearning.

Table 2. The Result of Students' View on Icatforlearning Website as Interpreting Media

NO	Aspects	SD	D	A	SA
1	The menu presented is consistent		4%	37%	59%
2	The text on the learning website can be read clearly.		2%	37%	61%
3	The selected menu can show the page quickly		13%	32%	55%
4	The results can be displayed quickly	4%	15%	48%	33%
5	Learning website can be accessed easily		11%	35%	54%
6	Website address is easy to remember by students		22%	35%	43%
7	The website contents are informative		17%	48%	35%
8	Information on the website is up to date	13%	24%	52%	11%
9	Website has qualified learning material for students	4%	33%	48%	15%
10	Learning website contains the concept of interpreting subjects and demands.		17%	59%	24%

Table 2 portrayed that change and development in some parts and functions in icatforlearning are required to fulfill the students' need in practicing consecutive and simultaneous interpreting. The majority of the students expressed that they strongly agree and agree with the statement given. However, we highlighted the statements which the students said disagree and strongly disagree. From ten statements, we emphasized five statements for our guideline to develop the website. A total of 15% of students disagreed and 4% strongly disagreed that the result can be displayed quickly. They said this because they had to wait several minutes to browse the menu there. However, when we did the interview, that was happened because of the connection when they accessed this website. The hosting bandwidth for this website is quite adequate to be accessed by more than twenty people synchronously. In addition, a total of 22% of students said disagree that the website address is easy to remember. That 22% of students

presented that the website address should be concise.

The students demanded informative content on the website. Around 17% of students stated their opinion about it. They said they could not find the theory, even the definition of interpreting techniques as delivered to students in class. However, more than half of the students said that the website is informative. To bridge that, we added this suggestion for developing the website. Moreover, the students required the up-to-date website appearance and up-to-date video. A total of 33 % of students said disagree and 4% of students stated strongly disagree with the statement that website has qualified learning material for students. From the result of the questionnaire, it can be summed up that icatforlearning should be developed on some points to fulfill the students' needs and can be one of the learning materials for interpreting class as one of its aims.

The Learners' Need on Icatforlearning Website

This website is designed for the first time with the original template that only supports computer and laptop views. This website was only designed and filled with some menus that are chosen to support translation and interpreting classes from the original template. After the students used it in the interpreting class, some feedback, comments, and suggestions are written to make this website better and suitable to support interpreting class, which also introduced them to technology. According to students' view and interview about icatforlearning website as interpreting media, the guideline to develop the website is noted. The outcomes from the respondents are as follows.

The display of the website should be developed

The first aspect highlighted to develop the website is the display of the website. In the interview, some of the students described that the website is too simple and not eye-

catching. The following are the data from the interview to support that statement.

The website is exciting and useful, but the display should be developed because it is still simple and not too eye-catching. (S2)

The display should be more attractive to interest the user (S11)

I think this website is good, and for the improvement, the display of this website should be more interesting and colorful (S15)

….. and maybe the display of the website can be more interesting by adding some picture (S20)

Other students also expressed that the website should apply the new template, so it is mobile-friendly. Not all the students used their personal computers or laptop to open this website. Several students used their mobile phones to open icatforlearning.com. However, they found that the website is not mobile-friendly, so that they have to adjust the display of the website. Two participants commented about that below.

The display of Icatforlearning should be more interesting and easier to access either in a computer or mobile phone. (S2)

Please improve the user interface. (S17)

The video for Interpreting should be varied

The respondents in this research provide the valuable suggestion for the betterment of the website as interpreting learning media. This suggestion accords with Micu & Sinu, (2012) and Castillo, (2019) that video, an audio podcast from TV, Radio, or YouTube in every field can be used as the media in interpreting training. Moreover, the respondents thought that the website would be beneficial if they can choose the video by themselves. The following interview data are the evidence.

Provide not only a video of speech but also a narrative short movie or some easy English video for us as a novice interpreter. (S3)

It will be great if the videos are varied and up to date (S5)

The website will be better if there are a lot of choice for the video (S6)

……in my opinion the we can choose more videos by ourselves not only the video provided there (S10)

According to the data, we underlined the students' suggestion to vary the video on the website since it only provides the speech and talk show. The up-to-date video is needed by students as the respondents in this research as they are the digital natives.

The feature of record audio and video

The third aspect that should be developed in icatforlearning.com is the feature of record audio and video. Currently, the function 'record audio' and 'video' are in different place (see figure 1 below).

Figure 1. The feature of record audio and video

Based on our previous research concerning the students' difficulties in using icatforlearning, the feature of record audio and video in a different place is problematic for students (Wulansari et al., 2021). In addition, the result of the interview reinforced us to develop the website to fulfill the students' needs in interpreting practice. The following are the data.

The application should be improved to watch video and record in the same place (S4).

It is better if we can watch the video and record our voice in the same place. Sometimes it is difficult for me when I do the simultaneous interpreting. I have to open two tabs for recording my voice and watch the video (S30).

Need a revision on the video display. I think it will be better if there is no 'lihat video (see video) feature after we click the video feature. It is too complicated (S35).

Furthermore, the students also required the 'save', 'replay', or 'delete' button on the record video to perform well in consecutive and simultaneous interpreting practice. When they applied icatforlearning, the students felt unsure about their performance as they cannot replay or save their voice. The result of the interviews below support this finding.

I cannot listen my recorded voice so I cannot check my performance in practicing interpreting (S40).

I think that you can add "delete" for the recording in icatforlearning (S5).

It needs development to make a better recording by adding other functions like save, replay, or delete (S6).

The material should be leveled from easy to difficult

The last aspect highlighted from the interview for website improvement is the material. Some students said that the material in icatforlearning.com should be grouped from easy to difficult. They stated that this matter could help them to check their ability and challenge them in interpreting. Two students, S18 and S46, expressed their opinion about this.

Icatforlearning will be better if the material is presented from easy to difficult (S18).

The material, especially in video, should be reproduced to choose the video based on their ability (S46).

DISCUSSION

Teaching interpreting in English Department should examine the competence required in real-world professional skills. Therefore, the teachers should observe the new trends in interpreting field. In interpreting activity, the interpreter must accustom to the intonation and the accent of the native speaker, the technology used and think fast. To accommodate that, the media for practicing interpreting, peculiarly in the online learning era, is substantial. The researchers have designed the media to help the students practicing interpreting; however, according to the need analysis and the result of the internal validity, it still needs to be developed.

Need analysis is also crucial in developing the material or media to be used in the classroom. The need analysis will help create the best media for the students in certain places because it fulfills the students' demands. The information gathered from the need analysis in this research is useful in providing the media that is practical for the students of interpreting in the English Education department of our university. The finding of this research shows that the existing media for interpreting practice called icatforlearning still needs development in some parts such as the display, the feature of video and record audio, and the interpreting material. The betterment of this media is aimed to accomplish the students' demand in interpreting practice during online learning.

In making and developing the website to meet users' needs, some aspects must be remarked. A website is built to facilitate and encourage human-computer interactions efficiently and effectively. A well-designed website can guide the users to take action. Creating great practice encompasses that the website design meets usability (form and aesthetic) and the easiness in using (functionally). Several factors contribute to making a good website design, such as website purpose, simplicity, navigation, visual hierarchy, content, load time, and mobile-friendly (Marianne, 2021).

As the users' of icatforlearning suggested, this website needs to be developed in some aspects. Besides the layout of this website that needs to be changed into eye-catching and users' friendly, the content should be added as well to meet the actual website purpose aspects. This website needs to save and provide interpreting material such as numerous video and audio, formal and informal situations. Therefore, this website can facilitate the student's need to practice interpreting at various levels.

Good visuals and navigation also support a good website. Some users also suggested that icatforlearning requires adding some features such as record video and audio that can be accessed on one page to make users stress-free to record how they interpret the video simultaneously and consecutively. Besides, the feature replay, save, and delete button is needed to add since it helps them practice interpreting. They need to play and replay the video and their recording version several times to make sure their interpreting is good enough and as the requirement.

People nowadays are more using their phones or other devices to browse the web than using their PC or laptop. They can access the website or stay connected with other worlds while doing other activities. The earliest, icatforlearning is designed only for PC or laptop users. When it is opened, in other devices, the layout is unable to adjust on the screen. Hence, it is considered for icatforlearning website to be developed with a responsive layout. It can make users easier to access this website if it can be accustomed to different screens.

Li (2019) urged that there are two idealistic principles to be considered in developing the material for interpreter and translator training. Those points are authenticity and diversity. This research

reveals that the material presented in icatforlearning should be various as stated by student 3, student 5, student 6, and student 10. Moreover, in developing the media, the student's previous learning experience is required to be recognized. The teachers can provide easier to more complicated materials and from simpler to more complex tasks (Graves, 2000; Li, 2019). This research shows that the material in icatforlearning.com should be grouped from easy to difficult, as expressed by student 18 and student 46.

Students, as the respondent of this research also concern with the feature of record audio. They thought it is needed to add 'save', 'replay', or 'delete' button on the record audio to check their result after practicing consecutive or simultaneous interpreting. This finding is in line with the previous research written by Lee (2014). It stated that listening and detecting their error in performing interpreting will help students improve their ability.

CONCLUSION

This study investigates the students' view on Icatforlearning website as interpreting media and reveals their needs on this website. A good design website can be optimized through its usability (form and aesthetics) and the website's easiness (functionality). In order to develop people with new technological innovations for producing intelligent agents, icatforlearning is needed to develop the appropriate model of learning. Icatforlearning website was analyzed in this study based on the students' view of its function as interpreting media. The findings of this research cultivate the initial data, which is beneficial to develop icatforlearning.com. The website should be revised based on the suggestion presented by students to fulfill the learners' needs in consecutive and simultaneous interpreting. This website is also designed to fulfill students' and industries' need in interpreting practice especially for consecutive and simultaneous interpreting. Optimistically

this website is qualified to be used in interpreting the teaching-learning process. It can be used in the online class and continue in offline class after this pandemic is terminated.

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