**Needs Analysis in Developing Students’ Worksheet based on Metacognitive Strategies for Translation in English Language Teaching Course**

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**Abstract**

The study aims to explore the needs of students in the English Education Study Program (EESP) at Universitas Negeri Medan, particularly in relation to developing worksheets based on metacognitive strategies for the Translation of Language Teaching course. The research focuses on understanding the specific requirements, challenges, and preferences of EESP students in this context. By integrating metacognitive strategies, which involve self-awareness and self-regulation in learning, the study intends to design effective worksheets that can enhance students' translation skills while fostering better cognitive processes in language learning. The goal is to align teaching materials with students' learning needs, enabling them to develop more effective translation strategies and ultimately improve their proficiency in translating languages within the scope of language teaching. A qualitative case study research method was employed to portray a phenomenon on students' needs while learning the subject of Translation in Language Teaching Course that involves 60 students of English Education Program. Questionnaires and interviews were gathered to obtain the data. It was then analyzed by using the need analysis approaches by Hutchinson and Waters (1987) that categorized into (1) wants (2) lacks, and (3) needs. The findings of the study indicated that (1) the students want interactive and reflective worksheet . (2) The lacks of students were seen from knowledge and skills in translation strategies and understanding of metacognitive strategies. (3)The students need practice in using metacognitive strategies in translation. These need analysis results will accomodate worksheet development based on metacognitive strategies model of teaching in Translation in English Language Teaching Course.

**Keywords: metacognitve strategies, translation**

1. **INTRODUCTION**

In line with the advancement of time, an EESP obliged to produce graduates who are professional in the field of English and able to compete at the global level. As graduates who are professional in the field of English Language Education and have life skills, students are aimed to have good undersanding in English as a whole and teach it in overcoming issues happened in the scope of English Language Education. Likewise, In generating alumna who are capable of competing at the global level, students must have good communication skills not only using Indonesian but also using the international language, namely English itself. Hayati, et al. (2016) stated that in the future the skills needed by students are the ability to communicate, be creative, and think critically.

As one of is one of the scientific and skill courses, translation is compulsary taken to all teachers candidate of the English Language Education Study Program at Medan State University. In this course, there are many translation concepts that applicable in the shortcomings encountered in the field of translation in the area of English Instruction as the second language. One of them is the concept of lexical grammar translation and its application. Understanding this material will certainly be easier if assisted by student worksheets designed according to learning achievements. Similar to other courses, student worksheets for this course are not yet available. Therefore, in this study, the researcher will develop a quality student worksheet for the Translation in English Language Teaching (ELT) course, especially for the material on concepts and methods in English translation. A quality student worksheet here means a valid, practical, and effective student worksheet used in the learning process.

Student Worksheet or better known as student activity sheet is one type of teaching material that greatly helps the lecture process. Nasrullah, et al. (2017) stated that the function of student worksheet is as a tool to help students understand concepts with the help of several targeted questions. The use of student worksheet is known to be useful to provide opportunities for students to express their knowledge and skills in developing their thinking process (Ebtasari & Ismayati, 2016).

The aim of this study is answering the urgency of developing students' worksheet, that is also clearly seen from the results of the Indonesian English proficiency index survey by EF Proficiency in the 2023 edition, Indonesia is ranked 79th out of 113 countries with a score of 473 in the Low Proficiency category. This research was followed by 2.5 million adults who were dominated by students in higher education, including students in Indonesia. This shows that the English proficiency of Indonesian students is still relatively low and lagging behind when compared to other countries.

The solution that emerged to overcome this problem is to apply metacognitive strategies. Metacognitive strategies are strategies that can help students realize conceptual errors and correct them by asking themselves questions (Peirce, 2003 and Baker, 2003). Metacognitive abilities that need to be trained for students include metacomprehension, including (a) scoring the answer; (b) writing down the level of confidence in the truth of the answer; (c) comparing prior knowledge with acquired knowledge (Blakey and Spence, 1990).

1. **REVIEW OF LITERATURE**

This review of literature explores key concepts related to student worksheets, translation, and metacognitive strategies. Student worksheets are widely recognized as valuable tools for reinforcing learning and promoting active engagement. In the context of translation, worksheets serve as practical resources to enhance students' linguistic and cognitive skills. Additionally, the incorporation of metacognitive strategies—such as self-reflection and self-regulation—plays a crucial role in improving language acquisition and translation competence. This literature review examines the interplay between these elements and their effectiveness in fostering a deeper understanding of translation in language education.

1. **Students’ Worksheet**

Students’ Worksheet is defined as a printed material in the form of sheets of paper containing materials, summaries, and instructions for implementing learning tasks that must be done by students with reference to the Course Learning Outcomes (CPMK) that must be achieved (Prastowo, 2012:204). The function of Students’ Worksheet is an instrument to accelerate a learner in understanding the materials given; in corporating instruction activities as well as; improving learners’ attention, encouragement, and curiosity; and improve problem-solving skills.

According to the National Education Standards Agency (BSNP, 2012:23) there are several aspects that must be present in the development of Students’ Worksheets which include: aspects of content, language, presentation, and graphics. Students’ Worksheet feasibility indicators according to BSNP. Meanwhile, according to educational practitioners Darmodjo and Kaligis (in Widjajanti, 2008:4-6) stated that a Students’ Worksheet is said to be feasible if it meets 3 requirements, namely didactic, construction and technical. These two opinions regarding the feasibility indicators for a Students' Worksheet will later become the basis for development in this research.

1. **Translation**

According to (Moentaha, 2006, p. 9), there are two meanings related to the word "translation" namely the process and the result / analysis of synthesis. First, translation as a process of human activity in the field of language (analysis) which results in a translated text (synthesis). Second, translation is only the result of a process of activity carried out by someone. In translation, the initial passage is called as an authentic passage, while the final text is called the target passage.

The authentic passage is identified as derivative language, while the translated passage is identified as the objective language, In the translation process, three phases were executed, they are the analysis phase, the transfer phase, and the restructuring phase. The interpreter examines the source passage in terms of (a) the grammatical relationship of words to comprehend the intention or idea entirely. The outcomes of the stage, namely the meaning of the SL that has been comprehended, are transformed into the perception of the interpreter from the SL to the TL. After that, in the restructuring stage, the meaning is rewritten in the TL according to the rules and principles in the TL.

1. **Metacognitive Strategy**

In translation study, metacognitive strategies lead students to a process called mental modeling (thinking models). In teaching the thinking process, educators need to do the following: (1) focus students' learning attention, (2) emphasize the values ​​of demonstrations, (3) talk in conversational language, (4) make simple and clear steps, (5) help students remember (Yamin: 2013). Meanwhile, according to Efandi et al. metacognitive strategies are strategies that guide and direct students to think about the right strategy in the process of mastering learning materials. This strategy helps students carry out the thinking process meaningfully (Zakaria: 2017). Thus, based on the understanding above, it can be concluded that metacognitive strategies are ways designed to direct students to be able to learn effectively to achieve learning goals.

1. **METHODOLOGY**

The theoretical grounding for the development of Students' Worksheets based on Metacognitive Strategies in the Translation in English Language Teaching Course is rooted in the Research and Development (R&D) design. This approach is widely recognized for its systematic process of creating and testing educational products to enhance learning outcomes. This method is a research method used to produce products and test the effectiveness of the product (Sugiono, 2010). Research and development is a process or steps to develop a new product or improve an existing product, which can be accounted for (Trianto, 2008). The type of research that will be used is Research and Development (R&D). The development model developed in the study is the ADDIE model development model with development stages consisting of: 1) Needs analysis. Analysis is the first step in the ADDIE design model. The analysis step goes through two stages, namely: a) Performance Analysis is executed to identify and to make clear the students difficulties in studying that need to be resolved and b) Needs analysis is a step needed to determine abilities or competencies. 2) Initial prototype design. The design step is the core of the work analysis step, namely studying the problem and then finding alternative solutions that have been successfully identified through the needs analysis step. 3) Development. Development is the third step including activities to choose, determine problems, media and appropriate delivery strategies to be used in delivering program material or substance. In this stage, Students’ Worksheet based on Metacognitive Strategies will be developed and will be revised or validated by a team of experts. 4) Implementation. Implementation aims to guide participants to achieve goals, the implementation stages of Students’ Worksheet based on Metacognitive Strategies that have been designed are carried out by means of one-on-one testing, small group testing, large group testing. One-on-one testing, small group testing, and large group testing receive input from participants. 5) Evaluation. Evaluation is a process carried out to provide a value for the Students’ Worksheet that is developed to determine the attitude of participants towards learning activities as a whole, to determine the increase in competence in participants.

1. **FINDINGS AND DISCUSSION**

After the questionnaire was distributed to collect data on students' needs for metacognitive strategies in the translation process in order to develop students' worksheets based on metacognitive strategies in the Translation in English Language Teaching course, the following results were obtained:

In translation technique, A majority of respondents (54,3%) indicates that translation is an important issue for english teacher. They might not be fully proficient in the source language, leading to a need for techniques that make the content more understandable. This could imply that language barriers exist, which may affect communication, understanding, or accessibility of information. it is also supported by the fact that the materials or content provided are not fully accessible to a significant portion of the english students. Thus, the appearence of translation technique can help bridge cultural gaps, ensuring that messages resonate better with the target language. This is particularly important if the content includes idiomatic expressions, cultural references, or context-specific information. If the original material is complex or technical, using techniques that simplify or clarify the message—like cohesion changes—can enhance comprehension.This is, however, also caused by the fact that espondents may belong to diverse backgrounds with varying levels of familiarity with the topic. Using the technique of transaltion thus can make it more relatable and engaging for different audiences. Therefore, respondents might have previously encountered materials that were poorly translated or adapted, leading to confusion. Then their need for effective translation techniques suggests a desire for clearer and more effective communication.

In semantic strategy, respondents prefer 47,6% tendency to the semantic strategy for processing translation. it indicates a significant interest in focusing on the meaning and context of the source text. A semantic strategy prioritizes conveying the intended meaning of the original text. This approach often involves interpreting nuances, idioms, and cultural references to ensure that the translation resonates with the target audience. The fact that nearly half of the respondents favor this approach suggests a recognition of the complexities involved in translation. They may believe that a semantic strategy leads to higher quality translations that are more relatable and effective in communication. Translators might take this preference into account when developing their methodologies. It could encourage a shift towards training that emphasizes meaning-making over direct translation techniques. This result could reflect trends in language education, localization practices, or even the influence of technology in translation, where semantic analysis tools are becoming more prevalent.

In Pragmatic strategy, it implies that 51% of respondents prefer a pragmatic strategy for processing translation, it shows that a majority value context and the communicative function of the text over strict semantic fidelity. pragmatic strategy focuses on how language is used in context, considering factors like the audience, purpose, and situational context. It emphasizes the effectiveness of communication rather than just literal meanings. The slight majority indicates a strong recognition of the importance of context in translation. Respondents may believe that understanding the speaker's intent and the cultural nuances leads to more effective and natural translations. This preference may encourage translators to prioritize audience needs and situational appropriateness when making choices, potentially leading to translations that are more engaging and relevant. The use of this strategy could reflect evolving perspectives in translation theory and practice, where communicative competence and cultural adaptability are increasingly emphasized. Overall, the preference for a pragmatic strategy highlights the importance of understanding the broader communicative landscape in translation, making it a vital consideration for effective language processing.

**Discussion**

Needs analysis is a critical process in educational research, particularly in language teaching, as it helps identify the gap between learners’ current abilities and the desired outcomes. It is a systematic approach to gathering information about learners' needs, wants, and lacks to inform curriculum design, course development, and instructional strategies. **Wants** refer to the preferences and desires that learners express about what they would like to learn or achieve, **Needs** represent the essential skills or knowledge that students must acquire to achieve specific learning objectives, and **Lacks** are the discrepancies between learners' current abilities and the desired level of competence.

Wants; The research identified that students in EESP at Faculty of Languages and Arts of Universitas Negeri Medan desire interactive and reflective worksheets for their Translation in Language Teaching Course. This preference indicates that students are looking for materials that not only engage them actively but also allow them to reflect on their learning process, which is crucial for developing metacognitive skills (Kuh (2003). There are several important aspects of effective learning and teaching practices that the students are expected to for answering students’ need in learning translation.

(1) Active Engagement; By expressing a desire for interactive worksheets, students are seeking materials that require their active participation. Interactive activities—such as group discussions, role-playing, or problem-solving tasks—can enhance engagement, making learning more dynamic and enjoyable.

(2) Reflection in Learning; The emphasis on reflective worksheets indicates that students value opportunities to think critically about what they are learning. Reflective practices, such as journaling or self-assessment, help students connect new knowledge to their existing understanding and foster deeper learning.

(3) Development of Metacognitive Skills; Metacognition is defined as the awareness and comprehension of individual’s thinking process. By using reflective worksheets, students can develop skills to monitor their comprehension, evaluate their studying techniques, and adjust their approaches when necessary. This self-regulation is crucial for becoming effective learners.

(4) Holistic Learning Approach; The combination of interactive and reflective elements suggests that students are looking for a holistic approach to their education. They want to engage with the material actively while also having the space to contemplate and internalize what they have learned.

Lacks; The study also highlighted significant gaps in students' knowledge and skills. Specifically, students reported a lack of understanding and proficiency in translation strategies and metacognitive strategies. This deficiency suggests that current teaching methods and materials may not be adequately addressing these critical areas, thereby hindering students' ability to effectively engage in translation tasks. (Apsari,et.al :2022) The statement regarding students' gaps in knowledge and skills emphasizes important concerns in the educational context of the EESP at Faculty of Languages and Arts in Universitas Negeri Medan were analyzed due to several facts.

(1) Lack of Understanding in Translation Strategies; Students reported difficulties in grasping various translation strategies, which are essential for effective translation practice. This could mean that they struggle with techniques for accurately conveying meaning, adapting texts for different audiences, or using appropriate linguistic resources. Without a solid understanding of these strategies, students may find it challenging to produce high-quality translations.

(2) Insufficient Proficiency in Metacognitive Strategies; The noted deficiency in metacognitive strategies indicates that students may not be effectively monitoring and evaluating their own learning processes. Metacognitive strategies include planning how to approach a task, self-assessing progress, and reflecting on what methods work best for them. A lack of these skills can hinder their ability to adapt their learning and improve over time.

(3) Implications for Teaching Methods ;The findings suggest that current teaching methods and materials may not adequately address the development of these critical skills. This could be due to a focus on rote learning or theoretical knowledge rather than practical application and critical thinking. If educators are not providing enough opportunities for students to practice translation strategies in real-world contexts, this gap is likely to persist.

(4) Impact on Translation Tasks; The inability to effectively engage in translation tasks can have significant repercussions. Students may struggle with assignments, lack confidence in their abilities, and ultimately be less prepared for professional translation roles. This gap can lead to frustration and a negative learning experience.

Needs; To address these gaps, students expressed a need for more practice in using metacognitive strategies within the context of translation. This need underscores the importance of integrating metacognitive strategy training into the curriculum to help students become more aware of their cognitive processes and improve their translation skills.(Cohen:2003). In line with it, the findings of this study highlight the importance of incorporating metacognitive strategies into the translation curriculum.

(1) Emphasizing on Practice; Students indicated a desire for more practice specifically in metacognitive strategies, which suggests that they recognize the value of being conscious of their thought processes while engaging in translation tasks. This practice could include techniques like self-monitoring their understanding and adjusting their approach as needed.

(2) Being Aware of Cognitive Processes; By focusing on metacognitive strategies, students can become more aware of how they think and learn. This awareness allows them to identify effective methods, recognize when they are struggling, and apply different strategies to improve their understanding and performance.

(3) Integrating the metacognitive worksheet into the Curriculum; It underscores the necessity of integrating metacognitive strategy training into the existing curriculum. This could involve explicit instruction on how to plan, monitor, and evaluate their translation work, enabling students to develop skills that support lifelong learning.

(4) Improving Tanslation Skills; Enhanced metacognitive awareness can lead to better translation skills. When students learn to reflect on their choices and thought processes, they can produce more accurate and contextually appropriate translations.

**Conclusion**

The concept of integrating metacognitive strategies—such as self-monitoring, self-regulation, and reflective thinking—into student worksheets can benefit a wide range of educators and instructional designers. By understanding the specific needs, wants, and lacks of learners, teachers can create more effective and personalized learning materials that foster critical thinking and enhance student autonomy. This approach can be applied across various disciplines where language acquisition and translation skills are vital, such as in foreign language education, professional translation training, and applied linguistics.The study highlights significant insights into the needs and challenges faced by students in the EESP at Faculty of Languages and Arts of Universitas Negeri Medan regarding translation practices. The majority of respondents recognize the importance of translation for effective communication, indicating a need for techniques that bridge language barriers and enhance understanding. Preferences for semantic and pragmatic strategies reflect a desire to prioritize meaning and context, underscoring the complexity of translation tasks. Furthermore, students expressed a need for interactive and reflective worksheets to foster engagement and develop metacognitive skills. However, notable gaps in knowledge and proficiency in both translation and metacognitive strategies suggest that current teaching methods may be insufficient. To address these gaps, it is crucial to integrate metacognitive strategy training into the curriculum, enabling students to become more aware of their cognitive processes and improve their translation skills. By implementing these changes, educators can better prepare students for real-world challenges in translation and language education, ultimately enhancing their effectiveness and confidence in their future careers.

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