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The Need for Arabic-Indonesian Translation Learning Model
Based on Eco-Translatology Perspective

Andri Ilham[1]*, Samsi Setiadi[2] Chakam Failasuf[3]

[1,2,3]Universitas Negeri Jakarta, Indonesia

*Email: andriilham@unj.ac.id

Abstract:

This study aims to determine the needs of students in learning Arabic-Indonesian translation. In particular, this study analyzes the target situation and the requirements of learning translation using an eco-translatology perspective. In this needs analysis, the researchers described the data obtained from the students' questionnaire of the Arabic Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta, who had taken an Arabic-Indonesian translation course with a total sample of 65 students. 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 fulfilled their translation competence. Therefore, the implication is that the eco-translatology learning model that is more student-centered can be an alternative for translation learning.

Keywords:

learning translation; Arabic-Indonesian translation; eco-translatology

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 lecturers as teachers, while students are "fed" with the information they need. 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 lecturers. 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 lecturer 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, it must be acknowledged that in reality, translation learning in universities, including at the Arabic Language Education Study Program of the 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. This is then reinforced by lecturers who are less aware that students' translation competence must be improved. Some lecturers 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.

These problems need special attention. Therefore, one of the crucial efforts to do 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) or using technology such as those developed by Odacıoğlu & Köktürk (2015) and Lin (2017). In contrast to these studies, this research focuses more on developing a new model in translation learning, especially Arabic-Indonesian translation, with an eco-translatology approach. 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 research, therefore, aims to analyze the situation and needs of students for a translation learning model. 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.

METHOD

The participants in this study were students of the 2018 class of Arabic Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta, who had taken Arabic-Indonesian translation courses. The samples used in this study were taken randomly, with a total of 65 students. Meanwhile, the data collection technique used was through a questionnaire survey which was distributed to participants. Data from survey results through questionnaires were then analyzed descriptively.

RESULT AND DISCUSSION

Target Situation Analysis

The target situation analysis aims to determine the possibility of developing an eco-translatology-based learning model in the Arabic-Indonesian translation course. Data was collected through a questionnaire process through questions as described in the following table.

Table 1. Target situation analysis

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 ▪ Not atractive	44 18 3	67.7 27.7 4.6
3	Do you have difficulty in learning Arabic-Indonesian translation?	▪ Yes ▪ No	46 19	70.8 29.2
4	Did you find it difficult to understand the source text (Arabic) while studying translation?	▪ Yes ▪ No	48 17	73.8 26.2
5	Do you use the Arabic-Indonesian dictionary for learning Arabic-Indonesian translation?	▪ Yes ▪ No	60 5	92.3 7.7
6	Do you find it difficult to transfer the translation into Indonesian while studying translation?	▪ Yes ▪ No	45 20	69.2 30.8

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 stated 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 that they had 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) stated 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.

Needs Analysis

Table 2. Students needs analysis

No	Pertanyaan	Alternatif Jawaban	Responden	%
1	Is the Arabic-Indonesian translation learning process still focused on translating the meaning of words, phrases, and sentences?	▪ Yes ▪ No	53 12	81.5 18.5
2	Has the lecturer ever explained the cultural elements in transferring the translation from the source text to the target text?	▪ Yes ▪ No	32 33	49.2 50.8
3	Are students asked to translate texts that lecturers have prepared in practice?	▪ Yes ▪ No	65	100 0
4	What are learning models used by lecturers in Arabic-Indonesian translation courses? (the answer can be more than one)	▪ Lecture ▪ Assignment ▪ Others	23 57 13	35.4 87.7 19.7
5	Does the current Arabic-Indonesian translation learning model suit your needs?	▪ Yes ▪ No	30 35	46.2 53.8
6	In your opinion, does translation learning currently need to apply a more innovative, creative, and more student-centered learning model?	▪ Yes ▪ No	65	100 0
7	Are you familiar with the eco-translatology-based learning model?	▪ Yes ▪ No	58 7	10.8 89.2
8	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 ▪ No	62 3	95.4 4.6

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 element in

transferring the translation from 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.

The majority of students think that they are asked to translate texts that the lecturer has prepared in practice in class. The translation learning model through assignments with the lecturer has designed texts 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) consider 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 that is 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-centred translation learning is considered necessary. 100% (65 students) overall 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 translator 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 an explanation of the cultural elements in transferring the translation from the source text to the target text. The translation is a complex activity that is not only related to the language aspect (linguistics) but also related to cultural factors and other factors (extra linguistics). Therefore, to be able 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 in terms of 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*). 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-centred learning.

Conventional translation learning, therefore, must be reformed with innovative and creative learning. One way is through autonomous learning by optimizing the responsibilities or roles of teachers and learners. In addition, creating forms of accountability for learners and teachers in the perspective of eco-translatology emphasizes and pays attention to the integrity of the ecological environment of translation learning. In practice, eco-translatogy as a new perspective in translation studies is starting to attract quite a bit of attention. These studies are both 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-centred, 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.

In Indonesia, the translation learning model using the eco-translatology perspective has not received serious interest. Rosyidah (2015), like Guan (2014), also offers an autonomous model of translation learning. According to him, so far, translation learning is still conventional, so it seems less innovative and creative. Therefore, one way to reform such a learning model is to implement autonomous learning by optimizing the responsibilities and roles of teachers and

learners. The way is to choose an alternative model of translation learning from the perspective of eco-translatology. The eco-translatology learning model emphasizes the optimization of 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 have a better understanding of 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.
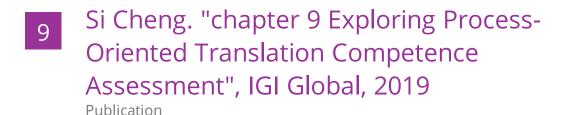
CONCLUSION

The results of this study indicate that the difficulties faced by students are generally related to understanding the source text (Arabic) and transferring the translation into the target language (bahasa Indonesia). In addition, the learning model currently applied is not sufficient to meet their needs in improving translation competence. In practice, traditional teacher-centered methods are still dominant in the learning process. Therefore, to support autonomous learning by paying attention to the ecological environment of translation learning, the eco-translatology learning model that is more student-centered can be an alternative for translation learning needs. Thus, there need to be further study efforts on the development of eco-translatology learning models, especially in Arabic-Indonesian translation learning.

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