Developing a Handbook *'Principles of Translation'* to Increase Non-Language Students' Skill in Translating Indonesian-English Text and English-Indonesian Text

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ABSTRACT
Non-language students of Sriwijaya University have to learn about translation methods since they need more international references. They also have to submit their research to international conferences. However, there has been no handbook containing principles for students in translating Indonesian-English text or English-Indonesian text. Therefore, many students get difficulties in translating text. Some of them use Google Translate, and some others pay for expensive translation services. This study aimed to develop a book of *Principles of Translation*. The researcher used the ADDIE Development model by conducting five stages, Analyzing, Designing, Developing, Implementing, and Evaluating. The result of the need analysis showed that many students still used word for word translation or direct translation method without looking at how they were used together in phrase or sentence.

Keywords: Handbook, Principle of translation, Indonesian-English text, English-Indonesian text.

1. INTRODUCTION

The development of civilization and modern cultures in various fields, such as technology, science, and arts, can be better followed if everyone has adequate information facilities. In addition to the knowledge in Indonesian, there are many sources of knowledge in foreign languages that can only be understood by people who master the foreign language. People who do not speak a foreign language have difficulties in understanding foreign language information. It can be overcome by translating.

Many Indonesian cultural experts have explained the importance of developing translation efforts so that foreign language information can be understood also by many people who do not speak a foreign language. According to Koman, Rudi, and Issy [1] translating was not an easy job. Good mastery of the source language as well as the target language was required because a good translator should not only translate text literally from the source language to the target language.

In Sriwijaya University, Translation Subjects are taught in the Indonesian and Literature Education Study Program, and also in the English Education Study Program. Meanwhile, non-language students, such as students of Faculty of Medicine, students of Faculty of Engineering, students of Faculty of Economics, etc., do not have any chance to get Translation Subject. The Rector of Sriwijaya University has launched a vision and mission to make Sriwijaya University as a World Class University, where every medium and teaching material used by lecturers and students must be in English.

This condition becomes a big problem because non-language students are unable to understand the knowledge of English without mastering the ability to translate text from source information. The problem becomes increasingly complicated when final year students are required to pass the TOEFL as one of the requirements in registering for graduation. Besides, the students are also required to write articles of their research in English to be published in international journals or proceedings. The students use the shortcuts. They usually use Google Translate or other translation machines which are not good enough in terms of translation quality. Besides, students also use paid translation services which are quite expensive among students, especially overseas students who rent a rented or boarding house as their temporary residence. To overcome this problem, the researcher took the initiative to research the development of a book on the basics of Translation which can be a guide for non-language students at Sriwijaya University in translating Indonesian-English and English-Indonesian texts.

The problem of this research was "How were the results of needs analysis, design, validity, and evaluation of developing a handbook of Principles of Translation?" The objective of this research was to describe the result of needs analysis, design, validity, and evaluation of developing a Handbook of Principles of Translation.

1.1. Literature Review

1.1.1. The Definition of Handbook

Amerian [2] defined handbooks as the main core of various learning and teaching programs that have many advantages for educators and students. On the other hand, Rahmawati [3] stated that handbooks were books which were systematically arranged based on descriptions and material in certain fields of study.

From some of the expert opinions above, it can be concluded that handbooks are reference materials compiled by a writer, researcher, or educator containing theories in a particular field which are then disseminated to the general public to make more people know about them. Although educators can teach without being fixated on handbooks, the material provided should not be much different from the material in handbooks.

Handbooks must be developed according to the needs of students to achieve the learning objectives set. Tomlinson [4] stated that the development of books referred to all activities carried out by authors and educators (tutors, teachers, or lecturers) in providing learning resources designed to maximize the learning experience and achieve their learning goals in the classroom.

1.1.2. The Definition of Translation

Hartono and Yuliasri [5] stated that the diversity of languages all over the world had made it difficult for people to communicate. Therefore, translation was important to help people in understanding foreign and second languages.

Sundari and Febriyanti [6] suggested that translation was seen as the fifth skill in addition to the four language skills that must be mastered in foreign language learning. Meanwhile, Pradita [7] argued that translation was always related to the concept of equality. The equality here referred to the similarity of the pattern/structure of the source text and the translated text

The translation is a process of changing from one language into another or changing from one form to another. Translation always involves at least two different languages, which have different cultures, namely the source language and the target language. Translation also involves two different people, namely the writer in the source language and the translator. Even though it involves two different languages, two different cultures, and two different people, the meaning or message that is transferred from the source language into the target language must be the same.

2. METHOD

2.1. Research Methods

The research method used by researcher was R&D (research and development). The product developed in this study was a handbook of Principles of Translation for non-language students in Sriwijaya University using the ADDIE development model which consisted of 5 stages of development, Analyzing, Designing, and Developing, Implementing, and Evaluating [8].

2.2. Data Collection Technique

Data collection techniques used in this study were closed questionnaires, interviews, and validation assessments. A closed questionnaire was given to obtain information about the obstacles faced in translating the text. The interviews conducted in this study were aimed at students to get more in-depth information. The validation assessment instrument was aimed at experts to determine the quality of the handbook products being developed. The expert's assessment includes three aspects, 1) content feasibility, 2) linguistic feasibility, and 3) presentation feasibility. In addition to the three components, the questionnaire provides a column to provide comments in the form of suggestions that experts or experts deem necessary.

2.3. Data Analysis Technique

The data analysis technique used in this research was descriptive. Data obtained from student and lecturer questionnaires were calculated in percentage and described, data obtained from interviews with students and lecturers were described, data obtained from validation assessments by experts are described, data obtained from tests are analysed and described.

3. RESULTS AND DISCUSSION

3.1. Need Analyze

A needs analysis was conducted by providing a questionnaire in the form of a Google Form. Besides being more practical, using Google Forms was also the best solution when face-to-face in class could not be done during the Corona Virus Disease 2019 (Covid-19) pandemic. This needs analysis aimed to find out how and what kind of book Translation Basics is needed by non-language students at Sriwijaya University. The Google Form link used in this study was as follow: https://docs.google.com/forms/d/e/1FAIpQLScMkGRr HqXgxtGm4CPuPjckAUa_pDndEec3ElqRJVwKCw4V A/viewform?vc=0&c=0&w=1&flr=0

Students who filled out this questionnaire were Sriwijaya University student's class of 2020 (first semester students) from the Department of Medical Education, Department of Chemistry, and Department of Mining Engineering, with a total of 162 people. There were ten questions in the questionnaire. The answers were in the form of multiple-choice a) or b). The results of the needs analysis through the Google Form questionnaire given to students were as follow.

In the first question, how do you translate English-Indonesian or Indonesian-English text? 137 students (84.5%) answered a) Translating by looking at sentence structure and context, and 25 students (15.5%) answered b) Translating all sentences word by word. This showed that more students understood that they must consider sentence structure and context in translating text.

In the second question, what tools do you use in translating English-Indonesian or Indonesian-English text? 44 students (27.2%) answered a) Dictionary, and 118 students (72.8%) answered b) Google translate. From this result, it was known that more students chose to use Google translate rather than dictionaries.

In the third question, what are the difficulties that most often hinder you in translating English-Indonesian or Indonesian-English? 90 students (55.6%) answered a) Translating by looking at sentence structure and context, and 72 students (44.4%) answered b) Translating all words one by one. This showed that the difficulty of students in translating text was almost balanced between not knowing the meaning of each word and not understanding grammar.

In the fourth question, what types of texts do you translate most often in your daily life? 64 students (39.5%) answered a) Songs and films, and 98 students (60.5%) answered b) learning materials and post captions on social media. This showed that more students liked to translate song and film subtitles than to translate the learning materials and post captions on social media.

In the fifth question, do you think that to be (am, is, are, was, were) need to be translated to 'adalah' in every text? 11 students (6.8%) answered a) not necessary, and 151 students (93.2%) answered b) Often unnecessary, occasionally necessary. This showed that almost all students already understood that to be (am, is, are, was, were) often does not need to be translated as 'is' in Indonesian, but sometimes it is necessary.

In the sixth question, how do you say, "Itu artinya berhasil." In English? 127 students (78.1%) answered a) It means it works, and 35 students (21.9%) answered b) It's mean it's work. From this result, it was known that there were already more students who understood grammar, although there were still 35 students who were wrong and do not understand grammar in translating text.

In the seventh question, how do you say "Kakiku patah" in English? 82 students (50.3%) answered a) My leg is a break, and 80 students (49.7%) answered b) I broke my leg. From this result, it was known that almost balance between students who paid attention to grammar and students who did not pay attention to grammar when translating text.

In the eighth question, how do you say: "I couldn't be happier to hear that." in Indonesian? 82 students (50.6%) answered a) Saya tidak bisa berbahagia mendengarnya, and 80 students (49.4%) answered b) Saya bahagia sekali mendengarnya. From this data, it was known that there was almost the same number of students who understood idioms and those who did not understand idioms in English.

In the ninth question, how do you translate the sentence: "They run out of the money." in Indonesian? 142 students (87.7%) answered a) Mereka kehabisan uang, and 20 students (12.3%) answered b) Mereka melarikan uang. This result indicated that almost all students had understood the context in translating the text.

In the tenth question, how do you translate the sentence "I was born in Palembang." In Indonesian? 52 students (32.1%) answered a) Saya dilahirkan di Palembang, and 110 students (67.9%) answered b) Saya lahir di Palembang. From this data, it could be concluded that more students had done free translation than the literal translation.

3.2. Design

The developed book for non-language students of Sriwijaya University entitled The Principles of Translation: A Simple Handbook for Translators. This book consisted of front and back covers, preface, table of contents, bibliography, and author's bio. Unit 1 entitled The Definition of Translation, unit 2 entitled Word for Word Translation, unit 3 entitled Literal translation, Unit 4 entitled Free Translation, Unit 5 entitled Idiomatic Translation, Unit 6 entitled Adaptive Translation, Unit 7 entitled Communicative Translation, Unit 8 entitled Faithful Translation, and unit 9 entitled Semantic Translation.

3.3. Implementation

The researcher did a summative evaluation which was adapted from tessmer's theory (1997). This summative evaluation was conducted by asking 3 experts to validate the handbook 'principles of translation'. The three experts consisted of a validator of language, a validator of content, and a validator of the graphic.

The eligibility of language was validated on Thursday 10 September 2020 by a validator of language. In the feasibility of language, the minimum was 1 and the maximum score was 4. The accuracy of the sentence structure got a score of 3, the effectiveness of the sentence got a score of 3, the standard of terms

got a score of 4, the understanding of information got a score of 3, the ability to motivate students got a score of 4, the suitability with the level of students' development got a score of 3, grammar accuracy got a score of 3, and spelling accuracy got a score of 4. The language validator concluded that this handbook was worth the publication with revisions.

The eligibility of content or material was validated on Saturday, September 12th, 2020 by a validator of content. In the aspect of the feasibility of the content or material, the minimum score was 1 and the maximum score was 4. Material completeness got a score of 4, the breadth of the material got a score of 4, the depth of the material got a score of 3, the accuracy of concepts and definitions got a score of 3, the accuracy of data and facts got a score of 4, the accuracy of the sample cases got score 3, the accuracy of pictures, diagrams, and illustrations got score 3, the accuracy of the terms got a score of 4, the use of case samples got a score of 4, encouraged curiosity got a score of 3, and the ability to make students ask got a score of 3. The content eligibility validator decided that this handbook was worth the publication with prior revision.

Meanwhile, the eligibility of the presentation was validated on Tuesday, September 15th, 2020 by a validator of presentation. In the aspect of presentation feasibility, the minimum score was 1 and the maximum value was 4. The concept clarity got of 3, clarity of learning objectives got a score of 3, completeness of information got a score of 3, learning indicators got a score of 3, learning instructions got a score of 3, questions on practice questions got a score of 3, glossary got a score of 3, bibliography got a score of 3 points, motivation giving got a score of 4, and student involvement interaction got a score of 3 points. Just like the two previous validators, the presentation validators stated that the book entitled *Dasar-Dasar Penerjemahan* (*Principles of Translation: A Simple Handbook for Translator)* was worth the publication with prior revision. After being validated, the researcher revised the book according to the comments, and suggestions were given by the validators.

The next stage was the implementation. In this step, the researcher conducted a formal evaluation by conducting one to one, small group, and field tests with students of Department of Medical Education. The one to one test was conducted on Friday, September 25th, 2020 with 3 students via zoom. In this stage, the researcher asked 3 students consisting of the high, medium, and low ability students to read the developed handbook. The three students gave some suggestions for adding supporting images on certain pages.

The small group test was conducted on Monday, September 28th, 2020 with 20 students via zoom. In this small group test, students suggested to fix some typing errors and numbering on certain pages.

Lastly, the field test was conducted on Wednesday, September 30th, 2020 with 35 students via Zoom. The field test results showed that there were several pages needed to be revised, such as adding examples of each type of translation which are deemed insufficient, the use of illustrated cartoons and very bright colors were removed because they do not match the development of student characters as users of this handbook.

3.4. Evaluation

This handbook was revised according to students' suggestions in the one to one, small group, and field trials test. Based on the student's suggestion, images, and very bright colors on certain pages were removed. The author also fixed some editing errors. The author did not forget to add examples of each kind of translation. The yellow cover was replaced with the pink cover that was more interesting. Finally, the author registered a handbook entitled *Dasar-Dasar Penerjemahan* (*Principles of Translation: A Simple Handbook for Translators)* to be published by Sriwijaya University Press.

4. CONCLUSION

This book was entitled *'Dasar-Dasar Penerjemahan'* (Principles of Translation). It was developed for non-language students of Sriwijaya University. This book consisted of front and back cover, preface, table of contents, unit 1-9, bibliography, and author's bio. The three validators stated that the handbook Principles of Translation was worthy of publication with minor revisions. The limitation of this study was it only developed a handbook about principles of translating English-Indonesian texts and Indonesian-English texts. The researcher suggested the next researchers developing theory books about principles of translation from other foreign languages such as Mandarin, Spanish, Germany, et cetera into Indonesian and vice versa.

AUTHORS' CONTRIBUTIONS

AS conducted need analysis, designed and developed the handbook, asked three experts to review it, conducted one to one, small group, field trials with students, evaluated the book, and wrote the manuscript.

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