

Needs Analysis of Project Based Learning Learning Model Development in Translation as Profession Course

Masitowarni Siregar

Universitas Negeri Medan, Indonesia
masitowarnisiregar@unimed.ac.id

Abstract

The objective of this endeavor is to examine the need for developing a project based learning model for students of the Translation as Profession Course at the English Education Study Program. This endeavor utilized a qualitative descriptive design with the objective of identifying the needs, opinions and suggestions of the respondents to be utilized as information for the advancing of studying models. The devices operated to gain data are questionnaires and interviews. The results of questionnaires and interviews with instructor's mentions that lecturers need a learning model that can maximize learners' learning to translate, lecturers also stated that they needed a learning model guide with clear activity guidelines and accurate assessment guidelines. Students also stated that they needed a learning model that could maximize their translation skills, a learning model that could solve the translation problems they found and a learning model that could maximally motivate students to work in groups.

Keywords

needs analysis,
project based learning
model, translation as
profession



I. Introduction

The urgent of competency to translate nowadays to be able to communicate globally is inevitable. In Indonesia, the State Secretariat and the Ministry of Law and Human Rights recruit alumni of the Foreign Language Education Study Program to become civil servants whose functional position is translator. Responding to this development, the English Education Study Program, Department of English Language and Literature, Faculty of Language and Arts, State University of Medan has made the Translation as Profession course a course that can introduce students to the ability to translate as a profession.

Translating competence is not a competency that is easy to understand and apply. Many students have difficulty in translating. The sub-competencies that become the accumulation of translation competencies comprimized of many aspects. One aspect that supports the success of Translation as Profession learning is the Learning Model used by lecturers. For this reason, research on needs analysis was established for the advancement of Project Based Learning Translation as a profession learning model.

On the other hand, in the development of learning models in higher education based on the Main Performance Indicators of Higher Education. The documents mentioned that is stated that all instructions in the courses are advised to utilize Project Based Learning and Case Study Methods. For this reason, this research is considered urgent as a step to analyze the needs of instructors and learners in the development and execution of Project Based Instruction.

According to Pradita et al (2015: 91), Project Based Learning is an instructional prototype which focuses on growing student creativity, student skills to work in groups to be able to find the answer of issue by producing a product. Akhiruddin et al argue (2016: 1965) Project Based Learning is an instructional prototype that emphasizes essentially experience-based learning. This method is quite challenging and is considered an effective method to teach students actively and is directed to be able to learn more independently because it demands the learners to plan, answer issues, come to some conclusions, execute endeavour projects, and prepare chances for learners to act on one's own.

Furthermore, Sani (2014: 172) stated that Project Based Learning (PjBL) is an instructional model that integrate learners to execute a program that is meaningful in responding to group or surroundings issues. The problems studied are complex problems and require mastery of various concepts or subject matter in an effort to solve them. Students are trained to analyze problems, then conduct exploration, accumulate information, interpretation, and assessment in working on projects related to the problems studied.

In relation with the issues mentioned, Project Based Learning can be concluded as instructional stereotype that motivates the learners to study on their own that makes it possible for the learners to inditify their studying snecessities, find out objectives in the implementation of the competencies obtained. With these the learners have many resources in coming up with many productive and innovative ideas in coping with the issues on the sourroundings.

According to Sani (2014: 15), project-based learning or Project Based Learning can develop students' creative ideas. In learning activities for students in high school, it can be done by asking students to make creative projects. The proposed project is a useful project to address the problems faced by the community. Such creativity requires motivation and expertise in realizing ideas so that they can produce quality projects.

According to Sani (2014: 172-173) this project-based learning allows students to develop their creativity in designing and creating projects that can be used to solve problems. The instructional activities done using Project Based Leraning makes it possible for the instructors t to "study from learners" and "study with learners". Studying bu utilizing PjBL may be utiliaed as instructional technique which builds learners' abilities in designing, transmitting, finding the answer to an issue, and finding out resolution. Project Based Learning learning syntax is as follows:

1. Delivering the Issue

Problems are posed in the form of questions. The initial questions asked are important questions that can motivate students to be involved in learning. The problems discussed are real-world problems that require deep thought. Teachers must ensure that the problems raised are problems that involve students mentally and physically. So that students can think creatively in finding solutions to problems.

2. Planning and Determining Study Groups

This stage involves teachers and students in brainstorming that supports discovery for problem solving. After the solution is found, the next step is to determine the study group which is also the group that will solve the problems that have been determined. Then the next step is for the teacher to involve students in asking questions, planning, and completing the project activity plan.

3. Scheduling

Students must schedule implementation or project creation that has been agreed with the teacher. Students propose the stages of project work by setting a reference that will be reported at each meeting in class.

4. Supervise Project/Product Creation

The implementation of student project work must be observed and the process facilitated. The facilitation that also needs to be done is to giving chances for the learners to do activities in the laboratory if needed. Teachers need to guide the implementation of the process, as well as provide rubrics and instructions on what to do for each learning content.

5. Doing an Assessment

The assessment is carried out originally which includes an assessment of project planning, project implementation processes, and project outcome in the form of handicraft products. Project assessment is used to determine the understanding of students, the ability to observe and find out, the competency to apply problem solving, and the ability to apply skills in making products.

6. Evaluation

Evaluation is intended to provide opportunities for the learners to assess result of the study that has been carried out both individually and in groups. Instructors and learners held discussions as the activities to improve performance during the studying process. Learners and teachers can share ideas that head to new discoveries.

II. Review of Literatures

2.1 Project-Based Learning Model (MPBP)

Another opinion that explains the concept of Project-Based Learning Model (MPBP) is the opinion of Simkins et. al. in Yunus Abidin (2016:168) which states that the Project-Based Learning Model (MPBP) is a learning model that is used as a means for students to acquire a new set of knowledge and learning skills through a series of activities to design, plan, and produce certain products.

The theories covered results in the understanding that the PjBL Learning Approach is become of the efficient instructional approach to inscrease learners' comperehension. Learners become very active integrating in the instructional activities in working out an issue by utilizing the competencies of investigating, syntesizing, developing and communicating studying outcome on the result of their own investigation. The PjBL Learning Model is very good at developing various basic skills such as thinking skills, decision-making skills, creativity skills, and so on skills in self-regulating learners. Diffily and Sasman in Fatthurrohman (2016:168) explain that the Project Based Learning (PjBL) studying techniquel has indicators below:

- a. Involving students consequently in the instructional process
- b. Connecting studying to the original situation
- c. Conducted on a investigation program
- d. Involving many kinds og studying activities
- e. United with cognitive and pschomotoric
- f. Excecute by using process
- g. Terminate with a special outcome.

Based on the theories discussed, the Project-Based Learning Model (MPBP) come up with some indicators, involving that learners are simultaneously integrated in studying programs, the work performed integrate domain of kognitif, affective and psikomotoric belong to the learners in finding out the solution of a problem, programs are done regularly in the investigation activities which will come up with an outcome from the result of the instructional activities.

2.2 Project Based Learning (PjBL) Learning Model Syntax

The stages of the Project Based Learning (PjBL) learning model according to Yunus Abidin (2016: 172) are as follows:

a. Pre-Project

This stage is a program performed by the instructor outside of class hours. In this phase. The teacher designs project descriptions, determines project milestones, prepares instruments and various learning resources, and prepares learning conditions.

b. Phase 1: Identifying the Problem

At this stage, students make observations on certain objects. Based on these observations, students identify problems and make characterization of the problem in the form of questions.

c. Phase 2: Create a Design and Implementation Schedule for the Project

At this stage, students are collaborative either with group members or with students teachers begin to design the project they will make, determine the schedule project work, and perform other activities.

d. Phase 3: Conducting Research

At this stage, students carry out initial research activities as a basic model for the product to be developed. Based on these research activities, students collect data and then analyze the data in accordance with data analysis techniques that are relevant to the research being carried out.

e. Phase 4: Develop Product Draft/Prototype

At this stage students begin to make the initial product as planned and the results of the research they do.

f. Phase 5: Measure, Assess, and Improve the Product

At this stage, students look back at the initial product that was made, look for weaknesses, and improve the product. In practice, measuring and evaluating program outcome can be done by asking for opinions or criticism from other group members or teacher opinion.

h. Phase 6: Product Analysis and Publication

At this stage, students finalize the product. After being believed to be in accordance with expectations, the product is published.

i. Postproject

During this phase, the instructor evaluates, give feedback, assistance, and directions for the betterment of the outcome that have been made by learners. Project Based Learning (PjBL) is learning that can improve the activities and skills of students. Each step in learning Project Based Learning (PjBL) students are required to be able to solve problems

in completing a project so as to encourage the growth of creativity, independence, responsibility, confidence, and be able to think critically. Teachers and students at the end of the learning process reflect on the activities and results of project assignments. The process of reflection on project assignments can be done individually or in groups. At the evaluation stage, students are given the opportunity to express their experiences while completing project assignments.

Based on the opinions of the experts above, it can be concluded that the steps of the Project Based Learning learning model begin by determining what project to work on, then compiling the steps and schedule to complete the project, then each group member cooperates with each other in completing the project. so as to produce a product, in its implementation the teacher guides students and expresses opinions about the project being carried out, after that makes a report and evaluates the results of the project that has been implemented.

2.3 Translation as a Profession

According to Siregar (2019) Translation has the significant role in increasing students' skills to master English. Noie (2018) stated that translation is transferring the meaning from one language into another in the written form. The Translation as a profession course is a course that aims to provide an introduction to the Translation Profession. This course aims to equip students to understand how to become professional translators. Likewise, this Meta course trains translation skills through a series of steps to produce professional translations. This course is offered in Semester V of the English Education Study Program, Faculty of Language and Arts, State University of Medan. Newmark in Moradi (2020) seems to agree with this issue when he says: "whilst the central problem of translation is the overall choice of a translation method for a text.

III. Research Methods

This research is a qualitative descriptive research aimed at identifying the opinions and suggestions of the respondents regarding the needs of lecturers and students in developing project-based learning models. This study uses a qualitative descriptive method. Instruments to collect data are questionnaires and observations, document analysis and interviews. The data sources are Lecturers who teach Translation as Profession Courses and 26 students.

Questionnaires were given to lecturers to capture the needs of lecturers in terms of developing project Based Learning learning models. Furthermore, students are also given a questionnaire that aims to obtain data about the needs of students in obtaining the same learning model.

IV. Discussion

Based on the results of research on the needs in the Translation as Profession course, students' ability to translate as a form of learning outcomes is still lacking with a percentage of 75%. This is in accordance with the data provided by the lecturer of the English Education Study Program, Faculty of Language and Arts, State University of Medan who is in charge of the Translation as Profession course. This is shown in the diagram below.

Students' Translating Ability in Translation as Profession Course

4 Answers

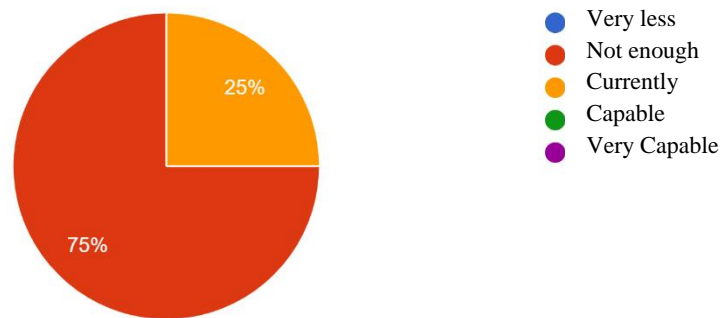


Figure 1. Students' Translating Ability in Translation as Profession Course

Therefore, the ability of students to translate in producing quality translations is not in accordance with the learning objectives even though the lecturers in the course have implemented problem based learning learning models as much as 75% and there are also lecturers who use project based learning with a percentage of 25% according to the diagram below this.

Learning Models Applied when Teaching in Translation as Profession Courses

4 Answers

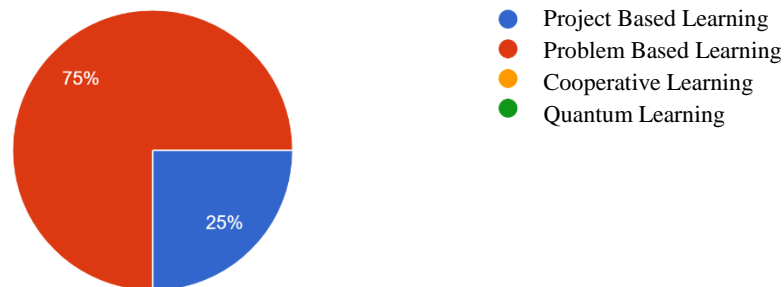


Figure 2. Learning Models Applied when Teaching in Translation as Profession Courses

However, the results obtained have not been maximal enough because the lecturers who are facilitators in producing quality translations have not been maximal enough in applying the learning model as evidenced by the 75% percentage of lecturers not always checking the results of student translations so that the course products are not of sufficient quality. This is in accordance with the diagram below.

Student Translation Results Always Checked by Lecturers

4 Answers

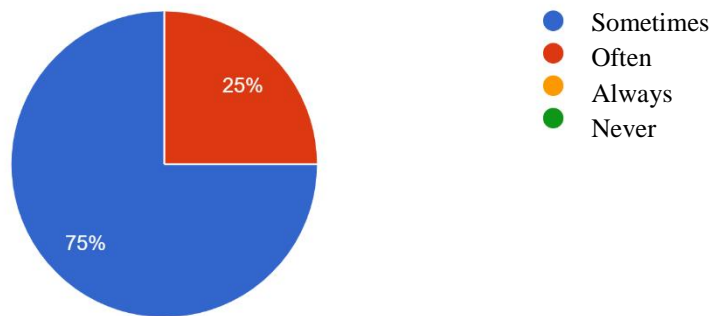


Figure 3. Student Translation Results Always Checked by Lecturers

In addition, the quality of the translation outcome is also affected by well collaboration among learners. However, most students prefer to work individually rather than in groups. This is illustrated in the diagram below.

Students Work Individually in Translating a Given Text

4 Answers

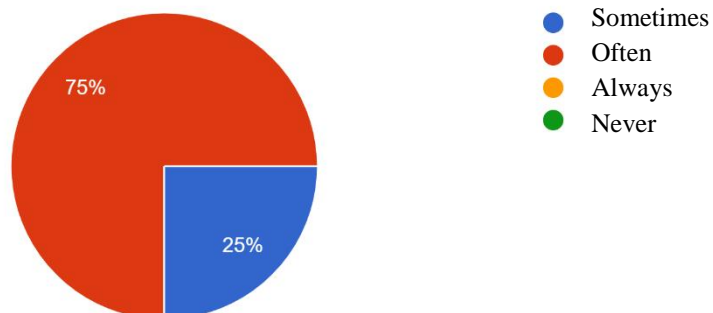


Figure 4. Students Work Individually in Translating a Given Text

The learning model that is often used by lecturers in the Translation as Profession course is problem based learning. However, the model is not optimal enough and helps in improving students' translation skills. This is due to the lack of application in providing problems that should be able to improve student competence in solving problems. This is illustrated in the diagram below.

The Lecturer Gives Problems at Every Meeting of the Translation as Profession Course to Students

4 Answers

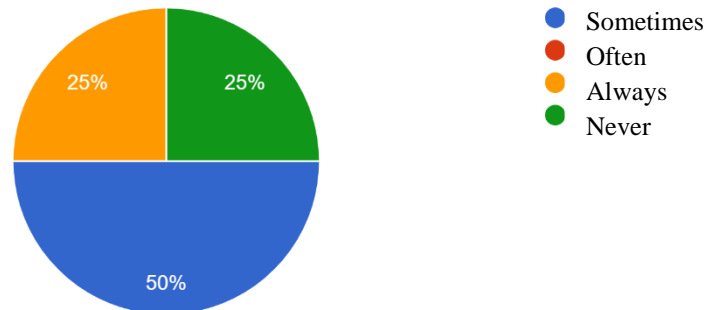


Figure 5. The Lecturer Gives Problems at Every Meeting of the Translation as Profession Course to Students

Thus, the competence of students in producing quality translations is not maximal enough due to the lack of student involvement in translation activities both regionally, nationally, and internationally, which is 75%. The results are shown by the diagram below.

Students Involved in Translator Activities in Regional, National, and International

4 Answers

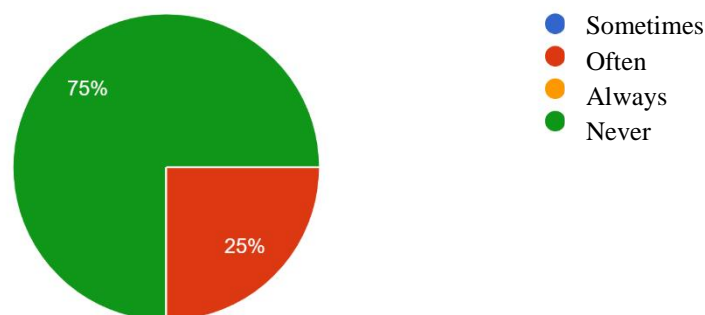


Figure 6. Students Involved in Translator Activities in Regional, National, and International

Student Needs Analysis Results

Based on the results of the needs analysis of 26 students who took the Translation as Profession course, it was found that the ability of students to translate was still quite difficult at 90%. This is in line with the learning model applied by the lecturer in charge of the course which is not sufficient maximum as previously described. The student's abilities are shown in diagrams 1, 2, and 3 below.

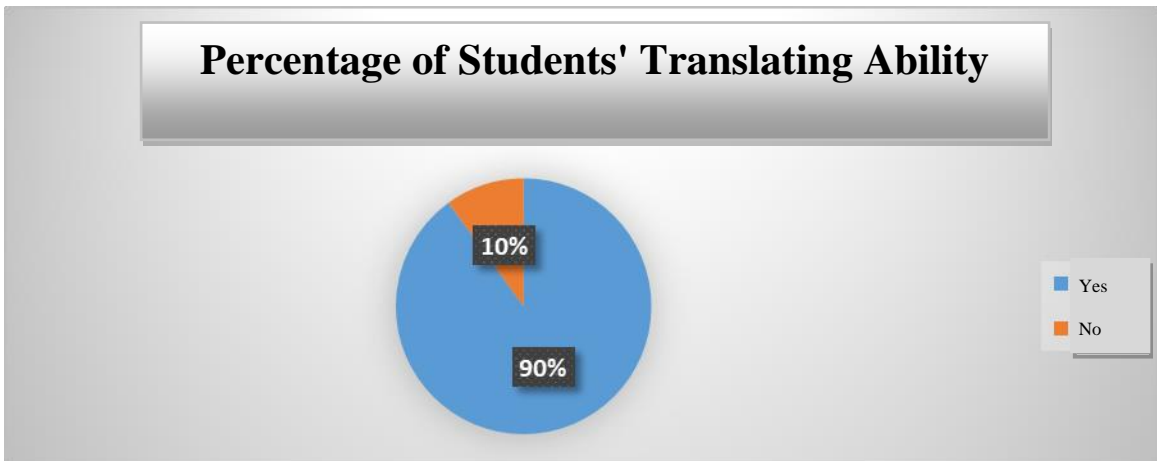


Figure 7. Percentage of Students' Translating Ability

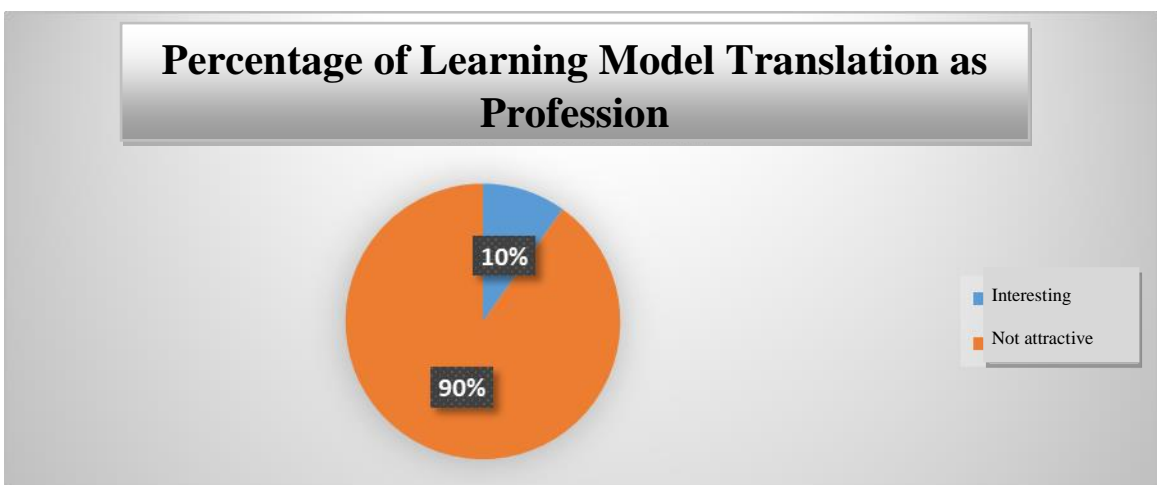


Figure 8. Percentage of Learning Model Translation as Profession

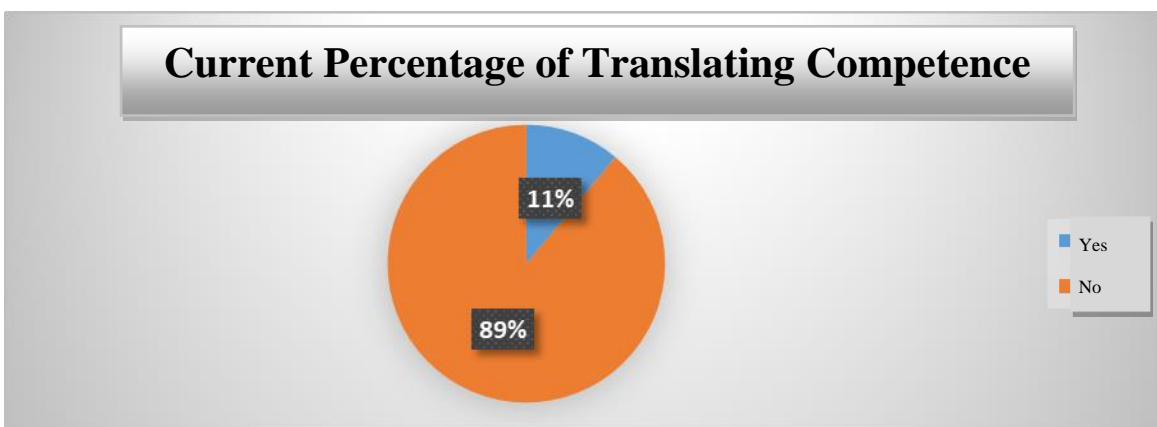


Figure 9. Current Percentage of Translating Competence

Therefore, students need a learning model that can improve their ability to solve problems that are often encountered during the translation process. This is in accordance with the diagram below where with the application of the current learning model, 55% have not been able to improve student problem solving competence, which is one of the important competencies in the translation process.

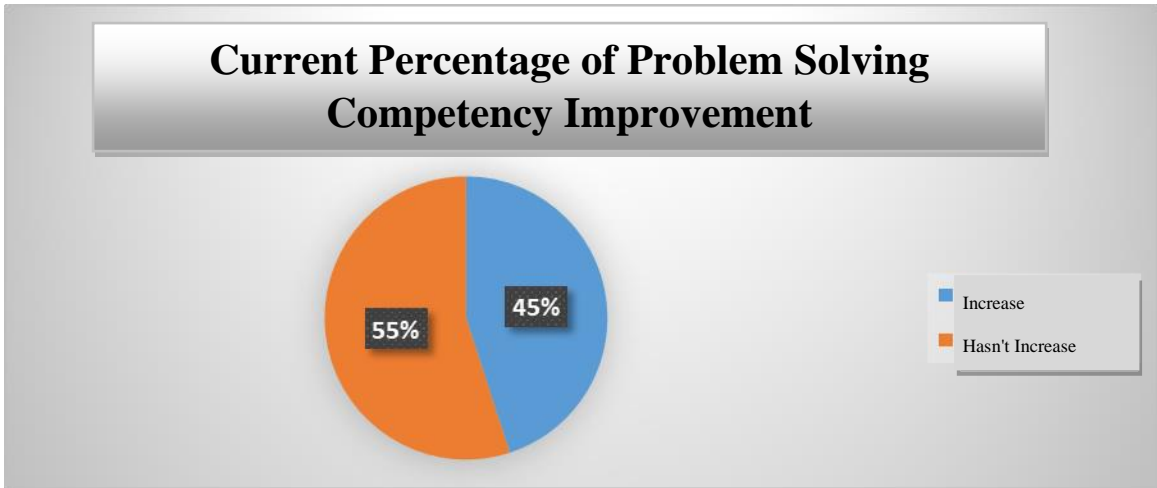
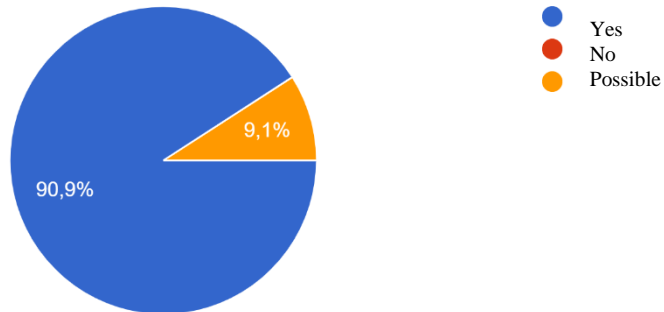
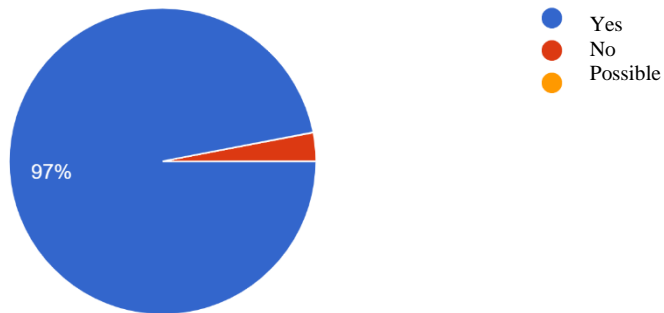


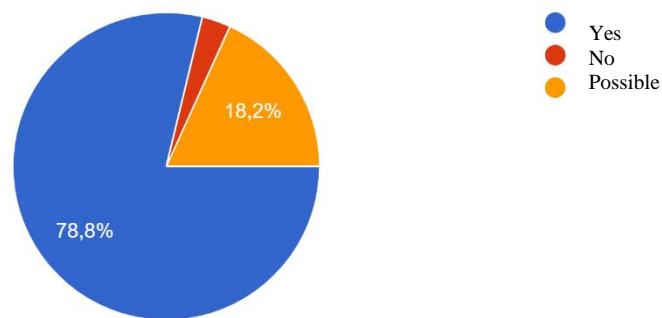
Figure 10. Current Percentage of Problem Solving Competency Improvement



This is also supported by the need for students to produce quality translations according to the diagram below where 97% of students are oriented to produce quality translations.



Thus, students need a learning model that is able to produce translation products as a form of increasing student translation competence based on project based learning. Where the diagram below shows 78.8% of students need a learning model that can improve problem-solving competencies that have not been maximally applied in current learning.



The need for problem solving skills is also supported by the need for group activities so that they can produce quality translation results as a product of the translation as profession course.

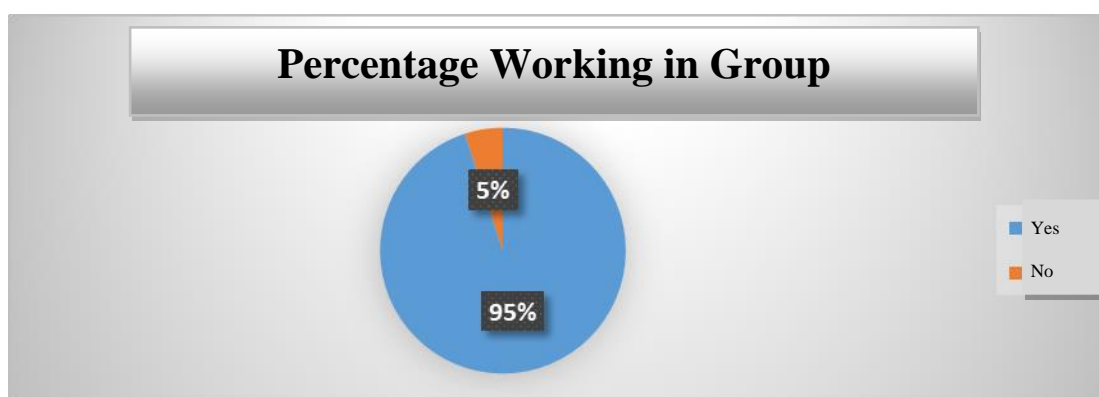


Figure 11. Percentage Working in Group

Therefore, based on the outcome of the needs analysis above, students and lecturers of the translation as profession subject need a learning model that can improve problem solving competence both individually and in groups so that later they will produce quality translations. The reason is due to the purpose of the translation as profession course is to train students' abilities in translating which can later be used as a profession so that these students can become professional translators.

V. Conclusion

The objective of this endeavour aims to investigate the need to develop a Project-based Learning Translation as Profession Learning Model. Based on the outcome of the research, it can be summarised that the lecturer's need for the development of the Translation as Profession Learning Model is a good learning model that maximizes the learners' translation skills. Furthermore, the lecturer stated that they needed clear guidance in using a learning model, both from the elements of clear steps and from the elements of assessment.

The students stated that they also wanted a learning model that made it easier for them to translate. Likewise, they also argue that the model used in learning translation should be able to solve their problems in translating. Students also expressed a desire that the learning model used by the lecturers could maximize the quality of group work so that they would be able to produce well translations.

Thus, it is suggested to students that this research can be used as input in learning to translate. For lecturers to be able to choose learning models that have clear guidelines,

maximize learning models that can solve students' translation problems and use learning models that use group work effectively. Study Program Managers are also expected to urge lecturers to follow the suggestions given above. Furthermore, for researchers, it is hoped that the results of this study can be used as a reference in similar studies.

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