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Need Analysis for Digital Instructional Materials of the Translation Theory Course in Indonesia

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Abstract

The essential role of translation in intercultural communication leads to the inclusion of translation as one of the courses in universities worldwide, including Universitas Sumatera Utara (USU), Indonesia. However, little research has been conducted on the development of instructional translation materials. This study aimed to determine the need for digital instructional materials for the Translation Theory course administered in USU's English Literature Study Program. The need analysis in this research was conducted using a survey method. The participants were the seventh-semester students who had taken the courses on translation, the translation lecturers, and the professional translators. The data were collected using questionnaires and interviews. These instruments were developed based on the document analysis of the previous instructional materials used by the lecturers in teaching the Translation Theory course. The data were analyzed and interpreted using a 4-Point Likert Scale. The results indicated that the instructional materials for a Translation Theory course need to include clear objectives and approaches, topics guiding them to translation theory mastery, and exercises that cover both translation theory and practice. In addition, the results indicate that the participants need the material resources and exercises in a digital form. Although this study was conducted in the context of USU, the findings may be applied as the basis for developing translation courses in other

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universities in Indonesia, and other countries that treat English as a Foreign Language in their education systems.

Keywords: Digital exercises, digital materials, instructional materials, need analysis, Translation Theory.

1. INTRODUCTION

1.1 Background of the Problem

In a global environment, translation serves as the medium that bridges intercultural communication (Köksal & Yürük, 2020; Rosa, 2021) or information sharing. Considering the essential role of translation in information sharing, the English Literature Study Program of Universitas Sumatera Utara (USU), Indonesia, has included translation as one of the compulsory courses in its curriculum. This course is offered in three semesters with different course objectives. Translation I aimed at providing the students with basic theories of translation and translation exercises, while Translation II aimed at introducing the students to professionalism in translation. Finally, Translation III aims to introduce the students to the world of translation business (Program Studi Sastra Inggris USU, 2019).

One of the important points in administering such translation courses is the presence of instructional materials based on which the courses are planned and implemented. Therefore, instructional materials need to be evaluated and developed regularly. Instructional materials development is aimed mainly at making certain adaptations in the latest instructional materials to fit the current prevalent conditions (Gujjar & Malik, 2007), influenced by technology or market needs. However, based on our search of various online and offline reading sources, little attention has been given to research on translation instructional materials development. Previous studies have addressed the translation teaching models (Gavrilenko, 2018; Gorozhanov et al., 2018), translation as the technique in teaching EFL (Payne & Contreras, 2019), principles in developing translation course materials (Li, 2019), use of authentic materials in teaching translation (Kuşçu & Ünlü, 2015; Zheng, 2017), and use of ICT in teaching translation (Azizinezhad & Hashemi, 2011; Sikora & Walczyński, 2015).

Azizinezhad and Hashemi (2011) did a study on teaching translation, but their study only focused on finding the advantages and difficulties of using blogs in teaching and learning translation. A similar study was conducted by Sikora and Walczyński (2015), who also focused on using ICT-related media in teaching translation, and Kuşçu and Ünlü (2015), who focused on using authentic materials in teaching translation. Although Li (2019) conducted a study on translation material development, his study focused on the principles of material development. He did not design the instructional materials based on the proposed principles. These previous studies allow further studies to explore other aspects of teaching translation, including developing instructional materials for translation courses. The findings in the previous studies contribute a lot to further studies in designing translation instructional materials.

In the context of translation courses administered at USU, Sofyan et al. (2019) developed online-based course materials for translation as a profession. Furthermore,

Sofyan et al. (2021) developed course materials on translator training, emphasizing translation internship. These previous studies left the gap that can be completed by this present study, i.e., developing course materials on Translation Theory (Translation I). Translation I course plays an essential role in achieving the main objective of the translation courses since it is the first time the students are exposed to translation studies. Therefore, the instructional materials need to be well-designed. One of the stages in instructional materials development is the need analysis. This study focuses on the need analysis for the digital instructional materials of a Translation Theory course.

1.2 Formulation of the Problem

The instructional materials of a Translation Theory course offered to the English Literature Study Program students at USU have not been developed for years. Besides, the latest instructional materials were in printed form. Some research reported the students' preference to read printed materials (Dilevko & Gottlieb, 2002; Minnich et al., 2015). However, many previous studies found that university students prefer digital or online materials to printed ones (Cumaoglu et al., 2013; Larhmaid, 2018). Therefore, a study on developing instructional materials for a Translation Theory course in digital form is required. The problem in this paper is formulated into the following questions:

1. What are the course objectives and approaches needed in developing the digital instructional materials of a Translation Theory course?
2. What are the topics needed in developing the digital instructional materials for a Translation Theory course?
3. What exercises are needed to develop the translation theory course's digital instructional materials?
4. How are the digital instructional materials of a Translation Theory course designed?

Although this study was conducted in the context of USU, the findings may be applied as the basis for developing translation courses in other universities in Indonesia, and other countries that treat English as a Foreign Language in their education systems.

2. LITERATURE REVIEW

2.1 Translation as a Discipline

Translation used to be an activity that facilitated communication involving at least two different languages. However, translation is an everyday communication activity and a discipline in its development. This is possible since translation is not merely transferring the meaning from one language to another different language. Previous studies have revealed that the ability to speak in more than one language (bilingualism and multilingualism) does not guarantee successful translation (Kolawole, 2012; Presas, 2000), but bilinguals and multilinguals have greater chances to become translators. In addition, translation is just like linguistics as a discipline, complementing each other (Pym et al., 2013). Translation needs to be learned since no one learns all languages. Learning translation makes a translator acquire certain

competencies, including linguistic competence, cultural competence, translation competence (Asiri & Metwally, 2020; Madkour, 2018), and analytical competence (Ibraheem, 2021).

The growth of translation as a discipline is indicated by the massive publication of books and scientific articles during the 1970s and 1980s (Venuti, 2012). Translation as a discipline became very clear when Holmes (1972) proposed a mapping theory of translation studies. In a broad category, translation studies are both pure and applied. Pure translation studies are descriptive and theoretical, while applied translation studies are concerned with translation training, translation aids, translation policy, and translation criticism. Furthermore, descriptive translation studies are divided into product-oriented, process-oriented, and function-oriented (Toury, 2013). This proposed translation mapping remains the basis for conducting studies on translation. In its further development, research in translation has collaborated with other disciplines (Gentzler, 2014).

Moreover, translation has become a course and study program in many universities worldwide. As a subject or course in a university, translation certainly needs a curriculum based on which its instructional materials need to be developed. Therefore, systematic and careful studies on instructional materials development of translation are required.

2.2 Instructional Materials Development

Instructional materials are all materials (information, tools, and texts) that are systematically arranged, displaying a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing learning implementation (Andi, 2011). Instructional materials are a key component in almost all learning programs (Mazgon & Stefanc, 2012). The results of the previous studies confirmed the effects of instructional materials on the students' academic achievements (Abubakar, 2020; Effiong & Igiri, 2015; Olayinka, 2016).

In developing instructional materials, especially in learning language, the previous literature suggested several principles, including (i) the materials should have a clear relationship with the applicable curriculum, (ii) the materials should be authentic concerning the text and tasks, (iii) the materials should provide a stimulus for interaction, (iv) the materials should provide opportunities for learners to focus on the formal aspects of the language, (v) the materials should encourage learners to develop learning skills, and (vi) the materials should encourage learners to apply their learning skills in the world outside the classroom (Ahmed, 2017; Nunan, 1988; Richards & Schmidt, 2011).

Moreover, Li (2019) proposed seven principles in developing instructional of a translation and interpreting course: (i) authenticity, i.e., using authentic texts; (ii) diversity, i.e., using texts reflecting various real working situations; (iii) continuity in subject matter, i.e., reducing knowledge-related variables; (iv) simplification, i.e., reducing language input variables; (v) scaffolding, i.e., involving variables that decrease task difficulty; (vi) building, i.e., sequencing the involvement of variables in material development; and (vii) motivating, i.e., introducing variables that encourage students to encounter difficulties.

One of the essential steps in developing instructional materials is needs analysis. According to Jolly and Bolitho (2011), needs analysis serves as the medium for

identifying and exploring the teacher and learners' needs and problems in learning in terms of language, skills, and other learning barriers. This suggests that needs analysis is the initial stage of instructional materials development.

2.3 Digital Instructional Materials

Digital instructional materials are becoming more dominant in today's learning process, motivated by technological advancement. As a support or supplement instruction, digital instructional materials should include textbooks, curriculum guides, descriptions of tasks, and instructional software (Remillard & Heck, 2014). In addition, digital instructional materials include videos, content presentations, animations, educational games, online articles, and educational materials from traditional print texts that have been scanned and uploaded (Rice & Ortiz, 2021).

Many studies have reported the advantages of using digital instructional materials, including increasing individual interactivity, being accessible to all students (throwing away discriminative treatment to students with disabilities), facilitating limitless place and time of learning, and providing more resources (Choppin & Borys, 2017; Larhmaid, 2018; Singer & Alexander, 2017). Moreover, many studies have confirmed the contribution of digital instructional materials to the student's learning motivation, variety of learning resources, and positive atmosphere of the teaching and learning process (Giller & Barker, 2006; Yang et al., 2014).

However, the problem may arise when teachers cannot produce their own digital instructional materials. As a result, they depend on online digital materials with certain limitations, such as limited access to only one or two pages of an article and the non-physicality of the text (Larhmaid, 2018; Mangen, 2010). Such materials are called ready-made instructional materials (Manurung, 2017), which are seldom designed to meet learners' actual needs because they are not designed based on their needs. Therefore, using digital instructional materials will become much more effective and efficient if teachers can arrange and produce multimedia teaching aids by themselves (Lin, 2013) because the materials will be close to teachers' and students' actual needs.

3. METHODS

3.1 Research method

The need analysis in this research was conducted using a survey method. This method was motivated by the previous literature confirming that surveying was the method most frequently used in conducting need analysis (Altschuld & Witkin, 2000; Sava, 2012).

3.2 Participants

This study consisted of three groups of participants, including the seventh-semester students in the 2021-2022 academic year at Universitas Sumatera Utara, Indonesia, who had taken the courses on translation, the translation lecturers, and the professional translators.

3.2.1 Students

A number of 68 seventh-semester students in the academic year 2021-2022 in the English Literature Study Program at Universitas Sumatera Utara were selected as the participants. They were chosen because they had taken all three courses on translation, i.e., Translation Theory, Translation as a Profession, and Translation Internship.

3.2.2 Translation lecturers

Six translation lecturers were taken as the participants taught translation classes in the English Literature Study Program of Universitas Sumatera Utara. They were selected as the participants because they had good knowledge of translation and had designed instructional materials for translation courses.

3.2.3 Professional translators

A number of 40 professional translators selected as the participants of this research were those meeting the following criteria: (i) having more than five years of experience as a professional translator, (ii) having a formal education background in translation studies, and (iii) being a member of the Association of Indonesian Translator. Furthermore, they were selected because they had knowledge of translation and had been engaged in the professional practice of translation. In addition, they were also considered as the stakeholders as they employed translators.

3.3 Instruments

The instruments used in this research were a questionnaire and an interview. The items in the questionnaire were developed based on the document analysis of the previous instructional materials used by the lecturers in teaching a Translation Theory course. The questionnaire was a closed-ended questionnaire with four options of degrees of importance: Not at all important (NAI), Not important (NI), Important (I), and Very important (VI). The decision to use four options was intended to obtain more reliable data (Chang, 1994; Taherdoost, 2019). The items of the questionnaire were validated using content validity so that the items measured the content they were intended to measure (Creswell, 2013). The validation was based on the review of the previous instructional materials used by the lecturers in teaching a Translation Theory course and expert opinion. The interview was a semi-structured interview constructed based on the questionnaire's items. The interview guide was developed based on the participant's responses, as suggested by Harris and Brown (2010), who called it 'uptake questions'. Using the participant's responses as the basis for developing the interview guide provided more in-depth insights into the participants' attitudes, thoughts, and actions (Kendall, 2008).

3.4 Procedure of Data Collection

The questionnaires were distributed online via Google Forms. The links to the Google Forms were sent to all the participants via electronic mail. A number of 68

students, six translation lecturers, and 40 professional translators sent their responses. Similar to the questionnaire administration, the interviews were conducted online using WhatsApp and Zoom Cloud Meetings. The interviews were conducted mainly for data triangulation purposes. A total of 12 participants (four participants from each of the groups of participants) were interviewed. The number of participants involved in the interview represented more than 10% of the total participants.

3.5 Technique of Data Analysis

The data were analyzed and interpreted using a 4-Point Likert Scale. The VI level was worth 4, the I level was worth 3, the NI level was worth 2, and the NAI level was worth 1. The sum of all levels became the total score of every item in the questionnaire. Then the total scores were ranked to determine the items' degree of importance (from the highest to the lowest degree of importance). The results of the questionnaires were then compared with the results of the interviews to formulate the research findings.

4. RESULTS

4.1 Course Objectives and Approaches

Course objectives and approaches need to be included in the instructional materials. They serve as the guide to compiling the materials in the syllabus. The data collected from the students indicate that the description of the techniques for presenting ideas, the description of the general objective of the course, and the description of the scope of the instructional materials are the three points that need to be included in the instructional materials of a Translation Theory course (see Table 1). They see that the given instructional materials lack these points.

Table 1. Students' need of course objectives and approaches (students).

No.	Items evaluated	NAI	NI	I	VI	Score
1	Description of the techniques in presenting ideas	0	2	27	39	241
2	Description of the general objective of the course	0	3	30	35	236
3	Description of the scope of the instructional materials	0	4	30	34	234
4	Conformity between the learning objectives in the teaching materials and the objectives to be achieved by the course, study program, and institution	0	3	34	31	232
5	Description of the specific learning objectives for each learning unit	0	3	39	26	227
6	Description of the student's level of participation	0	8	31	29	225
7	Conformity between the approach used in teaching materials and the approach adopted by the institution	1	3	38	26	225
8	Explanation of the learning approach adopted	0	4	42	22	222
9	Description of the prerequisite level of the student's proficiency	1	9	38	20	213

Notes: NAI = not at all important, NI = not important, I = important, VI = very important

The results of the questionnaire displayed in Table 1 indicate that description of the techniques in presenting ideas is the most critical information to be included in the instructional materials of a Translation Theory course, according to the students. This

is supported by the interview results indicating that the students often encountered problems presenting their ideas since the previous instructional materials did not contain such a description. The other important information the students need includes descriptions of the course's general objective and the instructional materials' scope. Again, the interview results confirm that such descriptions are found in the previous instructional materials; however, according to some students, the general objective of the course is too broad.

The results also show the students' need for conformity between the learning objectives in the teaching materials and the goals to be achieved by the course, study program, and institution. The interview results have confirmed the results of the questionnaires. The other vital information to be included in the instructional materials is the description of the specific learning objectives for each learning unit. In addition, the results of the interviews indicate that the students need a specific goal to support the course's general purpose.

The results of the questionnaires from the translation lecturers are in Table 2.

Table 2. Students' need for course objectives and approaches (translation lecturers).

No	Items evaluated	NAI	NI	I	VI	Score
1	Description of the general objective of the course	0	0	1	5	23
2	Description of the scope of the instructional materials	0	0	1	5	23
3	Description of the specific learning objectives for each learning unit	0	0	2	4	22
4	Explanation of the learning approach adopted	0	0	3	3	21
5	Description of the techniques in presenting ideas	0	0	4	2	20
6	Conformity between the learning objectives in the teaching materials and the objectives to be achieved by the course, study program, and institution	0	0	4	2	20
7	Description of the prerequisite level of the student's proficiency	0	1	4	1	18
8	Description of the student's level of participation	0	1	5	0	17
9	Conformity between the approach used in teaching materials and the approach adopted by the institution	0	2	4	0	16

Based on the results displayed in Table 2, the lecturers' top three responses conform to the students' top five responses. According to the translation lecturers, descriptions of the general objective of the course, the scope of the instructional materials, and the specific learning objectives for each learning unit are the most important information to be included in the instructional materials of a Translation Theory course. These results are supported by the interview results, indicating that these three descriptions are the main requirements in designing any instructional materials. Furthermore, the results show that explaining the learning approach is crucial in the instructional materials. The other important information is the description of the technique for presenting ideas, and the interview results indicate that this description is not found in the previous instructional materials.

Then, the questionnaire results from the professional translators are in Table 3. The results in Table 3 show that the professional translators' top three responses align with the lecturers' top three responses. This strengthens the results of the interview with the lecturers, arguing that descriptions of the specific learning objectives for each learning unit, the general objective of the course, and the scope of the instructional materials are three pieces of information that need to be included in the instructional

materials. In addition, the results of the interviews with professional translators reveal that the instructional materials are only useful with the presence of such descriptions. In addition, conformity between the learning objectives in the teaching materials and the goals to be achieved by the course, study program, and institution are also important in designing the instructional materials.

Table 3. Students' need for course objectives and approaches (professional translators).

No	Items evaluated	NAI	NI	I	VI	Score
1	Description of the specific learning objectives for each learning unit	0	0	10	30	150
2	Description of the general objective of the course	0	1	16	23	142
3	Description of the scope of the instructional materials	0	1	18	21	140
4	Conformity between the learning objectives in the teaching materials and the objectives to be achieved by the course, study program, and institution	0	1	19	20	139
5	Description of the techniques in presenting ideas	0	1	21	18	137
6	Explanation of the learning approach adopted	0	3	18	19	136
7	Description of the prerequisite level of the students' proficiency	0	5	17	18	133
8	Description of the students' level of participation	0	3	21	16	133
9	Conformity between the approach used in teaching materials and the approach adopted by the institution	0	8	18	14	126

When the responses from the participants are compiled, the top five pieces of information that need to be included in the instructional materials are displayed in Table 4.

Table 4. Students' need for course objectives and approaches (all participants).

No	Students	Lecturers	Translators
1	Description of the techniques in presenting ideas	Description of the general objective of the course	Description of the specific learning objectives for each learning unit
2	Description of the general objective of the course	Description of the scope of the instructional materials	Description of the general objective of the course
3	Description of the scope of the instructional materials	Description of the specific learning objectives for each learning unit	Description of the scope of the instructional materials
4	Conformity between the learning objectives in the teaching materials and the objectives to be achieved by the course, study program, and institution	Explanation of the learning approach adopted	Conformity between the learning objectives in the teaching materials and the objectives to be achieved by the course, study program, and institution
5	Description of the specific learning objectives for each learning unit	Description of the techniques in presenting ideas	Description of the techniques in presenting ideas

The results in Table 4 show that the description of the course's general objective is the information needed to be included in the instructional materials of a Translation Theory course. The translation lecturers consider such a description the most important information in the instructional materials, while the students and the professional translators put it as the second most important information. The second most important

information to be included in the instructional materials is the description of the scope of the instructional materials. Again, the lecturers consider such a description the second most important information, while the students and professional translators agree to put it as the third most important information.

Furthermore, a description of the specific learning objectives for each learning unit is the third most important piece of information to be included in the instructional materials. The professional translators consider such a description the most important information to be included in the instructional materials, the lecturers put it in the third, and the students put it in the fifth most important information. The fourth important piece of information to be included in the instructional materials is a description of the techniques for presenting ideas. The students consider such a description the most important information, while the lecturers and professional translators put it as the fifth most important information. Although the information relating to conformity between the learning objectives in the teaching materials and the objectives to be achieved by the course, study program, and institution is not included in the top five important information according to the lecturers, the students and the professional translators consider it as the fourth most important information.

Thus, based on the results of the questionnaire, the top five pieces of information that need to be included in the instructional materials of a Translation Theory course are: i) a description of the general objective of the course, ii) a description of the scope of the instructional materials, iii) description of the specific learning objectives for each learning unit, iv) description of the techniques in presenting ideas, and v) conformity between the learning objectives in the teaching materials and the objectives to be achieved by the course, study program, and institution.

4.2 Topics

Topics are the focused materials that are discussed in one semester. However, the academic regulation applicable in Universitas Sumatera Utara regulates that the courses are structured as a 16-week semester. Consequently, the analysis results display the top sixteen topics needed by the participants to be included in the instructional materials, as shown in Table 5.

Table 5. Students' need for topics of a Translation Theory course.

No	Students	Lecturers	Translators
1	Translation process	Translation as a decision process	Translation process
2	Translation procedures	Translation process	Translation and culture
3	Translation strategies	Translation and culture	Self-correction and self-editing
4	Meaning and translation	Meaning and translation	Meaning and translation
5	Translation errors	Translation errors	Translation errors
6	Approaches in Translation	Self-correction and self-editing	Analysis of the intention of a text
7	Problems in translating factual written texts	Analysis of connotations and denotations	Translation, globalization, and localization
8	Analysis of text styles	Translation procedures	Translator competencies
9	Problems in translating literary texts	Translation strategies	Cat tools
10	Translator competencies	Machine translation and a human translator	Translation strategies

Table 5 continued...

11	Translation and culture	Translator competencies	Problems in translating factual written texts
12	Self-correction and self-editing	Translation quality assessment	Translation as a profession
13	Translation models	Subjectivity and relativity in translation	Analysis of text styles
14	Translating subtitles	Terminology management	Translation quality assessment
15	Translation as a profession	Research in Translation	Certification in translation
16	Analysis of the intention of a text	Trends in the translation industry	Analysis of connotations and denotations

The results displayed in Table 5 are the topics that need to be included in the instructional materials of a Translation Theory course based on their degree of importance. The translation process is the topic with the highest degree of importance because both the students and professional translators agree to consider it the most important, and the lecturers consider it the second most important topic. The topic of translation and culture is also considered an important topic to be included in the instructional materials as it occupies the second most important topic according to the professional translators, the third according to the lecturers, and the eleventh according to the students. The other topic with a high degree of importance is meaning and translation. All the participants agree to consider it the fourth most important topic in a Translation Theory course. The topic of translation errors is selected as the next important topic because all the participants agreed to consider it the fifth most important topic in a Translation Theory course. Furthermore, translation strategies are also considered an important topic in a Translation Theory course because it is one of the top 16 important topics according to all the participants. The next important topic is self-correction and self-editing, as it is in the top 16 topics according to all the participants. Finally, the other important topic is translator competencies because all the participants agree to choose it as one of the top 16 important topics.

The other topics are also considered important, although selected only by two groups of participants. The lecturers and the students agree to include translation procedures as an important topic in a Translation Theory course. The professional translators and the students decide to consider the importance of having the topics on problems in translating factual written texts, analysis on text styles, translation as a profession, and analysis on the intention of a text in the instructional materials of a Translation Theory course. Meanwhile, the lecturers and the professional translators agree to consider the need to include the topics on analysis of connotations and denotations and translation quality assessment in the instructional materials of a Translation Theory course. Moreover, the other topic considered necessary is translation as a decision process. Although it is not considered an important topic by two groups of participants (the students and the professional translators), it is regarded as the most important topic by the translation lecturers. The topic of problems in translating literary texts is included to complete the list of important topics in the instructional materials on Translation Theory. Its inclusion is motivated by two reasons. First, it is selected by the students. Second, it is related to translation errors and problems in translating factual texts, the two topics considered important by all the participants.

Thus, based on the results of the questionnaire, the topics with a high level of importance to be included in the instructional materials of a Translation Theory course offered to the students are: 1) translation process, 2) translation and culture, 3) meaning and translation, 4) translation errors, 5) translation strategies, 6) self-correction and self-editing, 7) translator competencies, 8) translation procedures, 9) problems in translating factual written texts, 10) analysis on text styles, 11) translation as a profession, 12) analysis on the intention of a text in the instructional materials, 13) analysis on connotations and denotations, 14) translation quality assessment, 15) translation as a decision process, and 16) problems in translating literary texts.

4.3 Exercises

Exercises are included in the survey as they serve as the tool to evaluate the students' progress on the materials given to them. The results of the data analysis concerning the kinds of exercises needed by the students are displayed in Table 6.

Table 6. Students' need for exercises in a Translation Theory course.

No	Students	Lecturers	Translators
1	Translating generic texts	Analyzing translated texts	Translating generic texts
2	Understanding the theories in translation	Editing translated texts	Translating specific texts
3	Analyzing translated texts	Proofreading translated texts	Editing translated texts
4	Translating using CAT tools	Understanding the theories in translation	Proofreading translated texts
5	Translating specific texts	Translating generic texts	Understanding the theories in translation

The results in Table 6 are the top five kinds of exercises needed by the participants in the instructional materials of a Translation Theory course. The three groups of participants give a few different responses. Translating generic text is the most desirable type of exercise as it is the most important type of exercise based on the students' and professional translators' responses. However, it is the fifth important exercise based on the translation lecturers' responses. The second necessary type of exercise needed by all the participants is understanding the theories in translation. It is found in the top five important types of exercises based on the responses from each group of participants.

Furthermore, the exercise on analyzing translated texts is the third important exercise needed by the participants. It is the most important type of exercise according to the translation lecturers and the third important type according to the students' responses. The next important type of exercise is editing translated texts. Based on the translation lecturers' responses, it is the second most important type of exercise. Meanwhile, based on the professional translators' responses, it is the third important type of exercise. Moreover, according to the participants, proofreading translated texts completes the top five most desirable exercises. It serves the third and fourth important types of exercises based on the responses of the translation lecturers and professional translators, respectively.

Based on the results of data analysis, the most desirable types of exercises to be included in the instructional materials of a Translation Theory course are exercises on (i) translating generic text, (ii) understanding the theories in translation, (iii) analyzing

translated texts, (iv) editing translated texts, and (v) proofreading translated texts. Therefore, these types of exercises need to be given priority in developing the instructional materials of a Translation Theory course.

4.4 Designs

The design in this context is related to how the contents of the instructional materials are packaged. The data analysis results concerning the design of the instructional materials for a Translation Theory course are displayed in Table 7.

Table 7. Design of the instructional materials of a Translation Theory course.

No	Students	Lecturers	Translators
1	The instructional materials are delivered digitally in the form of power-point presentations	The instructional materials are delivered digitally in the form of interactive multimedia-based instructional materials	The exercises are delivered digitally in the form of power-point presentations
2	The instructional materials are delivered digitally in the form of interactive multimedia-based instructional materials	The exercises are delivered orally in the form of audio-visual recordings	The exercises are delivered orally in the form of audio-visual recordings
3	The exercises are delivered in the form of interactive multimedia-based exercises	The exercises are delivered digitally in the form of power-point presentations	The instructional materials are delivered digitally in the form of interactive multimedia-based instructional materials
4	The exercises are delivered digitally in the form of power-point presentations	The instructional materials are delivered orally in the form of audio-visual recordings	The exercises are delivered in the form of interactive multimedia-based exercises
5	The instructional materials are delivered orally in the form of audio-visual recordings.	The instructional materials are delivered orally in the form of audio recordings.	The instructional materials are delivered orally in the form of audio-visual recordings.

The results displayed in Table 7 indicate the participants' need for digital instructional materials. All participants agree that the materials and exercises, together with the other contents of the instructional materials, should be designed digitally. The use of multimedia-based materials and exercises, audio-visual recordings, and digital power-point presentations provides directions to how the instructional materials of a Translation Theory course are digitalized.

5. DISCUSSION

The need to include information on course objectives and approaches in the instructional materials confirms the theory concerning the contents and the principles of instructional materials mentioned in previous literature (Ahmed, 2017; Nunan, 1988; Richards & Schmidt, 2011). Such information serves as the basis for listing the topics in the instructional materials and the basis for implementing the teaching and learning process. One of the interesting findings is the need to consider conformity

between the learning objectives in the teaching materials and the objectives to be achieved by the course, study program, and institution in developing the instructional materials. This information is not reflected in the previously developed instructional materials of translation courses given to the USU's English Literature Study Program students (Sofyan & Tarigan, 2019; Sofyan et al., 2021). Such information is the main factor distinguishing the developed instructional materials from ready-made ones (Manurung, 2017).

Furthermore, the other interesting finding of this study is the need to include the description of the techniques in presenting ideas in the instructional materials. Instructional materials should cover not only kinds of topics and exercises but also key instructions in implementing the teaching and learning process. This finding supports Remillard and Heck (2014), who argue that instructional materials include the resources that organize and support instruction, including textbooks, tasks, and supplementary resources.

In terms of topics, the findings of this study indicate that the Translation Theory course should cover translation as a process and translation as a product. These findings are consistent with the translation studies mapping proposed by Holmes in 1972 (Tourey, 2013). Translation as a process emphasizes that a good translation product results from a good translation process. Besides, the findings also indicate that the instructional materials should present the competencies needed by a translator, including linguistic competence, cultural competence, and translation competence. These competencies have been confirmed to contribute to translation quality (Asiri & Metwally, 2020; Madkour, 2018). In addition, the findings also suggest the need for analytical competence in translation (Ibraheem, 2021), such as analyzing the text style, specific text types, and errors. This analytical competence helps a translator, particularly in the process of decision-making.

Moreover, in terms of the exercises, this study's findings indicate the need to practice translating generic text; in other words, the students should not be guided to a certain type of text when they are first introduced to a translation course. Instead, they are supposed to focus on meaning transfer instead of thinking about the generic structure or lexicogrammatical features of the text while translating. These findings are consistent with the principles of developing instructional of a translation and interpreting course, i.e., using authentic texts and texts reflecting various real working situations (Li, 2019). However, these findings contradict the ideas proposed by Puchała (2011), who argues that, in translating a text, a text type is one of the basic factors enabling the translator to recognize the function and purpose of the text as well as the author's intention. The different status of translators mainly causes the difference. This present study took student translators or inexperienced translators as the participants, while Puchała (2011) focuses on experienced translators. Besides, the findings also suggest the exercises addressed to confirm the students' understanding of translation theories, and such an understanding helps develop the students' translation skills.

Finally, the findings of this study reveal the need for digitalizing the instructional materials of the Translation Theory course. These findings support the ideas of ICT involvement in instructional materials as suggested in the previous studies (Azizinezhad & Hashemi, 2011; Gujjar & Malik, 2007; Sikora & Walczyński, 2015). All the materials, exercises, and learning instructions are expected to be designed in a digital form. Using digital instructional materials allows a flexible learning process as

it can be done anywhere and anytime. These findings are in line with the previous research findings reporting that, in addition to allowing the limitless place and time of learning, digital materials provide an opportunity to access a much more variety of learning resources (Choppin & Borys, 2017; Larhmaid, 2018; Singer & Alexander, 2017). Besides, digital instructional materials allow a more communicative and interactive learning process through multimodal content or audio-visual instructional materials.

6. CONCLUSION

The findings of this study have confirmed the need for digital or digitalized instructional materials for the Translation Theory course offered to the English Literature Study Program students at Universitas Sumatera Utara. All the contents of the instructional materials, including the course descriptions, objectives, topics, exercises, and learning instructions, need to be prepared in digital form.

The specific objectives need to align with the goals to be achieved by the course, study program, and institution. Besides, the learning instructions also need to be specified to avoid getting unexpected responses from the students. The instructional materials' topics must cover translation theories and practices to enhance the students' translation competency. In addition to linguistic, cultural, and translation competencies, the instructional materials need to include analytical competence. The exercises evaluate the student's understanding of translation theories and practices by emphasizing translating generic texts.

This research is just a small study conducted only at USU, one of the public universities in Indonesia; nevertheless, the findings may be applied as the basis for developing translation courses in other universities. Therefore, it is suggested to do a similar study in different universities that administer translation courses in their curriculum. The findings of this study become the considerations for translation lecturers, particularly in USU, in developing the instructional materials of a Translation Theory course.

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