DEVELOPING AN EDUPRENERUSHIP INTEGRATED TRANSLATION COURSE-BOOK USING ADDIE MODEL

PENGEMBANGAN BUKU PENERJEMAHAN YANG TERINTEGRASI EDUPRENEURSHIP MENGGUNAKAN MODEL ADDIE

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DOCTORAL PROGRAM OF LINGUISTICS STUDY

CULTURAL SCIENCE FACULTY

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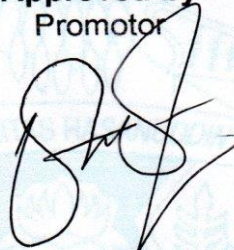HASANUDDIN UNIVERSITY

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DISSERTATION

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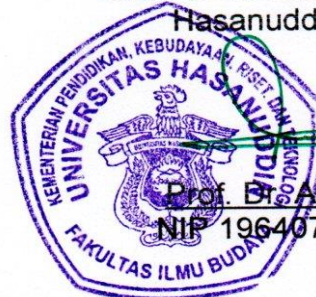
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Ana Rosida

ABSTRACT

Ana Rosida. 2023. Developing an Edupreneurship Integrated Translation Course-Book Using ADDIE Model. Dissertation. Linguistics Science Study Program of Cultural Science Faculty of Hasanuddin University. (Supervised by Yusring Sanusi Baso, Noer Jihad Saleh, and Ria Rosdiana Jubhari)

This study aims to produce an edupreneurship integrated translation course book for English Literature students of Fajar University. The objectives of this research are (1) to find out students' needs in studying translation (2) to design a translation course book that integrates edupreneurship (3) to develop a translation course book that integrates edupreneurship (4) to implement a translation course book and (5) to evaluate a translation course book that integrates edupreneurship for students' English Literature Study Program Fajar University. This research applied research and development (R&D) using the ADDIE model. The samples of this research were 2 translation lecturers; 2 translation agencies; 8 graduates; and 20 students of English Literature study program of Fajar University. The research data were collected through questionnaire, interview, and observation sheets. The result of need analysis showed that availability of translation course book is important for both students and lecturer. Syllabus of translation is no longer suitable in current curriculum. And, students showed their weaknesses in grammar and vocabulary. Then, in design step, it designed a framework of course design as prototype one. Besides theory of translation, framework of course design also inserted entrepreneur characters into the reading passage, grammar, and vocabulary exercise which based on students' need analysis. Moreover, the process of developing course material was by developing the framework of course design and producing semester lesson plan. The result of developing course design named as prototype two. This step, the researcher conducted process of validating course material. The validating score of course book was in very good category with revision. After doing some revisions, the course book was implemented in translation class during 6 meetings. Then, the result evaluation stage showed that the feasibility of course book is very valid, the practicality of the course book is Very Good, and the applicability of the course book is in Good category. Lastly, the summative evaluation can be seen from the students result study after studying translation using an edupreneurship Integration and Translation course book. The result shows that the result of the students post-test score is greater than pre-test result.

Keywords: ADDIE Model, Translation, course book, Edupreneurship.

ABSTRAK

Ana Rosida. 2023. Pengembangan Buku Ajar Penerjemahan yang Terintegrasi Edupreneurship Menggunakan Model ADDIE. Disertasi. Program Studi Ilmu Linguistik, Fakultas Ilmu Budaya, Universitas Hasanuddin. (Promotor oleh Yusring Sanusi Baso. Co-Promotor oleh Noer Jihad Saleh, and Ria Rosdiana Jubhari)

Penelitian ini bertujuan untuk menghasilkan sebuah buku ajar penerjemahan yang terintegrasi dengan edupreneurship bagi mahasiswa Sastra Inggris di Universitas Fajar. Tujuan dari penelitian ini adalah (1) untuk mengetahui kebutuhan mahasiswa dalam belajar penerjemahan, (2) untuk merancang sebuah buku ajar penerjemahan yang mengintegrasikan edupreneurship, (3) untuk mengembangkan sebuah buku ajar penerjemahan yang mengintegrasikan edupreneurship, (4) untuk menerapkan buku ajar penerjemahan, dan (5) untuk mengevaluasi buku ajar penerjemahan yang mengintegrasikan edupreneurship bagi mahasiswa Sastra Inggris di Universitas Fajar. Penelitian ini menggunakan metode penelitian dan pengembangan (R&D) dengan menggunakan model ADDIE. Sampel penelitian ini terdiri dari 2 dosen penerjemahan, 2 lembaga penerjemahan, 8 lulusan, dan 20 mahasiswa Program Studi Sastra Inggris di Universitas Fajar. Data penelitian dikumpulkan melalui angket, wawancara, dan lembar observasi. Hasil analisis kebutuhan menunjukkan bahwa ketersediaan buku ajar penerjemahan penting bagi mahasiswa dan dosen. Silabus penerjemahan sudah tidak sesuai lagi dengan kurikulum saat ini. Dan, mahasiswa memiliki kelemahan dalam tata bahasa dan kosa kata. Kemudian, pada tahap desain, dirancang kerangka perancangan kursus sebagai prototype satu. Selain teori penerjemahan, kerangka perancangan desain mata kuliah juga memasukkan karakter wirausaha ke dalam bacaan, latihan tata bahasa, dan kosa kata berdasarkan pada analisis kebutuhan mahasiswa. Selanjutnya, proses pengembangan bahan ajar adalah dengan mengembangkan kerangka desain mata kuliah dan menghasilkan RPP semester. Hasil pengembangan desain disebut sebagai prototype dua. Pada langkah ini, peneliti melakukan proses validasi bahan ajar. Nilai validasi buku ajar berada pada kategori sangat baik dengan revisi. Setelah melakukan beberapa revisi, buku ajar tersebut diimplementasikan dalam kelas penerjemahan selama 6 kali pertemuan. Kemudian, tahap evaluasi menunjukkan bahwa buku ajar ini memiliki kevalidan yang sangat baik, kepraktisan yang sangat baik, dan kegunaan yang baik. Akhirnya, evaluasi sumatif dapat dilihat dari hasil belajar mahasiswa setelah mempelajari penerjemahan dengan menggunakan buku ajar penerjemahan yang terintegrasi edupreneurship. Hasilnya menunjukkan bahwa hasil nilai pasca-tes siswa lebih besar dari hasil pre-tes.

Kata Kunci: Model ADDIE, Penerjemahan, Buku Ajar, Edupreneurship.

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CHAPTER I

INTRODUCTION

A. Background

Applied linguistics provides solutions to the language related real life problems. Translation as one part of applied linguistics is a solution provided by applied linguistics, which aims to overcome the language barriers like mutual incomprehensibility among speakers of different languages or between two people. The role of applied linguistics addresses real-world language-based problems (Grabe, 2021). Linguistics is the pure science of language, while translation is the practice of linguistics. Translation study always involves elements of linguistic knowledge so that translation is one of the applications in linguistics. Parts of linguistics such as syntax, semantics, pragmatics, surface and deep structures, and others are always involved in translation (Ngozi, 2016). Therefore, people should understand the intrinsic elements of linguistics before doing translation.

Translation is as a processing of substituting a text in one language for a text in another (Catford, 1965; Ngozi, 2016). Translation is an operation performed on languages. It implies that translation cannot exist without language. Translation is not only about transferring of words from one language to another, but it represents transformation of thoughts, feelings, and desires in one language into the same kind of thought, feelings, and desires of another language.

Language plays big part to establish cooperation between countries. There are almost no boundaries of space and time around the world towards countries interests. However, cultural and linguistic differences between countries are the main factors that hinder communication. So do not be surprised if the role of a translator is needed as a language liaison.

Data taken from Association of Indonesian Translators (HPI) on June 2021, number of members of translators are still growing. The numbers have reached 3.627 members of translators from all over Indonesia. If the membership registration remains open, it is possible that the addition of members will continue to increase. It could be said that the profession of translator has become serious attention for people to widen the network, enhance abilities through workshop of HPI, and also to earn as a profession.

Become a translator as profession could be started from formal education. An institution which has translation as study program or any relevant study program that has translation subject as a compulsory subject like an English Literature study program of Fajar University that could make a translator as one profile of prospective work for students in the future.

This research conducts a study of translation in English Literature Study Program, Fajar University, Indonesia. Fajar University is one of leading private universities in South Sulawesi Indonesia that has been implementing KKNI curriculum for 2017/2018 and 2018/2019 academic year students and *Kampus Merdeka – Merdeka Belajar* program in 2021 academic year. Those curriculums have some differences to run the academic process, such as; the system of credits, students' exchange, and practical activities in the field will be converted into credits, etc. Despite of the differences, they are similar to generate the readiness of students to face job market in the future.

To get students' readiness to work before their graduation, English Literature Study Program should design curriculum to support one of their prospective works namely a translator during their studies. One of profiles outcomes from English Literature Study Program is to create a translator, which means the graduates

should have the ability to transfer the equivalent meaning of source language to the target language and other related knowledge of translation.

There are some reasons the urgencies of translation should be taught to the students namely; first, translation skills are needed in order to transfer of knowledge, technology, culture, and religion from source language to target language. Second, nowadays there is quite lot information from foreign countries that need translators to get people's books, films, and other publications are published in Indonesian version or vice versa that results public could absorb information quickly. And the last, translation skills can be used as an added value for a graduate. Students do not need to pin their hopes on the jobs provided by the government or private institutions.

Besides the urgencies, translation is also often a hard work for students especially those are novice in the translation areas. Students often find a lot of problems in translating activities due the limitations of vocabularies, knowledge of translating texts, cultural issues, even the problems of English structure. And the students experienced the difficulties to translate legal documentation while skill of translating legal documents is usually used in work world. Whereas, for non-English language spoken country, almost all documents, articles, or any related files need to be translated for international documentation. According to Karjo (2015) that students found difficulties in translating legal English documents due failed to convey the original text message and unable to construct appropriate Indonesian Expressions.

Yet, translation is not merely students' problems in the classroom. Lecturers also have their own difficulties in explaining each translated version that relates to collocation, context knowledge, or cultural issues which has no single translating

version for each text, context knowledge, or cultural issues. It is sometimes hard to explain to the most appropriate translated version (Ho, 2015).

Moreover, based on the interviewing towards lecturer experience during conducting the translation class, lecturer found the students' translation problems in the classroom was the influenced by their mother tongue language. As novice translators, students often used their knowledge of transferring from source language to target language based on their own structure of source language. Hence, the result of translated version structure is based on translators' mother tongue language which is not what the translators are supposed to do. Soang (2016) also found problems on his Taiwanese students that often neglect the importance of the knowledge of their mother tongue, use colloquial language for a written text, and ignore cultural factors.

The last problem for lecturers was the designing of syllabus. The currents syllabus is not based on students' needs. And the content of syllabus has no translation techniques and translation methods which made the lecturer got difficulties to design the class to construct the basic understanding in studying translation as beginner translators. Therefore, lecturer did not teach based on syllabus goals but rather than teaching based on students' lack and necessities then deepen the students' skills based on lecturer's observation. Therefore, there should be an innovation to improve teaching quality like an instructional design model which could help the learning activities in the classroom is more effective especially in translation subject.

Instructional design model in this proposal is a course book. Instructional design model is a course -work that designed along with task activities to obtain deep understanding (Ho, 2015). In addition, Batubara (2018) said that instructional

design becomes a blue print in the process of teaching. Simply to define, instructional design is the creation of instructional materials. It considers how students learn, what materials and methods will most effective to achieve learners' goals.

The purpose of this research is not to criticize of current syllabus but it is to improve teaching quality in teaching process in order to achieve learning goal. At this moment, the content of translation I and II syllabus are not based on students' needs. Translation techniques and methods are slightly available. Moreover, unsystematic patterns of learning activities in syllabus make the lecturer confuse to run the class and the unavailability of instructional material. This also happened in Helaluddin's (2018) research on need analysis of designing syllabus.

The other purpose of this study is to integrate the vision and mission of Fajar University towards translation subject in English Literature Study Program. Quoted from one of Fajar University missions at website unifa.ac.id is producing quality graduates who master the science of regulation, technology, art and culture based on the character of a strong entrepreneurial spirit. In order to achieve the mission of the institution, implementing integration of curriculum with the institution's mission is one step to realize the goal of university. However, the features of translation subject in current syllabus present general lessons in studying translation that entrepreneurship is not achieved and cannot be seen, it depicts from learning achievement and learning materials in the syllabus.

Fajar University is a well-known as an entrepreneur university in eastern part of Indonesia that contributes and provides leadership for creating students with entrepreneurial spirit, thinking, and action. There are a lot of activities conducted by this institution to generate students' mindset, attitude, and action as entrepreneur

students such as; seminar, workshop, exhibition, and general lecture. Therefore, this university is taking role as a natural incubator, a place where students gain experiences during their studies that can lead the students to think and act independently as millennial generation.

Integrating translation subject in English Literature Study Program to Fajar University vision as an entrepreneur University become a new innovation to turn students skills, knowledge, expertise, experiences into a profitable learning product. Due the phenomenon of low competence and competitiveness of university graduates makes the absorption capacity of graduates in the field is low. As a result, many graduates unemployed in various regions have difficulty finding job. This is where the importance of inculcating an entrepreneurial mentality for students is internalized in education which is often called edupreneurship.

Edupreneurship is a combination of the words education (education) and entrepreneurship (entrepreneurship). Edupreneurship wants to place entrepreneurial concepts and attitudes in the world of education. Education is often understood as a process of self-maturation combined with entrepreneur that means adventurer, risk taker, and entrepreneur. Entrepreneurs are more than just entrepreneurs because there must be more value and something different. Entrepreneurship as a complex bundle of skills (Eickhoff, 2008). Therefore, the skill of entrepreneurs is an ability to turn junk into gold through creativity and innovation in taking advantage of opportunities.

The idea of looking at the phenomenon departs from the reality of the tendency of university graduates to look for work, not create jobs. This is where the common thread between education and entrepreneurship to change students' mindsets and paradigms so that entrepreneurial characteristics will emerge such as

creativity, independence, and never give up. Entrepreneurial characteristics that are needed by students include self-confidence, independence, enthusiasm, and optimism in life.

In addition to get confident, students must have a task and result-oriented character, meaning that they are trustworthy in carrying out their work so that the results will be satisfactory. Processes and tasks that are carried out well and full of trust will give good results and assessments. Another entrepreneurial character is daring to take risks and likes challenges, and has a leadership spirit (Takdir et al., 2015). Mental and leadership attitudes are very important in order to be able to communicate well, be able to plan, manage, and evaluate well, and like suggestions and constructive criticism (Kemendikbud, 2013). These characters will make students have a future-oriented attitude which means they are visionary and have good perceptions and perspectives for the future.

The application of edupreneurship is directed at forming the mental and entrepreneurial spirit of students in an effort to achieve success in the field of education. In the field of education, edupreneurship is about essentially taking what your ability and skill seize into commercial (Ihsan & Aulia, 2020). Edupreneurship is to transform learners' moves into a new venture, way of thinking and acting (Satterwhite, 2018). In short, Edupreneurship is not aimed at making students entrepreneurs, but rather at building edupreneur character in the field of education. This edupreneurship will be one of the graduate distinctions among others graduates.

The history of edupreneurship was coming from Education Entrepreneurship that gained traction during the first global education industry conference held in June 1999 in Washington, D.C. The conference gathered edupreneurs all over the world

to share experiences and ideas to solve some of the world's most complex problems in education (Tooley, 1999). Later Edupreneurship gained popularity with one of the fastest growing educational movements in present times.

To sum, after elaborating the ideas of translation and its urgencies, KKNI curriculum, students' problems based on questionnaires, lecturers' points of view in teaching translation class, translation syllabus, home institution as an entrepreneur university, integrating the concepts of edupreneurship in translation subject, and the ideas of designing a course book in translation. Consequently, this dissertation is going to study integrating edupreneurship in translation subject which results a course book as the instructional design model in English Literature Study Program of Fajar University.

To get the purpose of this research, this proposal formulates research questions as follows.

B. Research Questions

Based on that explanation above, the researcher proposes these research questions:

1. What are the learning needs of students of English Literature at Fajar University in studying translation?
2. How is the design of a translation course book that integrates edupreneurship based on need analysis?
3. How is the translation course book that integrates edupreneurship for English Literature students of Fajar University developed?
4. How is the translation course book that integrates edupreneurship for English Literature students of Fajar University implemented?

5. How is the translation course book that integrates edupreneurship for English Literature students of Fajar University evaluated?

C. Objectives of the Research

The investigation of the research is expected to reach the following purposes:

1. To analyze the learning needs of English Literature students at Fajar University.

2. To design a translation course book that integrates edupreneurship based on need analysis.

3. To develop a translation course book that integrates edupreneurship for English Literature students at Fajar University.

4. To implement a translation course book that integrates edupreneurship for English Literature students at Fajar University.

5. To evaluate the validity, applicability, practicality, and the effectiveness of course book of edupreneurship Integration and Translation for English Literature students at Fajar University.

D. Significance of the Research

It is expected that the result of this research provides instructional design model of teaching and learning translation and the concept of edupreneurship in translation. It is also expected to give a contribution to several individuals about the way to teach and use the instructional design model in translation class. The contribution is hopefully the one of alternatives to design the class.

To the students of English Literature especially who learn an English-Indonesian translation. It is expected that the findings of this research helps the students to learn and gain more experience in a way become a professional

translator in a work place. Moreover, the spirit and mid set of edupreneurhip still exist wherever the students are.

To the English lecturers, the findings of this research hopefully give valuable input that can be used as the basis for increasing the quality of translation class especially a subject that integrating edupreneurship. It hopefully also can inspire lecturers in developing appropriate instructional material in order to improve learners' ability in the future.

To the English materials developers, the results of this research are great for course designers or materials developers in designing/ developing specific materials that meet the students' needs. It also can inspire the materials developers to make more effective translation class materials.

In addition, for other researchers, the findings of the present study can be used as an encouragement to conduct further studies, especially on developing materials for the teaching translation. And, it is not only in developing materials but the other researchers hopefully also to find other method in enhancing students' ability in translation field.

E. Scope of the Research

This research emphasizes on students necessities in English Literature Study Program at Fajar University in studying translation. There are some of scopes of the study to avoid confusion and broaden explanation that might have affected the results of this study, namely;

1. The sample was the students of English Literature study program of Fajar University who were taking translations class.
2. Translation subject is the subject that is integrated to edupreneurship. However, Interpreting and other subjects are not studied in this research.

3. This research is only designing a course book translation that integrates edupreneurship and applied in Fajar University.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.   Previous Related Studies

There are some previous studies that relate to the developing instructional design model of translation that integrates to edupreneurship. Some of the last related findings are:

Kuat's (2018) case study is the implementation of edupreneurship through the teaching factory high school of hotel accommodation at SMKN 6 Yogyakarta by Tri Kuat which aims to know, to describe, and to analyze the implementation of edupreneurship through teaching factory in the vocational high school majoring in hotel accommodation program skill. The method used was the qualitative method. The result was there is commitment and basic principle which run by the school but not yet optimal in educators' perspective, facilities, and infrastructure. This article shows positive value toward using edupreneurship which the development of students character embodied in the form of spirit and hard work, high motivation, creativity, and problem-solving. However, the process of implementation of edupreneurship in the classroom did not explain clearly.

The first article explains about the implementation of eduprenurship in vocational school, however Klimkowski (2015) defines entrepreneurial training in translator and interpreter education in university level. In his research, it aims to promote effective operationalization of translation and interpreting match educational vision with market. He said that one of aspects to make students active and successful players on the Language Service Provision market is Entrepreneurship. His concept helps graduates not only find a job, but first of all make them self-

directed in significant life choices. In his article, he ranks ten traits of an entrepreneurial person. From the ten, it found that this article providing convincing argumentation that entrepreneurial education should be included as a crucial component of translator and interpreter education curricula.

Moreover, Ihsan & Aulia (2020) used Instagram as medium of promoting English speaking skill: English edupreneurship. Their article is aimed to see the effectiveness of using instagram as a medium to promote English speaking skills, to find out the followers' responses regarding the skills possessed by English students, and also what was gained from promoting English speaking skills. The number of respondents was 25 students in 5th semester. This research was conducted using data collection methods through Google forms. The results showed that Instagram provided effects and benefits to students, most of them stated that: (1) Students felt more confident in speaking English, (2) Students felt an improvement in their abilities, (3) Students felt more enthusiastic about positive comments and motivated by negative comments, (4) Students feel that Instagram is the right medium for promoting English speaking skills, (5) Students get input in the form of work. This article was a brilliant idea to give students and lecturers way of learning and teaching. But putting the ideas into syllabus is better implementation to see nowadays phenomenon in digital era.

Sofyan, Sinar, & Tarigan (2020) studied about need analysis for online-based Translation as a Profession (TAP) course: a study at translation study program of University of Sumatera. They said that research on developing the course of TAP is required since the technology development greatly affect the learning system in their institution. The data was based on the questionnaires to the students, the result observation of learning materials, and the results of document analysis of textbooks

used in teaching TAP. The results were the current TAP materials do not meet the students' need, and some topics are still missing and need to be included in the newly developed TAP materials. Therefore, developing online-based TAP for students is urgently and importantly required which also should involve stakeholders as the respondents for better findings.

Ananda & Mukhadis (2016) studied on production unit as edupreneurship, cooperation business and industrial world with the school for the development of vocational student entrepreneurship mindset. This research design used a correlational study due to find out the direct relationship between the production units as eduprenurship with entrepreneurship mindset vocational students, and also to observe the direct relationship between Dudi and vocational cooperation with entrepreneurship mindset vocational students. While to see the strength of relationship variables, it used SEM (structural Equation Model). The result was that there was a significant relationship towards two aims of the research.

Siregar (2017) conducted the research on designing course as an initial approach to translation teaching since the translators found themselves lack in pedagogical knowledge. Experienced and skilled Translators believe that translation is learned by personal experiences and talents while teaching is a profession. Therefore, this article proposes the preliminary approach to teach translation for beginner and also attempts to suggest guideline how to design the translation course for beginners. The results show the course sequences of designing translation class for 7 meetings. From this research, it could be an alternative way for lecturers to conduct the translation subject.

Different from Siregar, this article used collaborative learning to develop instructional design model on teaching translation by Setiadi (2019). His research

entitled development of instructional design Arabic-Indonesian translation based on collaborative learning. The method used research and development. While, the data collection techniques were observations, interviews, and questionnaires. To analyze the data, it used qualitative and quantitative approaches. The result found the significances between pretest and posttest. Moreover, the research displayed the syllabus of learning for 14 meetings. But, in the form of syllabus, it was not explanation to have collaborative learning activities. It was only theme and assignment part without giving explanation for each meeting activities.

From all findings above, the researcher concludes that this research relates to all the previous studies in the aspect of edupreneurship, translation, and instructional design model. At the first, the idea of developing edupreneurship in university level, unlike (Kuat, 2018), is a way to turn students' knowledge, expertise, experiences into a profitable learning product or service. Creating new design in teaching translation comes into the high level of taxonomi bloom. Moreover, this proposal research comes into KKNI curriculum of level 9 that could develop knowledge, technology, and or art through a research that producing creative, original, and tested design.

Then, translation subject is the service that can be integrated to edupreneurship while Ihsan & Aulia (2020) used speaking skill in exploring students' potencies through Instagram. Different from Setiadi (2019), this proposal research is going to create a course book that has the steps, exercises, and lessons in every meeting to run translation class. Consequently, the purpose of designing instructional design model like a course book in translation subject that integrating edupreneurship could become a novelty in the field of education especially in

translation subject.in English Literature Study Program of Fajar University, South Sulawesi, Indonesia.

B.   Edupreneurship: Entrepreneurs in the Worlds of Schools

Epistemologically edupreneurship comes from the word education and entrepreneurship. So edupreneurship is a part of entrepreneurship. Two words are combined to shape students or any prospect work for students with entrepreneurship spirit. Students with personal income during their studies that could pay their own tuition, books, living cost, and saving become positive spirit that evoke students independency, creative, and innovation. Edupreneurship emphasized on creative or innovative effort undertaken by schools to gain school achievement and increase income (Kuat, 2018).

According to Ihsan & Aulia (2020) that edupreneurship is about essentially taking what students have like knowledge and abilities that turning it into a profitable learning product or program. Edupreneurship is part of the learning process that focuses on entrepreneurial activities both in theory and practice by affirmation of theory and practice. In edupreneurship it is none other than because entrepreneurship is not a myth but a realistic or a building construction that can be learned through an intense learning process, practice, simulation and internship (Ibda & Nasrulloh, 2018).

At the same time, edupreneurship aims at creating a school to become a leader which is able to organize and manage school and able to provide a stimulus for other schools. Edupreneurship is focus on collaboration among students, teachers, and school in entrepreneurial activities according to their portion and respective fields.

1. Dream Building

Should students accomplished their studies and pursue their work after graduation then earns money? Why we do not try to evoke and stimulate their dream to reach their future work in the beginning or during their studies. Therefore, it is not wonder we find some graduated students with no plan after achieving the bachelor degree. It is not surprising that every year there will be educated unemployment in Indonesia which numbers are increasing.

Although every year Indonesia government opens civil servants registration, it is undeniable that most of those disappointment at not qualifying for the test. The limitations of absorbing educated people in government sector cause attention to the opportunity to work in the private sector even though it is still competitive due the requirements. Looking at that phenomenon, students should have their dream at the beginning of their studies.

Dreams are the motivation of human being who becomes the driving force to advance. A dream is a desire that will move people to make it what he wants. We should thanks to the dream of the great people that this world grew up with a higher civilization and the greater technology. Those great people are dreamers who could make their dreams come true.

Here are the motivation to get dream that could be given to students (Kemendikbud, 2013; Takdir et al., 2015);

a. Motivation to achieve dream

Dreams are internal human ambitions that become the driving force for progress. Dreams are desires that cause people to make them come true. This world growing up with a superior civilization and superior

technology is thanks to dreams of great people. Those great people are dreamers.

People who have no dreams, like people who take major public transport anywhere without any destination, so the life of a person who does not have a dream is very inefficient. No one who has no dreams has a passion or tenacity that easily fades, so that they easily turn their dreams into very simple ones. In fact, big dreams come with great power as well. People who successfully registered names in history, on average, have a characteristic that is always able to renew their dreams.

b. Dream as a source of motivation

Motivation is important in life. Goals are the stepping stones toward your dreams so in order to achieve, therefore a motivation is needed to keep you chugging along towards them. Without motivation, people cannot achieve anything. There are no goal posts to aim for and no purpose to strive towards. The other reason it's important is because every person on this earth is unique and has a purpose. To steward people purpose well, they have to be motivated to work towards their goals which helps their dreams become a reality.

Moreover, Dreams will affect a person's subconscious mind. Even dreams can guarantee success, because it is always a source of motivation to achieve goals or reach the next goal. That motivational drive will move body and set the strategy that must be taken, for example how to find information and communicate and collaborate with others.

c. Dream creates great energy for achievement

Dreams make humans full of vitality and energy at work. The dream itself is in fact a source of energy to face challenges that are not easy. There are four simple tips in making dreams a source of our energy, namely: trust, loyalty, persistent and a positive mental attitude. Trust makes a person unyielding, even though others may criticize or hinder. That belief also forms the awareness that humans were created in this world as winners. The second tip is loyalty or focus on realizing dreams. To get an extraordinary thrust, then also determine target time.

The third tip is to be persistent. A dream makes someone work longer and harder. The last tip is a positive mental attitude. A person with a dream understands that success requires sacrifice, hard work and commitment, time, and the support of others. Therefore, they are always eager to develop their abilities endlessly and continually progress endlessly. The dream that has become the breath of life is a tremendous engine.

d. Dreams make human life easier to live

Dreams could make people stronger to face all obstacles and challenges. Due dreams can lead a strong willingness to make them come true. The Dutch Poet's Society writers say "Nothing is difficult to those who have the will." The key to happiness is having a dream. While the key to success itself is to make dreams come true. The conclusion is do not be afraid of dreaming something. Make the dream a breath of life. Because a strong dream actually makes a hard struggle when reaching it as a means of training to optimize other strengths, for example emotional, physical and spiritual strength.

e. Be - Do - Have concepts

Be – Do - Have is a concept contained in the book One Minute Millionaire by Mark Victor Hansen and Robert G. Allen. Uniquely, this concept does not start from work (Do) to become a billionaire, but begins with being (Be). The first step to take is to think what you want to be? This is in line with the basic management concept, namely: "think what you do and do what you think". After you already know it, then the concept Do is needed to get to Be (be what you want to be).

Be concept in initial could make your actions more effective, there would be an effective way if you already think that you have become what you want to be then action will follow. When you take full responsibility for your decisions then Have is a side effect of your effective action that is very likely to be obtained. The meaning of Be - Do have also shows the attitude of a long-term perspective. This attitude means that someone who is successful in planning and acting always has a long-term perspective long. All decisions made always pay attention to the consequences for the future in long-term.

2. Entrepreneurial Character

There are some entrepreneurial characters should people have. Those characters explained in the book of (Kemendikbud, 2013; Takdir et al., 2015), they are; (1) own great creativity: according to Takdir et al. (2015) creativity is generating something from nothing, the result of working together to improve the cost in a new way, and replacing something simpler and better; (2) always committed to work, have a work ethic and responsibility; (3) be independent; (4) dare to take risks; (5)

high achievement motive; (6) always in perspective; (7) have high innovative behavior; (8) always looking for opportunities; (9) have a leadership spirit; (10) have managerial skills; (11) have personal skills.

3. Communication Skill

Communication skill as an entrepreneur is needed to sell their product and service. Communication roles as the basis need for an entrepreneur to convey messages, approach customers, lead employee and motivates. Even an entrepreneur has an excellent product, premium service, and great concept and creative ideas, but does not have communication skill then it would be useless. According to Raymond, Mcnabb, & Matthaei (1993) that communication and interpersonal skills for students are needed for negotiating, working with clients, and working in teams. Students could gain both skills in internship. Their research showed the effectiveness of internship for enhancing students' communication due an internship as a real workshop for students to gain experience and give them a chance to apply what they have learned in the classroom.

In a matter of communication, students could enhance themselves in communication to run their own business. Made themselves as a person who practice traditional marketing (Alajoutsijärvi, 2000; Fatoki & Oni, 2017). It is a one-way communication process between students and people. Communications is one of important element to run entrepreneurship, communication process is broken down into 8 components namely; source, message, channel, receiver, feedback, environment, context, and interference (Kemendikbud, 2013; Takdir et al., 2015).

There are five inevitable laws of effective communication which are respect, empathy, audible, clarity, and humble. (1) Respect means speaker should have an attitude to respect and appreciate the people. (2) Empathy means the ability to put

oneself in a situation or condition faced by other people. (3) Audible refers to the message can be heard or understood well by recipient of message. (4) The fourth rule is the clarity of the message conveyed which does not cause multiple interpretation or various different interpretations. (5) Humble as the fifth rule of communication, it is an element related to the first law to build respects others, usually based on a humble attitude that is owned (Kemendikbud, 2013; Takdir et al., 2015).

The process of communication for entrepreneur could be classified into four processes (Setiawan & Putro, 2021), namely;

1. Primary communication process is the process of conveying thought by entrepreneurs to consumer community by using symbols as media or channels.

2. The second process is the process of delivering messages by an entrepreneur to the consumer by using a tool like telephones, telegrams, letters, social media, and so on.

3. The third is the process of linear communication is the process of travelling from one point to another in a straight line. This linear communication takes place in a face-to-face communication situation or through media tools.

4. The process of circular communication process is the process of feedback. The occurrence of feedback is the flow of messages from an entrepreneurs flowing to the customer community.

Based on the explanation above, entrepreneurs can use various communication processes to develop their business. The four communication processes above can be taken by entrepreneurs in running their business. If the communication is effective, of course, the business that is run will develop.

C. Translation

Translation is a language skill that students and translators in related fields of study must master if they want to work as skilled translators in the future (Napu & Hasan, 2019). Translating education has been one of the most debated areas on how to train translators in Translation Studies since the emergence of the discipline. Therefore, there are numerous sporadic ideas on testing empirically their effectiveness in different educational settings (Moghaddas & Khoshsaligheh, 2019). Over years, researchers have tried to pin down the skills and/or competencies of professional translators, hoping that such knowledge will help to determine the 'what' and 'how' when constructing the translation curriculum (Li et al., 2015). To conclude that, translation field is already becoming serious attention for some lecturers and researchers to create professional translation for students. One of the efforts from this research is to find out the options for the educators to create professional translator in the classroom as the beginning struggle for their future work before graduate from the university.

Some people believe that translation class is as the fifth skill after listening, speaking, reading, and writing for English Foreign Language (EFL) students because translation is not just an inter-linguistics method. But also, it is more complex than replacing source language text with target language text and includes cultural and education touches that can form the options and attitudes of recipients. Pym, Malmkjaer. & Plana (2013) argue that translation should be considered as a fifth skill that to be practiced within the language classroom, alongside reading, listening, speaking, and writing in the two languages independently. Translation can be considered a specific skill that needs to be practiced in order to ensure that students will be able to use translation as a way between languages and cultures (Hurd,

2016). In the end, translation is not only teaching theory, but also skill of translating. So the content and practices in the teaching learning process should focus in developing students' skill in translating course.

According to Wongranu (2017) that translation is a complicated skill which translator needs to interpret a source text, and then put it in different language, keeping the meaning, style, and purpose of the source text, and this involves proficiency in both foreign and mother tongue languages, as well as specialized and cultural knowledge. Moreover, Kondratyuk (2019) explains that translation does not automatically mean translation competence. It is a strategic, methodological and thematic competence that comes into action before, during and following translation. Even though, it is difficult to be learnt but it is very crucial to be studied by students and translators in the relevant field of study who are eager to be a professional translator in the future (Napu & Hasan, 2019).

In short, translation is an effort of finding equivalent meaning of a text into the target language. It is also a process of rendering meaning, ideas, or messages of a text from one language to other language. To get the theory of translation related to this research, it would have some discussion theory that found in translation class below.

1. **Translation Theory**

According to Quah (2006) that a translation theory may refer to many different things such as hypotheses, models, assumptions, beliefs, concepts and doctrines. It has numerous interpretations but only one aim: to increase the understanding of translation phenomena. Even the notion of translation itself is not entirely clear. However, the core notion of translation is generally accepted to be the transfer of a message written in one language into another. Translation

theory is, therefore, not merely translating text literally, but finding the most equivalent expression which can express the message of one language into another language.

2. Principles of Translation

Some general principles are proposed by Duff that supposed to be relevant to all translations (Duff, 1989), namely; translation should represent the original text meaning, the words orders and ideas should match the source language as closely as possible, translator must distinguish between formal or fixed expressions and personal expressions in which the writer or speaker sets the tone. And, translator should not change the style of the source language as much as possible.

Other principles according to Duff are some idiomatic expressions are commonly hard to translate. To solve this problem, translator may keep the original word between inverted commas; keep the original expression with a literal explanation in brackets; use a close equivalent; and use a non-idiomatic or plain prose translation. The last principle is to sound the source text is more natural, it is a good way to set the text aside and translate a few sentences from memory in order to get the natural patterns of thought in the target language.

3. Translation Techniques

According to Molina and Albir (2002), technique is different from methods. Translation method justifies the entire translation text, while the translation technique focuses more on analyzing the components of language and classifying all the components so that an appropriate equivalent is found. Moreover, Molina and Albir define the five basic characteristics of translation, namely;

a. Translation techniques affect the translation results.

b. Translation techniques compare source language with target language.

c. Translation techniques affect the smallest units of text, for example words, phrases, and sentences.

d. Translation techniques are natural and contextual discursive (logical).

e. Translation techniques are functional.

Thus, Hartono states that translation is not only the category that can be used to analyzed translated texts, because there still other categories that can influence the analysis process in translation, such as coherence, cohesion, and thematic development (Hartono, 2020). Molina and Albir also define 18 translation techniques, namely; 1. Adaptation; 2. Amplification (addition); 3. Borrowing; 4. Calque; 5. Compensation; 6. Description; 7. Discursive Creation; 8. Established Equivalence; 9. Generalization; 13. Modulation; 14. Particularization; 15. Reduction; 16. Substitution; 17. Transposition and 18. Variation (Molina & Albir, 2002). The translator may use some variations of translation technique to reach the goal.

In practice, a translator may use one, two, three or four techniques when she/ he translated a text. If the translator uses only one technique in translating one sentence or expression, it is commonly called that she/ he uses a single technique. For example: Source text: She ate pizza yesterday afternoon → Target Text (TT): Dia makan pizza kemarin sore. From the sample, the use of the word 'pizza' in the source text (ST) is an example of a single technique. Here the translator used only one technique that is pure borrowing technique.

If she/ he combines two techniques in one process of translating a sentence, it is called the duplet or couplet approach. For example: ST: *tooth* and *nail* → TT: 'mati-matian'. The example shows that translator used a duplet approach because she/ he combined two techniques: transposition and modulation techniques. First,

the translator used the transposition technique, which translated 'the tooth and nail' as nouns into the phrase *'mati-matian'* as an adverb. Second, he used modulation technique that shifted the meaning of 'the tooth and nail' (= *gigi dan kuku*) freely and idiomatically into the expression '*mati-matian*'.

If she/ he combines three techniques in one process of translating a sentence, it is called a triplet approach, while using four translation techniques in one string of translation called quadruplet approach. Look at the following example: ST: I was far too old to settle an argument with a fist-fight → TT: *Sudah kelewat tua bagi saya untuk berdebat dengan adu jotos.* The translation above illustrates that the translator used triplet approach to translate that sentence. First, he used addition technique by adding the word '*Karena*' at the beginning of the target sentence, even though it was not stated in the source text. Second, he used modulation technique to shift the meaning of '*terlalu tua*' (= far too old) into the expression '*kelewat tua*' and the word '*pendapat*' (= argument), which should be '*adu argumen*'was translated into '*berdebat*' (= debates). Third, he used reduction or deletion technique that eliminate two articles of 'an' and 'a' in the words 'an argument' and 'a fistfight', though he really can use the equivalent word '*sebuah*' for both 'an' and 'a' articles.

On the other hand if the translator uses four different techniques in one string of translating a sentence or expression, it can be said that he tends to use quadruplet approach (Hartono, 2020; Newmark, 1988). Here the example of quadruplet usage: ST: Mrs. Green called an online shop for an order of instant noodles → TT: *Nyonya Green menelpon warung makanan online untuk memesan seporsi mi instan.* From the example, we can analyze that the translator used four techniques at once. First, he used reduction technique because he removed the article 'an' from 'online shop' and translates it into '*toko online*' without the article

'*sebua*h'. Second, he used the transposition technique to translate the phrase 'for an order' (=*untuk sebuah pesanan*) as a noun phrase into the verb phrase '*untuk memesan*'. Third, he used addition technique, namely adding the word 'seporsi' in target text, which does not appear in the source text. Fourth, he used the word 'online' as pure borrowing technique in the target text.

Molina and Albir explain the translation into 18 techniques (Molina & Albir, 2002). The techniques would be given the example in the following categorization to ease the understanding of Indonesian students, namely:

1. Adaptation

   It is the replacement of the cultural element of source text (ST) into the culture of target text (TT). For example: change *wolf* into *kancil* in a translation into Indonesian (Hartono, 2020). It happens because replacement of cultural element, *wolf* is a symbol of clever animal in the ST (Source Text). Thus, the translator has to find appropriate word in translating the text in order to have the same meaning from ST (Source Text).

2. Amplification

   This technique is used to introduce details that are not found in the ST (Source Text): information, explicative paraphrasing. For instance: when translating from Arabic to add *the Muslim month of fasting* to the noun *Ramadan*. Therefore, *Ramadan* is translated into *Ramadan*, *the Muslim month of fasting*.

3. Borrowing

   It is a type of translation which takes a word or expression straight from another language. It can be pure (without any change), e.g., to use the English word *urine, horizon, diameter, stereo, and neutron*in Indonesiantext,

or it can be naturalized (to fit the spelling rules in the TT (Target Text), e.g., *gol, informasi, and tes*.

4. Calque

   It is the literal translation of a foreign word or phrase; it can be lexical or structural, e.g., the English translation *Police Academy* for the Indonesian *Akademi Polisi*.

5. Compensation

   It is to introduce a ST (Source Text) element of information or stylistic effect in another place in the TT (Target Text) because it cannot be reflected in the same place as in the ST (Source Text), for instance, the translation of English *"Me?" Exclaimed Mrs. Albert Forrester, for the first time in her life regardless of grammar* into Indonesian *"Apaan?" TeriakNy. Albert Forrester, untuk pertama kali dalam hidupnya lupa pada tata bahasa* (Hartono, 2020).

6. Description

   It means to replace a term or expression with a description of its form or/and function, e.g., to translate English *cow-creamer* into Indonesian *poci yang berbentuk sapi untuk tempat susu*.

7. Discursive creation

   It is a kind of translation which establishes a temporary equivalence that is totally unpredictable out of context, e.g., the Indonesian translation *A Betrayed Son Malinkundang* into *Si Malinkundang*.

8. Established equivalent

   It is the using of a term or expression recognized (by dictionaries or language in use) as an equivalent in the TT (Target Text), e.g., to translate the English

expression *Theyare as like as two peas* into *Mereka sangat mirip* in Indonesian.

9. Generalization

It is the using of a more general or neutral term, e.g., to translate English *go by inches* into *sedikit demi sedikit* in Indonesian. It happens because there is no expressionthat have the same meaning in Indonesian, so the translator translated it into more general.

10. Linguistic amplification

It is the addition of linguistic elements. This is often used in consecutive interpreting and dubbing, e.g., to translate the English expression *everything is up to you!* into Indonesian as *semuanya terserah anda sendiri!*

11. Linguistic compression

It means to synthesize linguistic elements in the TT (Target Text). This is often used in simultaneous interpreting and in sub-titling, e.g., to translate the English question *are you sleepy?* into *ngantuk?* In Indonesian.

12. Literal translation

It means to translate a word or an expression word for word, e.g., *electronic mail* as *surat elektronik*, or, *upload* as *unggah*.

13. Modulation

It is to change the point of view, focus or cognitive category in relation to the ST (Source Text); it can be lexical or structural, e.g., to translate English *you are going to have a child* instead of *kamu akan menjadi seorang ayah*.

14. Particularization

It is the using of a more precise or concrete term, e.g., to translate *window* in English as *guichet* (jendelatoko) in French (Hartono, 2020).

15. Reduction

It is to suppress a ST (Source Text) information item in the TT (Target Text), e.g., *the proposal was rejected and repudiated* into *usulnya ditolak* when translating into Indonesian.

16. Substitution (linguistic, paralinguistic)

It is the change of linguistic elements for paralinguistic elements (intonation, gestures) or vice versa, e.g., to translate the Arab gesture of putting your hand on your heart as *Thank you*. It is used above all in interpreting.

17. Transposition

It is the change of a grammatical category, e.g., *glasses* translated into Indonesian as *kacamata*.

18. Variation

It is the change of linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, socialdialect, geographical dialect, etc., e.g., to introduce or change dialectal indicators for characters when translating for the theater, changes in tone when adapting novels for children, etc.

Molina and Albir distribute the types of translation technique into direct and indirect techniques. They argued that borrowing, calque and literal translation are a translation techniques using words or expressions directly from other languages (Molina & Albir, 2002). On the other hand, indirect techniques attempts to change grammatical category, point of view, focus or cognitive categories existing in the source language both lexically and structurally, and other considerations.

Direct			Indirect	
Borrowing	Calque	Literal Translation	Adaptation	Generalization
			Amplification	Modulation
			Compensation	Particularization
			Description	Reduction
			Discursive Creation	Substitution
			Established Equivalence	Transposition
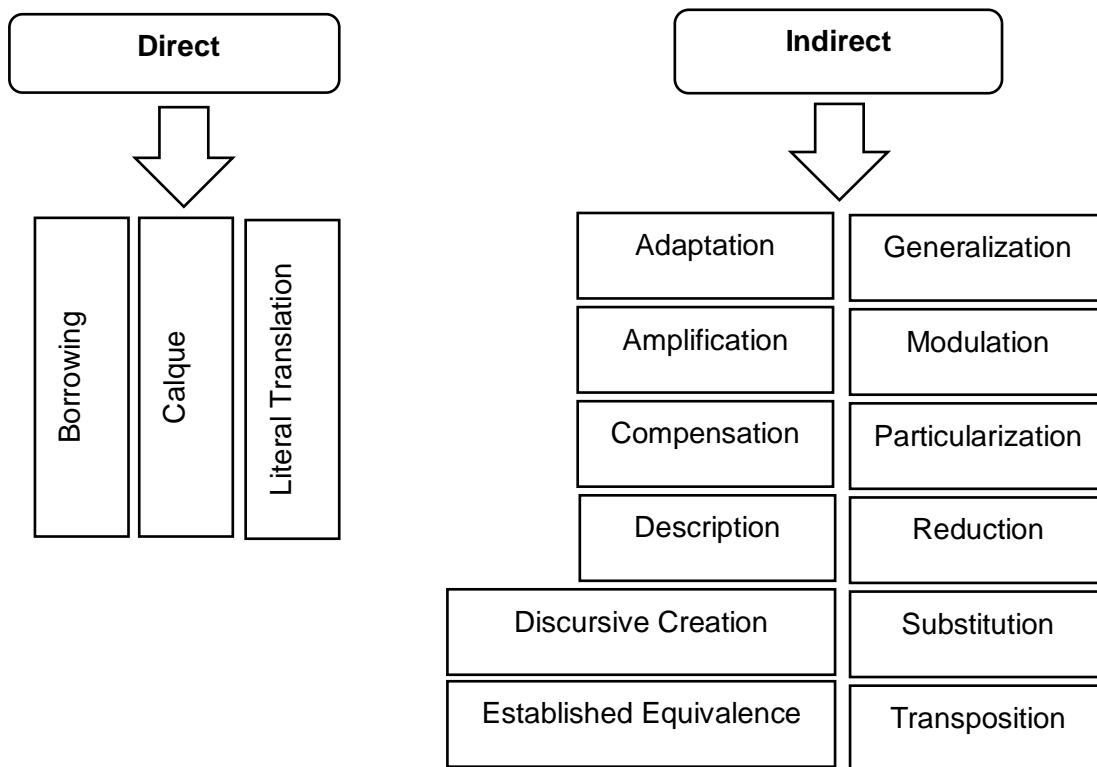
Figure 1. Translation Technique Types (Molina & Albir, 2002)

4. Translation Methods

Apart from the differences of grouping translation into techniques while others classified them into techniques. Hartono (2020) states that Newmark (1988) classified literal translation and adaptation into methods while Molina and Albir (2002) group both into techniques.

Referring to the terms of translation as a method, Molina and Albir argued that translation method is a way of carrying out translator's objective, for example, a global preference that affects the whole texts. In addition, Hartono said that translation method is more likely to be a way used by translators in translation process in accordance with the purpose or goal or aim of the translation (Hartono, 2020). It is like a global translator's option that affects the entire or whole text. So it greatly affects the translation results. It means that the translation results are largely

determined by the translation method used by the translator because of the intention, purpose and aim that the translator tended, so it affects the results of the overall translation products.

In relation to translation methods, Newmark (1988) proposed eight translation methods in V diagram that are grouped into two parts. The first part (four methods: word-for-word, literal, faithful, and semantic) emphasize on the source text and the second part (four methods: adaptation, free, idiomatic, and communicative) tend to emphasize on the target text. All eight methods of translation lead finally translators to have two strategies of translation: foreignization and domestication or both are well known as translation ideology. If the translator tends to use four eight methods emphasizing on the source language, he tends to keep the foreignization ideology and vice versa.

V Diagram

SL Emphasis		**TL Emphasis**
Word-for-word		Adaptation
Literal translation		Free translation
Faithful translation		Idiomatic translation
Semantic translation		Communicative translation
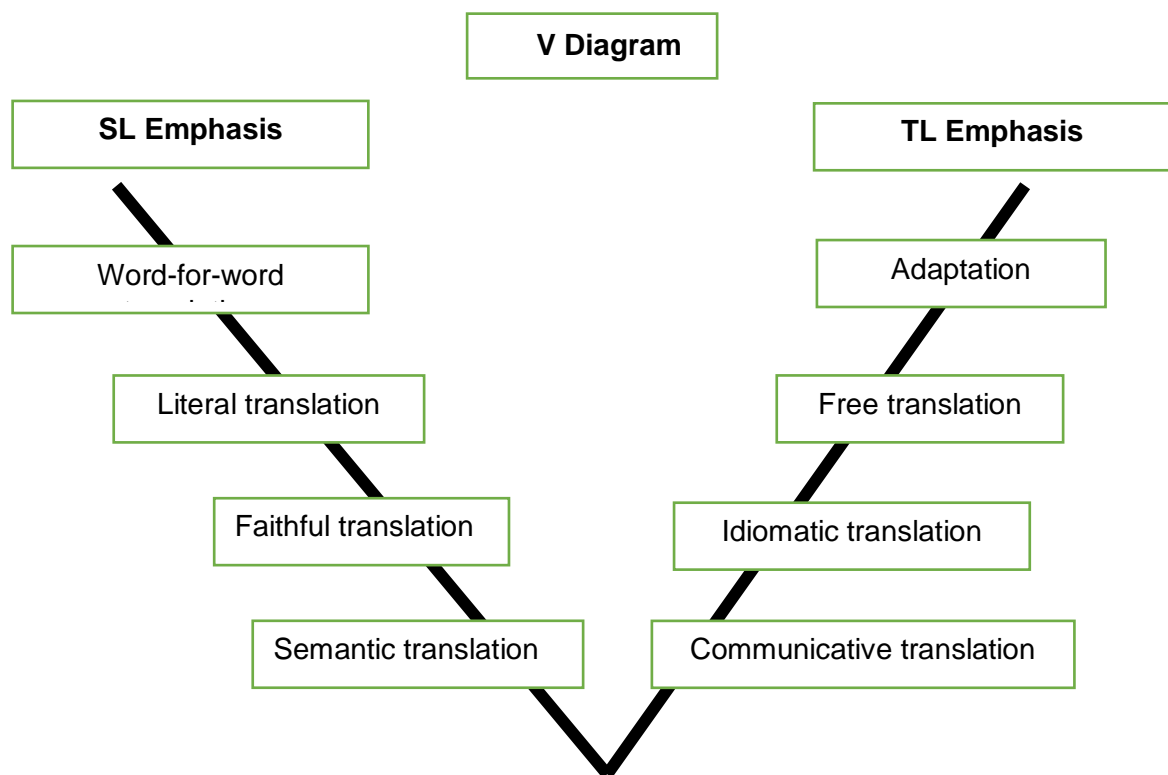
Figure 2. Newmark's V Diagram (1988, p. 48)

a. Word-for-word

This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process (Newmark, 1988). This method is very bound to the word level, so the wording is very well preserved and kept totally (Hartono, 2020).

Here is the example, ST= Look, little guy, you-all shouldn't be doing that → TT= *lihat, kecil anak, kamu sudah harus tidak melakukan ini.* The translation result of word-for-word is sometime very ambiguous and awkward because the phrase structure '*kecil anak*' is not acceptable in Indonesian grammar and the phrase '*harus tidak*' is inappropriate.

If we analyze the example, we observe that the source text was actually translated word-for-word into the target text. See the word 'look' that was translated as '*lihat*', and the comma (,) is still used. The phrase 'little guy' was translated to '*kecil anak*' without changing it into '*anak kecil*'. This translation is really rigid and ambiguous because it not in accordance with the Indonesian phrase structure. Then look at the sentence 'You-all shouldn't be doing that' that was translated word-for-word to *'Kamu semua harus tidak melakukan ini'*. This also seems unnatural even not accurate because the sentence is a bit strange in Indonesian language, though the meaning can be understood a little.

Generally, this method is used by the translators at the pre-translation stage when they translate difficult words. They sometimes use this translation

method when they necessarily understand the language mechanism of the source language because of real different language in grammar and structure or when they need analysis stage or the initial stage before transferring the texts to the target language (Hartono, 2020).

b. Literal Translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved (Newmark, 1988). In the process of translation, translators look for grammatical constructions of the source language that are matching to, equivalent with or close to the target language. This translation method is detached from the context (Hartono, 2020).

c. Faithful Translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realization of the SL writer (Newmark, 1988). In this case words with cultural contents in the source language are translated into the target one but still keeping grammatical deviation and the word choices still remains or are left unchecked. This method of translation adheres to the purpose of the source text, so sometimes the translation results are still stiff and often strange (Hartono, 2020).

d. Semantic Translation

Newmark said that this translation techniques is attempt to reproduce the contextual meaning of the original text precisely within the boundaries of the grammatical structure of the target text (Newmark, 1988). Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value. Semantic translation is a more flexible translation method than faithful translation(Hartono, 2020). See the following example; ST= *She is a book-worm* → TT: *Dia (perempuan) adalah seorang yang suka sekali membaca. the phrase 'book-worm' was translated flexibly according to the cultural context and acceptable functional limits in the target language, though the correct translation should be *'Dia seorang kutu buku'*.

e. Adaptation

Newmark said that adaptation is the freest translation method that leads to the closest equivalence of the target language (Newmark, 1988). Indeed, this method of translation tends to maintain the source language and prioritizes target readers. Though the term is 'adaptation but is does not mean to sacrifice the theme, character or plot of the source language. If so, it is not adaptation but creation. Adaptation is widely used to translate poetry and drama (Hartono, 2020).

f. Free Translation

Idiomatic translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation', often prolix and pretentious, and not translation at all (Newmark, 1988). This translation method usually takes the form of paraphrases that are longer than the original form, so that the contents or messages are more clearly accepted by the target language users

(Hartono, 2020). For example; ST= The flowers in the garden → TT= *bunga-bunga yang tumbuh di kebun.* In this case the translator translated the source text to the target text naturally by inserting a certain phrase as the sentence element to clarify the information stated in the sentence or expression.

g. Idiomatic Translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original (Newmark, 1988). In terms of idiomatic translation usage, a good translator will translate the text idiomatically, searching equivalent as natural as possible, replacing the original idioms with the target idioms (Hartono, 2020). In short, in this case, idioms are translated into idioms, proverbs to proverbs, metaphors to metaphors, figuratively to figuratively, personification to personification, assonance to assonance, and alliteration to alliteration. For example; ST= Excuse me, Robert! → TT= Permisi, Robert!. Translator translated the expression 'excuse me' idiomatically to *'permisi'*. Both the source language and the target language expressions are idioms that can replace each other. The translation result seems more natural and easy for readers to understand.

h. Communicative Translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (Newmark, 1988). Moreover, Hartono defines this translation method is very concerned with the reader or listener who does not expect any difficulties and obscurity in the translated text (Hartono, 2020). This method also pays attention to the effectiveness of the target language and of course the readership. The

expression, for example, '*Awas Anjing Galak*' can be translated to 'Beware of the dog!' instead of using the expression 'Beware of the vicious dog!'. Indeed in that context, the dog is fierce or vicious. In this case, the word fierce or vicious is not mentioned in the phrase 'Beware of the dog'. Thus the expression basically indicates that the dog is fierce (vicious)

D. Instructional Design Model

1. What is instructional design model?

Instructional design (ID) is a systematic process that is employed to develop education and training programs in a consistent and reliable fashion (Branch, 2009; Schott, 2012). It is also a representation of a view on how students learn and also a guideline by which an instructional designer creates instruction (Group, 2004). According İsman (2011), instruction is a plan of teaching and learning activities in which learning is organized. ID is also a science of creating detailed specifications for design, development, evaluation, and maintenance of instructional material that facilitates learning and performance (Martin, 2011).

To sum, instructional design model organizes and visualizes learning theories and principles from abstract learning theory and enable real world application. It means, it is a process of identifying learning needs and development learning material in order to improve instruction to the learners.

In the classroom activities, it could be denied that having problems in particular instructional and learning problems are becoming lecturer attention. Hence, before designing and developing, there are three fundamental concerns for designer of instructional design (Moore et al., 2003), namely;

- Goals: Where are we going? What are the goals of the instruction?

- Instructional strategy: What are the instructional strategy and the instructional medium? How will we get there?

- Evaluation: How will we evaluate and revise the instructional materials for future improvement?

Despite knowing the three fundamental for designer, there also four instructional design process from İsman (2011), namely: whom to teach, what to teach, how to teach, and how to evaluate. From the four processes, it is clear for the researcher to create instructional design by looking at the steps that would be conducted for this dissertation proposal. The students of English Literature Study Program Fajar University are the ones who will get the treatment. Translation is the subject that available in study program curriculum which would be integrated with edupreneurship. To know what the instructional design model would be, explaining the models of instructional development are given as follows;

2. **Instructional Development Models**

Instructional development models specifically address challenges to produce materials and strategies to support teaching and learning to defy the probability of a successful outcome. To get successful outcome, learning planning activities can be developed with various models. From various existing learning design models, there is no most appropriate learning design model (Jurianto, 2017). Therefore, in determining the design model to develop a learning program, it depends on the considerations of the designer (teachers, lecturers, or trainers) on the model to be used or chosen.

There are some models almost used in developing the instructional design model in education, such as: ADDIE model, ASSURE model, and DICK and CAREY Model. Each of the instructional designs differs at various stages of design process

and performs component of evaluation (Ibrahim, 2015). Since, this research would like to use ADDIE model, the others model would not be explained.

The ADDIE model was first created to the US Military during 1970s by Florida State University. ADDIE is an acronym for a five-phase course development process. The ADDIE Model generally consists of five interrelated phases such as; Analyze, Design, Development, Implementation, and Evaluation. The ADDIE model represents a flexible guideline for building effective training and instructional materials. Here the steps in ADDIE model (Branch, 2009);

1) Analyze is a phase to identify the probable causes for a performance gap (see Fig.3). The main procedures in analyze phase are validate the performance gap, determine instructional goals, confirm the intended audience, identify resources required to complete the entire ADDDIE process, determine potential delivery systems, and compose a project management plan. The result of Analyze phase is an analysis summary.

Actual Performance   **Desired** Performance

Performance
Discrepancy
1. Lack of Resources (not allowed)
2. Lack of Motivation (don't want to)
3. Lack of knowledge and skill (don't know how)
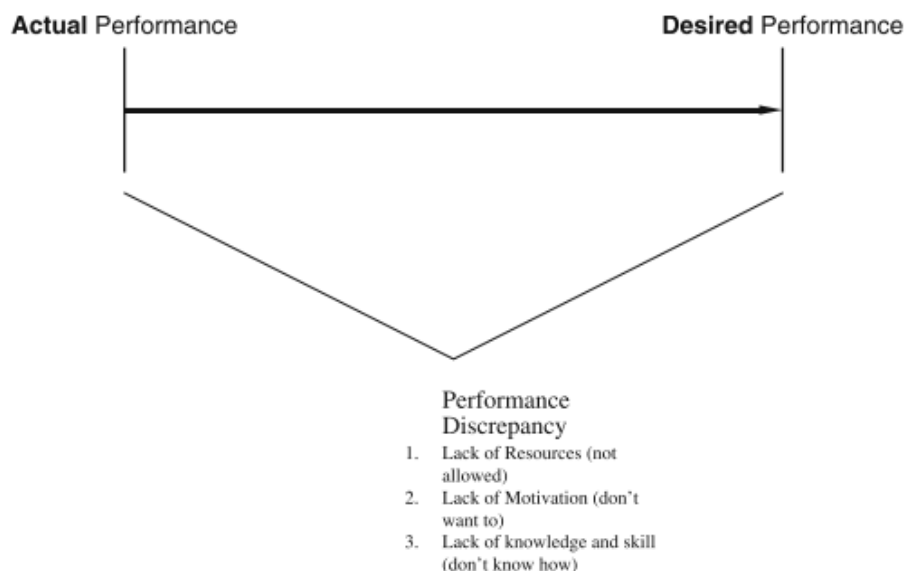
Figure 3. Depiction of gap analysis concept (Branch, 2009, p. 27)

2) Design is a phase that is to verify the desired performances and appropriate testing methods. This phase focuses on the design of a blueprint of the outcomes of instruction. Accordingly, the emphasis of this phase is on the design of a storyboard encompassing the entire structure of the instructional intervention or learning environment (Schott, 2012). The procedures associated with the Design phase are; conduct a task inventory, compose performance objectives, generate testing strategies, calculate return on investment. Line of Sight is presented as a practical approach for maintaining an alignment of needs, purpose, goals, objectives, strategies, and assessments throughout the ADDIE process.

3) Development phase of ADDIE contains the concrete realization of the decisions made in the design phase. Specifically, development concerns the production of the concrete learning material (Schott, 2012). The result of this phase is a comprehensive set of learning resources, such as all of the content, instructional strategies, and other lesson plans, educational media needed to support the learning modules, a comprehensive set of directions for each instructional episode and independent activities that facilitate the student's construction of knowledge and skills, a comprehensive set of directions that will offer guidance to the teacher as he or she interacts with the students during the course of the planned instruction, a formative evaluation plan, and a summary of significant revisions that were made during the Develop phase (Branch, 2009).

4) Implementation phase is containing the concrete realization of planned instruction in a real setting. Typically, the implementation of instruction occurs under controlled conditions and involves critical examination. Moreover, the

purpose of this phase is to prepare the learning environment and engage the students. The result of this phase is an Implementation Strategy. Common components of an implementation strategy are a learner plan and a facilitator plan.

5) The purpose of Evaluation phase is to assess the quality of the instructional products and processes, both before and after implementation. Determining the evaluation criteria, selecting the proper evaluation tools, and conducting evaluation are the common procedures in this phase.
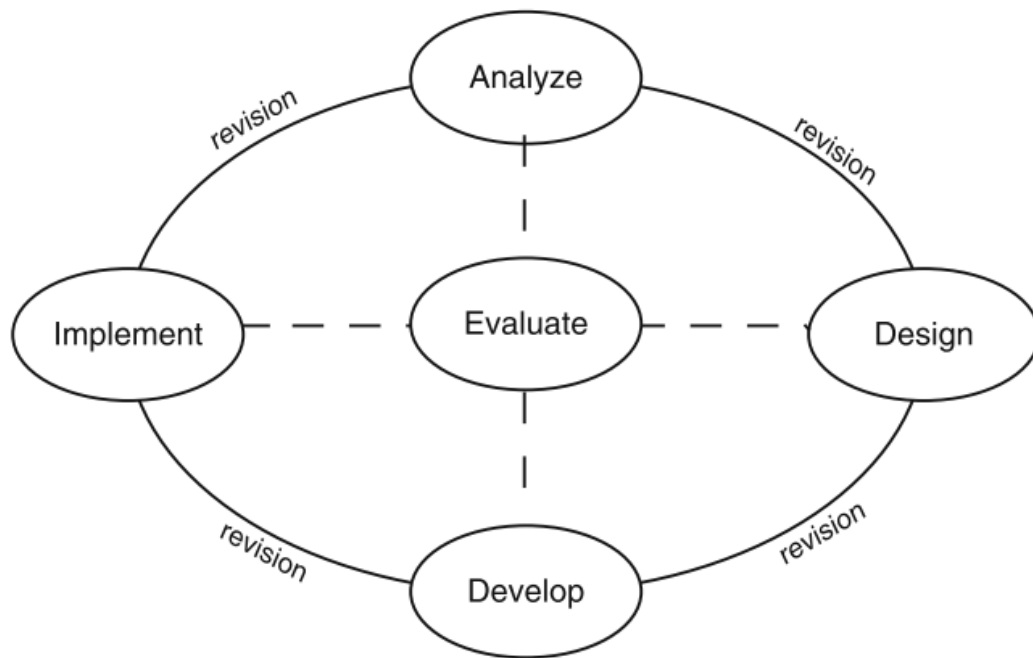
Figure 4.The ADDIE Concept (Branch, 2009, p. 2)

3. **Materials Development Models**

Material development relates to all activities or processes of creating instructional materials used by teachers in the teaching and learning process they may be in any forms of teaching media, course-books, videos, graded reader, flash cards, games, and etc. Tomlinson (2012) said that materials development refers to

all the process made use of by practitioners who produce and use materials for language learning, including materials evaluation, their adaption, design, production, explanation and research. Material development can be in the form of a course book and a set of teaching materials for specific use.

The present study would present a course book of fourth semester students based on the need analysis and institution curriculum. And, ADDIE model is a way to construct a course book. Branch (2009) states that ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate. ADDIE is a product development concept. The concept of systematic product development has existed since the formation of social communities. Creating products using an ADDIE process that serves as a guiding framework for complex situations is appropriate for developing educational products and other learning resources. The stages of ADDIE approach are as follows:

a. *Stage I – Analyze*

The purpose of the analyze phase is to identify the probable course for a performance gap. The common procedures associated with the Analyze phase are; validate the performance gap; determine instructional goals; analyze learners; audit Available resources; recommend potential delivery system (including cost estimates); and compose a project management plan.

b. *Stage II- Design*

The purpose of the Design phase is to verify the desired performances and appropriate testing methods. The common procedures associated with the design phase are; conduct a task inventory; compose performance objectives; generate testing strategies; and calculate return on investment.

Upon completion of the design phase, researcher should be able to prepare a set of functional specification for closing the performance gap due to a lack of knowledge and skills. The design phase established the "line of sight" for progressing through the remaining ADDIE phases. Line of sight refers to an imaginary line from the eye to a perceived object. An example of the line- of-sight concept is in communication where the transmitter and receiver antennas are in visual contact with each other (Figure 3).

Line – of – sight theory supposes that in order to view an object, the researcher must sight along a line at that object; and when the researcher does light will come from that object to your eye along the line of sight. Line of sight is presented here as a practical approach for maintaining an alignment of needs, purpose, goals, objectives, strategies, and assessments throughh out the ADDIE process. Due to the variety of procedures associated with the ADDIE process, the varying levels of expertise among the stakeholders participating in the ADDIE process, and another contextual variable as well, maintain the line of sight throughout the entire ADDIE process deserve special attention. The notion of line of sight will directly influence the design team's man.

The result of this phase is a Design brief. Common components of a design brief are; a task inventory diagram, a complete set of performance objective, a complete set of test items, a testing strategy, a return-on-investment proposal.

c. *Stage III - Development*

The purpose of the develop phase is to generate and validate selected learning resources. The common procedures associated with the develop phase are; generate context, select of develop supporting media,

develop guidance for the lecturer, conduct formative revisions, conduct a pilot test.

Upon completion of the develop phase, the researcher should be able to identify all of the resources that will be needed to undertake the planned episodes of intentional learning. Further, by the end of this phase, researcher should have selected of developed all of the devices needed to implement the planned instruction, evaluate the instructional outcomes.

The primary resources that should be available at the end of this phase are; context, sources for additional contact, lesson plans, instructional strategy, selected media to facilitate the learning process, a comprehensive set of directions for each instructional episode and independent activities that facilities the students, a comprehensive set of direction that will offer guidance to the lecturer as he or she interacts with the students during the course of the planned instruction, a formative evolution plan, a summary of significant revisions, and the results of a pilot test.

d. ***Stage IV – Implementation***

The purpose of the implement phase is to prepare the learning environment and engage the students. The common procedure associated with the implement phases are; prepare the lecturer, prepare the student.

Upon completion of the implement phase, instructor should be able to move to the actual learning environment when the student can begin to construct the new knowledge and skill required to close the performance gap. The implement phase indicates the conclusion of development activities and the place. Common components of an implementation strategy are; learner plan, and facilitator plan.

During the client meeting where the implementation strategy is delivered, the emphasis should be about ways to shift the work. If the clients are satisfied, them obtain, the appraises endorsements and proceed to the evaluate phase.

e. *Stage V - Evaluation*

The purpose of the evaluate phase is to assess the quality of the instructional product and processes, but before and after implementation. The common procedures associated with the evaluation phase are; determine evaluation criteria, select evaluation devices, and conduct evaluations.

upon complete of the evaluate phase, the researcher should be able to identify successes, recommend improvements for subsequent projects that are similar in scopes, close any accounts related to this project, relinquish any ad hoc authority vested in researcher for this project. Common components of an evaluation plan are; a summary outlining the purpose, data collection devices, timing and person or group responsible for the level of evaluation, a set of summative evaluation criteria, and a set of evaluation devices.

In indentification of the material developing the teachers and learners need to identify the current fenomena of the teaching and learning process and they are expected to create new teaching materials. In the next step, material developers need to explore the area of problem in the case of language forms and functions, then, they have to prepare contextualization of the materials, that is the local content area of the materials to be involved in reading, writing, listening, and speaking resources. Next, pedagogical realization involve the use of instruction and appropriate exercises and

activities, and the last the physical production of the materials in the form of course book including the layout, vizual, and size of the books.

The stages above are tabulated in the shown table below;

	Analyze	**D**esign	**D**evelop	**I**mplement	**E**valuate
Concept	Identify the probable causes for a performance gap	Verify the desired performances and appropriate testing methods	Generate and validate the learning resources	Prepare the learning environment and engage the students	Assess the quality of the instructional products and processes, both before and after implementation
Common Procedures	1. Validate the performance gap 2. Determine instructional goals 3. Confirm the intended audience 4. Identify required resources 5. Determine potential delivery systems (including cost estimate) 6. Compose a project management plan	7. Conduct a task inventory 8. Compose performance objectives 9. Generate testing strategies 10. Calculate return on investment	11. Generate content 12. Select or develop supporting media 13. Develop guidance for the student 14. Develop guidance for the teacher 15. Conduct formative revisions 16. Conduct a Pilot Test	17. Prepare the teacher 18. Prepare the student	19. Determine evaluation criteria 20. Select evaluation tools 21. Conduct evaluations
	Analysis Summary	*Design Brief*	*Learning Resources*	*Implementation Strategy*	*Evaluation Plan*

Table 1. Instructional Procedures of ADDIE (Branch, 2009, p. 3)

4. **Course Book**

Course book could be identified as a textbook that provides the core materials of a subject (Tomlinson, 2012). Course book becomes helpful for lecturers or teachers to control teaching and learning process. Moreover, it is also a valuable tool for students to guide students to learn due the contents of course book are balanced between theory and practice. Therefore, the use of course books in the process of teaching and learning becomes an obligatory to run the class effectively. Hutchinson and Waters (Hutchinson & Waters, 1987) said that course book or material encourages students to learn, provides models of correct and appropriate language use, and helps organizing the teaching and learning process.

According to Yulita (2016) that there are three kinds of course book, namely: commercial book or global book, adapted course book, and teacher made course book. The kinds of course books could be used in a language classroom as long as it fits to the curriculum of subject, students' needs, level, age, and interest.

To develop course book, it needs design, implementation, and evaluation of language teaching materials. Before designing materials, it needs conducting need analysis. Need analysis is designed to get information towards students' needs, lack, and necessities. There would be a syllabus design in the content of course book.

5. **The step to develop syllabus**

A learning-centered syllabus focuses on the needs of students and their learning process. A syllabus is a basic contract between the lecturer and students, lying out the responsibilities and expectations on both sides. The syllabus is a guide for teachers and students by providing several goals to be achieved (Bin-Tahir et al., 2019). Syllabus is a specification of what content of a course of instruction and lists will be taught and tested. Curriculum is a broader concept that includes all activities in which students do in school. If there is a question which come first syllabus or curriculum, it is a syllabus as the first. The scheme of work is derived from a syllabus and syllabus is derived from the curriculum. Because a curriculum is enlisted the topics, activities and subjects covered in academic program.

In the university level of Indonesia, syllabus is also known as Semester Learning Plan. Semester learning plan is a learning process plan that is prepared for learning activities for one semester in order to meet the learning outcomes of graduates that are charged in the course (Junaidi et al., 2020). To meet learner outcomes and in-line with the vision of government to run education in Indonesia,

lecturer could design the syllabus based on the guide book in developing education curriculum by Junaidi et al. (2020).

This research would refer to the way of Directorate General of Higher Education, Ministry of Education and Culture Indonesia formulates the syllabus or semester learning plan. The following sub-contents of designing instructional design namely syllabus as follows;

a. *The principles of designing syllabus*

Syllabus is a learning program document that designed to produce graduates who have according to the established graduate learning outcomes, so it must be able to run by students at each stage of learning in the course related.

Syllabus is focused on how to guide students to learn in order to have the ability in accordance with the graduate learning outcomes charged on courses, not on interests of lecturers teaching activities.

The learning designed in syllabus is student centered learning. Syllabus must be reviewed and adjusted periodically according to the development of science and technology.

b. *The elements of syllabus*

Syllabus according to Article 12 of the National Higher Education Standard, at least contains: the name of the study program, the name and code of the course, semester, credits, the name of lecturer; the learning outcomes of graduates is charged to the courses; the final capabilities planned at each stage of learning to meet the learning outcomes of graduates; study materials related to the capabilities to be achieved; learning methods; the time provided to achieve the ability at each stage of learning;

student learning experience embodied in the description of tasks that must be done by students for one semester; criteria, indicators, and assessment weights; and list of references used (Kemdikbud, 2020).

c. *The content of syllabus*

The content of syllabus are: the name of Study Program; name and code, semester, credits of lesson; the name of lecturer; graduate learning outcomes is charged to lesson and formulated in course learning achievement; planned final capabilities at each stage learning; study Materials or Learning Materials; forms of Learning and Learning Methods; calculation of credits and their equivalent; student learning experience in the form of assignments; criteria, indicators, and assessment weights; list of references (Kemdikbud, 2020).

E.   Conceptual Framework

According to Branch (2009) that ADDIE implements an **Input → Process → Output** (IPO) paradigm as a way to work the research. To conduct the research, the figure below shows the process of result a course book as instructional design of translation that integrating Edupreneurship:

```
┌─────────────────────────────────────────────────────────────────┐
│    Class phenomena and entrepreneurial potential in Translation class │
└─────────────────────────────────────────────────────────────────┘
                              ↓
┌─────────────────────────────────────────────────────────────────┐
│      Observe the course book of translation, syllabus, & lesson plan │
└─────────────────────────────────────────────────────────────────┘
                              ↓
                   ┌─────────────────────┐
                   │    Need Analysis     │
                   └─────────────────────┘
```

Need Analysis

Students   Lecturer   Graduates   Translator Agencies

Validity and Reliability Test by SPSS Ver.26 Software

Interview Instruments Validated by Experts to Avoid

Not Valid and Not Reliable

Valid and Reliable

Interview Scripts would be analyzed by Nvivo 12 Software

Designing the instructional translation material integrated Edupreneurship Based on Need Analysis

Design Course Book   Examine the Syllabus   Arrange Lesson Plans   Lecturer and Students Instrument

Prototype 1: Framework course design

Collecting some materials from different sources

Develop

Prototype 2

Validate the Instructional Translation Materials

Revise the Instructional Translation Materials

Prototype 3: Field Testing

Implementing the instructional translation material integrated Edupreneurship

```
                            │
                            ▼
        ┌──────────────────────────────────────┐
        │  Implementing the instructional translation │
        │   material integrated edupreneurship         │
        └──────────────────────────────────────┘
         ↙            ↓              ↓            ↘
┌─────────────┐ ┌──────────────┐ ┌──────────┐ ┌──────────────┐
│ Theories of │ │ Entreprenurship│ │ Grammar  │ │ Vocabulary study│
│ translation │ │ and reading    │ │          │ │               │
│             │ │ comprehension  │ │          │ │               │
└─────────────┘ └──────────────┘ └──────────┘ └──────────────┘
                            │
                            ▼
              ┌──────────────────────┐
              │  Summative Evaluation │
              └──────────────────────┘
                            │
                            ▼
              ┌──────────────────────┐
              │      Evaluation       │
              └──────────────────────┘
         ↙              ↓              ↘
┌─────────────┐ ┌──────────────┐ ┌──────────────┐
│  Validity   │ │ Practicality │ │ Effectiveness│
└─────────────┘ └──────────────┘ └──────────────┘
                            │
                            ▼
        ┌──────────────────────────────────────┐
        │  EDUPRENEURSHIP INTEGRATION AND       │
        │  TRANSLATION COURSE BOOK              │
        └──────────────────────────────────────┘
```
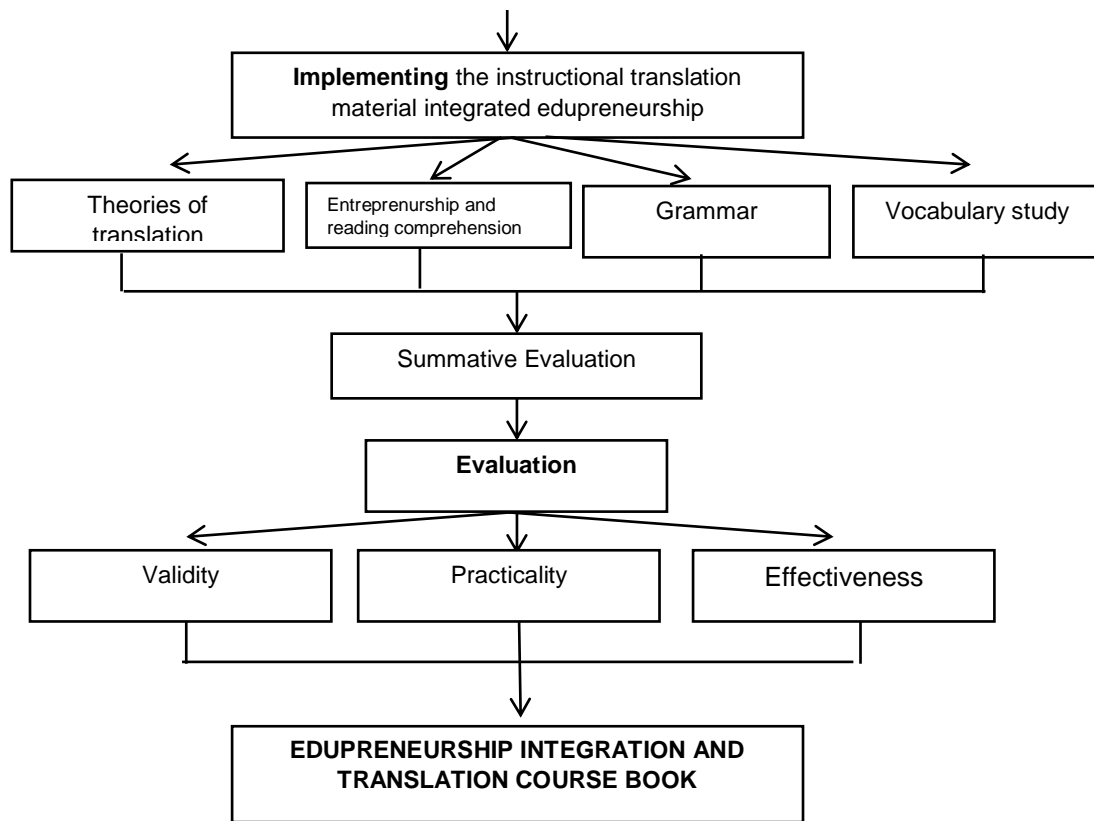
Figure 5. Conceptual Framework

Based on the conceptual framework diagram above, there are six main elements to be explained, they are:

1. Translation subject is a compulsory lesson in English Literature Study Program Fajar Univeristy, It is taught in fourth semester.

2. Needs analysis on the basis of "necessities," "lack" and "wants" in order to classify what the learners have to know and what the learners feel they need to know. The focus here is on the "lacks" that represented the gap between the required proficiency in the target situation and the existing proficiency of the learners.

3. Based on the results of need analysis, it would design instructional design model of translation class that integrating edupreneurship in the form of a course book.

A course book is designed and developed then implemented to the students of English Literature Study Program, Fajar University.

4. Edupreneurship is a part of entrepreneurship which Fajar university is a well-known as an entrepreneur university. The two concepts of translation and eduprenurship would be framed into one subject. Validation is a procedure to verify or validate the design of course book. It is an evaluation towards a course book. Procedure were conducted by consulting with the experts, in this case are the English lecturers and entrepreneur lecturers who are expert in the field of translation and entrepreneurship.

5. The output of analysis after validation is a course book of translation integrating edupreneurship.