CHAPTER 1

INTRODUCTION

1.1 Background of Choosing the Topic

Nowadays, the era has entered the Industrial Revolution 4.0 and people living in the 21st Century which the new technological advances blur the boundaries between the physical, digital and biological worlds (Shwab, 2016 in Hussin, 2018). This can be seen through the increasing of the connectivity, digital systems development, artificial intelligence, and virtual intelligence which also have an impact on the education system (Lase, 2019). The impact of the Industrial Revolution 4.0 changed the way of thinking about education. These changes will affect the components of education, such as the perspective of educational concepts, ways of teaching, curriculum construction, improvement of competences, teacher skills, as well as technological advances that also have an important aspect in the learning process (Lase, 2019).

The education system in the 21st Century becomes important to ensure the students having the skills to learn and innovate, the competence in using the technology and information media, work, and survive by 21st Century skills that known as life skills (Lase, 2019). Thereafter, education in the 21st Century is known as one of the responses of the Industrial Revolution 4.0 as humans need to balance the capability and skills amid the global technological revolution. Education in the 21st Century needs to be supported by the new learning vision that capable to encourage

the students to have knowledge and technology comprehend (Fisk, 2017 in Lase, 2019). Education (2009) in Lase (2019) revealed that the education curriculum needs to be developed and reviewed periodically to be able to manage and lead the students in facing the era of global competitiveness through strengthening in the fields of science, technology, engineering, and mathematics. Frydenberg & Andone (2011) in Lase (2019) added that people should acknowledge, critical thinking skills, digital literacy skills, information literacy skills, media literacy skills, and adept on the information and communication technology skills to survive on the education system in the 21st Century.

The Translation is one of the courses that are regularly taught in education fields, especially at the undergraduate university program. Moreno (2015) explained that Translation functioning as to communicate, transmitting culture, transmitting the truth, and learning foreign languages. Translation has become a new academic field on the last forty years of the twentieth Century then known as Translation studies (Dasgupta, 2019). Translation studies have become major interdisciplinary which include art, humanities, social sciences and computer science (Lowe, 2016). Translation theory and literary Translation, historical Translation, linguistic approach to the study of Translation, special domain Translation, machine Translation, localization and interpretation studies become important subfields in Translation studies (Lowe, 2016). Kembaren (2018) stated that Translation theory serves to identify and define a Translation problem, show all the factors that must be taken into account in solving problems, make a list of possible Translation procedures, and

recommend the most suitable and appropriate Translation procedures. In Translation, there is a language system to see the words at each point produced by the translator (Pym, 2019). The current approach to teaching literary Translation focuses more on the basic skills which the translator is the closest reader of the text, and must be an excellent writer to convey the meaning properly (Lowe, 2016).

The Translation has been used as an interlingual communication for a long time, but the research for academics began in the second half of the twentieth Century. Research on Translation keep developing into the Translation becomes a field that is used internationally (Munday, 2001 in Dasgupta, 2019). Consequently, Translation courses are offered in almost all universities in the world at this time. Based on data that has been found through surfing on the internet, Translation courses generally are given to students who take language program as their subject of the study. Thus, the Translation course is well-known as one of the mandatory courses for English Literature students.

The Translation courses given to students have several levels, such as Theory of Translation, Practicum of Translation, Interpreting, Subtitling, etc. In the learning process of the Translation course, the teacher whom expert on the Translation fields will arrange the syllabus which a learning plan for students that covers competency standards, basic competences, subject matter/learning, learning activities, indicators of competency achievement for assessment, time allocation and learning resources. The syllabus is an important instrument in the learning process to achieve the objectives of communicative competence (Wait, 1990). The syllabus is part of the

curriculum which curriculum itself is a plan and arrangement regarding the objectives, content, and learning materials as well as the methods used as a guide for organizing learning activities to achieve certain educational goals. These specific goals include national education goals and conformity to specificities, conditions and potentials of the region, education units and students (Murphy, 2018; Robinson, 2013).

According to the study conducted by Sumiati (2020), it was found that the naming of Translation courses group was different since the English Literature Study Program has four curricula, namely the curriculum 2004-2005, the curriculum 2006-2010, the curriculum 2013-2014, and the curriculum 2015-2016. The curriculum 2004-2005 has a naming group of Translation courses that are almost similar to the curriculum 2006-2010 except the Translation of Textbooks and Literary Works. The naming of Translation courses in the curriculum 2004-2005 is Translation Skills, Translation Theory, Text Book Translation, Literary Translation, and Interpretation. On the other hand, the naming of Translation courses in the curriculum 2006 - 2007 and the curriculum 2009 - 2010 is Translation Skills, Theories of Translation, Translation of Textbooks and Literary Works, and Interpreting. However, the curriculum 2013-2014, curriculum 2015-2016, and curriculum 2017-2019 are different because the Ministry of Research and Technology of the Republic of Indonesia appealed to all tertiary institutions to change the curriculum and improve the quality of the learning process in accordance with the KKNI and National Higher Education Standards (SN-DIKTI) to prepare students in facing challenges in the 21st

Century (Kemenristekdikti, 2019). The curriculum 2013-2014 and the curriculum 2015-2016 has the similarities with the naming of Translation courses involving Introduction to Translation, Practicum of Translation, Linguistics for Translators, Practicum of Translation, Interpreting, and Bahasa Indonesia for Translators. The naming of Translation courses in the curriculum 2017-2019 becomes Theory of Translation, Practicum of Translation, Interpreting, and Bahasa Indonesia for Translator.

The teaching system in the field of Translation is known as the Translation pedagogy. Pedagogy has known to use in 1623 and it means as teaching (Merriam-Webster, n.d). Pedagogy could be interpreted as a study of teaching techniques which consider the purposes and value of education in order to achieve the goals. Implementation in teaching is influenced by various factors, including background, knowledge, environment, learning situations and also students' psychological conditions (Peel, 2017). Based on literature review, Translation pedagogy is divided into micro and macro levels. Moreover, each level of Translation pedagogy produces different Translation competences. The micro-level of Translation pedagogy is oriented on the linguistic determinants while the macro-level is oriented on the function that discovers the Translation as an act of communication that includes various cultural, social, and historical factors (Palumbo, 2009 in Karimzadeh, Samani, Vaseghi, & Rezvani, 2015).

Translation pedagogy is required to consider aspects of the environment and keep in line of the times. The teachers should be aware of globalization since the era of the

Industrial Revolution in the world has entered the fourth generation and the competition in the 21st Century is getting tougher. Technological developments bring changes to the curriculum that marked by the use of KKNI and CEFR in the curriculum 2017-2019 as a basis for curriculum development (Sumiati, 2020). *KKNI* stands for *Kerangka Kompetensi Nasional Indonesia* is a standard that is adjusted to the demands of the times to develop the quality of education and produce qualified students in Indonesia (Kemenristekdikti, 2019). According to the Council of Europe site that retrieved on 22 June 2020, CEFR stands for the Common European Framework of Reference which is a comprehensive basis accepted in European countries for the elaboration of language syllabus and curriculum guidelines, design of teaching and learning materials, and assessment of foreign language proficiency. Therefore, curriculum development must be in line with the pedagogical system and standards adapted to 21st Century skills.

Furthermore, the writer found the previous study that investigating on education system in 21st Century. Kong, et al. (2014) and Reaves (2019) explained about the role of e-learning in education and online education for developing 21st Century skills. Within both studies, the writer found that technology has played an important role in the education system in the 21st Century to help students survive in a VUCA (volatility, uncertainty, complexity, ambiguity) environment and also to achieve the learning goals, learning process, and learning outcomes. In consequence, learning plans, such as curriculum and syllabus, must be prepared carefully in accordance with the needs of the 21st Century. In a study conducted by Sahin (2009) and Sekret (2017)

explained about designing of syllabus based on Translation competences and market demands in the 21st Century to achieve the goals for 21st Century learning skills. The study of Sekret (2017) concentrate on the syllabus design of Internet Technologies in Translation course whereas the study Sahin (2009) does not focus on a particular course.

Based on the previous studies, the writer found that the syllabus design development of Practicum of Translation course to meet the 21st Century skills is under explored. This study will only focus to identify the syllabus of the Practicum of Translation course from English Literature undergraduate program. Practicum of Translation is one of the Translation family courses that given to students of English Literature in university as the second stage after students fulfill the Theory of Translation course. Practicum of Translation course designed to provide students with provisions to translate texts from various fields, such as legal document, general information texts, management texts, etc (University, 2020).

The syllabus in this study obtained through four public universities in Indonesia, three private universities in Indonesia, and five abroad universities. In analyzing the Practicum of Translation syllabus, this study uses the needs analysis to analyze the suitability of the elements of syllabus with the competences of 21st Century skills in Practicum of Translation syllabi.

1.2 Research Question

1. What are the kinds of courses included into the Translation discipline among universities in Indonesia and abroad?

2. How far do the syllabi of Practicum of Translation courses accommodate the 21st Century skills?

1.3 Purpose of the Study

1. To describe the courses included into the Translation discipline among universities in Indonesia and abroad.

2. To investigate do the syllabi of Practicum of Translation courses accommodate the 21st Century skills or not.

1.4 Scope of the Study

Scope of this study focuses on the Practicum of Translation syllabus of English Literature undergraduate program. The Practicum of Translation syllabus that will be analyzed are syllabus that was arranged in 2014 – 2020 from four public universities in Indonesia, three private universities in Indonesia, and five abroad universities. This study uses the descriptive-analytical method, and the data of this study are obtained through purposive sampling technique.

1.5 Significance of the Study

The writer conducts this study in order to accomplish the responsibility as a final year student of English Literature at Universitas Negeri Jakarta. This study aims to

identify does the syllabus on the Practicum of Translation course in English Literature undergraduate program has been adapted to the demands of global competitiveness in the 21st Century. In addition, this study is expected could be used as a reference for further research related to Translation study.