

Research Article

Evaluate Android-based Digital Translation Development Needs for Applied Linguistics

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Abstract.

The research aimed to determine the demand for Android-based digital teaching resources for the translation course. The data were acquired by distributing closed questionnaires to 21 students in the third semester of 2021 and two lecturers who teach the Translation Course at the Applied Linguistics Master Programme, Universitas Negeri Jakarta. This was a descriptive qualitative study that collected data through commentary for approximately six months. It included interviews with three college students, needs evaluation questionnaires, traits and background identity questionnaires, one lecturer, and two lecturers for needs evaluation questionnaires. Observations revealed that the teaching materials for the translation course continued to rely on textbooks and simple, generalized instructional resources. Consequently, the results demonstrated that there are obstacles and deficiencies in meeting students' needs, which alter the independent learning curriculum "*Merdeka Belajar*" as a study program learning lesson plan, including the integrated teaching and learning of technology. Thus, this R&D-based requirements analysis concluded that Android-based digital teaching resources for the translation course were very necessary and were anticipated to become curriculum-relevant teaching materials that can enhance student translation abilities.

Keywords: Android-based, translation course, educational resources

1. Introduction

One way that the students of the Applied Linguistics Master Program, Universitas Negeri Jakarta, Jakarta, can compete to meet translation competencies is to improve the quality of student learning in the Translation course. The quality of student learning can be enhanced by providing interactive learning according to the translation learning needs.

Current technological advances require the development of science that produces various kinds of changes and benefits to today's world of education. In learning, the

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world to be the centre of technological development is implemented. Electronic media is one of the most effective and efficient ways to determine and obtain learning information that affects student learning outcomes.

Teaching material is one component that plays an essential role in the learning process. Teaching materials are one of the parts that can help students and students learn fluently. Teaching materials are all forms of material used to assist teachers/instructors in teaching and learning activities in class. A material that can be in the form of written material or unwritten material. In essence, teaching materials consist of two types, namely printed teaching materials and non-printed teaching materials. Examples of printed teaching materials are textbooks, textbooks, handouts, modules, posters, and leaflets. Meanwhile, non-printed teaching materials can be in the form of audio teaching materials such as radio, tapes, visual teaching materials such as photos and pictures, or audiovisual teaching materials such as videos/films [1].

In learning activities, teaching materials play a significant role. The use of appropriate teaching materials can provide time for teaching. Then, the teaching materials can change the educator's role from being a teacher to being a facilitator simultaneously. Likewise, this can improve the learning process to be more effective and interactive. For students and students, teaching materials can help students become independent learners and measure learning competencies that have been mastered [2].

The novelty of this research aims to develop a digital teaching material model based on the Android platform, which is packaged as a novelty of this research. In understanding and applying, students have difficulty understanding and applying it. However, this does not cover the possibility of students using mobile teaching materials through an Android digital platform, which is attractively packaged to apply and apply [3]. This teaching material model uses electronic mobile learning media that can address students who have difficulty digesting, differentiating, and applying translation techniques and methods in analytical studies assigned by the lecturer. The use of mobile learning applications based on the Android platform can increase student interest in understanding translation learning in the Translation course [4]. The components consist of learning Translation courses that are packaged in detail and easy to apply, with examples of applying a technique and training method as an evaluation that is presented. Applications packaged with the use of attractive graphics can support and increase student interest in learning Translation courses.

Translation course is a compulsory course for students of the Applied Linguistics Master Program, Universitas Negeri Jakarta, Jakarta, with a weight of 2 credits. Third-semester students achieve this course. The translation course aims to introduce students to translation related to a more advanced translation level and is precisely divided. Related to relevant previous research Ariyanti [5], stated that mobile learning is a type of model that allows students to obtain teaching materials anywhere and anytime by using various kinds of wireless electronic devices such as mobile phones, Personal Digital Assistants (PDAs), wireless laptops, personal computers (PCs), and tablets. Then, in the research of Dasca [6], she stated that learning media for students needed to be developed into mobile media and could be accessed easily on Android devices to implement teaching materials. Furthermore, research on Android conducted by Saputra & Prastyo [7] showed that learning using learning media with Android can help student visualization solve practice questions and evaluations and has been tested to increase students' learning motivation. The benefits of teaching materials using mobile learning are: a) Raising motivation to learn because learning can attract attention, b) The subject matter is straightforward to learn, and c) Educators have alternative teaching methods that vary. This is so that teaching materials can be used effectively to support the learning process both in class and independently [8].

In designing and developing teaching material, needs analysis is needed as an initial stage. In the research of Bai et al. [9], they stated that with a needs analysis, language getting to know would be more focused as a design foundation. The needs analysis on this observation produced records about college students' historical past and traits, what needs were received from the getting-to-know method, and what shortcomings and desires were to be had from perfect conditions inside the discipline [10].

This translation teaching material itself is still difficult for semester 1 students, especially with the learning required to read textbooks using English. In translation learning, students and translators will be faced with translating a source-language text (SL text), which will produce a translation with a message that is close to the target language text (TL text). The reader can understand the TL text as a user of the translation of the text if (1) they can understand the nature of the translation, self; (2) they can observe and determine the type of translation that will be used; (3) is equally bilingual; and (4) have the skills to select, sort and determine the equivalent of words, sentences, paragraphs and text in the target language [11].

2. Material and Methods

This study used a qualitative descriptive method that analyzed student desires for the required digital translation coaching substances primarily based on the Android platform. A survey method was conducted in October 2021 at the Applied Linguistics Master Program, Universitas Negeri Jakarta. This study's population was 4 lecturers of Translation courses and 21 students of the 1st semester of 2021 who were taking Translation courses. Twenty-one students currently taking the Translation course are divided into 4, namely 33 students from regular class 1, 29 students from regular class 2, 3 students from a night class, and 8 students from employee class.

Data collection techniques in this study were observation, interviews, and questionnaires. The data collection instrument was a closed questionnaire with Google form to 4 lecturers who were teaching Translation courses and 21 students who were taking Translation courses at the Applied Linguistics Master Program, Universitas Negeri Jakarta, Jakarta. A closed questionnaire was used to obtain records about the getting-to-know sources that students have utilized. The results of this needs analysis were based on android-primarily based digital teaching materials. To obtain information in this needs assessment, the analysis process refers to a combination of theories by Brindley, Hutchinson Waters, Nation, and Macalister. These theories can be divided into two types of needs analysis data collection, namely objective needs and subjective needs [12].

Furthermore, the objective needs analysis is used to gather background information/student identification. In comparison, subjective needs analysis is the collection of information about the knowledge that has been obtained and what is desired from the translation learning process. The information in the needs analysis is divided into 3 parts, namely necessities, lacks, and wants, to be based on the collection of information that includes target needs or objectives and learning needs related to how media and learning activities take place [13].

Furthermore, on the aspects of necessities, lacks, and wants, researchers conducted interviews with students and lecturers based on what deficiencies have been experienced and what desires are expected by students. In this teaching material development research, the needs analysis process is designed in line with the observation results of problems designing the translation teaching material model in the Translation course. These aspects are raised in the needs analysis related to the needs, shortcomings, and desires of the learning process [14,15].

In formulating questions about objective needs analysis, researchers refer to Brindley's theory to determine students' backgrounds and characteristics. Next, the dimensions of questions in the objective needs analysis include background and environment, learning experience, translation knowledge, supporting media in learning, and learning activities in class (online and offline). Thus, the main components that are used as the basis for the dimension of the question consist of four parts, namely: 1) goals to identify the learning objectives to be achieved; 2) The focus of content and sequencing of materials (content and sequencing) aims to identify the material needs to be studied; 3) learning methods and activities (format and presentation) which are meant to identify strategies, learning media, and learning activity designs; and 4) evaluation, it aims to identify the assessment of learning outcomes. However, of the four components, the researcher developed it back into six parts consisting of 1) learning goals (goals), 2) input, 3) procedures, 4) settings, 5) the role of lecturers (lecturer role), and 6) student role (learner role). Thus, from this explanation, the researchers combined these theories with the needs analysis concept map used in the research on the development of translation teaching materials in Translation courses formulated in the framework of a needs analysis design [16,17].

The statistics from the outcomes of this were analyzed descriptively and qualitatively based totally on goals and subjective wants. In the type of objective needs, this type is based on identifying the background and characteristics of students in the form of data collection based on a questionnaire for students. Whereas the subjective needs are based on necessities, lacks, and wants with the form of data collection based on interviews and questionnaires to students and lecturers.

3. Results and Discussion

3.1. Identification analysis results of student characteristics and background

In the analysis of needs with objective needs, information was obtained that, on average, students who are taking Translation courses in the Applied Linguistics Master Program, Universitas Negeri Jakarta, Jakarta is for 1st-semester students of the 2021 class with an age range of 18-26 ye, which is based on the results of the analysis in the majority of the female sex. Of the 21 students, they are divided into four classes, namely 33 students from the regular class 1, 29 students from the regular class 2, 3 students from the night class, and 8 students from the employee class.

TABLE 1: Questionnaire Theory Framework for Needs Analysis of Students and Lecturers.

No	Need Type	Aspects of Needs Analysis		Data Collection Form
1.	Objective needs	Identify the background and characteristics of the students	Dimensions: Background and environment Learning experience Knowledge of translation learning in the world of work Supporting media in learning Activities and learning activities in class (online and offline)	Questionnaire for 21 students
2.	Subjective needs	Necessities Lacks Wants	Dimensions: 1. Goal 2. Input 3. Procedures 4. Settings 5. Teacher role 6. Learner role	Interviews with 21 students & 1 lecturer and questionnaire to 21 students & 4 lecturers Interviews with 21 students & 1 lecturer and questionnaire to 21 students & 4 lecturers Questionnaires for 21 students & 4 lecturers

TABLE 2: Student and Lecturer Necessities Analysis Results Data.

Number of Indicators	The Combined Percentage of Student and Lecturer Necessities Analysis			
	Student	Lecturer	Average Result	Category
1	91%	100%	96%	Very needed
2	89%	94%	92%	Very needed
3	88%	94%	91%	Very needed
4	86%	94%	90%	Very needed
5	86%	94%	90%	Very needed
6	85%	94%	90%	Very needed

From the recapitulation of the results of the analysis of the background identification data and student characteristics, the 21 students from various middle classes or have indeed taken the Translation courses at the Master Programme of Applied Linguistics, Universitas Negeri Jakarta, Jakarta, were marked with the result of a 100% answer saying “yes.” Then, 78.1% of students stated that they were familiar with using English as a foreign language before taking the Translation course. Based on the results of the analysis that students have studied translation outside of Universitas Negeri Jakarta, it was found that almost half of them have studied translation. This is supported by a total of 61.1% of students who have studied translation outside of campus. Furthermore, on the 54.8% gratuity result, students stated that they were in an environment that could support vocabulary development in translation learning. This proves that the campus

TABLE 3: Student and Lecturer Lacks Analysis Results Data.

Number of Indicators	The Combined Percentage of Student and Lecturer Lacks Analysis			
	Student	Lecturer	Average Result	Category
1	87%	94%	91%	Very needed
2	84%	94%	89%	Very needed
3	85%	94%	90%	Very needed
4	84%	94%	89%	Very needed
5	87%	94%	91%	Very needed
6	85%	94%	90%	Very needed
7	87%	100%	94%	Very needed
8	89%	100%	95%	Very needed
9	87%	100%	94%	Very needed

TABLE 4: Student and Lecturer Wants Analysis Results Data.

Number of Indicators	The Combined Percentage of Student and Lecturer Wants Analysis			
	Student	Lecturer	Average Result	Category
1	87%	94%	91%	Very needed
2	89%	100%	95%	Very needed
3	91%	100%	96%	Very needed
4	89%	94%	92%	Very needed
5	87%	100%	94%	Very needed
6	91%	94%	93%	Very needed
7	86%	94%	90%	Very needed
8	88%	94%	91%	Very needed
9	89%	94%	92%	Very needed
10	89%	94%	92%	Very needed
11	91%	94%	93%	Very needed
12	89%	94%	92%	Very needed
13	88%	94%	91%	Very needed
14	88%	94%	91%	Very needed
15	90%	94%	92%	Very needed

environment is still lacking in verbal communication to improve vocabulary development in translation learning. In connection with previous translation lessons, students stated that they had studied translation at school (high school level), marked by 41.1%.

Next, discussing the world of work, it was found that 90.4% of students felt that they understood the need for translation learning in the world of work related to any field. Thus, students who understand that translation skills can support expertise in any field while in the world of work stated a high total percentage, namely 93.2%.

Furthermore, in the discussion regarding the need for electronic media to support the teaching and learning process, students who have one or more electronic devices in the form of devices such as computers, laptops, and smartphones amount to 91.8%. The perfect percentage is up to 100% in the statement that they often use electronic devices in the form of devices such as computers, laptops, and smartphones in searching for information (internet browsing) for lecture purposes and various other activities. There are 93.2% of students stated that they use audio and audiovisual media for learning activities. Besides, the discussion about students using special learning sites to study or work on assignments from the translation course amounted to 71.2%. Therefore, 72.6% of students stated that they had done assignments and exercises using special translation learning sites. Students stated that 56.2% had used electronic books for translation learning activities as with existing teaching materials. After that, students' interest in translation learning using electronic media was 98.6%.

Based on the activities and activities of translation learning in class (online and offline), students state that the current number of lesson hours is sufficient to achieve the translation learning objectives in the Translation course of 49.3%. Furthermore, the statement which states that students have experienced difficulties in learning translation in Translation courses is shown by a percentage of 52.1%. Thus, in the statement regarding whether learning activities so far have varied between individual and group learning activities, the students stated that 84.9% said "yes." Then, students showed a percentage of 74% regarding the learning objectives and instructions given clearly. Therefore, the statement regarding the learning facilities is sufficient for learning activities with electronic media. The main statement of this questionnaire is shown with a very high score, namely 100%, by students of the Applied Linguistics Master Program, Universitas Negeri Jakarta, Jakarta.

3.2. Results of necessities analysis

Based on the results of interviews with lecturers on the Translation course, this analysis of necessities is found by collecting data in interviews and questionnaires to students and lecturers. Concerning interviews with 3 students, this analysis can conclude that translation learning must be mastered and studied by students to make it easier for us to translate text into English. Meanwhile, based on the difficulties in learning the translation of the Translation course, it can be concluded that there is still a lack of audiovisual learning methods when there is no match of meaning from the source language to the target language and difficulties in understanding the true meaning of

a sentence/paragraph in English. Therefore, students still need the novelty of teaching materials in translation learning that can make it easier for students to analyze a text. Then, discussing how the learning methods according to students are needed in deepening translation learning in the Translation course, it can be concluded that students feel the need for a variety of methods because, currently, it is not enough. After all, they only understand the books. Another opinion states that the method uses more practice and more references between the source language and target language with audiovisual support and exercises.

Based on the results of interviews with 1 lecturer on the aspect of necessities, it was found that the lecturer had been teaching for about 4 years. The number of lecturers who teach this course is 4 lecturers. Then, on the question of whether the translation learning material in the Translation course refers to the applicable curriculum, the lecturer responded that the material provided had referred to the independent learning curriculum *Merdeka Belajar* as a study program learning lesson plan, including the integrated teaching and learning of technology [8]. Nonetheless, a statement regarding the current translation learning material is designed according to students' practical needs before starting the actual translation activities.

Regarding the data on students' and lecturers' necessities, the indicators of this need analysis were filled by 21 students and 4 lecturers who provided the Translation course, which stated that there was a need for digital teaching materials based on Android in the Translation course. The statement that exercises and assignments in digital teaching materials based on the Android platform motivate students to like the field of translation from the Translation course is shown with a percentage of 91% by students and 100% by lecturers, an average result of 96%. Furthermore, students were found at 89% and lecturers at 94%, with an average result of 92% on the statement that there is a need for digital teaching materials based on the Android platform designed explicitly for Translation courses. The statement regarding digital teaching materials based on the Android platform can help overcome difficulties in learning translation in the Translation course, which is shown by 88% of students and 94% of lecturers with an average result of 91%. The fourth statement about digital teaching materials based on the Android platform is that it can help overcome difficulties in analyzing translations using translation techniques, which are 86% by students and 94% by lecturers, with an average result of 90%. Next, the statement that digital teaching materials based on the Android platform help improve translation competence is indicated by a percentage of 86% by students and 94% by lecturers, with an average result of 90%. In the last statement regarding this needs analysis, digital teaching materials based on the Android platform

can create a pleasant learning atmosphere with a percentage of 85% by students and 94% by lecturers with an average result of 90%. Thus, based on several indicators in the necessities analysis, the result is that the overall value is in the “very needed” category. According to the Lickert scale, in the percentage range of 100% - 81%, it is in the very needed category.

3.3. Results of lacks and wants analysis

The form of data collection found the results of the needs analysis on the aspect of lacks based on interviews and questionnaires to students and lecturers. Meanwhile, the wants aspect is obtained by collecting data based on questionnaires only for students and lecturers. These aspects consist of goals, input, procedures, settings, teacher roles, and student roles. Interviews were conducted with 3 students and 1 lecturer. Meanwhile, the questionnaire was distributed to 21 students and 4 lecturers.

On the lack of aspects, based on interviews with students whether there are particular books used in the Translation course, the three students can conclude that the books used are translation and culture books from Benny Hoedoro Hoed, Mona Baker (in other words), and Munday on Translation Studies [18,19,20]. Nevertheless, on the question of whether the assignment or exercise applied to translation learning in the Translation course is by the topic given by the lecturer, the student answers that it is sufficient to what is applied to the course but still requires more resources and learning methods, which are varied. Finally, based on the lack of aspects, whether the lecturer uses other additional materials to support the Translation course, students think there are no other supplementary materials. Lecturers only use books and journals and allow students to search on YouTube channels that can be used in class. Then, on whether the learning method uses technology media, students answered that the presentation was done using a laptop and LCD or projector to display the material and group exposure. Finally, whether students needed digital teaching materials based on the Android platform to support the Translation course, students answered that they really needed it. It can be concluded that students need a digital platform or user-friendly application model that is interactive and has audio and visuals that can help them understand the lesson. The digital teaching materials needed are easy to carry anywhere so that they can help get used to translating a text in the source language whenever needed. According to Millán-Varela et al. [21], well-designed learning results in student interest that continues in presenting the latest teaching materials by involving students in direct practice and being able to assess students’ understanding and appropriate follow-up activities.

Furthermore, in the lack of aspects through interviews with lecturers, the lecturer stated that general students could apply the Translation learned in the form of annotated translation in the application of translation material in the Translation course. Then, there is a lack of understanding of the different systems and cultural backgrounds of the two languages (English and Bahasa Indonesia) as the difficulties experienced by students in learning translation in the Translation course. Next, students are provided with E-books such as those from Newmark, Baker, Hoed, Hatim, Munday, Nida, Taber, and others as special books on teaching materials used in Translation courses [19]. These books are owned by the lecturers personally and are not provided by the study program. The lecturer then stated that the translation learning activities carried out so far were by the objectives to be achieved. In the last discussion in interviews with lecturers, the lecturer stated that the translation learning activities carried out were supported by electronic devices and internet networks to access online dictionaries and look for additional references related to translation. Internet facilities can now be used to consult on learning problems, assign assignments, evaluate, and create interactive activities between students and lecturers.

Thus, the aspect of the lack based on a questionnaire distributed to students and lecturers was found based on the gap between student abilities and the need to use digital teaching materials based on the Android platform in the Translation course. On the indicators of mastery of translation competence in the learning process on digital teaching materials on the Android platform, students were found at 87% and lecturers at 94%, with an average of 91%. The digital teaching material indicator for the Android platform can improve students' ability to understand the meaning of cultural terms from translation in the source language. Students show 84%, and lecturers are 94%, with an average result of 89%. Furthermore, digital teaching materials for the Android platform can improve the ability to develop and classify specific vocabulary and expand linguistic and extralinguistic / socio-cultural knowledge, with 85% of students and 94% of lecturers with an average result of 90%. Then, digital teaching materials on the Android platform can improve the ability to understand translation definitions, types of translation, translation procedures, translation processes, and translation strategies. Students show a percentage of 84% and lecturers of 94%, with an average result of 89%. In the digital teaching material indicator, the Android platform can improve the ability to master the concept of translation and translation techniques in general; students are found at 87%, and lecturers are 94%, with an average result of 91%. Based on various exercises and assignments using digital teaching materials on the Android platform, students showed a percentage of 85% and lecturers of 94%, with an average result of

90%. The assignment indicators and instructions are arranged easily and understood in digital teaching materials on the Android platform. Students are found at 87% and lecturers at 100% with an average result of 94%. Then, an example of an analytical text model can be used as a pattern for student translation on digital teaching materials on the Android platform, showing a percentage of 89% and a lecturer of 100% with an average result of 95%. Furthermore, translation activities using digital teaching materials involving students actively involve students at 87% and lecturers at 100% with 94%. Thus, based on several indicators in this lack of analysis, it is found that the overall value is in the “very needed” category according to the Lickert scale in the percentage range of 100% - 81% is in the very needed category.

The recapitulation of the needs analysis questionnaire results on the aspects of wants was found through a questionnaire distributed to 21 students and 4 lecturers. The indicators of teaching materials used digitally based on the Android platform contain clear instructions so that students can learn independently; students are found at 87%, and lecturers are 94%, with an average result of 91%. Then, digital teaching materials based on the Android platform are needed as a varied strategy in translation learning. Students show a percentage of 89% and lecturers at 100% with an average result of 95%. Next, digital teaching materials based on the Android platform can support the translation process: preparation, analysis, transfer, initial concept, the reworking of initial concepts, testing, perfecting translation, and preparation of manuscripts together with lecturers, students are found to be 91%, and lecturers are 100% on average - Yield average 96%. Based on digital teaching materials based on the Android platform it can support the planning of the translation process, starting with problem identification and analysis of the manuscript to be translated (text, phrases, and sentences). Students show a percentage of 89% and lecturers of 94%, with an average result of 92%. Then, digital teaching materials based on the Android platform can support the activity of transferring messages or meanings contained in the source language text into the target language with the right word equivalents. Students are found to be 87%, and lecturers are 100%, with an average result of 94%.

Furthermore, digital teaching materials based on the Android platform can support the initial concept rework activities to check the reasonableness and accuracy of interpreters. Students show a percentage of 91% and lecturers of 94%, with an average result of 93%. Then, digital teaching materials based on the Android platform can support activities to test the accuracy, readability, reasonableness, and comprehension of translations so that they can understand the existence of word equivalents and onwards. Students are found to be 86% and lecturers of 94%, with an average result of

90%. The Android platform's digital teaching materials can support translation learning activities using technology media to reduce difficulties in learning translation.

Students show a percentage of 88% and lecturers by 94%, with an average result of 91%. Then, digital teaching materials based on the Android platform can support translation improvement activities in the text (in the form of word equivalents, language style, word selection, inaccurate meaning, writing punctuation, etc.). Students were found to be 89%, and lecturers were 94% on average and the average yield of 92%.

Furthermore, digital teaching materials based on the Android platform can support the preparation of translated texts that have been rewritten neatly according to the correct writing rules with lecturers. Students show a percentage of 89% and lecturers are 94% with an average result of 92%. Next, students can carry out translation activities individually using digital teaching materials from the Android platform, where students are found at 91% and lecturers are 94% with an average result of 93%. Students can then carry out translation activities in pairs or groups using digital teaching materials on the Android platform. Students show a percentage of 89% and lecturers of 94% with an average result of 92%. Based on the indicators, lecturers can provide explanations, directions, and stages in translation using digital teaching materials on the Android platform. Students are found at 88%, and lecturers are 94%, with an average result of 91%. Translation errors can be discussed together when translating activities using digital teaching materials on the Android platform. Students show a percentage of 88% and lecturers of 94%, with an average result of 91%. Finally, students can discuss with peers to complete assignments or translation exercises with digital teaching materials on the Android platform. Students are found to be 90%, and lecturers are 94%, with an average result of 92%. Thus, based on several indicators in this needs analysis, it is found that the overall value is categorized as "very needed according to the Lickert scale in the percentage range of 100% - 8,1%, it is classified as very needed.

The results show that translation competence must be achieved by understanding the target needs and learning needs. Therefore, digital teaching materials based on the Android platform are systematic teaching materials that can support the achievement of translation competency goals. This needs analysis is the primary step in developing renewable teaching materials. The material is then designed by the Semester Learning Plan (RPS) of the Translation course theory [22]. Therefore, students need digital teaching materials based on the Android platform that utilizes devices for smartphones. The presentation of teaching materials can include various materials in one application media [23]. Based on the lecturers' responses, with an average score of 90%, the lecturers also agreed to maximize the use of multimedia, such as smartphones, in

translation learning activities. This is additionally in line with the characteristics of college students who have an interest in using electronic media in learning activities. Learning materials can be covered with interactive instructions or stimulate students to make kinesthetic responses in information the translation process [24,25]. This is solely to bias college students' expertise of the material. Further to interactive getting-to-know, studying activities may be done systematically and structured if learning activities are carried out online and offline [26,27].

The findings in this article can be accompanied practically with the aid of the author and the university in enhancing the coaching materials utilized by lecturers who educate Translation courses to college students. Lecturers can continue to explore the potential and appropriate needs to be integrated with translation learning. In other words, translation learning becomes meaningful, amusing, and sustainable.

4. Conclusion

According to the preceding statement, objective and subjective needs assessment are linked. The identification of students' backgrounds and traits matches the examination of translation learning needs and goals. Needs, desires, and translation learning goals are connected. According to the Lickert scale, the value is "extremely required" based on many signs of needs, desires, and deficiencies. 100–81 percent falls within the group. Very important. Based on these factors, students' and lecturers' translation learning demands should be met by upgrading translation teaching materials using Android-based digital. The research data shows that students of the English Language and Culture Program at Universitas Negeri Jakarta need digital translation teaching materials based on the Android platform with contents that include 1) mastery of translation competencies in the learning process and 2) input teaching materials that can improve students' ability to understand the meaning of cultural terms from translation in the source language and develop specific vocabulary and broaden their vocabulary. 6) Android-based digital teaching materials accessed with an electronic device (smartphone); 7) interactive instructions that can stimulate student responses; 8) learning evaluations, both assignments and exercises; and 9) systematic translation studying activities when using the application inside or outside the class. Based on these findings, students require translation learning resources tailored to their needs. In this scenario, Android-based digital teaching tools allow students of the Applied Linguistics Master Program, Universitas Negeri Jakarta, to study translation using cell phones. This improves translation skills in the Translation course, which is provided digitally using

instructional texts and images. The author used this needs analysis research to plan a more in-depth investigation [4]. Thus, this requires analysis, which will result in a development design following the advanced investigation. In the Translation course, the design will be turned into a translation learning product.

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