

Do EFL Students Have Non-Linguistic Problems & Needs in Translation Class?

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Abstract: How students of translation study can define their needs & problems of non-linguistic factors were the aims of this research. This research was qualitative descriptive research. It took a population of all BISPRO students. The sample from this study was selected from students who have taken text/document translation courses such as business texts, literature, laws and regulations & agreements, and notary. The data of this study were collected from the results of a Likert Scale questionnaire designed based on the problems and needs expected to be faced by students in non-linguistic factors such as Time Management & Procrastination, Concentration & Memory, Study Aids & Note-Taking, Test Strategies, Organizing & Processing Information, and Motivation & Attitude. The result found that the students faced problems in all categories of the questionnaire that impacted their psychological side as students in translation classes and institution needs to take a look at them comprehensively by adding the Psycho-Physiological Components of PACTE Model since the BISPRO's curriculum also known in implementing the PACTE model of translation competences and SKKNI (Indonesian National Competency Framework Standards) for general translator text.

Keywords: EFL Students, Non-Linguistic, Needs, Problems, Translation

1 Introduction

Studying a foreign language in the context of formal education will always bind the organizing institution with the students along with all the supporting facilities for the language acquisition process. In this case, learning English which is a need of the professional world, such as in the fields of government, education, business, entertainment, and others, makes all universities in Indonesia strive for a decent quality English lecture process for their students, including vocational colleges [1]. However, in reality, the demands of the world of work cannot always be met by many universities in Indonesia due to various factors, such as the placement of English as a foreign language which means it is not used in general in public communication. This certainly has an impact on the process of English language education in Indonesia where

there are still many students who are not able to express themselves well in conversations, presentations, or reading English texts even though they have studied English for a dozen years in formal education [1]. Then, as a consideration, each university needs to analyze the needs and problems of its students from various sides so that education is not only about focusing on the lecture program, but also on the needs and problems of students when living it [2].

Furthermore, for A Diploma-4 program established by English for Business and Professional Communication (BISPRO) with a concentration on translation in Politeknik Negeri Jakarta, knowing the needs and problems faced by students can be one of the essential references in the lecture process and producing quality graduates. Since the era of society 5.0 is fastening the growth of the economy industry 4.0, translation study has been one of the highest-paid jobs needed by corporations in the business sector [3]. In addition, talking about problems of the translation program, in the last three years, BISPRO has applied three different curriculums to achieve the balance of needed skills and knowledge by following the experts' suggestions and the standard of Independent Learning from the Ministry for Education and Culture. However, it is assumed that parts of the previously implemented curriculum must be omitted because of the unsatisfactory result of the students in the translation processes from the three batches. Furthermore, the translation competence models by PACTE in 2003 (Process in the Acquisition of Translation Competence and Evaluation and the new-issued SKKNI Penerjemahan Teks Umum (Indonesian National Competency Framework Standards) for general translator text as the framework of BISPRO's curriculum for its suitability. Thus, the problem of the curriculum of BISPRO can be managed by adapting and evaluating some translation models & competencies to improve teaching-learning.

Most of the time, the curriculum's problem of BISPRO were focusing on the linguistic problems only which were proved by the fact of curriculum changing for the last three years, but were omitting the non-linguistic problems. It was understandable to keep evaluating the curriculum for the best implementation to the students since the students of BISPRO were not purely having English as their skills, so that BISPRO tried to find the best match for the students to acquire the translation competences. For example, based on the one of the authors' preliminary research on the Grammar classes, it was found that 80 % of the first-grade students were not certain about their competencies in analyzing tenses in some documents such as journalistic text, academic texts, or law documents. In short, it can be said that their previous knowledge of English was poor even though they were assumed to already understand some simple tenses in English. In this case, BISPRO's curriculum needs to restructure the courses for the last three years to fulfill the students' problem in acquiring the language from the basic to the advanced level. However, based on the similar preliminary research done by one of the authors, it was found that most of the students were not able to state their opinion during the class, they just listened to the lecture without taking any notes, they tended to lack motivation, and they were also not finished the assignment as it was expected. As the result, the class was starting the material of the Grammar class from the beginning to make sure that everyone was on the same level of understanding and keeping the atmosphere of the class alive which can be said that it is not from their internal motivation. It can be said that the problems of the students cannot be stated for the linguistic problems only, but also they faced problems for the non-linguistic side too. For example, they were not good in grammar, yet they were hardly taking any notes during the class which probably the reasons of their undeveloped progress, particularly in translation courses. It might be their first time reading law & regulation documents in English which can be full of glossaries to remember,

but they didn't know to memorize or note those systematically. Hence, in this study, students' needs and problems will be analyzed through non-linguistic factors such as Time Management & Procrastination, Concentration & Memory, Study Aids & Note-Taking, Test Strategies, Organizing & Processing Information, and Motivation & Attitude. After knowing the problems of the students for non-linguistic problems, the data would be used to evaluate what to add in implemented curriculum of BISPRO, particularly to support the competences of translators.

Like most qualitative descriptive research, this research attempts to describe a situation or phenomenon that is related to humans [4, 5]. And in connection with the research objective to find out the needs and problems of BISPRO study program students at vocational colleges in terms of non-linguistic aspects, this research reflects a lot of previous studies. In terms of linguistics, especially in the field of translation, many studies have found that errors in the selection of equivalent words, grammar, meaning, context, loan words, and placement of meaning in the target language are common problems faced by students [8, 9, 10, 11, 12, and 13]. Then, students who use English as a second/foreign language show their limitations in communicating, especially outside the classroom [14], in listening to recordings (listening) from foreign speakers, speaking with limited vocabulary, understanding writing, and writing [17, 18, 19]. In terms of non-linguistics, students are known to have problems in the academic, family, financial, social, emotional, personality, and spiritual fields [2]. The other problems could be the teaching abilities of the lecturer, an environment that does not support English, and geographical problems [15, 17, 18]. Next, the non-linguistic problems of students can be about tardiness in class, procrastination in doing assignments and plagiarism which are all forms of indiscipline [15], language limitations that make students less interested in lectures, unsupported teaching materials, and student dependence on the role of the lecturer [16, 17]. The last, the lack of sense of confidence and responded negatively by friends [19], food problems, accommodation, worries about the future [20] were also being part of the non-linguistic problems. Of all these problems, the things that students need are motivation and knowing the benefits of all the difficulties they face so that the college prepares the system best way to overcome all student problems that have a direct impact on their academic achievement [15, 20].

Furthermore, the novelty in this research were about finding the problems and needs of BISPRO study program students with a concentration on translation at vocational colleges which have never been done by previous studies. It is hoped that the results of this research can be extended to other places, especially with the same concentration of education; translation. Based on the problems and conditions that have been presented, this study aims to (1) identify the non-linguistic problems of students in the BISPRO Study Program to concentrate on translation in vocational colleges, (2) identifying the non-linguistic needs of BISPRO study program students concentrating on translation at vocational colleges in supporting their main linguistic competences as translators.

2 Methods

How students of translation study can define their needs & problems of non-linguistic factors were the aims of this research. Therefore, the research was a qualitative descriptive study that describes a situation/phenomenon thoroughly and in depth which can be used as a reference in determining change actions [4, 5]. The data of this study were collected from the results of a questionnaire designed based on the problems and needs expected to be faced by students in the translation class through previous studies. The questionnaires were prepared using the Likert Scale which used to measure the opinion/attitude of the sample. The Likert Scale with four categories; always, often, seldom, and never had been the setting for the non-linguistic questionnaires. It took a population of all BISPRO students who have taken courses related to translation. Based on the 2019-2021 BISPRO curriculums, there were 150 students registered in semesters II, IV, and VI. Furthermore, the sample were about 142 students which were homogeneous sample because they were selected from BISPRO students who have taken text/document translation courses such as business texts, literature, laws and regulations & agreements, notary, etc. The following formula was used in interpreting the data of questionnaire:

$$\text{Index Formula\%} = \text{Total Score} / Y \text{ (the highest score of Likert)} \times 100$$

To support the score interpretation, the percentage of the score is set in the interval below:

$$\text{Interval Score} = 100 / 4 \text{ (total score of Likert)} = 25$$

0%	-	24,99% = Never
25%	-	49,99% = Seldom
50%	-	74,99% = Often
75%	-	100%% = Always

In analyzing the collected data, the study used content analysis to obtain a detailed picture of the questionnaire. The basic procedure called as conducting content analysis studies which were consisted of 6 steps [6], namely (a), formulating research questions and hypotheses, (b) sampling the data sources that have been selected, and (c) making categories used in the analysis. , (d) collecting data on a sample of documents that have been selected and coding, (e) making scales and items based on certain criteria for data collection, and (f) interpretation/interpretation of the data obtained.

3 Results/Findings

The research was started by the questionnaire. The questionnaire was prepared using a Likert Scale which was used to measure the opinion/attitude of the sample. This questionnaire was non-linguistic with related indicators. The variables and the indicators of the questionnaire can be seen by the table below:

Table 1. Non Linguistic Questionnaire

Variables	Indicators	1	2	3	4
Time Management and Procrastination	I arrive at classes and other meetings on time.				
	I schedule specific times and outline specific goals for my study.				
	I begin major course assignments well in advance.				
	I work best at the "last minute" when the pressure is really on				
	I avoid setting priorities for the day which keeps me from doing the most important tasks first				
Concentration and Memory	I have the "study-place habit," that is, merely being at a certain place at a certain time means time to study, free from audio and visual distractions				
	I find that I am able to concentrate for at least 20 minutes.				
	I am confident with the level of concentration I am able to maintain.				
	I have an accurate understanding of the topic I have learned.				
	I learn with the intention of understanding.				
Study Aids and Note-Taking	While I am taking notes I think about how I will use them later.				
	I understand the lecture and classroom discussion while I am taking notes.				
	I organize my notes in some meaningful manner (such as outline format).				
	I review and edit my notes systematically.				
Test Strategies	I try to find out what the exam will cover and how the exam is to be graded.				
	I feel confident that I am prepared for the exam.				
	I take time to understand the exam questions before starting to answer.				
	I follow directions carefully when taking an exam.				
	I am calmly able to recall what I know during an exam.				
Organizing and Processing Information	I understand the structure of different types of tests, and am able to prepare for each				
	When reading, I can distinguish readily between important and unimportant points.				
	I break assignments into manageable parts.				
	I think before accepting or rejecting the information I just obtained.				
	I relate material learned in one course to materials of other courses.				
Motivation and Attitude	I try to organize facts in a systematic way.				
	I use questions to better organize and understand the material I am studying.				
	I try to find the best method to do a given job.				
	I solve a problem by focusing on its main point				
	I am alert in classes.				
Motivation and Attitude	I volunteer to be active during the class.				
	I take the initiative in group activities.				
	I use a study method which helps me develop an interest in the learning materials				

The questionnaires were collected by 142 students of BISPRO from the three batches. The data were taken online by sharing the questionnaire in Google Form link to the students. However, due to the length of the questionnaire, it took a week or more to collect the whole data from the students. The result of the questionnaires was about non-linguistic problems & needs faced by students. The first data of non-linguistic (Time Management & Procrastination) can be seen by the following diagram:

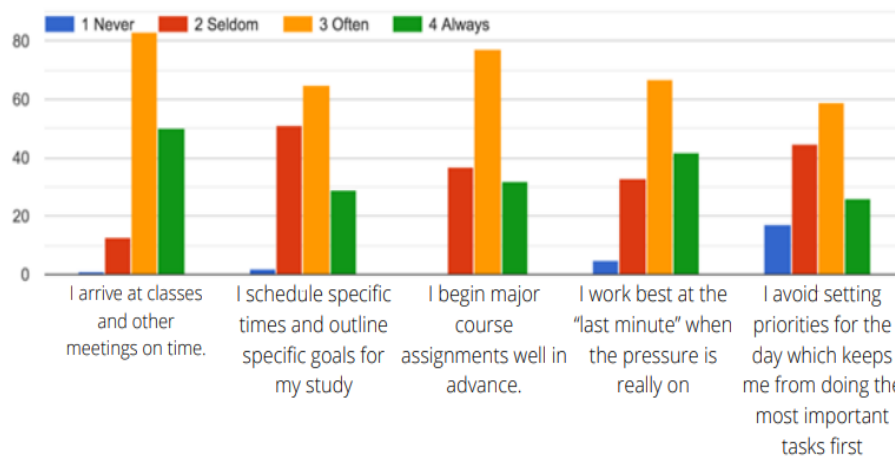


Diagram 1. Time Management & Procrastination

By the indicators showed above, the authors tried to define the students' needs & problems from their time management & procrastination. From the diagram, it can be interpreted from 142 students of BISPRO that:

45 students are always on time, 81 students are often, 15 students are seldom, and 1 student is never being on time.

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 229.5 / 400 \times 100$$

= 57% which means arriving at classes and other meeting on time factor was in “often” category.

26 students are always scheduling their time for specific goals, 65 students are often, 49 students are seldom, and 2 students are never

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 199.5 / 400 \times 100$$

= 50% which means scheduling time for specific goals factor was in “often” category.

30 students are always beginning major course assignment well in advance, 75 students are often, 37 students are seldom, and none of them is ever doing so.

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 209.5 / 400 \times 100$$

= 52% which means beginning major course assignment well in advance factor was in “often” category.

40 students confessed that they always work best at their last minutes for the tasks, 67 students are often, 31 students are seldom, and only 4 students did not confessed the similar ideas.

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 213.5 / 400 \times 100$$

= 53% which means working best at last minutes of the tasks factor was in “often” category.

25 students are always avoiding the setting priorities for the tasks, 57 students are often, 42 students are seldom, and 18 students are never doing so.

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 186.5 / 400 \times 100$$

= 46% which means avoiding the setting priorities for the tasks factor was in “seldom” category.

The second data of non-linguistic factors (Concentration & Memory) can be seen in the following diagram:

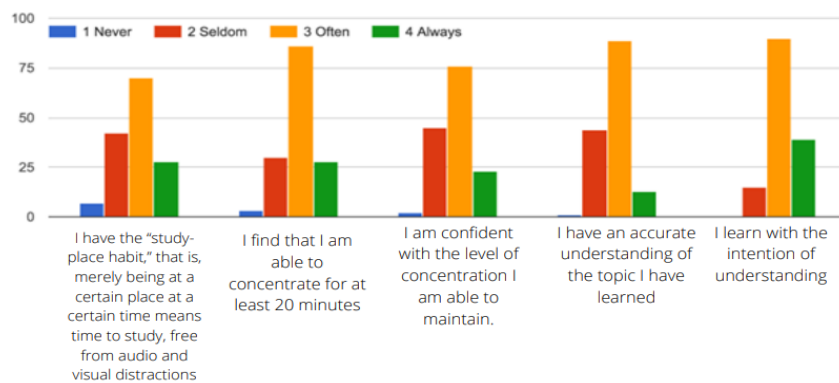


Diagram 2. Concentration & Memory

From the diagram, the authors interpreted data from 142 students of BISPRO as the following table:

25 students always have particular study place habit, 70 students are often, 45 students are seldom, and 7 students are not having it specifically.

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 203.5 / 400 \times 100$$

= 51% which means having particular study place habit factor was in "often" category.

27 students are always able to concentrate for at least 20 minutes, 85 students are often, 28 students are seldom, and 2 students are never

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 210.5 / 400 \times 100$$

= 52% which means being able to concentrate for at least 20 minutes factor was in "often" category.

23 students are always confident with maintaining the level of concentration, 75 students are often, 43 students are seldom, and 1 student is never

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 202.5 / 400 \times 100$$

= 50% which means feeling confident with maintaining the level of concentration factor was in "often" category.

10 students have always an accurate understanding of the learning topic, 90 students are often, 41 students are seldom, and only 1 student is never.

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 196.5 / 400 \times 100$$

= 49% which means having accurate understanding of the learning topic factor was in "seldom" category.

35 students are always learning with the intention of understanding, 90 students are often, and 17 students are seldom.

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 222 / 400 \times 100$$

= 55% which means learning with the intention of understanding factor was in "often" category.

The third data of non-linguistic factors (Study Aids & Note-taking) can be seen in the following diagram:



Diagram 3. The Study Aids & Note taking

From the diagram, the authors defined the problems from study aids & note-taking variable and it can be interpreted from 142 students of BISPRO that:

31 students always taking notes and think about how to use them later, 70 students are often, 38 students are seldom, and 3 students are never taking them.

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$\begin{aligned}
 &= \text{Total Score} / Y \times 100 \\
 &= 206.5 / 400 \times 100 \\
 &= 51\% \text{ which means taking notes and think how to use factor was in "often" category.}
 \end{aligned}$$

32 students always understand the lecture and classroom discussion while taking notes, 76 students are often, 32 students are seldom, and 2 students are never

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 211 / 400 \times 100$$

= 53% which means understanding the lecture & the classroom discussion while taking notes factor was in “often” category.

20 students always organize notes in some meaningful manner, 60 students are often, 50 students are seldom, and 12 students are never

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 186 / 400 \times 100$$

= 46% which means organizing notes in some meaningful manner factor was in “seldom” category.

19 students always review and edit notes systematically, 45 students are often, 62 students are seldom, and only 16 students are never.

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 175.5 / 400 \times 100$$

= 44% which means reviewing and editing notes systematically factor was in “seldom” category.

The fourth data of non-linguistic factors (Test Strategies) can be seen in the following diagram:

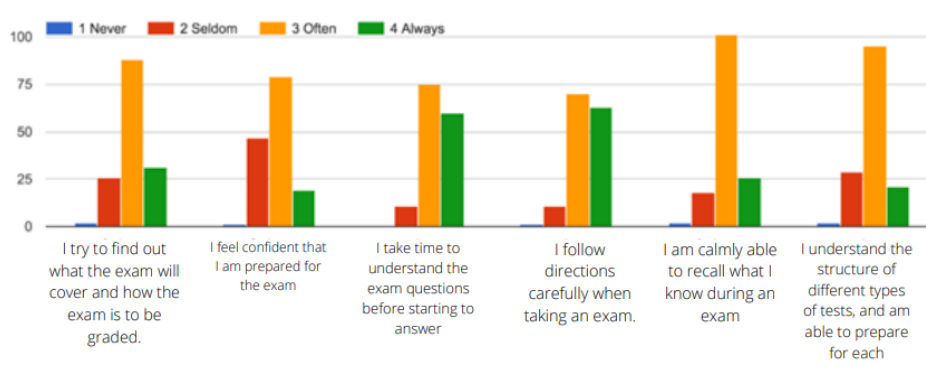


Diagram 4. Test Strategies

From the diagram, the data can be interpreted from 142 students of BISPRO that:

27 students always try to find out the contents of the exam and how to get highest score, 90 students are often, 24 students are seldom, and 1 student is not having it specifically.

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 175 / 400 \times 100$$

= 43% which means finding out the contents of the exam and knowing how to get the highest score factor was in "seldom" category.

20 students feel confident for the exam, 76 students are often, 46 students are seldom, and 0 students never feel so.

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 200 / 400 \times 100$$

= 50% which means feeling confident for the exam factor was in "often" category.

60 students are taking time to understand the exam questions before starting to answer, 75 students are often, 7 students are seldom, and 0 students is never doing so.

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 239.5 / 400 \times 100$$

= 60% which means taking time to understand the exam questions before starting the exam factor was in "often" category.

61 students always follow direction carefully while taking exam, 70 students are often, 11 students are seldom.

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 238 / 400 \times 100$$

= 59% which means following the direction carefully while taking exam factor was in "often" category.

The fifth data of non-linguistic factors (Organizing and Processing Information) can be seen in the following diagram:

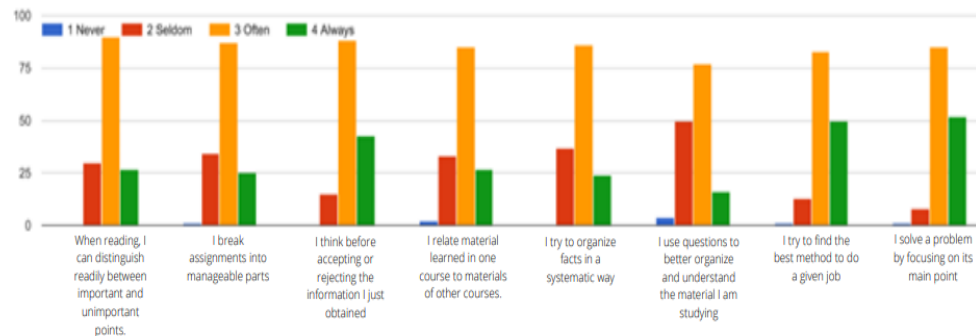


Diagram 5. Organizing & Processing Information

From the diagram, the data can be interpreted from 142 students of BISPRO that:

25 students can always distinguish between the important and unimportant points, 90 students are often, 27 students are seldom, and 0 student never do the same

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 212 / 400 \times 100$$

= 53% which knowing how to distinguish between the important and unimportant points was in “often” category.

25 students always break the assignments into controllable parts, 85 students are often, 32 students are seldom, and 0 students never do the same.

To interpret the data into percentage scoring, the index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 209.5 / 400 \times 100$$

= 52% which means breaking the assignment into controllable parts factor was in “often” category.

<p>45 students always think before accepting and rejecting information, 80 students are often, 17 students are seldom, and 1 student never does the same.</p>	<p>To interpret the data into percentage scoring, the index formula can be applied as follow:</p> $= \text{Total Score} / Y \times 100$ $= 227.5 / 400 \times 100$ $= 56\%$ <p>which means thinking before accepting or rejecting given information factor was in “often” category.</p>
<p>25 students always relate the materials from one class to the others, 85 students are often, 31 students are seldom, and only 1 student is never.</p>	<p>To interpret the data into percentage scoring, the index formula can be applied as follow:</p> $= \text{Total Score} / Y \times 100$ $= 209 / 400 \times 100$ $= 52\%$ <p>which means relating the materials from one class to the others factor was in “often” category.</p>
<p>25 students always organize fact in systematic ways, 80 students are often, and 37 students are seldom.</p>	<p>To interpret the data into percentage scoring, the index formula can be applied as follow:</p> $= \text{Total Score} / Y \times 100$ $= 207 / 400 \times 100$ $= 51\%$ <p>which means organizing the facts in systematic ways factor was in “often” category.</p>
<p>15 students always use questions to better understand and organize the materials, 75 students are often, 50 students are seldom, 2 students are never.</p>	<p>To interpret the data into percentage scoring, the index formula can be applied as follow:</p> $= \text{Total Score} / Y \times 100$ $= 198.5 / 400 \times 100$ $= 48\%$ <p>which means using questions to better understand and organize the materials factor was in “often” category.</p>
<p>50 students always find the best method to do the given jobs/tasks, 80 students are</p>	<p>To interpret the data into percentage scoring, the index formula can be applied as follow:</p>

often, 11 students are seldom,
and 1 student is never.

$$= \text{Total Score} / Y \times 100$$

$$= 231,5 / 400 \times 100$$

= 57% which means finding the best method to do
the given jobs/ task factor was in “often” category.

50 students always solve
problems by focusing on the
main points, 85 students are
often, 6 students are seldom, 1
student is never.

To interpret the data into percentage scoring, the
index formula can be applied as follow:

$$= \text{Total Score} / Y \times 100$$

$$= 184 / 400 \times 100$$

= 46% which means solving problems by focusing on
the main point factor was in “seldom” category.

The sixth data of non-linguistic factors (Motivation & Attitude) can be seen in the following
diagram:

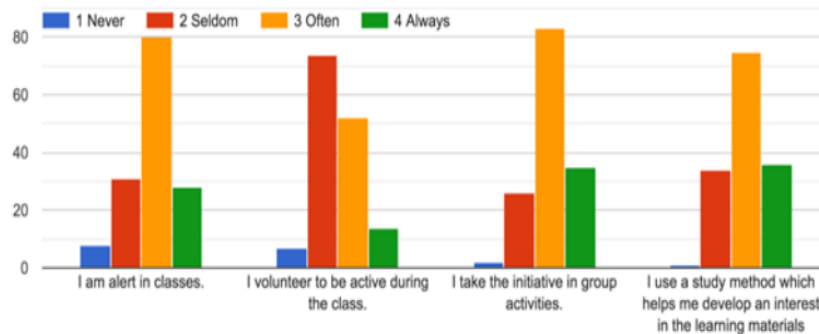


Diagram 6. Motivation & Attitude

From the diagram, the data can be interpreted from 142 students of BISPRO as the following:

23 students are always alert in
the classes, 80 students are
often, 30 students are seldom,
and 9 students are never having

To interpret the data into percentage scoring, the
index formula can be applied as follow:

it specifically.	$= \text{Total Score} / Y \times 100$ $= 122.5 / 400 \times 100$ $= 30\% \text{ which means being alert in the classes' factor was in "seldom" category.}$
14 students always volunteer him/herself to be active during the class, 50 students are often, 72 students are seldom, and 6 students are never	<p>To interpret the data into percentage scoring, the index formula can be applied as follow:</p> $= \text{Total Score} / Y \times 100$ $= 178 / 400 \times 100$ $= 44\% \text{ which means volunteering actively during the class factor was in "seldom" category.}$
37 take the initiative in group activities, 81 students are often, 23 students are seldom, and 1 student is never	<p>To interpret the data into percentage scoring, the index formula can be applied as follow:</p> $= \text{Total Score} / Y \times 100$ $= 219 / 400 \times 100$ $= 54\% \text{ which means taking initiatives in group activities factor was in "often" category.}$
35 students always use a study method to help developing an interest in the learning materials, 73 students are often, 32 students are seldom, and only 2 students are never.	<p>To interpret the data into percentage scoring, the index formula can be applied as follow:</p> $= \text{Total Score} / Y \times 100$ $= 212 / 400 \times 100$ $= 53\% \text{ which means using a study method to help developing an interest in the learning materials was in "often" category.}$

3 Discussion

Problems & Needs

The first question of this research is about the problems Translation' students might have in non-linguistic factors. In this research, the researchers categorize the data into six parts; based on the variables of the questionnaire, including Time Management & Procrastination, Concentration & Memory, Study Aids & Note-Taking, Test Strategies, Organizing & Processing Information, and Motivation & Attitude. Each of the variable consisted of several indicators to be answered by the participants. The result of the questionnaire was assumed to be the non-linguistic problems of the students in translation study by interpreting the percentage of the questionnaire on each of indicator. Based on the result & finding above, there are some points were categorized as the problems of the students in translation class. Based on the data of students' problem, the authors were able to portray the needs that might be needed by students beside the linguistic components of curriculum.

Time Management & Procrastination

From the first variable of the questionnaire about Time Management & Procrastination, it can be identified that students got a major problem with procrastination in the assignment. It was found that 53% of students are working best at the last minute of the tasks which is interpreted as "often" category. Working on the tasks in its last minutes can be determined as the act of many issues. Related to the first problem, in the same variable, it was found that 46% of students avoid setting the priorities of the day which means that they were not doing things from the most important to the less important one. That is why most of the students choose to do their assignments at the very last minute because they do not understand how to manage time well. Also, the data showed that only 50% of the students who organized the time for specific goals which means the students have no idea which one were more important than the others because they simply did not know the goal of the whole learning activity for them personally.

By theories, there are some reasons for students' procrastination habit: a) Being perfectionist and making sure everything on the flawless finishing, b) Not prioritizing the tasks as main activities, c) Having too many activities to do, d) Not understanding the tasks, e) Lacking motivation, f) Just keeping the wasting time mode on (delayed study habit) [20]. As stated before [20] that one of the reasons for the students' procrastination is not prioritizing the tasks as the main activities. In addition, procrastination is also associated with low conscientiousness and self-regulatory failure [21]. By knowing the facts, it can be said that it is important for the institution to prepare the students with useful time management & anti-procrastination program before starting the semester. It will be a moment for them to refresh their goals and strategies for learning. For example, the institution can organize an even for students by having knowledgeable speaker for time management & anti-procrastination to provide students with some strategies and problem solving for those issues. Moreover, the institution needs to insert in the syllabus and assessment rubric particularly in the translation courses about providing the students how to keep managing their time well and avoiding the procrastination and evaluating them quantitatively. For translation students, this habit of time management & procrastination has a huge impact on their career while translating the clients' documents that represent their qualifications, capabilities, and responsibilities.

Concentration & Memory

In this variable, the students of BISPRO identified problems with concentration & memory that could be harmful without appropriate management from the campus and the students

themselves. From the data, it was found that 49% of students were hardly having an accurate understanding of the learning topic. It can be related to other data in the same variable about having a particular study place & way habit which came with 51% of students. It means the rest of them were not certainly clear in stating the way or place to study the lesson or it also can be assumed that they did not review the materials/ lessons after the class. It is getting worse to know that 50% of the students confessed not being able to concentrate for 20 minutes in the classroom. It can be said that at the same time, they were not having an accurate understanding of the learning topic, had problems with concentration, and not having a particular way & place to improve their study. Normally, when you missed some information in the classroom, for example, due to your bad concentration or memory, you will directly find a way to review the materials to get a better understanding, check the other sources to enrich your materials, or simply asking the lecturer/ friends for certain statements, yet why do the students keep passive in learning?

By those problems of concentration & memory, there are some reasons for the finding problems above; the familiarity with the given information and partial access to the information [22]. The students might be not familiar with some new words like from the law & regulation text in translation class which leads to misunderstanding of the learning topic, and they cannot be alert for more than 20 minutes in the class. Unfortunately, they were not trying to find another similar text to do some practice or asking the lecturer to give access to the information, so their qualities in translation law & regulation documents were not making any progress or just getting worse. As future translators, they need to be consistent of the goals of study and know how to achieve them. Even though the students got problems in remembering the materials and organize the memory, they need to find some strategies to cope up with the problems. In this case, the institution needs to introduce some applications or methods in helping them remembering and organizing the materials while teaching. For example, if the lecturer asked the students to make list of law & regulation glossaries, she/he needs to provide the students the easiest way for the students to reread and memorize the list. It can be said that, the lecturer needs to give a hand while teaching learning processes, so that the students know how to improve their study.

The Aids & Note-Taking

From the third variable of the questionnaire about Study Aids & Notes Taking, the researchers found two problems from the students; the students got problems organizing notes in some meaningful manner and also reviewing and editing notes systematically. It was found that 46% of students stated that organizing notes in some meaningful manner was rarely applied by the students and 44% of students hardly reviewed and edited their notes systematically. It means that those students were not properly taking notes during the lesson which eventually not reviewing and editing after the class. Furthermore, in improving concentration & memory, a learner needs to use any aids in assisting their attention in learning processes and the use of note-taking is another useful way to manage their recalls. When a student is not preparing any aids or notes for learning, it can be said that she/he depends only on listening to understand the whole materials, or his/ her concentration and memories.

Nonetheless, around 50 % of students of BISPRO got problems with concentration & memory which means it was not a good idea to go to the classroom without any tools or notes. At the university level, the notes-taking processes provide students with transmitted information coding which will be effectively used by the student personally and will contribute to making judgments, resolving issues, and making a decision while learning [23]. It can be said that

every student has his/her own way to draft the learning materials to particular codes in their mind to memorize or draw a concept. While note-taking, there is a process of transferring data from given materials to semantic mapping that is fully understood by the students themselves. In this case, the lecturer needs to make sure every student do this note-taking while learning. If it is possible, the note-taking and other aids needed to the course need to be stated as one of rubric assessment. It might sound too much to do at first for students of higher education, but for the future translators the students need to maintain their habit from now on, including the note-taking habit.

Test Strategies

In this variable of the questionnaire, the test strategies of the students were mostly doing fine in all indicators, except one; 43% of students were rarely finding out the contents of the exam and not knowing how to get the highest score. It means that the students did not identify the topics for the exam clearly so they got problems finding out the way to get the highest score. Furthermore, the students who were alert of the sharing materials during class would probably find problems in the meaning/ structure of the question, or the expected answers by the examiners, knowledge objects adapted to question demands, knowledge objects used to control answer structure, like the examples and details in arguing before taking the examination [24]. However, 43% of students were not able to identify properly which parts of the lesson to be examined, or even know how to achieve the best score. It could be related to the previous variable of the questionnaire about their problems in getting the lesson accurately for 49% of students which is part of examination preparation and 44-46% of students who got problems in using the aids of learning and notes which were related their logical structure, understanding, and recalling memories. Thus, it must be something unquestionable to know those students were confused about their existence in translation class since the beginning. Based on the problems of test strategies, the lecturers need to provide the students with examination rubric at least a week before. It is also important for the lecturers to inform the students what materials appeared in the examination and motivate them how to get the highest score.

Organizing & Processing Information

From the fifth variable of the questionnaire about Organizing & Processing Information, the researchers found that 48% of students were hardly using questions to better understand and organize the materials. It means that in understanding the given information, the students rarely have a systematic mapping to process the information. Furthermore, in education, based on Taxonomy Bloom, the question for understanding the materials can be classified into the cognitive dimension; remembering (knowledge), understanding (comprehension), applying (application), analyzing, evaluating, and creating (synthesis) which are leveling from low to high or it is also known as 5W+ 1H. In addition, using questions in teaching learning processing can be useful to assess students' knowledge, promote comprehension, and stimulate critical thinking [25]. The questions which are generated by students in learning can lead the students to deep understanding. Then, it was found that 48% of students were rarely using questions for a better understanding of the materials can be an indication of low organizing & processing of information.

Also, in the same variable, it was stated that 46% of students got problems solving problems by focusing on the main points. Generally, situating the students in the problem-solving situation is the basic idea of evaluation in the curriculum in order to measure their

understanding of the given materials. If the students face problems, normally they will know how to solve them as the actual form of their understanding. In order to know how to solve the problems, the students need to define the problems first, identify and collect specific information, and finally plan solutions [26]. Unfortunately, 48% of students who got problems solving problems might relate to their unorganized way of processing given materials that impacted their problem-solving ability. As translation students, it is a must to know how to progress information and apply them to the demanding situation especially when they need to deal with clients. It is a need for the lecturers for sharing other non-linguistic information beside the materials, including the way to organize and process the information, for examples the strategies to remembering (knowledge), understanding (comprehension), applying (application), analyzing, evaluating, and creating (synthesis) which are leveling from low to high or it is also known as 5W+ 1H.

Motivation & Attitude

In the final variable about Motivation & Attitude of the questionnaire, the researcher found that 30% of students were hardly alert in the classes. In addition to the same variable, it was found that 44% of students were also hardly volunteering activities during the class. It can be said that those two indicators are correlated to another which is not being alert in class as the cause of not volunteering actively while learning. First, being alert in class is a situation where the students have built their concentration alert system to achieve the materials, have the willingness to listen to the explanation, have a discussion with partners or lecturers, perform assignments given by lecturers, and keep following the process passionately [27]. Second, being active and passionately participating while learning is the core idea of learning itself where students have the willingness to involve him/her in the learning situation. Unfortunately, knowing the previous data mentioned that 50% of students were having problems with concentration for more than 20 minutes; directly leads us to the reason for the student's reluctance while learning. In addition, the other reasons for this problem can be caused by losing interest in the subjects of learning that keep the students engaging effectively in the class, unwell-designed of the syllabus (lesson design), the campus or classroom environment, parents or family contribution, and the lecturers' performance during the study [27]. The whole reasons mentioned above can be a reflection session for the institution to not only focus on the competencies only but also seek the students' needs for better qualities in translation class. It also can be done by institution to organize an annual event about motivation and attitude for college students which supported by experienced speakers. Then, the spirit of this motivation and attitude need to be sounding by the lecturers in the whole semester.

4 Conclusion & Recommendation

Based on the research, it can be concluded that students of Translation study at BISPRO, Politeknik Negeri Jakarta got some problems & needs to be recognized by the lecturers or the institution. From the six variables of the questionnaire of students in non-linguistic factors; Time Management & Procrastination, Concentration & Memory, Study Aids & Note-Taking, Test Strategies, Organizing & Processing Information, and Motivation & Attitude, the authors come to the conclusion that:

- a. In Time Management & Procrastination, 53% of students face problems in managing their time, particularly in doing assignments that are correlated to

the 46% of students who avoid setting the priorities of the day which means that they were not doing things from the most important to the less important one. For translation students, the ability to manage time and prioritize tasks will be soon impacted their personal life as translators especially while dealing with clients.

- b. In Concentration & Memory, 49% of students face problems in understanding the materials accurately that are connected to the problem and 50% of the students confessed to not being able to concentrate for more than 20 minutes in the classroom. As translators, they need to train themselves to be alert and focused for more than 20 minutes since the work of a translator cannot be finished in a short time. They need to find some strategies to study the lesson comprehensively and sustain their energy to be focused longer.
- c. In Study Aids & Note-taking, 43% of students face problems in organizing meaningful notes while learning that is connected to their habit of hardly reviewing and editing the notes systematically. For translation students, knowing how to maintain and organize notes particularly related to some specific field of documents make the translation process much easier. Not having systematic notes while learning, especially in translation class make the students need a long time to process a document.
- d. In Test Strategies, 43% of students rarely found out the contents of the exam and not knowing how to get the highest score. Since the core of education is about evaluation, the students need to challenge themselves to know what lesson to be examined and the way to obtain the highest score by asking the lecturers, keeping the practice, relating to the notes, and more. However, as mentioned before, in the process of teaching-learning, the students face problems such as not understanding the lesson accurately, not focusing on the lesson for more than 20 minutes, or not having any particular notes to support their learning process. Thus, it is undeniable that they lost a way to get to know the content of the exam or even just to get the best score.
- e. In Organizing & Processing Information, 48% of students hardly used questions to obtain a better understanding and organize the materials. Also, 46% of students faced solving problems by focusing on the main points. As a translator, having critical thinking while processing a document like knowing the whole mapping of the translation method can be helpful in many cases. One of the signs of critical thinking is by questioning the applied process to the whole concept. Then, the ability to solve the problem is a supportive skill needed by a translator with a tight schedule.
- f. In Motivation & Attitude, 30% of students were hardly alert in the classes. 44% of students were also hardly volunteering activities during the class. As translation students are a language class, the students need to involve in every stage of the learning process as the reflection of their understanding of the materials. In this case, the students' motivation and attitude can be influenced by internal & external factors such as their interest in the subject and the curriculum/ class design. Furthermore, the institution needs to take a look comprehensively at the students' problems & needs as future

translators.

- g. For the higher education management and educators in PNJ, particularly at BISPRO, based on the data and the analysis of the research, it is crucial to have the balance between the linguistic & non-linguistic components in designing curriculum for students. The result found that the students faced problems in all categories of the questionnaire that impacted their psycho-physiological side as students in translation classes and institution needs to take a look at them comprehensively by adding the Psycho-Physiological components of PACTE Model and SKKNI Penerjemahan Teks Umum (Indonesian National Competency Framework Standards) for general translator text as the framework of BISPRO's curriculum for its suitability to the curriculum design.
- h. For the future researchers, it is recommended to find out the missing Psycho-Physiological components in curriculum of any courses. It is believed that this situation is not happening at BISPRO only, but also in many kind of study programs in Indonesia where the competences of students are mostly measured by their cognitive performances, but hardly by their Psycho-Physiological components.

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