Need Analysis of *Translation Contents* And *Islamic Contents* For English Translation Subject

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ARTICLE INFO	ABSTRACT
	Need analysis is the first step in building a course or creating learning materials. It collects information from the research participants regarding their educational needs. This study investigated the students' need for Translation and Islamic contents in Translation class. The method of research was descriptive and quantitative The study participants were 105 sixth-semester students from four classes at the English Education Study Program of the Faculty of Tarbiyah and Teaching Sciences, UIN Raden Fatah Palembang, who had passed the Translation Subject. A survey technique was used to collect the data. The researcher also interviewed eight students to uncover why they tended to choose some more needed content than the other contents in terms of translation and Islamic contents. The quantitative data obtained through questionnaires was analyzed using the Likert scale. Then, the result was put in the form of a percentage, which was arranged from very needed to not needed at all. The findings showed that first, for translation contents, in terms of the topics of texts to be translated in Translation Subject that are highly needed, are the ones in the field of language skills (55.2%); second, in terms of the language texts to be translated that are highly needed, are the ones written in English (41.9%); third, in terms of the level of texts to be translated that are highly needed, are the ones with high level (41.9%); and fourth, in terms of the genre of texts to be translated that are highly needed, are the ones with the genre of job application letter (42.9%); While, for Islamic contents, first, in terms of aqidah contents of texts to be translated in Translation Subject that are highly needed, are the ones consisting of rukun Islam (32.4%); second, in terms of akhlak contents of texts to be translated that are highly needed, are the ones comprised of the influence of socialization in life (35.2%); third, in terms of Al-Qur'an contents of texts to be translated that are highly needed, are the ones consisting of the privileges of the Qur'an (49.5%); and fourth, in terms of fiqih and muammalah contents of texts to be translated that are highly needed, are the ones consisting of rukun of prayer (27.6%).

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INTRODUCTION

As an Islamic university, Universitas Islam Negeri Raden Fatah has the vision to be a university with international standards, national insight, and Islamic character (Syarnubi et al., 2022) To achieve this vision, students should be equipped with content knowledge that accommodates the three components of the mission. Especially for the third component, Islamic character should be included in any subject students take (Syarnubi, 2022). Thus, students have worldly and Islamic knowledge integrated into any subject in the study program.

In the English Education Study Program, students take subjects such as language skill subjects (speaking, listening, reading, and writing), aspects of language (grammar, vocabulary, and

pronunciation practice), linguistic subjects (Introduction to Linguistics, Phonology, Morphology, Syntax, Semantics, Sociolinguistics, and Psycholinguistics), other study program subjects (Translation, Cross-Cultural Understanding, and pedagogical subjects. Besides mastering the contents of these subjects, students must also master the Islamic contents that are inserted in these subjects to make the vision of Universitas Islam Negeri Raden Fatah come true.

As one subject that has to be taken by students of the English Education Study Program, the Translation subject should also include Islamic content besides translation content. The success of a translation class depends on many factors that determine students' good translating ability. One of them is good learning materials (translation and Islamic content) suitable to students' needs. The materials should be based on the need analysis to have such materials.

Preparing a curriculum for teaching any course must be based on a needs analysis, and translation courses are no exception.(Syarnubi, Alimron, et al., 2023) Researching the environment for learning, as well as the tools and other elements essential to the teaching and learning process, is the first step in the needs analysis process (Alavi & Gholami, 2008). To create a successful syllabus or curriculum and ensure that the learning materials for translation are practical and suit the needs of students, needs analysis is an essential first step (Kaya, 2021).

Need analysis is the first step in building a course or creating content. It is used to collect information from the population regarding their educational needs (Nurpahmi & Kamsinah, 2020). In addition, it is a critical early step in a course before determining learning objectives, establishing the assessment, designing the course, and preparing resources (Y. I. H. Sari et al., 2020).

The first quantitative data can be measured with varying degrees of precision since it contains some magnitude typically expressed numerically (Syarnubi, 2019b). The numerical data can be analyzed using mathematical techniques.(Hawi, 2018) These may be as elementary as counts or percentages or as complex as statistical tests or mathematical models.(Misyuraidah, 1970) The process of developing materials is analyzing students' needs. Without doing so, students' learning outcomes will not be improved as learning objectives demand. According to Gu et al. (2019), as cited in (Ria & Malik, 2020), teaching materials and methods must be modified to meet students' requirements and improve learning results. In addition, assessing students' needs might assist the instructor in locating relevant course material (Syarnubi, 2019a).

Although experienced teachers use their collected practical expertise in language classes to build curricula, inexperienced teachers spend much time "guessing" what their pupils need or desire to learn from the course. It is difficult for teachers to design language course curricula when they are uninformed of the appropriate components for their syllabi. The foundation of teaching is identifying the students' needs (Shen, 2014). So that a lecturer does not need to guess his students' needs in learning, he can do need analysis (Syarnubi Syarnubi, 2016).

Following is a summary of the significance of needs analysis in translation learning: (1) identifying the individual needs of learners and creating a curriculum based on those needs via needs analysis can help educators meet the changing learning needs of pupils (Kaya, 2021); (2) creating a curriculum based on needs analysis: The development of a syllabus or curriculum must begin with a thorough needs analysis (Alavi & Gholami, 2008); (3) detecting gaps between curriculum and learner needs: The purpose of a needs analysis is to look for any discrepancies between what is being supplied and what is needed by translation learners (Wang, 2014); (4) identifying the needs for target language teaching and learning is the goal of the needs analysis to create a successful curriculum (Sönmez, 2019).

Johns and Dudley-Evans (1991), as cited in (Martins, 2017), assert that needs analysis supports educators in understanding potential educational needs. This knowledge is crucial for building programs that meet the needs of stakeholders (Yanti et al., 3 C.E.). Such programs mandate that instructors play a large role in needs analysis, recognizing it as an integral step in determining and meeting the needs of stakeholders (Syarnubi Syarnubi, 2023).

The goal of the lecturer is to design an appropriate needs analysis and provide pertinent, applied information. Consequently, it is the responsibility of the lecturer to design an appropriate

needs analysis and provide pertinent information for its implementation (Syarnubi, Fuazi, et al., 2023). The problem arises when only some lecturers keep time to do the needed analysis. Most lecturers use ready-to-use textbooks so that they do not need analysis and the phases of developing learning materials (Martins, 2017).

In addition, the lecturer and curriculum creator should be aware of the users' needs analysis to maximize the students' quality after university graduation (Yeni & Ardi, 2021). Providing English learning materials corresponding to the student's primary subject areas will greatly assist in preparing students to teach in schools (Syarnubi, 2020). This fulfillment of 'wants' will also improve students' drive to communicate well in English learning because the offered content corresponds to what they desire (Puspita & Rosnaningsih, 2019). As humans, especially students, when they feel that what they are learning suits their wants and needs, they will be more enthusiastic about trying to absorb the materials (Wulandari et al., 2021).

Based on the preliminary study, what happened in the Translation class of the English Education Study Program needed to be revised. The researcher interviewed some students who passed the Translation subject. It was discovered that the lecturer had used a ready-to-use textbook for the Translation subject, which was inappropriate for the needs of the students because it had not been created by the lecturer and had not been initiated by need analysis.

This automatically resulted in the students' poor translation ability. It was known through a translation test given by the researcher to the students. The researcher asked the students to translate an English text into Indonesian and an Indonesian text into English. Based on the interview results, the students could have been more enthusiastic about participating in the translation class since the genres and contents of the materials used in the class did not suit their needs.

Some researchers conducted some previous studies (Ali & Syarnubi, 2020). The first study explores the need for translation materials related to text types for a bachelor's degree at Universitas Negeri Padang, focusing on the compatibility of translation materials with the translation market (Yeni & Ardi, 2021). According to the study, globalization, industrialization, technology, and social media have had various effects on the development of translation studies. The need for translation is escalating due to the current state of affairs, and the number of materials that need to be translated is growing exponentially.

Another study was conducted by Ronaldo & Zaim (2021) dealing with the need for analysis of English teaching materials for Mechanical engineering students who are pursuing a diploma in the field and who are provided with educational materials. By completing this research, the researcher acquired data on the three types of need assessments for English teaching materials: Present Situation Analysis (PSA), Target Situation Analysis (TSA), and Learning Needs Analysis. As a result of the research, pupils were offered English for Specific Purposes (ESP) to gain the future learning materials they would need. Learning materials should consider all of the findings from the need analysis to connect with and be relevant to the learners. Students pursuing a mechanical engineering diploma are provided with educational materials.

The study by Sofyan et al. (2020) found that students' needs for learning materials have areas for improvement due to the absence of stakeholders as the research respondents. Therefore, it is suggested that other researchers involve stakeholders as the respondents for better findings. The objectives of this study are: (1) to find out the students' need for Translation contents in Translation class, and (2) to find out the students' need for Islamic content in Translation class.

Literature Review
Definitions of Need Analysis
Need Analysis is essential to the design of a course because it "provides a rational basis for the other elements of a systematic language curriculum (Iwai et al., 1999) as cited in (Diana & Mansur, 2018)."

Sosola (2004) described need Analysis as a systematic set of methods undertaken to develop priorities and provide solutions or means to the desired end by assessing the existing and desired

state and identifying the needs emerging from the learning and target scenarios and the deficiency areas.

Purposes of Need Analysis

According to Iwai et al. (1999), as cited in Diana & Mansur (2018), a need analysis is required for course design since it "provides a reasonable framework for the other components of a structured language program." Brown (2000) agrees that need analysis is a key first step in curriculum building. In addition, he explained that need analysis is the systematic collection and evaluation of all subjective and objective data required to define and validate defensible curriculum purposes that meet the language mastery needs of students within the context of a specific institution and influence the learning and teaching of state affairs.

According to Richard (2018), as cited in Syamsinar & Yusuf (2019), need analysis serves a variety of purposes, including 1) determining the language skills required for pupils to execute various tasks, such as sales manager, tour guide, or student; and 2) determining whether the course adequately addresses the potential needs of students. 3) to determine which group of students requires the most training in language skills; 4) to identify changes in direction felt by the reference group; 5) to identify changes in direction deemed significant by the reference group; 6) to identify gaps between what students can do and what they must do; and 7) to collect information about specific problems encountered by learners.

Nature of Learning Materials

Tomlinson (2010) defines teaching resources as anything that can be used to assist language learning. Teaching materials can be linguistic, visual, aural, or kinesthetic, and they can be in print, via live performances or performances, or on cassette, CD-ROM, DVD, or the internet.

According to the preceding definition, instructional materials can take shape and possess various features. Most importantly, it is beneficial for language learning. There are several benefits to purchasing a collection of educational materials instead of purchasing them individually. According to Rudby and Tomlinson (2010), the following are the benefits of teaching materials in the form of compilations:

a) The teaching materials suit most practical needs, especially when English is taught in a non-English-speaking environment, and teachers need more time and capabilities to meet students' needs.

b) The teaching materials help provide teachers and students with a road map, allowing them to view future or prior lesson materials.

c) The instructional materials provide arrangements and forecasts that aid students in social interaction so that the topic can be researched, negotiated, and explored further.

d) Handling several regular tasks for teachers, freeing them up to focus on the more crucial components of planning learning materials.

e) The instructional materials inspire novice educators with confidence in the learning process.

f) Most teaching resources in the form of books are designed and developed by experts in their domains and equipped with theoretical and practical procedures. These instructional resources will be of higher quality than those compiled from multiple sources.

g) Textbooks can serve as agents of change that develop novel ideas introduced inside the framework so teachers and students can build harmony with concepts.

While Krashen (2009) believes that if teaching materials are designed to aid in language learning, they must provide input that is easy to grasp, interesting/relevant, and does not follow a grammatical sequence, or they must provide means to produce this input. If the purpose of the instructional material is to facilitate language acquisition, then it must emphasize the rules that can be learned. We will concentrate on the types of instructional materials required to facilitate language acquisition. New instructional resources will be devised to satisfy the fundamental needs of students, enabling students at the introductory and intermediate levels to comprehend input from outside the classroom. This is an actual issue experienced by students of foreign languages, and it is significant for students of "odd" languages. This is also a serious issue for second language learners

learning spoken languages; students at the beginning level cannot understand native speakers in conversation, nor can they comprehend radio or television broadcasts or read fluently. Therefore, we require instructional tools that help students comprehend the outside world.

Definitions of Translation

Translation can refer to science as a whole, the outcome of translation (a translated text), or the translation process (the act of generating a translated document), also called translating.

The translator converts the original written text (source text) in the source language (source language) into written text (target text) in a different verbal language (target language) (Munday, 2001).

Translation is a form of communication. Translation is also a form of linguistic contact that involves communication (Hatim & Mason, 1997). In other words, a translator attempts to convey the meaning of a source-language text into the target language so that the reader is unaware that he is reading a translation. Nonetheless, this is only sometimes simple. Numerous linguistic and non-linguistic factors, such as the absence of a one-to-one connection, can impede the production of a quality translation. Consequently, adequate proficiency in both languages, source language, and target language, is necessary. This is known as interlingual translation and entails converting the content and structure of one language into another (Hatim & Munday, 2004).

Translation Teaching

Today's rapid advancements in science and technology, such as the continual growth of culture, economy, and international relations, have presented humanity with challenges, including the assimilation of essential and valuable information.

There is no way to overcome the language barrier or speed the assimilation of scientific and technological breakthroughs using traditional or contemporary educational approaches. New approaches to the teaching and learning of translation are urgently required to meet present and future demands (Robinson, 2003).

Many individuals need clarification on whether or not translation can be taught. This is because, in the ultimate step, a student must independently develop the concepts and content he receives in class (Hatim & Munday, 2004).

The low motivation of pupils is one of the primary factors affecting the success of teaching translation. The majority acknowledge and recognize that mastering translation is essential. However, their lack of motivation makes them easily frustrated if they encounter difficulties throughout the translation process. To make them more motivated, he recommends the following: using a learner-centered translation teaching approach with an emphasis on activity-based learning tasks, creating a friendly and conducive interpersonal environment, providing access to learning centers, providing opportunities for the publication of student translation products, providing professional authentic internship opportunities, conducting second language proficiency test sessions, and so on.

Goff-Kfouri (2005) claimed that a cognitive approach can be applied to the learning process of children to promote learning because this technique incorporates not just retrieving facts but also memory, reasoning, critical thinking, and problem-solving.

Translation Contents in Translation Learning Materials

According to Jakobson in Hatim and Munday (2004), all cognitive events can be articulated in different languages. For instance, notions such as congestion pricing in British English or speed dating in the United States may not exist in other cultures. However, they can still be articulated in the target language. It is possible to convey a culture-related idea in the target language, yet the concept only exists in the target language's culture. For instance, the ecological idea of spring has entered the Indonesian language. However, there are only two seasons in Indonesia: the dry season and the wet season. Istilah *Rumah Joglo* has no English equivalent, and this concept is unknown in the culture of the English-speaking world. Similarly, terminology connected to the names of social groups, such as *Rukun Tetangga* and *Rukun Warga*, also became obsolete.

Language is a complicated mechanism between form and meaning. Form is the shape or shape of a linguistic unit. The meaning of an expression is its content. Form and meaning issues are a common source of translation difficulties. One of the challenges of translation is the issue of one grammatical form or term in a language having many meanings due to the context in which it is used. The circumstance in which the same meaning can be stated using numerous different grammatical forms yet with the same meaning is a further potential source of difficulty.

Islamic Contents in Translation Learning Materials

According to Munir (2013), referenced by (Yunita, 2017), Islamic contents contain Islamic ideals. Then, Hameed in Khairuddin (2014), as cited in (Yunita, 2017), defines Islamic values as "a collection of moral principles and guidance that distinguishes proper behavior from bad behavior or what one should or should not do." Islamic content-based texts are those containing a set of moral principles and advice on how to be a decent man. In addition, reading works with Islamic content expands pupils' knowledge, particularly about their religion. Thus, it can shape the character of students. These points, presented concerning the usage of Islamic content-based reading materials, are more significant to students since the texts address their requirements in learning English and their religious and societal needs.

RESEARCH METHOD

The method of research is descriptive and quantitative (Hartati et al., 2022). In another type of quantitative research, people may not be interested in a testing activity or material or the association between variables (Syarnubi et al., 2019). Instead, people are attempting to depict broad population trends (Nurrahman et al., 2021). In this instance, a survey is an appropriate method to employ. Survey designs are quantitative research processes in which a survey or questionnaire is administered to a small number of people (called the sample) to uncover patterns in a larger group's attitudes, views, behaviors, or attributes (E. I. Sari et al., 2020). Survey research is a popular method in education because of its numerous applications. Survey research designs are quantitative research techniques in which investigators give a survey to a population sample or the full population to describe the attitudes, views, behaviors, or attributes of the population (Arisca et al., 2020). Researchers collect quantitative, numerical data using questionnaires (e.g., postal questionnaires) or interviews (e.g., one-on-one interviews) and statistically analyze the data to identify trends in replies to questions and to evaluate research questions or hypotheses. They also analyze the significance of the data by linking statistical test findings to previous research papers (Cresswell, 2015).

The study participants were 105 sixth-semester students from four classes at the English Education Study Program of the Faculty of Tarbiyah and Teaching Sciences, UIN Raden Fatah Palembang, who had passed the translation subject.

A survey technique was used to collect the data (Febriyanti et al., 2022). The survey was done by providing a needs analysis questionnaire to 105 English Education Study Program respondents who had passed the Translation Subject. Researchers utilized this questionnaire to gather information about the users' need for translation learning materials (translation contents and Islamic contents).

The questionnaire comprised questions about content areas encompassing text topics, language, text level, text genres, and Islamic contents, which comprised aqidah, akhlak, al Qur'an, fiqih, and muammalah.

The researcher interviewed eight out of 105 students in four classes (two students from each class) of the English Education Study Program by randomly selecting two students from each class. The interview aimed to uncover why they tend to choose some more needed contents than others regarding translation and Islamic contents (Harto Kasinyo, 2018).

In analyzing the data, the researcher checked the score of each respondent's answer in the questionnaire and put it in the table (Fitriyani et al., 2020). Then, the researcher presented the respondents' answers (Malta, Malta, Syarnubi Syarnubi, 2022).

Quantitative data obtained through questionnaires was analyzed using the Likert Scale (Sukirman, Baiti, et al., 2023). The Likert scale is used to quantify a person's or group's attitudes, views, and perceptions of social issues (Sugiyono, 2012). Then, the result was put in the form of a percentage, which was arranged from very needed to not needed at all.

Quantitative data can be measured with varying degrees of precision since it contains some magnitude typically expressed numerically. The numerical data can be analyzed using mathematical techniques (Sutarmizi & Syarnubi, 2022). These may be as elementary as counts or percentages or as complex as statistical tests or mathematical models (Walliman, 2011).

Findings

The findings showed that first, for translation contents, in terms of the topics of texts to be translated in Translation Subject that are highly needed, are the ones in the field of language skills (55.2%); second, in terms of the language texts to be translated that are highly needed, are the ones written in English (41.9%); third, in terms of the level of texts to be translated that are highly needed, are the ones with high level (41.9%); and fourth, in terms of the genre of texts to be translated that are highly needed, are the ones with the genre of job application letter (42.9%); While, For Islamic contents, first, in terms of aqidah contents of texts to be translated in Translation Subject that are highly needed, are the ones consisting of rukun Islam (32.4%); second, in terms of akhlak contents of texts to be translated that are highly needed, are the ones consisting of the influence of socialization in life (35.2%); third, in terms of Al-Qur'an contents of texts to be translated that are highly needed, are the ones consisting of the privileges of the Qur'an (49.5%); and fourth, in terms of *fiqih and muammalah* contents of texts to be translated that are highly needed, are the ones consisting of rukun of prayer (27.6%).

After analyzing the data gained from the questionnaire, the researcher randomly selected eight students out of 105 students from four classes, two students from each class. Regarding translation contents, the researcher asked why they chose to translate texts in the field of language skills, which is very required. According to them, translating texts in the field of language skills will give them many benefits, both personally and professionally. Here are some of the key advantages that the researcher has summarized:

1. *Enhanced Communication:* Language proficiency is the fundamental basis for effective communication. Whether engaged in travel, business endeavors, or mere social interactions, the ability to converse in various languages facilitates the establishment of connections with individuals from diverse cultural backgrounds (Student 3, Student 4).

2. *Culturally Profound Understanding:* The acquisition of a language often entails the acquisition of profound insights into the culture, history, and customs of its speakers (Student 5, Student 8).

3. *Augmented Cognitive Capacities:* The mastery of languages can augment cognitive functions, including problem-solving, critical analysis, and multitasking (Student 1).

4. *Professional Prospects:* Individuals proficient in multiple languages are in high demand within the job market. Numerous employers highly value employees who can communicate effectively with clients and colleagues from across the globe. Language skills have the potential to unlock international employment opportunities and facilitate career advancements (Student 7, Student 8).

5. *Travel and Exploration:* The knowledge of the local language can substantially enhance one's travel experiences. It facilitates the navigation of unfamiliar places, enables engagement with locals, and facilitates the discovery of less commonly frequented destinations (Student 2, Student 3, Student 4, Student 7).

6. *Personal Growth:* Acquiring a new language is arduous yet gratifying. It has the potential to bolster self-assurance, resilience, and the capacity to adapt to novel circumstances, all of which contribute to personal development (Student 1, Student 2, Student 7).

7. *Broadened Social Network:* Proficiency in multiple languages expands one's social network. It facilitates connections with individuals from diverse linguistic backgrounds, forming friendships and professional relationships (Student 1, Student 3, Student 6).

8. *Increased Creativity:* The acquisition of new languages has the potential to stimulate creativity. It fosters the ability to think in diverse ways, employ metaphors and idiomatic expressions, and explore alternative perspectives (Student 4).
9. *Lifelong Learning:* Learning languages is an ongoing and perpetual pursuit. It ensures the continual engagement and activation of the mind, providing a sense of uninterrupted learning and personal gratification (Student 1, Student 3, Student 7).
10. *Access to Literature and Media:* The acquisition of a new language confers individuals the privilege of accessing literature, films, music, and other forms of entertainment emanating from that particular culture, thus enhancing their cultural experiences (Student 5, Student 6, Student 8).
11. *Enhanced Problem-Solving:* Bilingual or multilingual individuals often exhibit superior problem-solving aptitudes due to their capacity to think from various linguistic and cultural viewpoints (Student 2).
12. *Boosted Confidence:* Mastering a new language can significantly elevate confidence. It represents a tangible accomplishment that serves as a reminder of one's ability to surmount challenges (Student 2, Student 5, Student 6).
13. *Improved Academic Performance:* Studies have shown that learning multiple languages can improve academic performance, particularly in subjects such as mathematics and reading (Student 3, Student 4, Student 5)
14. *Global Perspective:* Multilingualism promotes a global perspective, helping people see issues and opportunities from different angles and fostering a more open-minded worldview (Student 2)

In conclusion, the interviewees say acquiring language skills offers many benefits, encompassing personal growth, professional advancement, and a deeper understanding of the world and its diverse cultures. It is a valuable investment of time and effort that can enrich every aspect of their life.

In terms of the genre of texts that are very needed by the interviewees to be translated are application letters for the following reasons:
1. This guarantees the precise transmission of the message to the recipient and establishes a favorable initial perception because the application letter is related to culture (Student 2, Student 4, Student 7).
2. To guarantee the precise transmission of the message to the intended receiver. That is why the students are really required to have good translation ability (Student 1, Student 2, Student 3, Student 6).
3. To help them write their application letters when they graduate from the faculty later (Student 1, Student 2, Student 3, Student 4, Student 5, Student 7, Student 8).

In terms of Islamic content, the interviewees chose the texts about 'rukun Islam' as the very needed content for the following reasons, which the researcher has summarized. All (8 interviewees) said that The Five Pillars of Islam encompass the quintessential rituals and customs deemed indispensable for adherents of the Islamic faith. These pillars are the bedrock upon which a Muslim's conviction and actions are built (Sukirman, Masnun Baiti, et al., 2023). They also said that the significance of the Five Pillars of Islam arises from their function as the fundamental elements of both the Islamic faith and its practical application. These pillars guide Muslims as they engage in their devotion to Allah, adhere to moral and ethical principles, and cultivate a sense of unity and fellowship with fellow believers. By assisting Muslims in fulfilling their religious obligations, spiritual growth, and adherence to Islamic teachings, these pillars enable individuals to lead a life that aligns with the principles of Islam.

Interpretation

The results of this research contained the need for translation contents and Islamic contents for English Translation subject Islamic content considered needed to be translated into English. Translating Islamic content into English is necessary because it can help educate non-Arabic speakers

about Islamic beliefs and many other things. Moreover, on matters relating to the Qur'an, almost all respondents thought that in this context, an English translation was needed.

Only a few people think that topics related to general and applied linguistics, skills, competency evaluation, language research, work, knowledge, or daily life do not need to be translated. The rest of the respondents agree that this needs to be translated. Because something related to linguistics is considered complicated, the readers or the listeners of the language used were not the natives of the language. Whether or not a text needs to be translated comes back to how much one understands the language and needs the language itself. On the other hand, due to the two-way translation, namely, English-Indonesian and Indonesian English, high-level and formal texts need to be translated. Therefore, translating books, book reviews, and research abstracts are included in formal texts, which are considered texts that need much concentration in reading. Thus, these texts are needed to be translated to ensure understanding.

However, a few people still think that this type of text can be translated for low-level and informal texts if they can still translate themselves. As for the level of complexity of non-formal text, it is simple enough for formal text, so this is not very urgent to do. Besides, texts in non-formal types are easier to observe and more often encountered than formal texts. Except for texts that contain information that is needed at certain times, such as news, tourist brochures, and computer usage instructions, it is considered very necessary to translate because people who read these types of texts are most likely people who are looking for related information, so the existence of translation can make it easier for people to find what they need, especially in a tourist brochure, which is half from the tourism industry that provide information and services to a foreigner who speaks different languages. Apart from that, all matters relating to Islam, such as the pillars of Islam, the understanding of monotheism, the pillars of Islam, the spread of Islam, and other aspects of Islam, need translation (Nurlaila et al., 2023).

Things about Islam are always connected to the akhlakul karimah (Alimron et al., 2023). There are many forms of morals in this case. It can be seen from the benefits of the distribution of greetings, spreading love among fellow humans, the nature of patience, tawadhu, attitude towards disaster, and the like. This content is considered necessary and even very necessary because the content of the text will be very interesting for people who want to learn it, so it will be very important for them to know the translation to perfect the understanding of the reader himself. Although a small number of people still think this is less needed, the frequency of opinions that say this is very much needed is much greater. So the matter of moral content is considered needed.

Moreover, in matters relating to the Qur'an regarding its understanding, features, and interpretation, which is sacred and vital, it is necessary to translate it to get a good understanding (Fauzi et al., 2023). Besides that, al-Quran is considered the most important reference. Thus, different understandings in translating things related to al-Qur'an will affect the change in meaning and significance. Therefore, from the overall results of respondents' answers, the context of translating content (topics of texts, language and level of texts, and genres of texts) and Islamic content (aqidah contents, akhlak contents, al-Qur'an contents, fiqih and muamalah contents) for English translation subject is considered necessary even very necessary to be translated because it can assist in dispelling inaccurate stereotypes and misconceptions about Islam by making Islamic content available to English-speaking audiences. This is related to the research by Kidwai (2016), which stated that for non-Arabic speakers who had embraced Islam to obtain access to the Quran, it had to be translated into English. Besides that, it is similar to several previous research studies, such as those by Sirriya (2009), who stated that translating Islamic religious texts into English is necessary.

However, the interaction between language, culture, and religion was also needed because translation facilitates the dissemination of essential works and increases the global realization of the community. In addition, English translations of Islamic content are essential to express things according to their original meanings without distortion (Alzubi, 2013). Then translating Arabic text into English is a huge bilingual expertise and necessary, especially in transferring the characteristics

and properties between two languages of different origins (Akan et al., 2019). Lastly, Hariyadi and Yanti (2019) stated that analysis of material such as translation is important to be developed.

CONCLUSION

The findings showed that first, for translation contents, in terms of the topics of texts to be translated in Translation Subject that are highly needed, are the ones in the field of language skills (55.2%); second, in terms of the language texts to be translated that are highly needed, are the ones written in English (41.9%); third, in terms of the level of texts to be translated that are highly needed, are the ones with high level (41.9%); and fourth, in terms of the genre of texts to be translated that are highly needed, are the ones with the genre of job application letter (42.9%); While, For Islamic contents, first, in terms of aqidah contents of texts to be translated in Translation Subject that are highly needed, are the ones consisting of rukun Islam (32.4%); second, in terms of akhlak contents of texts to be translated that are highly needed, are the ones consisting of the influence of socialization in life (35.2%); third, in terms of Al-Qur'an contents of texts to be translated that are highly needed, are the ones consisting of the privileges of the Qur'an (49.5%); and fourth, in terms of *fiqih and muammalah* contents of texts to be translated that are highly needed, are the ones consisting of rukun of prayer (27.6%).

In terms of Translation content, translating texts in the field of language skills will give them many benefits, both personally and professionally. Acquiring language skills offers many benefits, encompassing personal growth, professional advancement, and a deeper understanding of the world and its diverse cultures. It is a valuable investment of time and effort that can enrich every aspect of their life. Regarding Islamic content, the Five Pillars of Islam encompass the quintessential rituals and customs deemed indispensable for adherents of the Islamic faith. These pillars are the bedrock upon which a Muslim's conviction and actions are built. These pillars guide Muslims as they engage in their devotion to Allah, adhere to moral and ethical principles, and cultivate a sense of unity and fellowship with fellow believers.

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