

GAINING ACCEPTIBILITY USING DESIGN THINKING IN FUNDAMENTAL TRANSLATION CLASS

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Abstract: This paper points on the use of design thinking in fundamental translation class. Design thinking is an approach to produce the best solution of a problem. This approach includes five steps, namely empathize, define (the problem), ideate, prototype, and test. The researchers focus on the translation's acceptability of idioms since this topic is usually problematic to students. Therefore, a case study was conducted in this research. The participants of this research were 20 students of fundamental translation class in English Literature Study Program, Universitas Jenderal Soedirman. The students translated some idioms using design thinking and their translations were randomly selected. Observation was conducted to examine the students' behaviours in translating idioms. After that, the researchers rated their translations' acceptability. The results indicate that design thinking's application in translating idioms produce acceptable translations. Furthermore, this study can be beneficial for translators and translation teachers to gain acceptability in translation.

Keywords: *translation, acceptability, design thinking, idiom*

INTRODUCTION

Keeping the classroom dynamic is one of the teacher's duties. This can be done by implementing an approach that can engage students in the teaching and learning process. Task-Based Learning (TBL) is an alternative learning approach that can be implemented alongside traditional Present, Practice, Produce (PPP) methods. In general, TBL is performed in three stages: a pre-task, a task loop, and a post-task (Willis, 2016). Recently, a new learning model called design thinking has emerged. Typically, this approach is used in business. We deliver human-based innovation. Liedtka (2015) argues that customer demands will lead to new ideas with better competitive advantages. In other words, design thinking points out customer needs and problems and tries to solve them with new and great ideas. In essence, design thinking is similar to TBL and focuses on student-led problem solving. TBL has only 3 stages whereas Design Thinking has five stages, namely empathize, define, design, prototype, and test (Dam & Teo, 2018).

A task-based approach typically consists of three phases: a pre-work, a task cycle, and a final phase. In the pre-work phase, the teacher usually introduces the topic and task. The task cycle phases are then organized into tasks, schedules, and reports. This means making a plan for how students will start completing assignments and communicating the results of the assignments and communicating them to the entire class. Finally, in the final stage, the

teacher allows other students to listen to the presentations of their already good friends (Willis, 2016).

On the other hand, design thinking has three or more stages. Some sources mention that design thinking consists of five, seven or more stages, but the basic principle remains the same. Design Thinking encourages students to think creatively to solve problems. In this article, the researchers use the design thinking theory of the Stanford Design Institute. This is because they are at the forefront of teaching design thinking in education (Dam & Teo, 2018). According to this theory, design thinking has five stages: empathize, define (the problem), ideate, prototype, and test.

Empathizing is the step in understanding your customer. Translations usually address a target audience. To decide what kind of translation you want to do, you need to know your target audience. Defining is the step in discovering a problem. You know the problem and look for a way to fix it. Ideating is the third step in starting to come up with ideas for solving problems. The next step, the prototype, develops a solution to the problem. Finally, presenting solutions at the final stage and receiving feedback to improve them is called test. There have been many studies of design thinking in the past few years (Koch, 2016; Leifer, 2016; Sirkin, 2016; Sonalkar, 2016; Wenzel, 2016). However, these studies mainly discuss the implementation of design thinking in business. Some of them talk about how to define and apply design thinking, while others give you the benefits of design thinking. However, there are some studies that apply design thinking to education (Kasperavičienė et al., 2018; Kwek, 2011; Razzouk & Shute, 2012). Kwek (2011) conducted a study on the application of this new teaching method in a public high school in the San Francisco Bay Area. He tried to understand teachers' decisions to apply this innovative approach to teaching. Meanwhile, Razzouk and Shute (2012) emphasized the characteristics and characteristics of design thinking and discussed the importance of design thinking in improving problem-solving skills of 21st century students. On the other hand, Kasperavičienė et al. (2018) already discussed design thinking approach in teaching translation and its challenges. Still, there are not many studies that apply design thinking to education, especially in teaching translation. Therefore, this topic needs further discussion.

Acceptability

To determine whether the translation is good or not can be seen from its quality. Assessing translation's quality means evaluating its accuracy, acceptability, and readability. Accuracy focuses on the precision of meaning, while acceptability deals with the appropriate translation based on the rules and norms in target language. On the other hand, readability concerns on the readers' thought whether the translation is understandable or not (Nababan et al., 2012).

Translating idioms is a challenging thing for student since it does not only concentrate on the meaning but also the form. The translator needs to find equivalent meaning and, if it is possible, translate it into idiom in target language. However, idiom is closely related to culture in every language, so it is difficult to find the most equivalent translation with the same form. Therefore, the translator should choose the best solution in translating idiom by maintaining the meaning and minding the rules and norms in target language. Thus, this research focuses on the acceptability since it concerns the target language's rules, norms, and culture.

Moreover, acceptability refers to whether a translation is produced based on the rules, norms, and cultures applied in the target language at both micro and macro levels. The concept of acceptability is very important in translation as an accurate translation might be rejected by the target readers when it does not meet the criteria of acceptability (Nababan et al., 2012). In assessing the acceptability, the researchers used the instrument suggested by Nababan et al., (2012) as presented in the following table:

No	Categories	Scores	Qualitative parameters
1.	Acceptable	3	Translation feels natural; the technical terms used are familiar to the reader; phrases, clauses and sentences used are in accordance with the rules of the Indonesian language
2.	Less acceptable	2	In general, the translation feels natural; however there is a slight problem with the use of technical terms or a few grammatical errors.
3.	Unacceptable	1	The translation is not natural or feels like a translation work; the technical terms used are unfamiliar to the reader; phrases, clauses and sentences used are not in accordance with the rules of the Indonesian language
Instrument			

Table 1. Acceptability Parameters

Idiom

Many literatures define idiom variously. Some definitions are rooted from experts' opinions, for example Cooper (in Tran, 2012) stated that multi-word units which do not have literal meaning are called idioms. (Grant, 2007) also emphasized that idioms do not possess grammatical flexibility. Thus, idioms are parts of language which cannot be interpreted literally. It needs more understanding to grasp the meanings of idioms.

Idioms are also categorized by some previous experts. Fernando (in Tran, 2012) wrote idioms into three categories, namely pure idioms, semi-literal idioms, and literal idioms. Pure idioms consist of idioms which uses original units of idioms and the meanings are beyond literal meaning, for example hit the sack, kick the bucket, etc. Semi-literal idioms discuss the use of idiomatic and literal meaning, for instance using something as a stepping stone. Meanwhile, literal idioms highlight the characteristic of idioms which is inflexible, for example Merry Christmas, on foot, etc.

In this study, an idiom is described as a group of words which cannot be interpreted literally using its actual meaning since it is a fixed phrase (Zyzik, 2011). It can also be mentioned as figurative idiomatic expressions, namely a shoulder to blame, let her hair down, and many more. This phrase's meaning is not predictable and it can only be translated using critical order of thinking. Thus, it needs a suitable approach which makes students think critically.

RESEARCH METHODOLOGY

This research was conducted using qualitative method, as stated by (Creswell, 2014, p. 185) that to be called qualitative research, a study must have some basic characteristics. The researchers are the key instruments who collect the data themselves through document examination, behaviour observation, or participants interview. At the stage of data collection, the research is conducted in natural setting that the data are collected in the field at which participants experience the issue or problem under study. In qualitative method, researchers do not rely on a single data source, yet they gather multiple sforms of data, such as interviews, documentst, and audiovisual information.

In this research, 20 students of Fundamental Translation class were involved as the participants. The researcher used purposive sampling technicque in picking the participants because in qualitative research, purposefully participants will best help the researchers understand the problem and the research question. The respondents were then asked to translate some idioms using design thinking method. During the translation process, the researchers did qualitative observation to see the respondents' behaviours. Some translation results were then randomly selected to be analyzed to gain the acceptability. To gain the acceptability of the translation, the researchers as the main instruments rated the translation resulted by the participants to draw the conclusion and to get the holistic pattern of the research.

RESULT AND DISCUSSION

Design Thinking

Data analysis shows that students have already successfully implemented the design thinking approach in fundamental translation class. They performed every step of design thinking: empathize, define, ideate, prototype, and test. Empathizing begins by understanding the target audience. This helps them decide on a better translation. For example, when translating a book for children, they should use child-friendly translations. Next, defining the problems found during the translation process. For example, they want to translate rhyming sentences. They need to decide whether to maintain the meaning and form (rhyme) or to choose one of the two. This will lead them to the ideating stage where they come up with a solution to their problems. Students need to come up with ideas on how to solve translation problems. After collecting ideas, students need to decide which is more appropriate to solve the problem. This phase is called a prototype. They design and execute the best solution out of all the solutions they come up with. Finally, in testing stage they are able to test their solution and see if it helps solve the problem. This is the final stage of design thinking, where students can get feedback from friends and teachers after publishing a translated version in front of the class.

Acceptability

Acceptability tends to refer to the prevalence and naturalness of the translated text in accordance with the rules and norms of the target language. (McDonald, 2020). In translating idioms, a translator should pay attention not only to the linguistic construction, but also to the contextual meaning. Therefore, acceptability of the translation is considered more important to analyze to make sure that the target readers can accept the idioms reproduced in the target

language. The following table exhibits the frequency of acceptable idiomatic translations produced by the students.

No	Idiom	Σ Acceptable Translations
1.	Although others were also responsible for the problems, Sue decided to shoulder the blame .	20
2.	Having three sons under the age of five keeps Jana on her toes .	17
3.	Even though the weather is nice, Sophie doesn't let her hair down .	13
4.	The company has been in the red since September.	18
5.	Six dollars for a cup of coffee?! What a rip off!	19

Table 2. Frequency of Acceptable Translations

Discussion

Design thinking approach was applied to assist students in producing acceptable idiomatic translations. It is commonly known that translating idioms is a challenge faced by many translators since idioms are very cultural-bound. An idiom in one language is not always accepted as an idiom in another language. It requires proper strategies or techniques to translate those idioms. Thus, this technique was done in fundamental translation class.

The students in fundamental translation class already did all five steps of design thinking based on the theory from Institute Design of Stanford. They could understand the users (target readers), identify the problems, formulate some ideas to solve the problems, decide the best solutions for their problems, and test their solutions in public to get feedback to improve their translations. This approach proves that students could think critically by constructing acceptable idiomatic translations, even though it was not one hundred percent successful. It can be seen in table 2 that from twenty students, more than a half students produced acceptable translations of five idioms.

In this research, the researchers were also the raters of the acceptability of the translation, and the result of the assessment is presented as follows:

Datum 1

SL (Source Language): Although others were also responsible for the problems, Sue decided **to shoulder the blame**.

In datum 1, the idiom is **to shoulder the blame** which means to accept the responsibility for something. (collinsdictionary.com). The result of the acceptability assessment shows that the translation is acceptable. Here are the examples of the translation done by the participants which were taken randomly:

TL (Target language) 1: *Meskipun orang lain juga bertanggung jawab atas masalah itu, Sue memutuskan untuk **menanggungnya**.*

TL 2: *Meskipun orang lain juga bertanggung jawab atas masalah-masalah yang ada, Sue memutuskan untuk **menanggung kesalahan tersebut sendirian***

TL3: *Meskipun orang lain juga bertanggung jawab atas masalah tersebut, Sue memutuskan untuk **bertanggung jawab penuh**.*

In TL 1, the idiom is translated into *menanggungnya*. From the target reader's point of view, the translation is considered acceptable because the translation feels natural; the technical terms used are familiar to the reader; phrases, clauses and sentences used are in accordance with the rules of the Indonesian language. In TL 2, the idiom is translated into *menanggung kesalahan tersebut sendirian*, and it is also considered acceptable since the phrase is quite familiar for Indonesian readers. The translation is a little longer; it is because there is the addition of *kesalahan tersebut sendirian*, in which the meaning of the idiom becomes more explicit. In TL 3, the idiom is translated into *bertanggung jawab penuh*, and it is also considered acceptable because the phrase is familiar for Indonesian readers, and is in accordance with the rules of the Indonesian language.

The existence of those three translation versions demonstrates the characteristics of design thinking approach. The students got a problem, which is translating the idiom “**to shoulder the blame**” from the teacher and they are asked to translate it. They also considered the target readers before they translated the idiom. Then, they faced the problem whether to translate this idiom into idiom or not by still maintaining the message. After that, they came up with solutions to translate those idioms; thus, some versions of translation emerged. Next, they decided which solution or translation that suited the best. Finally, they presented their translation to get feedback from their friends. In the last stage, they got suggestions on how to make the translations as acceptable as possible.

Datum 2

SL: Having three sons under the age of five **keeps Jana on her toes**.

TL : *Memiliki tiga orang putra yang masih dibawah usia lima tahun, membuat Jana selalu **waspada**.*

In datum 2, the idiom **keeps Jana on her toes** is translated into *membuat Jana selalu waspada*. The translation is considered acceptable because the Indonesian phrase is familiar and is in accordance with the rules of Indonesian language.

Datum 2 was also done through design thinking approach. The idiom “**keeps Jana on her toes**” is translated into a phrase since this idiom does not the closest equivalence as an idiom in TL. This decision by the students was taken based on the five-step-design-thinking approach that they had applied.

Datum 3

SL: Even though the weather is nice, Sophie **doesn't let her hair down**.

TL 1: *Walaupun cuacanya bagus, Sophie **tidak bersantai- santai**.*

TL 2: *Walaupun cuacanya bagus, Sophie **tidak membiarkan dirinya untuk bersantai**.*

TL 3: *Meskipun cuaca sedang bagus, tetapi Shopie **tidak bisa menikmatinya**.*

The idiom *let her hair down* in datum 3 is translated variously by the participants. In TL 1 the idiom is translated into *tidak bersantai- santai* and the translation is acceptable. In addition to the well-conveyed meaning of the idiom, the use of the Indonesian phrase is natural and familiar for Indonesian readers. In TL 2, the phrase is a little bit longer and it feels more literal, but it is still acceptable. The phrase *tidak membiarkan dirinya untuk bersantai* is more faithful to the source language, yet, in Indonesian language structure, this phrase is commonly used. The context of the source language in that datum is that the weather is so fine but Sophie does not let herself enjoy it. On the other hand, in TL 3 the participant translates it differently, by using the word *menikmatinya*. However, the translation is considered acceptable because the phrase *tidak bisa menikmatinya* implies that Sophie cannot feel relaxed, or cannot let herself feel relaxed even though the weather is so fine. In Indonesian's point of view, those phrases carry the same message and meaning, and it is only a matter of the translator's choice.

Similar to datum 1, datum 3 also has some versions of translation. Even though, there are some versions, the meaning contained in the idiom is translated well since it is acceptable in the target language's grammatical pattern and structure as well as its culture. However, it can be seen that only 75% students own the acceptable translation in this datum, while more than 80% students have acceptable translations in other data. This might happen when the people who gave feedback in the group did not have the knowledge related to figurative language.

Datum 4

SL: The company has been **in the red** since September.

TL 1: Perusahaan **merugi** sejak bulan September.

TL 2: Perusahaan tersebut telah **terlilit hutang** sejak bulan September.

TL 3: Perusahaan itu **mengalami defisit anggaran** sejak September.

In TL 1, The idiom **in the red** is translated into *merugi*, and it is considered acceptable because the meaning of **in the red** based on <https://www.merriam-webster.com/dictionary> is **spending and owing more money than is being earned**. In Indonesian language, the term *merugi* means a state of being in financial crisis due to the lack of profits, and the term is quite familiar for Indonesian people. Meanwhile, in TL 2, the idiom is translated into *terlilit hutang*, and it is also considered acceptable since the term is familiar for Indonesian readers in describing the condition of a company or organization with a very high debt that might result in bankruptcy. In TL 3, the translation of the idiom is *mengalami defisit anggaran*, and in Indonesian language concept, it is still acceptable because the meaning of the phrase is in accordance with the Indonesian language and the target readers can accept the phrase which describes the situation of the company in which the debt is very high.

The five steps of design thinking approach were also implemented to translate this datum. Many versions came up from the students. However, those versions are still acceptable in target language.

Datum 5

SL: Six dollars for a cup of coffee?! **What a rip off!**

TL 1: Enam dolar untuk segelas kopi?! **Mahal banget!**

TL 2: Harga enam dollar untuk secangkir kopi?! **Mahal amat** .

TL 3: Enam dollar untuk secangkir kopi? **Mahal sekali!**

The idiom in datum 5 is translated variously by the participants. In TL 1, the idiom **What a rip off** is translated into *mahal banget*, which is an Indonesian colloquial language. Colloquial language is used in informal conversations. The idiom in the source language is used in an informal conversation, so the translation is considered acceptable. Literally, based on <https://www.merriam-webster.com/>, the phrase **rip-off** means **stealing** , but in this context, the phrase is used to express that the price of the coffee is way too expensive. On the other hand, in TL 2 the participant used phrase *mahal amat*, which has the same meaning as the phrase in TL 1. The words *bangat* and *amat* are used as intensifiers which means **very** in English. Meanwhile, in TL 3 the phrase *mahal sekali* is more formal compared to the previous phrases in data 1 and 2. Basically, the meaning is the same, and it is acceptable for the target readers

This datum is basically the same as previous data which underwent design thinking approach. It can be proven by some translations produced by the students. However, all of those translations have the same word, which is “mahal”. It means that design thinking assisted students to come with good and acceptable translation.

CONCLUSION AND SUGGESTION

Conclusion

In short, this study proves that design thinking approach is suitable to teach translation, especially translating idioms, in fundamental translation class. It is because this approach offers five steps which are useful for students, namely emphasize, define, ideate, prototype, and test. The students as future translators have to know their client and identify the target readers. They have to respect client’s requests and consider the capability of the target readers. Therefore, when they find difficulties when translating source text, or idioms in this case, they know how to find the solutions. Then, they can come up with solution and test it in a forum to see whether their solutions are the best to solve the problems or not. Those steps in design thinking approach help students have critical thinking to overcome problems that they will find in their future work lives.

Suggestion

This paper offers a new approach in teaching translation. Besides, it can trigger students’ critical thinking and participation in class since it encourages them to define the problem and find the solution. However, it is still limited in teaching idiomatic translation or translating figurative language. Future researchers may elaborate the use of design thinking approach in other topics of teaching translation. It can also be applied to other subjects, for instance math, biology, and many else. In addition, future researchers can try different approach in teaching translation, especially in translating idioms.

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