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THE STRATEGY OF DEVELOPING STUDENTS' TRANSLATION SKILLS THROUGH ANALYSIS TECHNIQUE OF MACHINE-ASSISTED TRANSLATION (MAT) AND MANUAL TRANSLATION (MT)

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ABSTRACT

Machine-Assisted Translation (MAT) is a sophisticated intellectual technology made by man as a means of instant translation. One of them is Google Translate. This research is a case study with a qualitative approach. This research is to find out the following questions. 1) about the implementation of teaching techniques by applying MAT and MT analysis in the Translation course; 2) about perceptions of students of learning techniques using MAT and MT analysis in the Translation course; and 3) about the strategy of students in doing MT. The research data collection techniques were obtained from classroom observations, interviews with lecturers on Translation subjects, and documents from the results of student translations. All of these were conducted online because Covid had not passed. The object of his research was a lecturer in the Translation subject and 10 students from the Translation class. The data analysis technique used the data credibility test through the triangulation of techniques and sources. The result and the finding of this study are that the lecturer implements the MAT and MT analysis in the translation course with various stages. Meanwhile, students have the perception that the translation technique with the MAT and MT analysis strategy is very beneficial for their translation results. The strategy carried out by students in translating is using MAT and MT analysis in addition to using special translation techniques.

Keywords: Translation, Machine-Assisted Translation (MAT), Manual Translation

INTRODUCTION

A translation is a process of transferring a message or meaning from one language to another language. There are many definitions in translation. Some experts stated that translation is an operation on languages: a process of substituting a text in

one language for a text in another (Catford in Astari, 2017). A translation is one of the subjects taught at universities for example in an English Education Program of a university in Ciamis. The translation is given in three semesters. One of the semesters is in semester 3 which is a compulsory subject. Two more are given at level three of the program as elective courses. In the early years when this course was applied, the learning method was mostly practical translation and a little theory, mostly definitions and translation procedures.

Teaching translation using traditional and conventional methods makes our students bored. The term traditional or conventional methods refer to the ways of teaching that apply or use a pencil-paper-based system. This system of teaching and learning seems monotonous. When the students were given copied materials that they must read, they were not enthusiastic to do it and felt bored. They said it was not interesting because the textbooks of translation theories they should read were too thick and those made them tired to read (Rudi Hartono, 2015). The next problems in teaching translation, students are lazy to do manual translation (MT). The results of student translations are all literal or word translations (Delabasita; 2011). Because they mostly rely on machine translation, namely Machine-Assisted Translation (MAT). So far MAT has always been the mainstay of students in translating English text into Indonesian or vice versa. MAT is a special machine for translation without human intervention at all or it can also be called automatic or instant translation (Shilov; 2018).

One of the famous MAT is Google Translate (GT) which is a practical, free and advanced machine translator from Google compared to other translation applications that are mostly paid (Pym; 2011). So that students feel helped by the presence of GT which is believed to be able to solve all problems related not only to translation courses but also to other courses. There is even an opinion that there is no need for a translation course or Translation to exist because it has been replaced by the MAT. Moreover, most people do not entrust translation to a translator because they are considered, but they rely more on MAT or GT than they have to do MT.

MAT or GT is indeed good applications, but they still have weaknesses, they still need the hands of translators. Among them, the MAT or GT work system usually translates literally or verbally and sometimes does not translate messages. For example, the sentence “I want to travel around the world” is translated by GT as “*Saya ingin keliling dunia*”. Although GT translates the sentence literally, the translation is good

and understandable. But in certain cases, some sentences must be translated through special translation techniques that GT does not have, for example, the sentence "I was thirteen when I got married honestly" which GT translates into "*saya berumur tiga belas ketika saya menikah dengan jujur*".

GT's translation of the sentence is confusing. Because if translated manually by human translators it becomes "*terus terang, saya berusia tiga belas ketika saya menikah*". Another weakness of MAT or GT is that it cannot translate text from the source language which contains elements of culture, idioms, proverbs, and academic terms (Giammaresi et al, 2016). The inaccurate translation of GT of "*saya berumur tiga belas ketika saya menikah dengan jujur*" may be the position of "*dengan jujur*". This needs adaptations to the target language context.

For example, for non-formal English dialogue in the sentence "man, it's hard" GT translates to "*man, itu sulit*". While MT translates it with a special technique, namely "*astaga, kok sulit*". Likewise with the phrase '*dia masih hijau*' which GT translates to '*he is still green*'. While MT translates it into '*he is young and innocent*'. Of course, GT's translation of the sentences "*man, itu sulit*", and '*he is still green*' cannot be read and understood by native speakers because it is confusing.

Meanwhile, sentences such as '*he is young and innocent*', '*man, it's hard*' have a different vocabulary structure from the source language, namely, '*dia Masih hijau*' and '*astaga sulitnya*'. But even though they are different, the message in the source language is conveyed. So basically MAT or GT is a sophisticated translation application but still less perfect than human translators who do MT in other words MAT still requires the touch of a human translator for editing (Williams, 2013).

The students of the English Study Program are hoped to be English teachers, they study and practice to get the knowledge of how to become a translator or translator in the Translation course. The goal is clearly to translate various types of texts, both formal, non-formal, and academic. The next goal is to encourage English graduation to be able to become entrepreneurs in the field of translation. Therefore, in the Translation course, the lecturer applies strategies to fulfill the goal for example namely analyzing and criticizing the translation results from the MAT so that they get enlightened that the MAT needs human intervention to edit it. So that they get a strategy in the translation process as their competencies. Related research that underlies this research is from Pym (2011) with the title 'What technology does to Translating'. Pym's research reveals that

technology is very useful in completing many translation tasks but in certain cases fails to complete conveying messages from a semantic and pragmatic point of view. The difference with our research is the addition of teaching technique variables which will be the main focus of our research.

The explanation above is the background of this research which aims to investigate the strategy of developing students' translation skills through analysis using the MAT and MT techniques in translation class. The following are research questions that were the main focus of this research. How does the Translation course lecturer implement the MAT and Manual Translation analysis technique? What is the student's perception of the MAT and MT analysis technique in the Translation course? What is the student's strategy in doing MT?

METHOD

The researchers conducted a qualitative research design. Qualitative research design investigates the problem and develops a detailed understanding of a central phenomenon (Creswell, 2012, p.6). The lecture strategy using MAT and MT analysis is a unique thing that is applied to the translation course in the English education study program of a University in West Java. A case study was also explored how this uniqueness had been implemented for about two years by lecturers who are in charge of translation courses. There were several factors why this teaching strategy was maintained. One of them was a change in student attitudes in translating a text from English to Indonesian or vice versa which was no longer literal.

The subject of this research is one class of translation course which consists of more than 15 students at level 3 a, b, c and 1 lecturer in translation course. While the research sampling technique is purposive sampling. The research location is in the English education study program because the MAT and MT analysis strategies were given in the Translation course.

FINDINGS AND DISCUSSION

From observation and interview data, it is known that there are several steps taken in teaching translation. First, some theories, techniques, and strategies in the translation are given to students. They also have some good and bad examples of translated products including fiction, science articles, news, advertisements, etc. The

second and main scope of what is taught is to compare translation products operated by GT and by human translators or MT (Case; 2015).

In this session, students gained broad insight into the differences between the two. They understood and respected the MT process because MT requires more critical analysis to achieve proper message transfer from the source language to target language than just GT which takes only one second – to wait for the result. Third, students were required to practice translation using translation skills that previously did not use GT. The goal was for students to become undergraduates in English education with translation skills. Therefore, they need good training to become good translators as well. In this case, GT is only for emergencies and of course still requires a human translator to edit it (Carl et al, 2016). The comparison between translation using GT and MT is a translation teaching strategy that was applied because it increased students' awareness of how important it is to go through the translation process if they want good translation results to meet CAN. This kind of training is very useful to make them skilled in translating any text.

During the learning process, several obstacles were encountered. When they translated Indonesian text into English, they became less confident because they doubted whether their translation could be or not. In this case, the lecturer needed to provide many examples of good Indonesian - English translations with clear explanations. Students were expected to have confidence in translating works. Another obstacle encountered during teaching translation shows that students still used GT before MT. They seemed to prioritize GT, which implies that they indulge themselves in the translation process. The only solution to work on is to get students familiar with MT in any way. Lecturers must also motivate their students that doing MT is very beneficial for future careers.

From a student point of view based on open interviews with fifteen students, GT is one type of MAT that they encourage to support their work. However, they admitted that they often encountered translations that were difficult to understand because the translations processed by GT are quite literal and word for word, which means they do not interpret messages but words (Gashemi & Hashemian, 2016). This opinion emerged from their awareness of the existence of GT after they received teaching treatment from a translator lecturer using a teaching strategy of comparing GT and MT. Furthermore, they also added that GT is needed in case of situations that arise such as looking for a

quick solution for the sudden translation work (Li; 2014). After all, they also had to make quick edits. Thus, they found that comparing GT and MT during the learning session was very beneficial in terms of the quality of their translation.

Several strategies were carried out by students before doing MT. Before comparing GT and MT, they were provided with translation skills such as translation procedures and translation techniques.

Molina and Albir and Nida in Mujad Didien Afandi (2021) proposed eighteen techniques that a translator can use to translate a source language to a target language. The translation techniques are as follows: (1) adaptation, (2) amplification, (3) borrowing, (4) calque, (5) compensation, (6) description, (7) discursive creation, (8) established equivalent, (9) generalization, (10) linguistic amplification, (11) linguistic compression, (12) literal translation, (13) modulation, (14) particularization, (15) reduction, (16) substitution, (17) transposition, and (18) variation.

This is very important because a technique like this can lead them to gain MT competency by transferring messages from SL to TL instead of doing the literal or word-for-word translation. Next, they used that knowledge to perform MT starting by reading the entire text, finding the equivalent of certain words such as idioms, expressions, proverbs, and other culturally containing words, transferring messages from SL to TL, and editing the entire translated text. During the translation process, occasionally students checked the GT just to make sure. The editing process can be repeated until they are sure that the translation reaches CAN. The MT required a lot of time, effort, and hard thinking compared to the GT.

One of the students' translation work shows that all students in the translation class used their knowledge to continue the translation. In fact, they used Molina & Albier's translation techniques such as modulation, reduction, particularization, generalization, and amplification. So, the result is natural and easy to read compared to GT translation. It is also closed for good translation because a good translation does not translate words and sentences but transfers messages from SL to TL. However, the word-for-word translation is not always bad. This is possible to implement as long as equivalence is available in TL (Newmark in Mujad Didien Afandi, 2021). On the other hand, GT's translation is more rigid and verbatim. Sometimes, it can't be read. The following table (table 2) contains excerpts from English-Indonesian student translations of words found in folklore when compared to those translated by GT.

Students choose several strategies for translating folk tales that contain several word expressions and idioms. The strategy can be in the form of a translation technique that they received previously such as the translation technique of Molina & Albier in Mujad Didien Afandi (2021), for example students use adaptation and they look for the equivalent of word expressions in English as TL. Adaptation techniques tend to be cultural equivalence and also mean cultural substitution. Besides, if they don't compare their translation with GT, they won't get the translation like in the table. Thus, knowledge of translation techniques with a comparison between GT and MT has been combined into one. In this case, GT cannot capture what is meant by human expression. From the interviews with the students it was revealed that they actually found doubts about GT in terms of translating literary texts, especially Indonesian-English translations. It makes sense because they are not native English speakers, so they are concerned that their translation work cannot meet CAN. They will come across many references before being sure that their translation is legible, accurate, and natural. Some references can be printed dictionaries, online dictionaries, and native English speakers. In the translation class, all students are required to have a native online correspondent where they can ask any translation problems related to the naturalness, clarity and accuracy of words and phrases.

Students will use many references to make sure that their translation results are correct, accurate, and not ambiguous. Technique number one shows that all students apply the Molina & Albier technique in every translation. Technique number two is almost certainly always applied in every translation of expressions, idioms, and other literary texts. None of the students took technique number three because, at the time of the interview, they explained that they aspired to be a reliable translator so they avoided using 100% GT.

CONCLUSIONS

In the translation course, the lecturer applies the MAT and MT analysis strategy because this strategy is very effective in boosting students' translation skills so that the translation results are accurate and not ambiguous. The strategy was given during the translation course in addition to the provision of special translation techniques. From a student perspective, the MAT and MT analyses are very positive. They feel helped by the strategy because of the results of their translation. Meanwhile, the techniques implemented by students in translating were the Molina & Albier translation technique

followed by MAT and MT analysis. From all the descriptions above, it is highly recommended for anyone who teaches Translation courses to apply MAT and MT analysis for better translation results.

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