



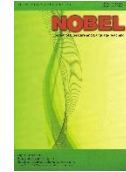
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ICATFORLEARNING WEBSITE FOR TEACHING TRANSLATION AND INTERPRETING ONLINE CLASS

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Abstract

COVID-19 pandemic spreads worldwide, and educational sectors have received significant impacts because of it. Schools and Universities try to find a new method for the continuation of the teaching and learning process. As a result, online learning during the COVID-19 pandemic is rising. To support this learning, technology and new media are needed. One of the online media used by lecturers in teaching translation and interpreting is the icatforlearning website. It was designed to fulfill the students' and lecturers' needs in the teaching and learning process. This research aimed to portray the use of the icatforlearning website in translation and interpreting classes and find the obstacles students face using that website. This study used qualitative research. The research subjects were the students in four classes of Translation and Interpreting class in the English department. The data were collected through observation and interviews. The result shows that icatforlearning can support the online teaching and learning process, although the students faced a few obstacles.

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INTRODUCTION

COVID-19 pandemic outbreaks all around the world, and it has great impacts on the educational sectors. In Indonesia, there were more than 230.000 cases of COVID-19 reported by the Ministry of Health by 18 September 2020. The high numbers of cases affect all of the sectors in Indonesia; one of them is the educational sector. Several schools, colleges, and universities have discontinued face-to-face teaching. It takes a long time to get back to ordinary teaching and learning ambiance because of social distancing, which has adverse effects on learning occasions (Dhawan, 2020).

Education in Indonesia has been paralyzed several times. Teachers, educators, and stakeholders are discussing to find the solution for the education problem. They try to find a new method for the continuation of the teaching and learning process. The teaching and learning process in this pandemic situation tends to be conducted through online learning. According to Nguyen (2015), online learning enhances and improves student learning outcomes while using the existing higher education resource. Online learning or online education is changing quickly since the students are more attracted to that method than conventional methods. Therefore, online media is marked as important media for teaching and learning (Jingyu, 2014; Wongpornprateep & Boonmoh, 2019). This crisis will make the institutions turn to and accept the technology. This catastrophe somehow has the fruitful side of online teaching and learning. The students and teachers can do teaching and learning practice everywhere (Dhawan, 2020).

As a result, online learning during the COVID-19 pandemic is rising. To support this learning, technology and new media are needed. Technology and media are engaged in the teaching-learning process. Lecturers who teach in higher education are challenged to apply those kinds of media. They are trying to get the appropriate tools or media to teach their lesson correctly. One of the media is the website. The website used in some lessons is to ease people in learning any lessons. It is in line with Stepanova (2014), who said that using websites or Information and Communication Technologies (ICT) is needed. It should be added as the material in the lesson plan, especially for this era.

One of the lessons taught in higher education is translation and interpreting. This lesson covers the material of how to translate many genres of text. Furthermore, this lesson also trains the students how to be an interpreter. To prepare the students to be skillful translators and interpreters, lecturers should apply ICT in the teaching and learning process. There are some benefits of using ICT in teaching and learning for translation and interpreting, which are : (1) to support the purchase of theoretical knowledge of the basic translation studies ideas and

terms; (2) to provide alternatives to real-life situations in their professional field through video; (3) to show the best expertise in consecutive and simultaneous interpreting; (4) to provide examples of translators and interpreters' failures; (5) to provide a high-quality audio and video material for interpreting practice; (6) to provide topical texts in different languages for translating practice; (7) to provide students with modern tools to support translating and interpreting. Based on those criteria, the lecturers of translation and interpreting must provide the ICT that can provide the students' need in learning the theoretical and practical of translation and interpreting works (Micu & Sinu, 2012).

Previous research from Hartono (2015) and Micu & Sinu (2012) investigate ICT in translation and interpreting courses. They suggested that teaching translation and interpreting by using websites positively impacts students than those taught using conventional media. Using a website on that research can improve the students' skills in translation and interpreting because the material provided in the website can stimulate the virtual environment real-life events and supply the native speaking component. Furthermore, the material on the website creates the students' awareness of the translation process and the possible difficulties they faced by using web-based machine translation. However, the website used in this research is different from other websites. This research investigates the use of new online media, named *icatforlearning* website, in class. This research distinguishes itself from previous studies since this research was conducted to know how the lecturers used the *icatforlearning* website in teaching translation and interpreting courses. In addition, this research also analyzes students' difficulties in class to ensure that this website can be used in the online teaching and learning process. Hence, this research aims to portray the use of the *icatforlearning* website in translation and interpreting classes and find out the obstacles students face in using that website.

REVIEW OF LITERATURE

Translation and Interpreting Technology

The technology used in translation and interpreting is familiar nowadays. Patience (2016) stated that translation technology is used to support language translation in large companies. The translation technologies used are machine translation and CAT tools. Both of them are different and use different approaches. It can be said that machine translation translated the text automatically from one language to another. Meanwhile, CAT or Computer-Assisted Translation helps the translators to work quickly and accurately. The translation memory (TM)

is needed in CAT since it provides terminology consistent (Balkul, 2016). The translators may create their own TM when they perform their work.

Furthermore, in interpreting, technologies are highly developed as well. Many technologies are used for simultaneous and consecutive interpreting, such as the wired systems for speech transmission, a note-taking application, video recording, and the internet (Costa et al., 2014; Fantinuoli, 2018). Technology plays an important role in interpreting practice, especially in the COVID-19 pandemic era. Remote Interpreting could be one of the solutions for this era as it is held in different places by applying telephone or video conference. Another technology for interpreting is computer-assisted interpreting (CAI). A computer-assisted interpreting tool uses computer software developed to support and facilitate some aspects of the interpreting task. In short, CAI can be said to the glossary creation and aims at increasing the quality of the interpreting performance. According to Wang & Wang (2019), the use of CAI has the benefit of experienced interpreters because it can improve the interpreters' accuracy and cognitive load.

Media for Teaching Translation and Interpreting

Learning media is a tool that can be used as a facility in the teaching and learning process to enhance effectiveness and efficiency in achieving teaching goals. Learning media can bridge communication between teachers and students (Tafonao et al., 2019). In addition, the use of appropriate learning media can stimulate the activeness of students (Akrim, 2018). The digital era requires the teacher to create creative and innovative learning media. The media suggested to be used in translation and interpreting classes are website, CAT tool, and video (Marczak, 2018; Micu & Sinu, 2012). Using technology that is proper for students is needed. Therefore, the icatforlearning website is made to assist the students in learning translation and interpreting.

Icatforlearning Website

Icatforlearning is a website that provides some features, namely terminology, record audio, video, and matecat features. This website can be accessed through www.icatforlearning.com. This website supports translation teaching and learning since it is equipped with a CAT tool and helps students practice interpreting in real-time events because this website provides video podcasts and audio recordings.

METHOD

Research Design

This research applied a qualitative approach in the form of a case study to investigate the use of the icatforlearning website and students' obstacles while they use the website. A case study represents the description or analyzes of individuals, a group of people such as students, individual institutions, or phenomena in detail. The process of qualitative research requires questions and procedures; then, the data is usually collected in the participant's setting. The data analysis constructs from particulars to general themes, and at last, the researcher interprets the meaning of the data (Creswell, 2014).

Research Subjects

The research subjects were the students of the Translation and Interpreting course in 4 classes in the English Department of Universitas Tidar. There were 80 participants. In this research, the lecturers applied the icatforlearning website in translation and interpreting classes to investigate the use and to find out the students' obstacles in using it. The students were asked to translate the text by using the provided CAT tool on that website. Moreover, the students were also asked to apply the video and record feature on that website for interpreting practice.

Data Collecting Technique

The data were collected through observation and interviews. The observation was employed to perceive the use of the icatforlearning website in Translation and Interpreting class. The researchers applied the observation checklist to conduct the observation, comprising several statements on the website and the Translation and Interpreting classes ambiance when the website was used. The observation checklist used in this research is as follows:

Table 1. The observation checklist

No	Statement	Yes	No
1	Students understand how the website work		
2	Students can use the function 'terminology'		
3	Students can use the function 'record audio'		
4	Students can use the function 'video'		
5	Students can use the function 'matecat'		
6	Students ask for repeating instruction of the use of application		

(Adapted from Mafulah et al., 2018)

The interview was conducted to grasp the students' obstacles in using the website. This research used a semi-structured interview. It involves open-ended questions and is organized around a topic guide (O'Keeffe et al., 2016). The questions in this interview involved the features in the website, for instance, terminology, record audio, video, and matecat. Through this interview, the researchers knew whether the students could operate some features in the

icatforlearning website. Moreover, it also includes the question dealing with the problem faced by the students related to those features.

Data Analysis Technique

The data were analyzed through data collection, data condensation, data display, and conclusion drawing and verification. In the data collection technique, the researchers gathered the data from the observation and interview. Data condensation means selecting data, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. In this stage, the researchers selected the data gained from observation and interviews. In the data display stages, the researchers organized the data to lead the conclusion drawing. In the final stages, the researchers concluded the study by interpreting the result in the findings and discussion.

RESULTS AND DISCUSSIONS

The findings of this research present the result of the observation and interview. The findings answer the questions raised in this study, including using the website in Translation and Interpreting class and students' obstacles in using the website. The results showed in this study are obtained from the observation in class, observation sheet checklist, and the students' answers in the interview.

The Use of Icatforlearning Website for Teaching Translation

Website Icatforlearning is applied in Translation and Interpreting class to introduce the students to CAT tools. A CAT tool is a translation software that helps translators to do their projects. It provides a terminology database and translation memory to make the translators work efficiently. It differs from machine translation since it is not an automatic translation from one language to another (Yao, 2017). It is necessary to introduce the students to one of the CAT tools because of its requirement in the translation industry (Wulansari, 2018; Yao, 2017). Matecat was chosen to be linked to this website because it is free, and it can split long documents into smaller portions, and that can be assigned to different translators at different times (Federico et al., 2014). By using these CAT tools, the students can learn together with their friends in an online group. The pictures below represent the website used in the translation class.

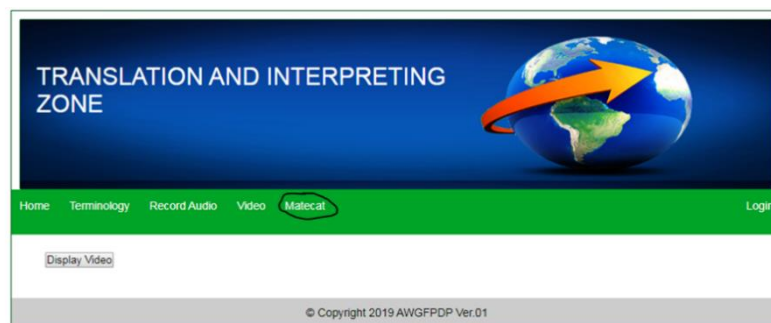


Figure 1. The Features of Matecat in icatforlearning website

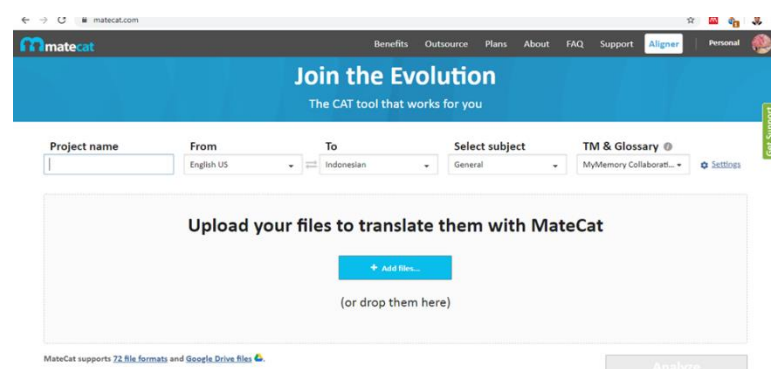


Figure 2. Matecat in Icatforlearning website

Other essential things in translation class are vocabulary and the proper terminology. Therefore, this website also provides the ‘terminology’ function to lead students in finding the terminology.

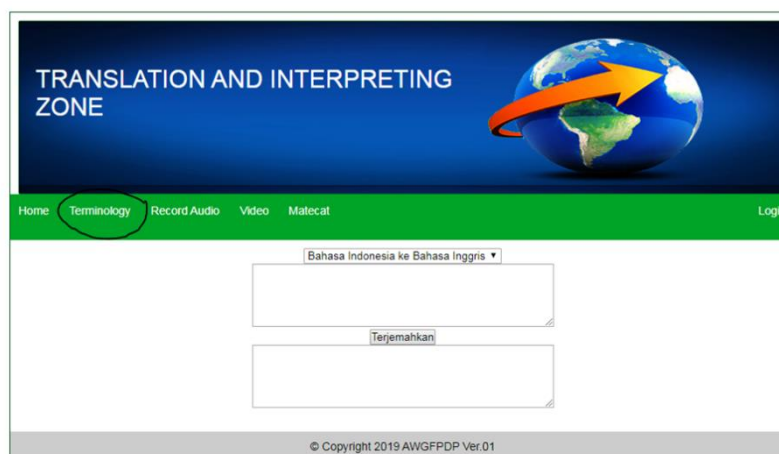


Figure 3. Terminology Function in Icatforlearning website

The students used those functions when they practice translating the sentence. The terminology given on the website was law and financial terminology. Hence, the lecturers gave the text in the economic and law field.

The Use of Icatforlearning Website for Teaching Interpreting

The website is also used in the class for teaching interpreting. The students learn how to do simultaneous and consecutive interpreting through audio and video functions on this website. Students watch the video in English or Indonesian while recording their interpretation. It leads the students to be autonomous learners. The following are pictures of audio and video features on the icatforlearning website.

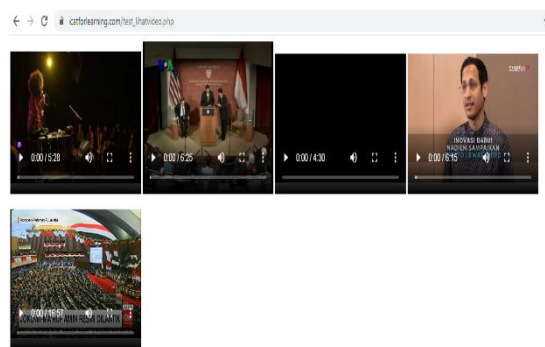


Figure 4. Video in Icatforlearning website

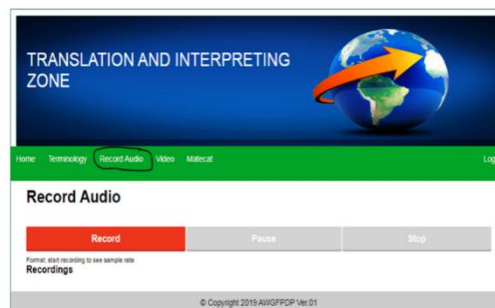


Figure 5. Audio Function in Icatforlearning website

During the teaching and learning process, the researchers fill the observation sheet to know the students' understanding of the website. The observation sheet result is presented as follows.

Table 2. The Result of Observation Sheet

No	Statement	Yes	No
1	Students understand how the website work	100%	0%
2	Students can use the function 'terminology'	62,5%	37.5%
3	Students can use the function 'record audio'	93.75%	6.25%
4	Students can use the function 'video'	100%	0%
5	Students can use the function 'matecat'	97.5%	2.5%
6	Students ask for repeating instruction of the use of application	5%	95%

(Adapted from Mafulah et al., 2018)

From the result of the observation, all students recognize how the website works. The students from 4 classes of Translation and Interpreting know how to operate the website. Meanwhile, 5% of students still have difficulties in accessing the terminology function. It happens because sometimes, the terminology does not work on some devices. In correlation with translation material, only 5% of students cannot use the matecat in class. They always ask for repetition and need assistance from the lecturer to use it.

The functions used in interpreting material are video and record audio. All of the students in translation and interpreting class know how to open and to play the video. However, 6,25% of students do not recognize how 'record audio' works. The researchers found out about this because they cannot record audio while watching the video simultaneously. Therefore, they cannot practice their interpreting directly. Moreover, the students are not able to delete their records. They are only able to listen to their record after practicing the interpreting.

The Obstacles Faced by Students in Using the Website

According to the interview, it can be summarized that students' obstacles in utilizing the website are presented below.

Operating Record Audio

The major obstacle encountered by students in using the icatforlearning website was operating record audio. The students said that the video and record audio should be opened simultaneously and in a different tab. Thus, they could perform consecutive interpreting better. That result was proven by the students' answers below.

Interview 1

The application should be improved so that we can watch and listen to videos then record our voices in the same place. So, we do not need to open the other tab

Interview 2

I think icatforlearning is a good website. We can practice our interpreting activities, but for the consecutive method, we should stop the video and go back to the other tab. It is troublesome sometimes.

Interview 3

Adding 'display video in another tab' will help us to listen to the video and record the audio at the same time. It will ease us.

Students also find the obstacle to save their voice in the record audio feature. Since this website is still in the developing stages, it has not provided the save button yet in the record audio function. Therefore, it was perplexing for students. This fact was shown from the students' answers as follows.

Interview 4

I don't know how to save and replay my record. I think it will be nice if there is a "save/replay" menu in record audio

Interview 5

The web-based is good; however, the file is not saved when I finished my recording.

Interview 6

I don't understand how to save the record. It will be nice if we can hear our voice after recording.

Operating Terminology Function

The students experienced difficulties in operating terminology functions on the icatforlearning website. Some of them thought that it does not work. That result was proven by the students' answers in the interview session.

Interview 7

I tried to find the term from Indonesia to English in terminology, but the result was still in Indonesia.

Interview 8

I think the website should give more tools to practice translation and interpreting. I could not operate the terminology.

Discussion

The findings show that the website can be used in teaching translation and interpreting online classes. It can be seen from the results that all students can operate the website, although they faced some obstacles. Implementing technology in the translation class is essential. Using technology, especially websites in translation, has a better impact on students. From the result above, the students can practice their interpreting and translation. This result is supported by Hartono (2015) that teaching translation using the interactive web can improve some aspects in the classroom, such as grammar, structure, vocabulary, and writing mechanics. In his research, he used a blog as media for students to submit their results, and he suggested the students use some online dictionaries and sources for the translating process.

The result is also in line with (Micu & Sinu, 2012) that teaching translation and interpreting is considered more effective by using video podcasts than audio podcasts. Although the video component can disturb the students' attention on word and expression, the students are stimulated in real-life events, such as press conferences, political meetings and debates, and news reports. It means using an online tool in teaching interpreting can improve students' interpreting skills.

The difference between this research with Hartono's research deals with media use as a tool to submit their work. Meanwhile, the icatforlearning website is used not only to submit students' work but also as an assisting tool in translating text. The students can utilize matecat as technology in translation. Mastering translation technology is needed in this era. Those findings correlate with Alotaibi's (2014) research that said that integrating CAT Tools in translation class maximizes the job opportunity for students. Then, Zhou & Gao (2016) suggested that universities should apply CAT Tool in Translation class.

The findings of this research are quite similar to Micu & Sinu's (2012) research. However, the icatforlearning website can help the students interpret real-life events since this website provided the students with some video podcasts and trained them to interpret in consecutive and simultaneous methods by recording their voice while watching the video podcast.

The findings perceived that students experienced difficulties in operating terminology and recorded audio functions. They faced difficulties since the website is still in the developing process. According to Gorozhanov et al. (2018), some principles must be considered in developing the media as the teaching and learning tool for translation and interpretation. Those principles are individual learning, blended learning using technology, and the self-study process. In addition, they also expressed that for developing the technology, the course should be in the open task, and all materials are concentrated inside the node (course). These standards lay the reason for basic online courses that can be acknowledged as unique courses that play out a scope of errands tasked to them.

From the discussion and comparison of the previous study, the use of the icatforlearning website is fruitful in online class during the COVID-19 pandemic. The lecturers in Translation and Interpreting class can utilize this as their learning media. Some aspects of the icatforlearning website facilitate the students in learning the theory and improving their skills and knowledge in translation and interpreting since they can practice translation and interpreting in real life in the language industry. The more skillful the students in using technology in translation and interpreting, the greater the job they will get. It is related to Wulansari (2018) that recently, the language industry needs skillful people.

CONCLUSION

The icatforlearning website can support the online teaching and learning process, although students still face a few obstacles in operating this website. Moreover, this website provides practical activities for translation and interpreting classes. This website also leads the students

to practice more about the technology used in the translation and interpreting field. Furthermore, they can practice interpreting through this website. There should be an integration between technology and translation and interpreting teaching activities nowadays. It is needed due to the requirement of the learning environment in the COVID-19 pandemic. Furthermore, utilizing technology in the language industry is a must in this era. The use of technology in translation and interpreting class is needed to add the students' skills in using technology in the language industry.

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