

Teaching Translation: Google Translate Based in Teaching Translation at Department of English of Universitas Negeri Malang

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Abstract

Google Translate as the recent platform which enables people translate from one language to others has been hype nowadays. On the other hand, inaccurate result in translating frequently happens. In accordance with that, Google Translate lets everyone help them in correcting the result of translation through their Google account. They are asked to fix inaccurate words then give corrections or translate from one language to others. This idea has been brought as teaching method in Translation course for EFL learners at Department of English of Universitas Negeri Malang. By giving contribution in translating the words, they will get badges and stats as rewards and become the lecturer's assessment. Therefore, the researchers are going to analyze the effectiveness of Google Translate based in Translation course. Meanwhile, the significance of this study is to give insight for education practitioners in developing teaching method of Translation. The data is analyzed using qualitative descriptive by distributing questionnaire to twenty seven EFL learners who took the course and interviewing the lecturer who applied this method.

Key Words: *Google Translate, teaching method, Translation course*

Introduction

Translation, a process of translating words or text from one language into another, has shaped the world through time. Currently it might be important due to the fact that acquiring other languages is a need in all aspects of life, like widen relationship to other countries, absorbing information, learning other field and many more. Yet, it can not be done without adequate mastery of foreign languages. Ability and mastery might be got through training or learning.

For majors related to Language, translation usually exists as a compulsory or elective course. Various methods might be different to be applied by teachers or lecturers. All depends on their goal, what aspects that need to be achieved by the students, or others consideration. Common problems of teaching translation might arise such as translation used to be employed as a way of teaching grammar by emphasizing on morphology, lexis, syntax, etc. For example, students are given a grammatical rule and some examples and then asked them to translate it into English. Here, students only have to formulate the sentences based on grammatical rules. Whereas, students also need to pay attention the other aspects, like knowing the audience for their translation, the differences cultures, and many others.

As our focus of study here is to analyze teaching Translation method at Department of English of State University of Malang. The use of Google Translate community seems to be a new approach implemented in Translation class. Considering the background of the study, the researchers come up with the following aim that is to describe the students' and lecturer's perspective toward Google Translate based implemented in the Translation class.

Review of Literature

According to Kobayakova & Shvachko (2016), translation is closely interwoven with sociolinguistics, contrastive linguistics, with concepts of thinking and cognitive aspects. It is an interlinguistic communication, which presupposes both language and culture encoding and decoding. They also added that translators are to develop a wide spectrum of skills in reading, writing, listening, speaking, recalling, fluency, grasping intentions, comprehending situations. Based on Larson (1989) translation is basically a change of form. When we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written. While, Shi (2017) said that translation is guided by a purpose, but the meaning is not fixed or static because of different receivers would assign different meanings to the source text.

From time to time, teaching translation might developed vary. Santoyo in Clavijo & Marin (2013) stated that traditional approach was used for the first translation studies that began in the mid-20th Century in Geneva and Sorbonne. Other supported explanation is by Newmark (2001) that revealed the traditional approach, which bases its methods on translation manuals, traditional language teaching and the translation practice. Besides, Vinay & Dabernet (1995) proposed contrastive approaches that describe direct and oblique translation: borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation. López & Minett in Clavijo & Marin (2013) also proposed this contrastive approach, and contrasted linguistic aspects between source and target languages.

Over a period of time, the traditional approach has been replaced by the functional one as proposed by Nord in Clavijo and Marin (2013) that teaching translation should be similar to the real practice of translation. In addition, Gile (2009) states that in teaching translation, trainers or lecturers should focus on the translation process, not on the end of product. More specifically, rather than giving students' text to translate or speeches to interpret, commenting on the translations produced by saying what is 'right' and 'wrong'. Furthermore, Hurtado in Clavijo and Marin (2013) states that there are three basic elements in translation teaching process; translation as what is going to be taught, translator's competence as knowledge and abilities required to translate, and the acquisition of the translator's competence as the mean to develop this competence. This is in line with Google Translate based used in teaching translation as been implemented.

Google Translate is a free multilingual machine translation service developed by Google, to translate text from one language into another. It has been launched on April 28th, 2006 and has provided 103 languages. Google Translate, an advantageous machine has made people easier to express something in different language, enriching foreign language vocabularies, let people make connections to break down barriers through Google Community, and also help to make Google Translate better with Translate Community.

Over a period of time, Google Translate are getting better and better due to the enormous contribution of Google Translate Community users. Users are able to translate words and phrases into other languages, validate means checking the quality of many translations, and also share their badges to their Google+, Facebook, Twitter, and E-mail address.

Methodology

This study was developed in Department of English, Faculty of Letters, Universitas Negeri Malang which involves twenty seven students year 2014 that have taken Translation course taught in the 5th semester. A questionnaire was designed to collect information about their activities in Google Translate Community, their badges achieved at their account, and their opinion and suggestion toward it. While an interview-asking the lecturer's opinion toward the teaching method been implemented is needed. The result of the data is in the form of percentage and number. Then, it will be analyzed qualitatively to describe students' and lecturer's perception toward the implementation of Google Translate Based.

Result and Discussion

Students' Perception toward Google Translate

Twenty seven students of English Language Teaching who took Translation class responded to the questionnaire after finishing the course. The finding (see Figure 1) shows that 19 out of 27 students did both translating and validating, 2 students only did translating, and 6 students only did validating. It indicates that most of the students did not make any preferences as most of them chose to do both translate and validate. It is also because the lecturer did not give specific instruction on what to do in Google Translate. Therefore, the students just did activities offered by Google Translate, both translating and validating.

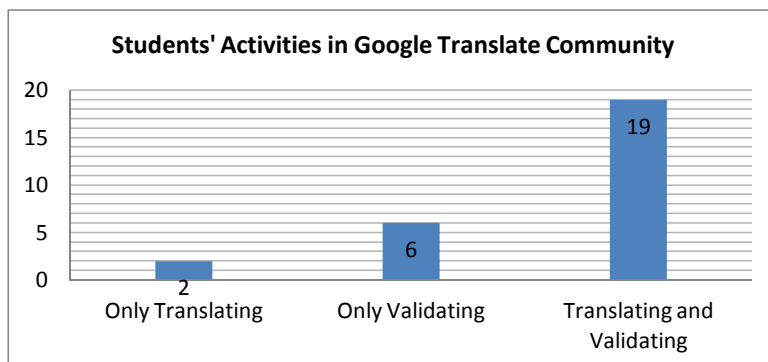


Figure 1 Students' Activities in Google Translate Community

During translating and validating, students would get score as well as increasing their level. The lecturer asked the students to reach at least level 100. However, the finding (see Figure 2) shows that not all students reach that level. There are 4 students who gain below expectation. But, after all, most of the students show positive attitude in reaching the target of the task.

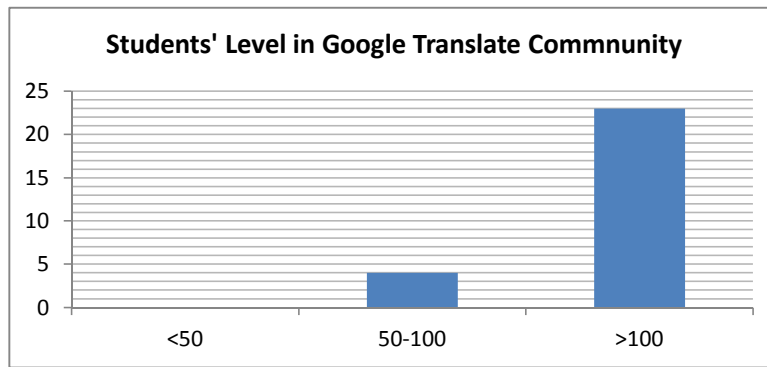


Figure 2 Students' Level in Google Translate Community

The next thing to be discussed is that students' perception about Google Translate as media to learn Translation. Students are asked to answer this kind of question: "Does your contribution on Google Translate that you did improve your Translation skill"? Surprisingly, the results are diverse. The finding (see Figure 3) 16 out of 27 students say that Google Translate does not improve their translation skill. They say that they only translate the words randomly. They don't do it seriously since their main purpose is to only reach high level. Also, because there is no correction of their work, they could not know whether their answer is right or wrong. Moreover, they say they still able to get scores and reach the next level even though their work is wrong or not appropriate.

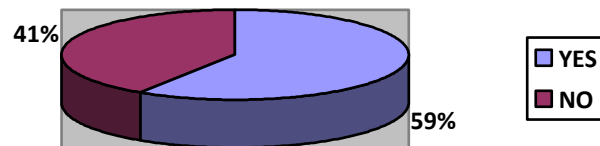


Figure 3 Students' Perception toward their Contribution

In contrast, there are 11 respondents who say that Google Translate could improve their Translation skill. Through Google Translate they can have more understanding on how to translate clearly and specifically. They also say that it helps them to improve their grammar and vocabulary mastery. Moreover, they can enrich their vocabulary by looking up in the dictionary about the meaning of words which they do not know. Google Translate is kind of an exercise (in terms of translating). They say the more they translate and validate, the more well-grounded they are. They also say that Google Translate could give them exposure toward several unfamiliar words and it made them realize that small mistake can really destroy the real meaning.

Even though, the number of students who say "Yes" that Google Translate could help their translation skill is bigger than students who say "No", there are some improvement needed in implementing this platform. As stated before, Google Translate

could not give correction whether the contributors give the right translation or validation. It can be said that students do not really learn translation skill from the platform. Even though students can recall their memory on grammar and vocabulary through this platform, it can misguide them as there is no feedback or correction.

The students suggest the lecturer should modify the technique of teaching translation using Google Translate. Perhaps, the lecturer could ask students to make report along with the score on what words or phrases or sentences that they have translated or validated in Google Translate Community, so that the lecturer could know the quality of students' translation and could measure their translation skill. They also suggest the lecturer not to use this method as the main method to teach translation as there is no feedback or correction in Google Translate Community. The lecturers can use more conventional and real materials, such as documents or journals to be translated by students. They also feel that they only participated in Google Translate Community to reach high level instead of knowledge or skill. Therefore, many of them did not do it seriously, they only skipped and jumped to question that they think easy. Moreover, they can reach the next level even though they gave wrong answer. It can be concluded that it doesn't really count on the quality, but quantity. The more diligent you are in giving contribution, the more scores you gain.

Lecturer's Perception toward Google Translate

The researchers also interviewed the lecturer who implemented Google Translate in teaching translation. The lecturer realized that Google translate is not perfect, but comparing to ten years ago, it has developed much better. He said that by joining Google Translate Community, students can learn materials outside classroom. Also, he thought that students are so in-class minded which means that they are only exposed with materials or textbooks provided by lecturers. In fact, students need to experience the world of translation because at the end of the day students have to deal with real job which are perhaps quite demanding and requires more experiences. It is related to what Kobayakova & Shvachko (2016) had been argued, the high quality of translation derives much from the deep background knowledge of trainees, their efficiency in the interlinguistic and intercultural thesaurus.

Translator has to take into accounts the audiences. Shi (2017) argued that translators should not expect too much that the target audience would waste their time to think of the words or phrases that they are not familiar with. He hoped that students can be accustomed to translating any kind of materials in order to sharpen their translation skill and get a lot of insight of translation. Furthermore, he believed that students nowadays easily give up. Once they meet difficult words, they tend to skip and choose only the easy ones. Hence, he expected that through this method, students can have a sense of responsibility in translating. Besides, the students are less disciplined. He said that around 62% percent students are kind of 'last minute persons'. When the course comes to an end, they do the task hastily. Consequently, their level in Google Translate Community unnaturally rises very high within few days. He believes that this method could enhance their translation skill if the students are more disciplined and careful in doing the task.

Conclusion

Based on the research results through questionnaires distributed, most students did both translating and validating which are able to enrich their vocabulary and their skill in translating. Also, the majority of students have met the expectation by getting higher scores as what had been required by the lecturers. It shows their positive attitudes toward the course. As the question arised about does it contributes to them, many of them states yes with suggestions given toward the implementation of joining in Google Translate Community. They think that Google Translate Community does not really enhance their translation skill due to lack of correction or feedback.

Whereas, result of interviewing lecturer who implemented the method shows that the purpose in implementing Google Translate Community to make students feel in a real or professional context, due to the fact that students are so in-class minded. Through this method, students can be prepared for the real-life work experience. Certainly, it could also take a greater advantage because it can widen their knowledge. Besides, trying new atmosphere is also needed for students. Hopefully, this research could give insight for education practitioners and future researchers.

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Appendix

Questionnaire Distributed to 27 ELT Students toward the Effectiveness of Google Translate

Dear Friend,

We are going to do a mini-research.

To collect the data we need your help by filling out this questionnaire.

Thanks in advance.

Choose one of the answers in bracket.

Did you take Translation course that was taught by Mr. Nasrul?

(Yes/No)

Were you asked to join Google Translate Community?

(Yes/No)

What activity did you do in the community?

(Translate/Validate/Both)

Was there any required score/reward to be achieved in your Google Translate Community?

(Yes/No)

If it is 'Yes'. How many?

How many score/level that you achieved?

(<50 / 50-100 / >100)

Does your contribution on Google Translate that you did improve your Translation skill?

(Yes/No)

Why?

Please state your opinion or suggestions toward this Translation Teaching Method (using Google Translate).
