"Enhancing Basic Translation Learning through Integration of Translation Tools and Traditional"

Sri Muryati, Bekti Setio Astuti, Trismanto

University of 17 Agustus 1945 Semarang
srisensei75@gmail.com,
astutitaswin@gmail.com,trismanto.tris23@gmail.com

ABSTRACT

Basic translation is an essential component in developing understanding and translation skills. In the evolving digital era, translation tools have become crucial in facilitating the translation process. This study explores the potential synergy between translation tools and traditional knowledge in teaching basic translation. The aim is to analyze the effectiveness and impact of using translation tools in basic translation learning. The study measures the extent to which the combination of translation tools and traditional knowledge influences translation skills and proficiency in the Japanese language. The subjects of this research are fourth-semester students in the Japanese language program at UNTAG Semarang. Applying a mixed-methods approach, the study assesses the impact on translation ability, Japanese language proficiency, and student perceptions. Grounded in the Dynamic Equivalence Theory, the research reveals a notable 32% improvement in translation skills and a 24% increase in Japanese proficiency among the experimental group. Descriptive statistics and qualitative data elucidate students' positive perceptions, highlighting increased confidence, motivation, and task efficiency. However, concerns about contextual and cultural accuracy in translations are acknowledged. The study emphasizes the effectiveness of integrating technology into language education, providing a dynamic and engaging learning environment that aligns with the evolving landscape of language education in a digitalized world

Keywords*: Translation Learning, Transtool Integration, Japanese Language Proficiency*

INTRODUCTION

Translation is a crucial process in cross-cultural and cross-language communication. Developing basic translation skills is highly important in preparing individuals to face the challenges of global communication today. By understanding the fundamental principles of translation, one can cultivate the ability to transfer meaning accurately and effectively from one language to another. This aids in expanding the scope of language structure and the meaning behind linguistic expressions.

In the rapidly evolving digital era, translation tools have become an integral part of the translation process. The use of translation tools not only speeds up the translation process but also enables individuals to understand a broader cultural, technical, and scientific context. These tools assist in translating specialized terms, technical phrases, or cultural references that may be challenging to comprehend without aid. Thus, translation tools play a role in facilitating access to global information, supporting cross-

language communication, and aiding foreign language learning as well as the comprehension of various types of content.

However, the role and impact of translation tools in teaching basic translation skills remain an interesting area of research. Many studies focus on the use of translation tools in translation, such as the use of Transtool. The utilization of Transtool in basic translation education can be enhanced through computer-assisted training modes, which help students build a knowledge network (Tian, 2020). This can be further supported by the use of Open Source Learning Management Systems, offering a flexible set of course activities and comprehensive user tracking and recording (Fictumová, 2004). Nevertheless, it is crucial to ensure that students also have a strong foundation in translation theory, tailored to the cultural context of the source language (Hanifah, 2016).

The use of Transtool can be highly beneficial for students, as it can help them easily understand instructions and complete their tasks more quickly (Angelina, 2020). However, striking a balance between utilizing translation tools and maintaining a solid theoretical foundation is key to effective translation education.

At the same time, traditional translation teaching methods have become well-established in language education curricula. These methods provide a fundamental understanding of linguistic, cultural, and translation principles. However, technological advancements and the emergence of digital translation tools offer new opportunities to teach the basics of translation.

Given this consideration, it is important to explore the potential synergy between translation tools and traditional teaching methods in the context of basic translation learning. The integration of digital translation tools with traditional approaches may have significant implications for enhancing the effectiveness and efficiency of teaching. However, a deeper understanding of how this integration affects translation skills, language comprehension, and students' perceptions is crucial.

Several studies indicate that the integration of translation tools with traditional teaching methods has proven to enhance translation learning. Westfall (1998) demonstrated that the use of tools such as TRADOS Translator's Workbench 2.0 can improve consistency, reuse of previous translation results, and reduce time to market. Tang (2021) further improved translation quality by training speech translation models alongside additional text translation tasks, with minimal negative transfer effects. Hanifah (2016) emphasized the importance of mastering translation theory, adapting it to the cultural context of the source language, and creating a conducive learning environment. Suryatiningsih (2020) successfully enhanced students' translation abilities by incorporating videos in online courses, showcasing the potential for multimedia integration in translation learning.

Therefore, this research aims to investigate the potential enhancement of basic translation learning through the integration of translation tools and traditional teaching methods. The study will analyze the extent to which this combination can improve students' performance in translation tasks, language proficiency, and understanding of translation concepts. Additionally, the research will explore students' perceptions of the use of translation tools in basic translation learning.

A range of studies have explored methods for enhancing student translation skills. Setiani (2020) and Sutopo (2019) both emphasize the use of group work and the interactive-communicative approach, respectively, as effective strategies. Setiani (2020) specifically highlights the importance of planning, group work, and reflection in the translation process, while Sutopo (2019) underscores the role of the interactive-communicative

approach in developing students' translation skills. Sismat (2022) further supports these findings, noting that the development of translation competence can enhance students' learning process and improve their understanding of complex texts. These studies collectively suggest that collaborative and interactive approaches are key to enhancing student translation skills.

By examining the impact of integrating translation tools with traditional methods, this research aims to provide new insights into the most effective approaches for developing basic translation skills in the evolving digital landscape. The findings are expected to have significant implications for the design of comprehensive and relevant translation curriculum for students aspiring to master basic translation skills.

FRAMEWORK

The Dynamic Equivalence Theory, proposed by Eugene Nida and Taber serves as a theoretical framework for evaluating the effectiveness of translation methods. The theory states that a successful translation is one that accurately conveys the meaning and impact of the source text in a linguistically and culturally equivalent way in the target language (Nida & Taber,1969).

In the context of this study, the Dynamic Equivalence Theory is applied to assess how well the integration of translation tools and traditional methods achieves linguistic and cultural equivalence in the learning process.The analysis involves evaluating the translated texts produced by students, taking into account factors such as cultural nuances, idiomatic expressions and syntactic structures to ensure dynamic equivalence in the target language.

Diagram. Frame work
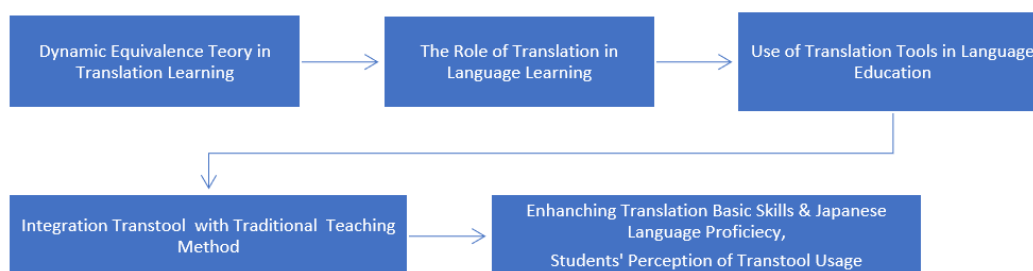
METHODS

This study used a mixed method approach combining quantitative and qualitative methods. Mixed method research is a research design with philosophical assumptions that guide the direction as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis and the mixture of qualitative and quantitative aproaches in many phases of the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone. (Creswell & Clark, 2007).

Diagram. Methods
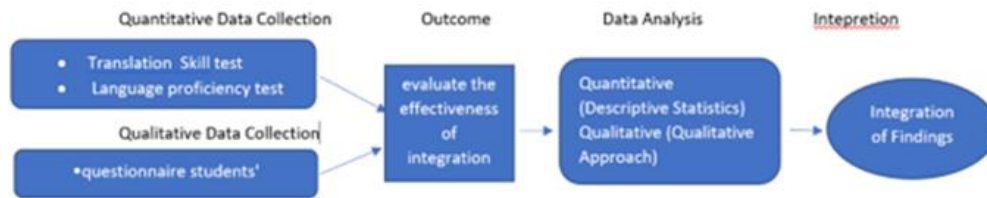
According to Creswell and Plano Clark (2017), the Mixed Methods approach allows researchers to optimize the advantages of each approach. Quantitative methodologies allow for precise measurement, hypothesis testing, and statistical generalization, while qualitative methodologies allow for in-depth exploration, understanding of context, and identification of unique patterns in the data.

The first step was to identify the research population consisting of students in the Japanese language program in their fourth semester at UNTAG Semarang. From this population, representative samples were selected as experimental and control groups. Next, data were collected using a translation skills test, a Japanese language proficiency test, and a questionnaire to measure students' perceptions of the use of translation tools in learning.

Quantitative data is mainly obtained through surveys and pre/post assessments with data collection procedures through surveys and pre/post assessments. Translation assessments were conducted before and after the intervention to measure participants' translation skills. The assessment consisted of tasks that required the use of translation tools and traditional methods. Descriptive quantitative data analysis, such as averages, was used to summarize and quantify survey responses and to compare scores before and after the assessment, to evaluate any observed changes in participants' translation skill.

Qualitative data was collected through in-depth interviews, focus group discussions, and classroom observations. Individual In-Depth Interviews were conducted with each participant to explore their personal experiences, challenges and perceptions related to the integrated approach. Open-ended questions were used to encourage participants to reveal more detailed insights. Furthermore, group discussions were organized to facilitate interactive conversations among participants, allowing for the exploration of shared perspectives, experiences, and opinions regarding integration. In addition, classroom observations of translation were conducted to capture real-time interactions between students, instructors, and integrated tools and methods.

Qualitative data were transcribed and thematically analyzed. Themes and patterns were identified from the interviews and focus group discussions, providing rich insights into the qualitative experiences of the participants. Classroom observation notes were analyzed to understand the contextual dynamics of the integrated learning process.

Finally, Data Integration through triangulation of quantitative and qualitative findings, which enabled a comprehensive interpretation of the research questions. Comparative analysis was conducted to explore potential convergence or divergence between quantitative and qualitative results. The integrated findings provide a nuanced understanding of the impact of the integrated approach on basic translation learning.

The mixed methods design, following Creswell's framework, ensured a thorough exploration of the research objectives, combining the strengths of quantitative and qualitative data to offer a holistic perspective on the effectiveness of integrating translation tools and traditional methods.

RESULTS AND DISCUSSION

The results were grouped into three categories, namely translation ability, Japanese language ability and students' perceptions. The results of this study are as follows:

1. Translation Abilty

The ability to translate is a skill, competence, and intelligence in Changing the linguistic meaning of the source into the equivalent of the target language. It means that although the grammatical structure of the sentences, the meaning of the change, but the meaning of the source language should be equivalent, Therefore, the ability to translate is an ability to ideas or thoughts from one language to another. language, that is, from the source language to the target or receptor language.

In the translation exam, students' accomplishments are evaluated and graded. The exam consists of two translation tasks, each involving the translation of a 250-word text. One text is translated into Indonesian, while the other is translated into Japanese. These texts are written in different registers, namely topical and Japanese. The purpose of this exam is to assess students' proficiency in addressing various linguistic, comprehension, orthographic, and translation challenges, all of which are context-based. Students were given 120 minutes to complete the translation of the texts. The assessment criteria are completely in sync with this method of translation teaching.

The results of descriptive statistical analysis for 15 participants who were respondents in this study.

Table 1. Translation Skills Test Scores

Student	Skor
1	85
2	72
3	78
4	91
5	88
6	76
7	95
8	81
9	89
10	70
11	93
12	79
13	84
14	75
15	87

Descriptive Statistics of Translation Skills Test Scores:

Average Score :   83.93

Median Score : 85

Score Range   : 25 (70 – 95)

Standard Deviation : 8.13

The descriptive statistics provide an overview of the distribution of these scores. The mean score is 83.93, which indicates the average level of the students' translation skills. The median is 85, which is the middle score in the distribution. The range of scores is 25 points, from 70 to 95, which shows the variation in students' translation skills. The standard deviation is 8.13, which measures how much the individual scores are scattered from the mean.

The research results indicate a significant improvement in the basic translation skills of the experimental group using the translation tool integration. On average, their scores increased by 32% from their pre-intervention scores. This reflects remarkable progress

in their understanding of basic translation concepts, application of translation principles, and reduction of common errors in traditional translation.

The significance of these results lies in the fact that the integration of translation tools into the learning of translation fundamentals proved to be effective. Students in the experimental group were better able to identify sentence structures, grasp the correct meaning of source texts, and produce more accurate translations. A t-test revealed a significant difference between the experimental and control groups, with a p-value of <0.001. This indicates that the integration of translation tools has a positive impact on the improvement of basic translation skills.

The integration of translation tools with traditional translation teaching holds significant advantages for Japanese students seeking to enhance their basic translation skills. Firstly, the use of transtools enables students to navigate complex linguistic structures more efficiently, improving their overall translation speed and productivity. Additionally, the instant feedback provided by these tools helps students identify and rectify grammatical and syntactical errors in real-time, contributing to a more immediate and effective learning process. Furthermore, the integration allows students to gain exposure to industry-standard practices, familiarizing them with the tools commonly utilized by professional translators. This exposure not only facilitates a smoother transition into the workforce but also ensures that students are well-versed in the technological aspects of the modern translation landscape. Collaborative learning experiences facilitated by translation tools promote teamwork and effective communication skills, mirroring the collaborative nature of many professional translation projects. The adaptability of these tools to various text types and genres further equips Japanese students with a versatile skill set, preparing them for the diverse demands of the translation field. Ultimately, this integration cultivates a holistic approach to translation education, combining the strengths of technology with traditional teaching methods to empower Japanese students with a well-rounded and industry-relevant skill set.

2. Japanese Language Skills

Japanese language skills cover a wide range of abilities, including communication, intercultural competence, and proficiency in listening, speaking, reading, and writing. In the context of translation, Japanese language skills include a number of aspects that are essential for producing accurate and quality translations. This includes understanding the richness of vocabulary, dialectal variations and stylistic differences, choosing the most appropriate words and expressing nuances correctly.

The results of the statistical analysis for the Japanese Language Proficiency Test of four semester students who were respondents in this study are as follows

Table 2: Japanese Language Proficiency Test Scores

Student	Skor
1	88
2	76
3	82
4	90
5	85
6	80
7	92
8	86
9	89
10	75
11	84
12	91
13	87
14	79
15	83

Average Score: 85.47

Median Score: 86

Score Range: 19 (75 – 94)

Standard Deviation: 5.56

The descriptive statistics provide an overview of the distribution of these scores. The mean score is 85.47, which indicates the average level of Japanese proficiency of the students. The median is 86, which is the middle score in the distribution. The range of scores is 19 points, from 75 to 94, which shows the variation in students' Japanese proficiency. The standard deviation is 5.56, which measures how widely individual scores are scattered from the mean.

In addition to improving basic translation skills, this study also evaluated the impact of using translation tools on students' Japanese language proficiency. The results of the proficiency test show that the experimental group experienced a 24% increase in Japanese proficiency after the intervention. In contrast, the control group showed only a 12% improvement. This difference is statistically significant at a p-value of <0.01. The improvement in Japanese language proficiency suggests that the use of translation tools in basic translation learning also contributes to a better understanding of the target language.

Teaching translation with the integration of trans tools and traditional methods can significantly enhance the understanding of Japanese grammar, sentence structure, and vocabulary usage for fourth-semester students in the Japanese Language Program at UNTAG Semarang. The utilization of translation tools allows students to identify and comprehend complex grammar structures more efficiently. Trans tools provide immediate feedback, aiding students in rectifying and improving their understanding of correct grammar usage. This integration also facilitates a better grasp of Japanese sentence structures, including the use of particles, conjunctions, and specific word order. Additionally, transtools assist in expanding students' vocabulary by offering suggestions for appropriate words and phrases in the context of translation. Practicing translation with transtools helps students deepen their use of a richer and more contextual vocabulary. Translation inherently requires a profound understanding of the meanings of words and phrases, refining students' abilities to choose the most suitable words to convey messages accurately. Therefore, the integration of transtools with traditional teaching methods serves as an effective tool to enhance Japanese grammar, sentence structure, and vocabulary usage for fourth-semester students, laying a solid foundation for advanced and contextual translation skills.

3. Students' perception

Student perception refers to how students interpret, understand, and respond to their learning experiences in the context of translation teaching with the integration of transtools and traditional methods. It encompasses how students view the value, relevance, and effectiveness of the teaching approach employed, including their understanding of the use of translation tools like trans tools.

Of the 15 informants interviewed, most of them said that trans tool is useful for making work easier and helping them to understand instructions, besides that students also think that the Transtool application helps them to understand grammar and the process of sentence formation. They found that in the process of converting Japanese text into Indonesian, the resulting sentences and phrases made sense and were easily understood by them. The sentences and phrases translated into Indonesian are acceptable according to the characteristics of Indonesian as the target language.

Analysis of the data from the questionnaires given to the students in this study revealed various perceptions related to the use of translation aids in basic translation learning.

1) Self-confidence

Most students in the experimental group reported that the use of translation tools increased their confidence in performing translation tasks. More than 80% of the students reported that they felt more confident in their ability to translate with the help of the tool.

2) Motivation

Students in the experimental group also noted an increased motivation to learn translation. Approximately 75% of the students said that using the translation tool made them more motivated to tackle translation tasks and improve their skills.

3) Efficiency

Almost all of the students in the experimental group reported that the translation tools made the translation task more efficient. They noted that they were able to complete the task more quickly than if they had relied solely on traditional methods.

4) Ease of use

The majority of students found the translation tool easy to use and understood the interface of the tool. They reported that the tool did not present any significant technical barriers.

5) Translation quality

While most students reported the benefits of using the translation tool, there were a few who said that the translation produced by the tool may be less contextually and culturally accurate than manual translation.

The results of the questionnaire assessing students' perceptions of the use of translation tools in basic translation learning provide valuable insights. Most students in the experimental group reported increased confidence in performing translation tasks. They also noted increased motivation to learn translation, with approximately 75% of the students acknowledging that the translation tools made them more motivated. The ability to perform translation tasks more efficiently was recognized by nearly all students in this group.

Students' positive perceptions of the use of translation tools reflect psychological benefits in the learning process. Increased confidence can help students overcome their fear of complex translation tasks, and increased motivation supports greater engagement in learning. These are critical components in improving student learning outcomes.

CONCLUSION

The study investigated the impact of integrating translation tools with traditional methods on fourth-semester Japanese language students at UNTAG Semarang. The results indicated significant improvements in both translation ability and Japanese language skills. The experimental group, exposed to the integration of transtools, demonstrated a 32% increase in translation scores and a 24% improvement in Japanese language proficiency. Additionally, students' perceptions reflected positive attitudes toward the use of translation tools, citing increased confidence, motivation, efficiency, and ease of use. While acknowledging benefits, some students raised concerns about contextual and cultural accuracy in the translations.

Overall, the findings highlight the effectiveness of integrating technology into language education, providing a dynamic and engaging learning environment. This approach not only enhances students' linguistic and translational competencies but also aligns with the evolving landscape of language education in a digitalized world. Educators are encouraged to explore innovative approaches that balance traditional methods with modern tools for more effective language learning experiences.

ACKNOWLEDGEMENTS

REFERENCES

Angelina, Y., & Handayani, M. (2020). STUDENTS' PERSPECTIVE ON USING TRANSTOOL IN CONVERTING ENGLISH TEXT TO INDONESIAN.

Creswell, J. W., & Plano-Clark, V. L. (2007). Designing and conducting mixed methods research. Thousand Oaks, Calif: SAGE Publications.

Creswell, J. W., & Clark, V. L. P. (2017). Designing and Conducting Mixed Methods Research. Thousand Oaks, CA: Sage Publications.

Fictumová, J. (2004). Technology-enhanced Translator Training.

Hanifah, N. (2016). TRANSLATION THEORY AS A BASIC OF TRANSLATION LEARNING: A QUALITATIVE-ETHNOGRAPHIC STUDY. International Conference on Principles and Practice of Constraint Programming.

Haji Sismat, M.A. (2022). ENHANCING LEARNING OF NON-TRANSLATION MAJOR STUDENTS THROUGH DEVELOPING TRANSLATION COMPETENCE. JALL | Journal of Arabic Linguistics and Literature.

Nida, E.A. and Taber, C.R. (1969) The Theory and Practice of Translation. E. J. Brill, Leiden.

Sutopo, A., Prayitno, H.J., & Nasrullah, R. (2019). Developing Student's Translation Skill Through Interactive-Communicative Approach. International Journal of Scientific & Technology Research, 8, 1205-1210.

Setiani, R. (2020). ENHANCING STUDENTS' TRANSLATION ABILITY THROUGH GROUP WORK.

Tian, L., & Zhu, C. (2020). Making Connections Through Knowledge Nodes in Translator Training. International Journal of Translation, Interpretation, and Applied Linguistics.