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## IMPROVING STUDENTS' ABILITY IN TRANSLATING INDONESIAN FOLKLORES INTO ENGLISH USING CAT TOOLS

By

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### Article History:

Received: 24-05-2023

Revised: 17-06-2023

Accepted: 25-06-2023

### Keywords:

Learning Transaltion, CAT  
Tools

**Abstract:** *This research aims at describing students translation ability in translating Indonesia folklores into English through classroom action research. This research was conducted on the sixth semester students in Facultylation quality of Teacher Training, Universitas Mahasaraswati Denpasar. The data was analyzed by using descriptive qualitative. Based on the result of the analysis, it showed that students's translation quality was improved. It could be seen from the naturalness and the consistency use of English terms. Besides, students' translation products greatly improved, with the average progress score rising to 12.55 and they also showed positive response to the use of CAT Tools.*

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## INTRODUCTION

Translators must have a good proficiency in two languages. The mastery of the source language will help them understand the message, and the mastery of the target language will help them to be able to reproduce the similar meaning in the target language. As well as mastering both source language and the target language, mastering both linguistic and translation theories is also important for the translator. Linguistic theory shows the translator the body of rules regulating of a language which then help them enable to reconstruct the message in the form of the TL. While translation theory will help the translator do the process of translating itself and produce the equivalence translation of the SL message in the TL.

However, when translating literary works, translators need to have a solid mastery of both the source and target languages as well as a broad comprehension of culture. They must be proficient in social culture, language, literature, and aesthetics. They will struggle to translate literary texts if they are unaware of these factors (Suryawinata, 1996: 173). The goal of translating literature is to convey the author's original message and intention to the intended audience in a clear and effective manner, rather than merely changing the message or simply looking for the equivalent words in the target language (Nord, 1997: 80–84).

There are meanings and styles in the literary work. The messages have connotative value, and the language is used in an aesthetically pleasing way. They serve as the literary works' distinguishing features. As used by McFadden in Meyer (1997: 2), literature is a body of works that chronicles the history of a society that upholds artistic and aesthetic values. Words or expressions with contextual or sociocultural connotations that are nearly

impossible to translate present a translator of literary works with a variety of challenges. In order to generate qualified translation products—that is, translations that are precise, natural, and clear and appear like the original work—the translator must therefore already be well versed in this idea (Kovács, 2008: 5).

Mean while, in learning translation, There are a number of barriers in the process of learning, especially in learning translation with Indonesian-English pairs. These barriers include a lack of student understanding of the subject of the source script, lack of vocabulary mastery, as well as lack of knowledge of translation, such as translation methods. The importance of learning translation for students is that students can find the meaning of a text well, so that they can transfer the meaning well into the target language. Sudarmo (2011) noted that one thing to pay attention to is the structural differences between one language and another, although in some ways there are similarities. The structural differences of these languages are often the weakness of translation learners, in addition to the mastery of vocabulary and foreign language terms.

In the current digital era, the translation process is no longer limited to traditional methods like opening a manual dictionary to look for matching words and then manually correcting grammar. Digital dictionaries that are accessible online can now help with translation. Additionally, automatic translation tools like CAT Tools may now help with translation and play a crucial role in the process. In order to learn translation, students must be digitally literate. According to the findings of the 2002 Berlin High-Level Conference, humans must be able to use media, tools, and everything else in order to facilitate work and produce high-quality results. Judhita (2011). Based on this, translation learning should be expanding to include machine translation, but by continuing to prioritize and collaborate students' linguistic skills in order to produce a good translation in terms of literacy and grammar (grammar) literacy, so that the problem between tendencies will depend on students against the translator machine, as well as student mistrust of its translation result can be overcome.

This research described students' translation ability in translating Indonesian Folklores by combining both linguistics theory of translation and the use of translation machine (CAT Tools). The research was conducted on the fourth semester student of English Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasarakswati Denpasar.

## LITERATURE REVIEW

It is undeniable that an understanding of technology, or technological literacy, makes a major contribution to the development of student learning. According to Hutchins, translation technology is divided into three parts, namely; (PAINT); Computer Aided Translation, MAHT (Machine aided human translation), and HAMT (Human Aided Machine Translation). The translation technology makes use of computers in translation. (Hatim & Munday, 2004).

Technology application skills are the ability to use software and devices using web-based computing media (Juditha, 2011). Part of applying technology for translation is the use of the Google Translate Engine (Ghasemi & Hashemian, 2016). It can be said that students' ability to use technology is related to other things such as facilities and infrastructure. This includes the specifications of the computer used, available bandwidth and network consistency.

Research by Mehmet Cem Odacioglu and Saban Kokturk "The Effects of Technology for Translation Students in Academic Translation Teaching". Shows that translation technology has an impact on academic translation learning (Odacioglu & Kokturk, 2015). According to Somers (2003), machine translation has certain characteristics and mathematical laws, while students' language skills can minimize ordinary machine translation. The results of the study show that students can make optimal, but not optimal, use of machine translation using their language skills in both the source language and the target language.

## RESEARCH METHOD

The action research framework adopted was the one Ferrance (2000) suggested. Each cycle in this approach consists of six key components. The stages in the cycle can be explained using the following steps taken during the research:

1. Finding the issue was the first step in the study process, during which the researcher thoroughly identified the issues with the student's translation of the Indonesian folktale "The Black Hen" from Indonesian to English.
2. After determining the translation issues, the researcher collected the data from the translation test the students had taken.
3. Data interpretation: In this step, the data that had been collected were carefully and precisely interpreted.
4. After the data were processed and the results were negative, the researcher acted on the evidence by using CAT Tools to actually address the issues that were already present. In this stage, the researcher administered the translation test once more utilizing the socioemiotic approach while observing the class to see the situations and discussion that occurred when the action was taken.
5. Next step, then the researcher assessed the results of translation test done by the students using.

In addition to administering the translation test, the researcher additionally distributed questionnaires to the students and conducted interviews with a select group of them to learn more about the use of CAT Tools to translate the Indonesian folktale "The Black Hen" into English. In relation to the translation quality assessment, the researcher used the scale of assessing the translation products done by the students. The following scale was used to justify and determine the students' translation quality. This scale was proposed by Machali (2009: 156-157).

Category	Score	Indicator
Excellent Translation	86-90 (A)	There is no distortion of the meaning, reasonable delivery of meaning; almost like a translation; no spelling mistake; there is no error/deviation of grammar; there is no mistake the use of the term.
Very Good Translation	76-85 (B)	There is no distortion of meaning; no rigid literal translation; no mistake in the use of the term; there are one or two grammatical errors/ spelling.
Good Translation	61-75 (C)	There is no distortion of meaning; no rigid literal translation, but comparatively no more than 15% of the entire text, so it does not feel like a translation; grammar and idiom errors relatively no more than 15% of the entire text; had one or more terms of using non standard/ general; one or two spelling mistakes.
		The whole translated text is like as a real translation; some literal translation is rigid, but

The whole Fair Translation	46-60 (D)	translated text is like as a real translation; some literal translation is rigid, but comparatively no more than 25%, some idiomatic errors and/or grammar, but relatively no more than 25% of the entire text; one or two uses of the term are not common and/or less clear.
Poor Translation	20-45 (E)	The whole text is felt as a real translation; too many rigid literal translation (relatively more than 25% of the entire text); distortion of the meaning; errors of term are more than 25% of the entire text.

## FINDINGS AND DISCUSSION

### Translation test

It can be challenging to translate one text into another. It is not as simple as it is to back our arms. The same thing occurred in the translation class at Universitas Mahasarakswati Denpasar's fourth semester of the English Education Study Program, where students worked diligently to generate high-quality translation products. The table that follows showed their translation results.

**Table 3. The comparison between the initial test (T1) and final test (T2)**

Students	Score of C1	Score of C2	Progressive Score
1.	68	79	11
2.	73	85	12
3.	70	83	13
4.	69	78	9
5.	65	79	14
6.	78	86	9
7.	73	85	12
8.	72	84	12
9.	68	78	10
10.	67	88	21
11.	70	84	14
12.	69	76	7
13.	65	75	10
14.	70	80	10
15.	71	88	17
16.	72	87	15
17.	69	79	10
18.	68	84	16
19.	70	87	17
20.	66	78	12
Average Score	<b>69.65</b>	<b>82.15</b>	<b>12.55</b>

Table 3 above shows that the average translation score prior to the use of the sociosemiotic approach is 69.65. This indicates that almost all of the translations the students produced were poor in terms of quality for the intended readership. However, the change

occurred once CAT Tools was used. As a ratio of the initial test average score of 69.65 and the final test average score of 82.15, their translation products greatly improved, with the average progress score rising to 12.55. This indicates that Cat Tools can considerably improve students' translation product and assist them in identifying words and expressions that are equivalent in the target language and culture but also acceptable, natural, and adaptable.

### Questionnaire

As a result of the use of CAT Tools in the teaching and learning of translation, the questionnaire's results showed responses from all of the subjects. According to the questionnaire's tabulation, the subject's responses indicated 610 strongly agreeing (SA), 380 agreeing (A), 99 undecided (U), 2 disagreeing (D), and 0 strongly disagreeing (SD) responses. Consequently, the total responses to all of the questionnaire's items using the previously given procedure. Additionally, the findings of the administration of the questionnaire should be calculated to obtain the comparative percentages of the respondent's overall responses to the researcher's questionnaire as the following;

the percentage of item SA	= $610/1091 \times 100 = 55.92\%$
the percentage of item A	= $380/1091 \times 100 = 34.83\%$
the percentage of item U	= $99/(1091) \times 100 = 9.07\%$
the percentage of item D	= $2/1091 \times 100 = 0.18\%$
the percentage of SD	= $0/1091 \times 100 = 0.00\%$

The results of the aforementioned questionnaire revealed that 55.92% of the responses indicated that the subjects strongly agreed, 34.84% agreed, 9.07% were undecided, 0.18% disagreed, and 0.00% strongly disagreed with the use of role play in conjunction with pictures to improve speaking ability. Additionally, the respondents' capacity to translate was improved by using CAT Tools while learning translation. To put it another way, CAT Tools were successful in improving students' ability to translate during the teaching and learning process.

### CONCLUSION

As can be seen from the progress score of 12.55, which is the ratio result of the initial test score average of 69.65 and the end test score average of 82.15, it was determined based on the test results that the score comparison before and after the usage of CAT Tools was more significant. It has been demonstrated that CAT tools help students translate more accurately. Additionally, the additional data obtained through the administration of the questionnaire revealed positive results on the subjects' reactions to the use CAT Tools in learning Translation. More than 90% of the responses indicated that the subjects concur that role play in conjunction with pictures can enhance their speaking ability. Additionally, The majority of the individuals responded well to the use of CAT Tools. In the process of teaching and learning translation, CAT Tools worked well. The study subject's participation and interest in the learning process could be increased by the researcher.

### ACKNOWLEDGEMENTS

The researcher would like to thank Universitas Mahasarakswati Denpasar, especially Faculty of Teacher Training and Education, as the place where this research was conducted, for the opportunity and time support that has been given. Acknowledgments are also

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addressed to the 4th semester students, English Education Study Program who have participated as subjects in this study.

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