

STUDENTS' RESPONSE ON COLLABORATIVE TRANSLATION MODEL

Rudi Hartono

English Department of Languages and Arts Faculty

Universitas Negeri Semarang

Semarang, Indonesia

rudi.hartono@mail.unnes.ac.id

Abstract—Translation is a complicated activity for students to do individually. They face many linguistic and cultural problems alone, so their products of translation are poor grammatically, lexically, and mechanically. Through this research I surveyed their response and described how their opinions on the application of Tripartite Cycle Model (TCM) as a collaborative translation model were. The TCM is a model of translating process in a group or collaboratively. This model involves three parties (author, translator, and rater) in one process or activity of translation. In this research I used a qualitative survey by distributing an electronic questionnaire to 84 students of translation class. The questionnaire was designed by using the Google form shared to the students' WhatsApp group and the research data were displayed in the charts. Significantly the research findings showed that the students liked translation in a group (43%), translation individually was more difficult than in a group (32%), translation product of individual translator was less accurate (52%), translation process in a group was easier (50%), translation in a group made them easier to understand the meaning (43%), translation in a group led them translate a text faster (52%), translation product in a group was sometimes clearer, more accurate, and natural (41%), and collaborative translation is better (56%). It can be concluded that the TCM as the collaborative translation model gives significant effects on the process and product of translation.

Keywords—students' response; collaborative translation model, Tripartite Cycle Model

I. INTRODUCTION

Translating is a difficult and complicated job because a translator must be able to convey a source language message to another language precisely according to the meaning and form of language. Translating the literary or ordinary works has its own difficulties and complexity (Soemarno in (Hartono & Priyatmojo, 2015).

The message of the source language contains complexities of grammar, vocabulary, structure, and mechanics. Everything must be able to be translated into the appropriate target language accurately, clearly, naturally, and legibly (Sang & Zhang, 2008). Grammar difficulties, for example, include the difficulty of synchronizing the source grammar into target grammar. English grammar is very different from Indonesian grammar (Hartono, 2014). One example of grammatical difficulties is understanding the meanings of tenses determined by periods of time and activity. On the other hand, English tenses have complex conjugations of verbs, especially for irregular verbs, with changes that contrast between past, present, and future verb forms. In this case the translator must be able to understand the meaning of verb conjugation. In addition, English tenses have a variety of activities or aspects that the translators need to understand well. The aspects in these tenses are simple (routine activities), perfect (complete activities), continuous (ongoing activities), and perfect

continuous (continuing activities). The followings are examples of grammatical complexities in translating sentences that have different meaning based on the tenses: a) Simple past and Present perfect: 1) ST: He painted his house→TT: *Dia sudah mengecat* rumahnya and 2) ST: He has painted his house → TT: *Dia baru saja selesai mengecat* rumahnya. In the first sentence, he finished painting his house in one periode of time in the past while in the second sentence, he has completely done painting his house and is not painting now, he has done it just now.

The second difficulty faced by the translator is vocabulary meanings. Here the translator should be able to choose appropriate dictions for words he or she translates. It is not easy to translate the words that have connotative meanings, even the denotative ones also need a smart decision when we want to decide which diction that we should pick up from dictionaries. The meaning must be accurate.

The fourth difficulty is the difficulty in reconstructing the structure of phrases and sentences in the target language. Both of these structures must be appropriate and accurate with the target language. English and Indonesian have different phrase and sentence constructions. We know that Indonesian language has the law DM (Explained-Explaining) with a few exceptions, the first was stated by Sutan Takdir Alisyahbana, an Indonesian language expert. Whereas in English what applies is the opposite, namely the law of MD (Explaining-Explained) with some exceptions. MD law says that in a combination of two words, the word in front is the word describing the word behind it, while the word behind is the word explained by the word in front (Tjowanta, 2016). A translator must be able to translate the phrase structure of the source language to the target language phrase structure accurately, especially if the phrase is long. See the following examples: 1) ST: Good boy (MD)→TT: *Anak baik* (DM), 2) ST: Pacific Ocean (MD)→TT: *Samudera Pasifik* (DM), 3) ST: Green tea (MD)→TT: *Teh hijau* (DM), 4) ST: New house (MD)→TT: *Rumah baru* (DM), and 5) ST: Long distance (MD)→TT: *Jarak jauh* (DM). Compare to the long ones, can we translate well based the target phrase structure? 1) ST: A little boy in black and white sitting under a tree → TT: *Anak kecil berbaju hitam putih yang sedang duduk di bawah pohon*, 2) ST: A man in a blue jacket with jeans riding a motorcycle on the highway→TT: *Seorang pria berjaket biru dan bercelana jean menaiki sepeda motor di jalan raya*, 3) ST: Modern high-speed racing car→TT: *Mobil balap berteknologi moderen yang berkecepatan tinggi*, 4) ST: The latest high-speed printers in printing documents→TT: *Printer terbaru berkecepatan tinggi dalam mencetak dokumen*, and 5) ST: Advanced high-tech computers with incredible memory speeds→TT: *Komputer canggih*

tinggi dengan kecepatan memory yang luar biasa.

The fifth difficulty is translating punctuation from the source language into the target language. This difficulty is included into the problem of writing mechanism. Punctuation is a symbol that is not related to phonemes (sounds) or words and phrases in a language, but plays a role to show the structure and organization of a writing, and also the intonation and pauses that can be observed during reading. English punctuation which is most often used includes: full stop (.), comma (,), ellipsis (...), colon (:), semicolon (;), question mark (?), exclamation mark (!), quotation marks (“...”), hyphen (-), slash (/), parentheses (()), and apostrophe (’). Indonesian language has also the same punctuation as English though practically in translation some punctuation marks will be translated differently, even deleted or omitted, such as the usage of full stop, collon, and apostrophe. See the following examples of punctuation mark translation from English into Indonesian: 1) comma translated into full stop, ST: 50,000 US Dollars→TT: 50.000 US Dolar, 2) collon translated into full stop, ST: 12:00→TT: 12.00, and 3) apostrophe is deleted, ST: Budi's book→TT: Buku Budi.

All of the above difficulties can be easily solved in the translation process if it is implemented in the form of collaborative translation not individual translation process. Therefore, the Tripartite Cycle Model as a collaborative translation approach can be applied to facilitate difficulties in translating and to produce more quality translations (accurate, easy to read, and acceptable).

Tripartite Cycle Model (TCM) is a model that we ever used to improved our student’s translation products from Indonesian into English. This model involves three parties: text writer, translator, and readers in a translation process (Hartono, 2009, 2016). In what way the translation process runs using the TCM can be seen through the following figure.

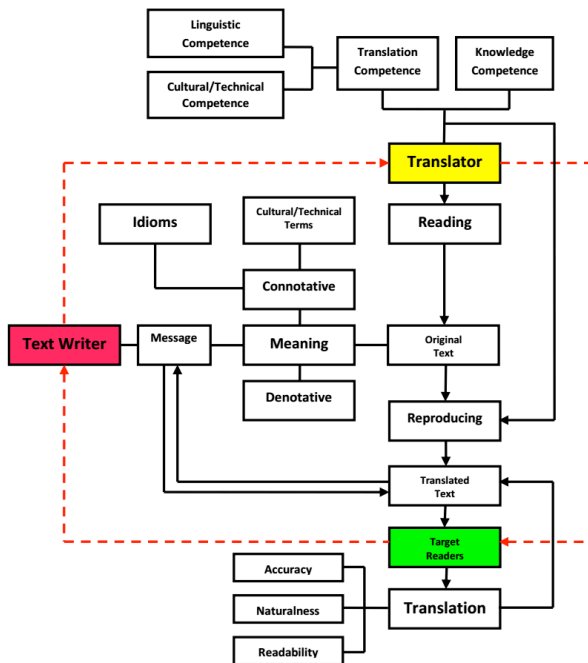


Fig. 1. Tripartite Cycle Model

In this model there are three parties that simultaneously must be interconnected in one cycle process translation (Sha & Lai, 2016). They are original text writer, translator, and target readers. The original text writer here is the author of the scientific text. The first step, the author writes a

scientific text that is full of messages containing denotative and connotative meanings. Denotative meanings refer to all words stated in dictionaries that are lexically easily to understand and have literal meaning while connotative meanings are all words or terminologies that are lexically sometimes difficult to comprehend (Wendland, 2012). They have idiomatic or figurative meanings (Munday, 2009).

The second step, the translator reads the original text, then reproduces the translated text (Venuti, 2011). In the process of translation, the translator can ask problems or difficulties of translation he or she faces to the author. This effort can reduce his or her misunderstanding when finds difficult words or terminologies. The author must answer the translator’s questions and be able to explain or describe all the questions well in details, so if it is successful to do, the translator can easily translate the text. This interaction between the author and the translator can go many times as far as all difficulties can be overcome. This way can be conducted by direct discussion, sending emails or WhatsApp messages, phoning, or skypeing.

The third step is checking and evaluating the translated text or translation product. This final step is done by target readers. The readerships will assess, for example, the translation accuracy, naturalness, and readability. In this case study, the target readers or readerships as raters assessed the translation quality of usefulness, terminology, idiomatic and mechanics. In this process of translation the raters can tell and report even declare that translation product is accurate, natural, readable or standard, strong, acceptable, deficient, minimal, or not to the translator and sometimes they can check what the author intended (Hatim & Munday, 2013). These three parties, the author, translator, and target readers do the cycle simultaneously during the translation process (Hartono & Priyatmojo, 2015).

II. RESEARCH METHODOLOGY

A. Research Design

This research used a quantitative and qualitative survey design that involved 84 students of Translation class. This survey tried to collect the students’ response on the application of Tripartite Cycle Model as a collaborative translation approach in translation process (Farrell, 2016).

B. Research Instrument

This research used a set of questions in the form of questionnaire designed by using the Google Form App. This questionnaire can be clicked in this link <https://goo.gl/forms/6vB9RXZ3clP0pVA63>

C. Data Collection

The research data were collected by sending the Google form link to all participants. The participant clicked the link and submitted to the admin. The admin opened the responses in the Excell Program Sheet. The data of each question were displayed in the form of charts.

D. Data Analysis

The data analysis technique used in this research covers Survey Data Analysis (Taking a look at RQ, Crossing-Tabulating and filtering results, crunching the numbers, drawing conclusions). The data of each question were tabulated and transformed into the percentages, then analysed one by one based on the chart legend. In this step the researcher used descriptive quantitative and qualitative data analysis. Each data were described based on the participant’s response and discussed

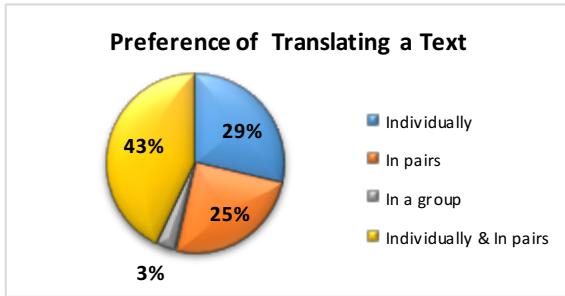
.....ively and qualitatively, then the conclusion was drawn.

III. FINDINGS

A. The Survey Result

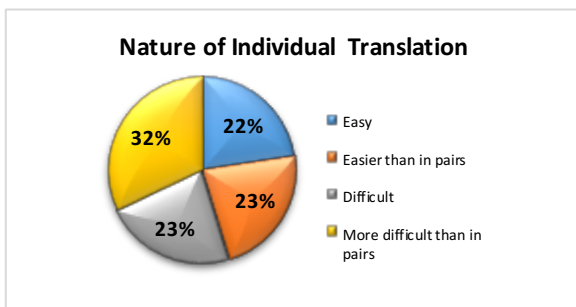
1. Students like translating a text individually and in pairs (43%).

CHART 1 PREFERENCE OF TRANSLATING A TEXT



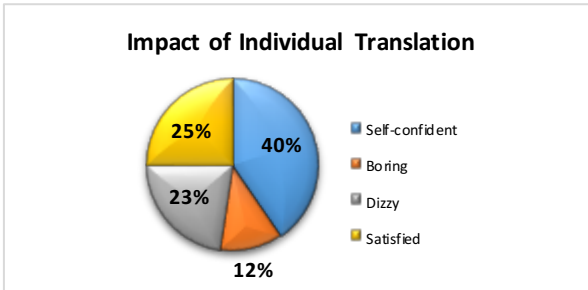
2. Translating a text individually is more difficult than in pairs (32%).

CHART 2 NATURE OF INDIVIDUAL TRANSLATION



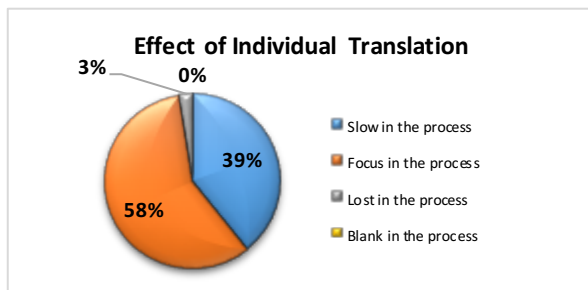
3. Translating a text individually makes students self-confident (40%).

CHART 3 IMPACT OF INDIVIDUAL TRANSLATION



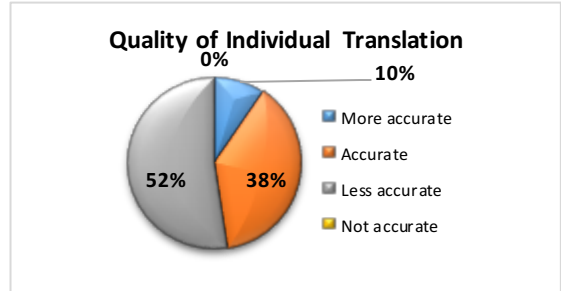
4. Translating a text individually causes students focus on the process of translation (58%).

CHART 4 EFFECT OF INDIVIDUAL TRANSLATION



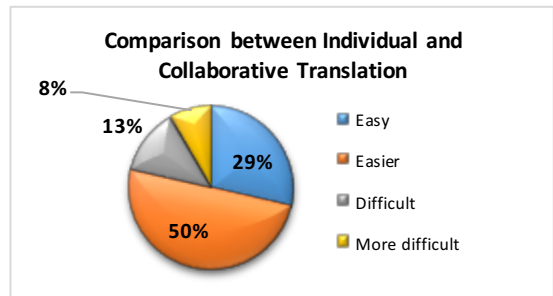
5. Translation products of the individual translator are less accurate (52%).

CHART 5 QUALITY OF INDIVIDUAL TRANSLATION



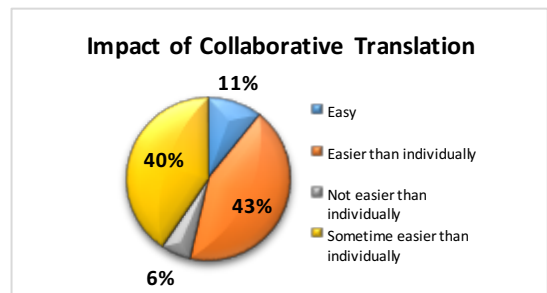
6. Translating a text in pairs or in a group makes students easier than individually in the process of translation (50%).

CHART 6 COMPARISON OF TRANSLATION APPROACH



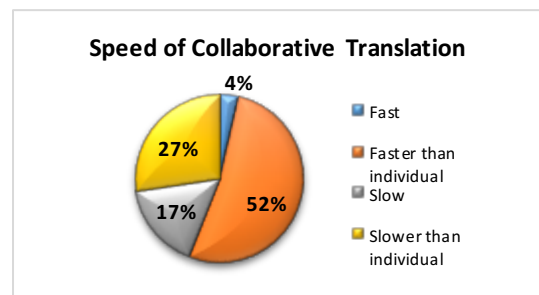
7. Translating a text in pairs or in a group helps students understand the meaning of word(s) easier than individually (43%).

CHART 7 IMPACT OF COLLABORATIVE TRANSLATION



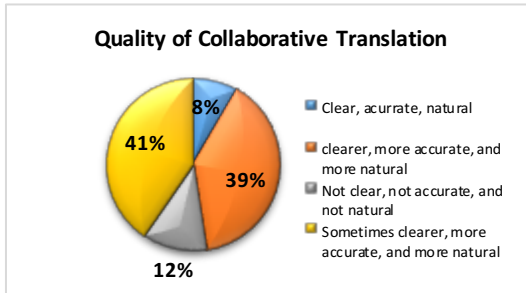
8. Translating a text in pairs or in a group leads the translation process faster (52%).

CHART 8 SPEED OF COLLABORATIVE TRANSLATION



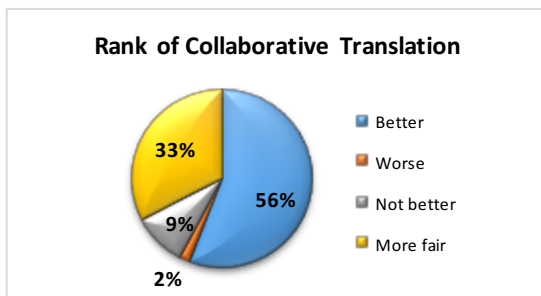
...lating products of the collaborative translation are sometimes clearer, more accurate, and natural (41%).

CHART 9 QUALITY OF COLLABORATIVE TRANSLATION



- Translating a text collaboratively is better than individually (56%).

CHART 10 RANK OF COLLABORATIVE TRANSLATION



B. The Students' Responses

Beside from the survey results displayed in the charts, individually the students gave their own responses on the implementation of the collaborative translation model. They put comments that:

- Translating a text in a group because they can do collaboration in discussing translation problems and asking some difficult words.
- Translating a text in a group is faster than translating a text individually.
- The translation result in a group is more accurate than the product of translation done individually.
- Translating a text in a group is easier than translating it individually.

IV. DISCUSSION

A. The Reasons

Based on the findings, the followings are some reasons why the collaborative translation by applying Tripartite Cycle Model are better and more significant than using individual translation model:

- Basically students like translating individually because they can focus and concentrate to the text they translate without being interfered by other co-translators; however, they will have difficulties when they do their translation alone.
- Translator students feel that translating a text individually is more difficult than in pairs or in a group. When they translate a text alone, they cannot ask other people about difficult words or ask the author about confusing words written in the text, especially unique words containing cultural concepts or meanings that only need the author's explanation.
- Translating a text individually makes students self-confident.
- Translating a text individually causes students focus on the process of translation.

- Translation products of the individual translator are less accurate.
- Translating a text in pairs or in a group makes students easier than individually in the process of translation.
- Translating a text in pairs or in a group helps students understand the meaning of word(s) easier than individually.
- Translating a text in pairs or in a group leads the translation process faster.
- Translating products of the collaborative translation are sometimes clearer, more accurate, and natural.
- Translating a text collaboratively is better than individually.

B. The Advantages of Tripartite Cycle Model

Based on the comments, suggestions, and responses on the Tripartite Cycle Model as the collaborative translation model, it can be listed the advantages. Tripartite Cycle Model:

- Involves the author, translator, and target readers as three important parties that decrease misunderstanding and reduce misleading in translation process. This collaboration will keep message and information clear and lead to produce a good quality of translation.
- Gives the translator a chance to ask some questions to the author.
- Give the readers or raters an opportunity to give suggestions or comments about the translation quality (accuracy, readability, clarity, and acceptability levels) directly to the translator.
- Give the author a time to check whether the message or information stated in the text transferred based on his or her intentions.
- Produces the better quality of translation.

V. CONCLUSION

The Tripartite Cycle Model as a collaborative translation approach can be the best solution for translators to produce quality translation results. With this approach, the translation process can be managed well together between the text writer, translator, and the board of readers. Besides that, the quality of the translation will be better, more accurate, readable, and natural. So the collaborative translation model is better than individual translation in overcoming difficulties in the translation process and producing translation products.

ACKNOWLEDGMENT

This research was supported by Ministry of Research, Technology and Higher Education of the Republic of Indonesia. We thank our colleagues from English Language and Literature Department of Faculty Languages and Arts of Universitas Negeri Semarang who provided insight and expertise that greatly assisted the research, although they may not agree with all of the interpretations/conclusions of this paper.

We thank Prof. Elizabeth Mary Rata for assistance with particular technique, methodology, and Dr. Azhari for comments that greatly improved the manuscript.

We would also like to show our gratitude to the Prof. Dr. Agus Nuryatin, the Dean of FBS UNNES for sharing their pearls of wisdom with us during the course of this research, and we thank reviewers for their so-called insights. We are also immensely grateful to Mr. Bambang Purwanto and Mr. Arif Suryo Priyatmojo for their comments on an earlier

..... the manuscript, although any errors are our own and should not tarnish the reputations of these esteemed persons.

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