

Online Machine Translation: The Students' Perspective during Quarantine Period Learning Activity

Ratih Laily Nurjanah, M.Pd¹⁾Deswandito Dwi S, M.Hum²⁾,

¹ Sastra Inggris, Fakultas Hukum dan Humaniora, Universitas Ngudi Waluyo, Jl. Diponegoro 186 Ungaran, Jawa Tengah
ratih.laily@gmail.com

²Sastra Inggris, Fakultas Hukum dan Humaniora, Universitas Ngudi Waluyo, Jl. Diponegoro 186 Ungaran, Jawa Tengah

Abstract

The role of the internet nowadays leads to an increase in online translation usage. The online translation offers various kinds of machine translation besides the-popular- Google Translate. The purpose of this research is to determine the students' perspective on online machine translation they can easily found on the internet related to the learning process on translation study during the quarantine period. The research questions are;1) What are the good sides of using online machine-translation? 2)What are the shortages of using online machine-translation? 3)How does online machine translation help students during learning activities during the quarantine period? Online machine translation is automated translation or “translation carried out by a computer” with the internet connection. The subjects of this study were 6th-semester students at the English Literature Department of Universitas Ngudi Waluyo who had taken subjects related to translation. The research was conducted by delivering survey with google form to gather students' perspectives. From the results, it is concluded that students were familiar with Google Translation as the online machine-translation. Students stated that online machine translation often gives an ambiguous translation. The use of online machine translation is helpful especially in terms of saving time. In conclusion, to keep up with the development of the digital era, students need to be introduced to various online machine translation to help them work faster and keep improving their translation skills to back up the defects of online machine translation.

Keywords: *machine translation, online, translation device, translation skill, learning during the quarantine*

A. INTRODUCTION

In this digital era, it is impossible to avoid any technological devices or assistance. This thing also can be found in the field of education, especially, in this case, is translation. Teaching Translation as a subject in the classroom nowadays demands a high innovation to keep up with the era and the skill of students in using technological devices.

Since translation is a work demanding speed and accuracy, it is a good choice of using online machine translation that supports the need. With various kinds of online machine translation nowadays, it is prominent for students to be familiar with some of them to then select which one is suitable for them the most. The choice can be different from one student to another based on many aspects.

This quarantine period caused by the COVID19 outbreak gives another challenge on how the learning and teaching activities on translation study should be done. Giving students a broader view of various machine translation can be an alternative to support the independent learning process since students can do it independently and develop their sensitivity to language and the aspects.

This skill is needed to support the learning activities during COVID 19 outbreak where students learn from distance from lecturers. Independent learning skill is considered important for teaching and learning activities with an adult. According to Kopzhassarova (2016), one of the qualities should be possessed by students in independent learning skills is to work competently with the information: be able to analyze, put forward hypotheses of the decision of problems, do necessary generalizations, comparisons to similar or alternative variants of consideration, give reasons and formulate conclusions and on their basis to reveal and solve new problems;

This study aims to determine the students' perspective on online machine translation they can easily found on the internet related to the learning process on translation study during the quarantine period. This is a preliminary study of introducing an online translation machine to students besides Google Translation that is well-known.

The research questions are: 1) How many online machine translation is known by students? 2) What are the good sides of using online machine translation? 3)What are the shortages of using online machine translation?

The benefit of this research is giving an overview of how familiar students with online machine translation which later can be developed by introducing them to different kinds of ones.

B. LITERATURE REVIEW

1. Machine Translation (MT)

Machine translation (MT) is automated translation or “translation carried out by a computer”, as defined in the Oxford English dictionary. It is a process, sometimes referred to as Natural Language Processing which uses a bilingual data set and other language assets to build language and phrase models used to translate text.

You see, machine translation is primarily a tool that helps marketers/translators achieve a goal. It is not a replacement for the older systems of

translation. Rather, it's an enhancement. For instance, in a traditional localization cycle, we encounter what is called the TEP phase. TEP here stands for 'translate, edit, and proof.'

Now, in a TEP cycle, the role of machine translation starts and ends with 'T,' which is 'translation.' The rest of the work, which is editing and proofing, still needs to be carried out by professional translators and language experts.

Post (2018), stated there are kinds of machine translation;

a. Statistical Machine Translation (SMT)

SMT refers to the analysis of large volumes of bilingual text. The purpose is to determine the correspondence between a word from the source language and a word from the target language. The example is Google Translate. SMT is used on basic translation, but the shortage is that it does not factor in context, which means translations can often contain errors. The quality is considered low.

b. Rule-Based Machine Translation (RBMT)

RBMT translates based on grammatical rules. It performs a grammatical analysis of the source language and the target language to produce the translated sentence. RBMT requires extensive proofreading, and its heavy dependence on lexicons means that efficiency is achieved after a long period.

c. Hybrid Machine Translation (HMT)

HMT combines RBMT and SMT. It works with translation memory, making it far more effective in terms of quality. However, even HMT has its shortages in terms of extensive reading required.

d. Neural Machine Translation (NMT)

NMT is a type of machine translation that depends on neural network models (based on the human brain) to develop statistical models for translation. The primary benefit of NMT is that it provides a single system that can be trained to decipher the source and target text.

As a result, it does not depend on specialized systems that are common to other machine translation systems, especially SMT.

2. Teaching Translation during Quarantine Period Caused by COVID19 Outbreak

Daneshnia (2011) stated that to practice translation in the classroom, the students should start by translating short sentences, increasing the size of the text step by step up to a paragraph, with the structures becoming more and more complex. This is where the usefulness of studying grammar becomes evident. Back-translation is another way to practice translation in the classroom because it is not only the choice of words but also a comparison between the patterns of two languages that results in a properly translated text. It shows that teaching translation requires a long process and needs whole skills until students can deal with paragraphs as a whole text. The lecturer's role here is important to guide the beginner students taking the steps from small ones to bigger ones.

Since the spread of the highly dangerous COVID19 virus worldwide, the Indonesian government has put in place a 'work from home' to break the chain of spreading this deadly virus. Various efforts and actions carried out by the Indonesian government ranging from the implementation of social distancing to the closure of public facilities such as schools and business activity centers. The implementation of this 'work from home' course provides new challenges for teachers in delivering learning material and on the reverse side, students are required to actively build synergy with their teachers and lecturers to continue implementing distance learning by using online media. This activity can be considered as independent learning which according to Mullings (2019) needs to cover some aspects; **providing students with opportunities to self-monitor, using questioning as scaffolding to independent learning, offering models of behavior, developing communication that includes language focused on learning, providing written and/or oral feedback on classwork and homework, encourage collaboration, giving pupils choices and encourage your students to set their own learning goals, involving pupils again in lesson planning, encouraging pupils to be reflective.**

In the scope of lectures, the concept of the translation must be understood fundamentally. Levy (2011) states that the crucial issue in the theory and practice of translation is precision in reproduction. Referring to Levy's statement, the process of

reproduction in the translating process plays an important role. Teaching to translate naturally becomes even more challenging because the subject of translating does not merely teach students to depend on the help of machine translation. Students must be equipped with the ability to translate manually before using machine translation, furthermore, students must also understand the disadvantages and consequences they must receive if they use machine translation in translating all of their assignments. We must understand the position of machine translation is as an 'assistance' which functions as an automatic translation system that makes use of an advanced computational linguistic analysis to process source documents. The existence of this machine translation certainly cannot defeat the translation accuracy of a professional translator. After being given a briefing about the knowledge of using machine translation, students are not expected to always depend on the existence of machine translation.

C. RESEARCH METHODOLOGY

The subjects of this research were the 6th-semester students of English Literature at Universitas Ngudi Waluyo. This is descriptive qualitative research done by distributing survey through Google Form to students consisting of;

1. Have you taken any subjects related to Translation? If yes, please mention the subjects.
2. Have you been familiar with online translation? If yes, please mention the machine translation.
3. Have you ever used any offline translation machine? If yes, please mention the machines.
4. In your opinion, what is the best thing about using online machine translation?
5. In your opinion, what is the best thing about using offline machine translation?
6. In your opinion, what is the lack of online machine translation?
7. In your opinion, what is the lack of offline machine translation?
8. How does online machine translation help you to study during the covid19 quarantine period?

The results of the survey then are compiled to get a conclusion on students' perspectives on online machine translation.

D. FINDINGS

The results of the survey showed that:

1. Have you taken any subjects related to Translation? If yes, please mention the subjects.

All students had taken Translation and Interpreting Theory class before participating in the survey. Currently they are taking Interpreting Workshop, Translation Workshop, Research in Translation, and Interpreting classes.

2. Have you been familiar with online translation? If yes, please mention the machine translation.

All of the students are familiar with Google Translate as a medium of online translation. A few students have used Bing Translator before.

3. Have you ever used any offline translation machine? If yes, please mention the machines.

All students have used offline translation machines such as Bing or Kamusku.

4. In your opinion, what is the best thing about using online machine translation?

All students think that machine translation helps them save time in completing their translation works since students can upload the whole file instead of translating sentence by sentence.

5. In your opinion, what is the best thing about using offline machine translation?

All students think that machine translation in offline helps them work faster without spending data or credits.

6. In your opinion, what is the lack of online machine translation?

All students think that online machine translation sometimes gives inaccurate translation especially related to grammatical features and special terms. And they have to spend money on credits/ quota.

7. In your opinion, what is the lack of offline machine translation?

All students think that offline machine translation gives more inaccurate translation compared to the online one. It also takes more time because they have to translate it per sentence.

8. How does online machine translation help you to study during the covid19 quarantine period?

Students stated that online translation machine makes them learn translation easier and faster because they do not need to type every sentence. Others stated that online

translation machine helps them study without lecturers because they only need to check every sentence and give correction if needed.

E. DISCUSSION

1. What are the good sides of using online machine translation?

From the answers given by students, online machine translation provides faster and more reliable and accurate results than manual translation. Machine translation certainly has many advantages that help our work. In modern times various free online translator engine applications (Google Translate, Bing Translator, Yandex Translate, etc) to pay online translator applications (Microsoft Translator, Amazon Translate, etc) are offered through many online sites, and their existence is automatically integrated with the search engine on our computer and directly connected to the internet for 24 hours nonstop. Machine translation also has the advantage for its users that we can translate various languages in a relatively short time using only one device.

Along with the changing times, the existence of machine translation is also experiencing improvements with updates from the company's developers as well as input and donation of new words from its users. Machine translation also has advantages in terms of data privacy, if we translate using a machine translator then our data will be far safer because we can immediately delete it when we have the results we need, this will be inversely proportional if we use the services of human translators, which of course he will receive original data from us and this will certainly be vulnerable to plagiarism and dissemination.

2. What are the shortages of using online machine translation?

The use of online machine translation in addition to offering various benefits, but its existence is like two sides of a coin. Online machine translation also has many disadvantages and weaknesses. Online machine translation sometimes gives ambiguous results so we still need to do a long process of editing and proofreading. Online machine translation often gives inconsistent results on the results of the translation produced. The weakness of online machine translation is its inability to translate sentences based on specific contexts and terms. Users also can not directly translate all words in a long text because of the limitations of the characters that can

be translated, if a user of the translator machine insists on translating in long sentences then this will be very risky on the accuracy of the resulting meaning.

The error of meaning generated by this online machine translator will certainly be very troublesome to its users, for example, an Asian tourist who is on a vacation in a city in Europe and he is dependent on online translator machines and online maps, so of course, he will be very inconvenient if there is no signal in the area. The use of an online translator machine that gives the wrong meaning because it does not fit the context or does not have the right equivalent of the word will also certainly be fatal for its users.

Free online translator engines certainly don't have as many vocabularies as paid online translator machines. The ability to identify contexts and the resulting terminology certainly also has significant differences. The ability to identify the context of words in this sentence is essential because the language and cultural differences that exist in each country are very complicated and not yet fully understood by machine translators, this can be called 'over translations'. Machine translator is an application whose capabilities are far different from the ability of sense which is owned by humans, therefore the machine translator has many shortcomings and weaknesses which certainly requires improvement.

3. How can Online Translation machines help students in the learning process during the quarantine period?

Online machine translation helps students to study independently because it provides results and students need to check it and do some corrections needed. This process helps to improve students' sensitivity to language aspects such as grammar, vocabulary, and even semantics in terms of using words as its context. The use of this online translator machine can help students to learn and find the equivalent of new words while enriching their vocabulary. The application of the online translator engine is a supporting 'tool' for students in translating new words, this application is only helping users. The sharpness and accuracy of the choice of words used by someone are certainly based on how often someone is practicing the ability to translate. A large and varied vocabulary is the key to one's success in translating words and sentences. It would be nice to use this translator machine only as a machine to check the spelling and variations of other words that exist.

Sam et.al (2012) stated in their research that students thought to spend more time outside the classroom maximizes their learning opportunities. By referring to the statement, it can be concluded that having students work with the application or media others than lecturers or friends gives them some experiences and chances to improve their independent learning skills.

In practice, the use of machine translators can only be used in general, moreover, the use of machine translators is very inaccurate when used to translate literary works. In the process of translating literary works, the figurative languages used certainly do not mean literally. The existence of literary devices such as imagery, foreshadowing, hyperbole, metaphor, and simile is certainly something that must be translated with a special approach to find out the meaning and purpose created by the author. Students are required to have the ability of finding the appropriate substitute words specifically in terms of literary.

Along with the changing times, the existence of this online translator machine certainly provides a great contribution to its users. With easy access to use, every student can immediately apply the ability to translate and learn new words by using an online translator machine that can be accessed easily, practically, and quickly using their gadget. They can enlist the help of machine translators to interpret various new and unfamiliar words in the structured assignments given by their instructors according to the semester level and courses they are taking.

With the implementation of the quarantine period by the government, all learning activities are currently carried out remotely with internet media. This certainly does not reduce the enthusiasm of students to study. With the implementation of quarantine now the use of online media plays an important role in various aspects. There are many opportunities for the lecturers of teaching art and skills of translation to intermediate and advanced English language students. They can be taught the principles and types of translation, and also be shown the examples of problems at the level of context, terminology, phrases, long compound and complex sentences, and proper diction. Students can be shown the advantages and disadvantages of using machine translation, furthermore, they can also compare and learn the results of using free online machine translations, paid online machine translations, and professional human translators. Students can create a small group discussion that is facilitating by the lecturer to discuss inadequacies, inaccuracies, and ineffectiveness of using

machine translation. Students have to be prepared to use their skills of translation not only theoretically but also practically.

The two-way relationship that exists between lecturers and students is very important to achieve the success of a student in understanding, learning, and applying translation skills. The task of a lecturer to guide his students is a big responsibility, especially during the pandemic which forced all to work and learn from home. To improve students' ability in learning translation, a lecturer must provide structured translation assignments. Students must also be able to complete a series of assignments given by lecturers so that with this structured exercise the ability to improve students can be monitored and known. This form of structured assignment also aims to find out the extent to which students understand the material provided, after knowing the ability of students, the lecturer can provide feedback and input to students.

Using technology to teaching translation, generally, also gives some improvement as stated by Hartono (2015); before using the website the students did not have the spirit of reading because they just read the book of translation or the copied articles or handout of translation given. On the contrary reading, online articles through browsing the internet made the students being encouraged an enthusiastic and they learned more the knowledge of translation than before. Before using the blog as the medium of teaching and learning, it feels monotonous in delivering the teaching process and made students and lecturers bored. After using the blogs, all seemed different by improving the lecturer's self-confidence in teaching and the students did not feel bored in doing their translation job. In general, technology usage is more economical and saves the environment because it is a paperless technology that can save thousands of trees for producing paper.

F. CONCLUSION

Online machine translation is still reliable to use in translation teaching and learning especially in this quarantine period by giving students a chance to complete the task faster and demanding students to do both editing and proofreading so students can improve their skill in language usage. Using online translation gives some advantages such as; prevent students and lecturers from monotonous activities in the classroom, support the development of independent learning skills of students, and also gives students a broader overview of how translation work should be done. The shortages come along are;

the product of machine translation still has some errors so it needs extensive proofreading and editing. On the other hand, those processes help students improve their language sensitivity.

BIBLIOGRAPHY

Kopzhassarova, Umit, et al. 2016. Enhancement of Students' Independent Learning Through Their Critical Thinking Skills Development. *International Journal Of Environmental & Science Education*, 11 (18).

Post, Nicole. 2018. Different Types of Machine Translation. <https://localizejs.com/articles/types-of-machine-translation/> retrieved on May 10th, 2020.

Sam, Chanphirun & Ros, Vutha & Keo, Onn & Sophal, Phearak. (2012). Factors Promoting Independent Learning among Foundation Year Students. *The Cambodian Reviews of Language Learning and Teaching*. 2. 37-52.

Hartono, Rudi. 2015. Teaching Translation through the Interactive Web. *Language Circle Journal of Language and Literature*. IX(2).

Daneshnia, Mahtab. 2011. Teaching Translation. *Translation Journal*, 15 (1). <https://translationjournal.net/journal/55edu.htm>

Mullings, Christophe. 2019. Developing Independent Learning Skills That Improve Outcomes. <https://blog.irisconnect.com/uk/blog/9-tips-for-encouraging-students-to-become-independent-learners/> accessed on May 17th, 2020.