

# The Effect of Collaborative Translation on Students' Translation Ability

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## ABSTRACT

This research was aimed at finding out the effect of collaborative translation and self-efficacy on students' translation ability in fifth semester students of English Department of IAIN Batusangkar. The design of the research was quasi experimental with 2x2 factorial design. The population of this research was the students of grade ten of the academic year 2018/2019 consisted of 3 classes (77 students). The samples were chosen by using cluster random sampling. The samples were B students as the experimental class (27 students) and C students as the control class (22 students). The instrument used to get the data was translation test. The result of the research shows that: students who were taught by using collaborative translation produced better translation that those who were taught conventional techniques. It can be concluded that collaborative translation had a significant result on students' translation ability.

**Keywords:** *collaborative translation, teaching, translation, strategies*

## 1. INTRODUCTION

In recent years, demand for translators in Indonesia has seen a notable increase. However, the number of people who are able to produce good translation is far from enough. A good translation is facilitated by a translator who has a proficient understanding of both languages as well as good knowledge of the cultures, both source and target language culture. After all, translation is a complex activity which requires the translators to understand many different aspects of language and culture.

In order to improve the situation, most universities in Indonesia have put translation as one of the compulsory subjects for students in language departments. The aim is not only for education purpose but also for professional purpose which will help the students immensely in their future.

The importance of teaching translation in university is noted by [1], who stated that translation is an important skill to demonstrate the learners' knowledge in English. Translation is regarded as the fifth skill and can only be learned once the students have good grasp in the four basic skills of English. By learning translation as the fifth skill of English, the students will able to show their worth and develop additional skill which will be useful for their future.

In order for the students to have good understanding of translation, Barros[2] stated that it is important for the students to work collaboratively in a group to develop their language awareness. This concept is known as collaborative learning. Gerlach[3] defined collaborative learning as teaching strategy that emphasizes the social act and discussion amongst students. The use of collaborative learning in translation will stimulate active discussion

between students and develop language and culture awareness. Therefore, the implementation is worth a try.

There have been some studies related to the implementation of collaborative learning in teaching translation. Lee[4] in her study argued that the implementation collaborative learning in translation is beneficial for students' translation. The study was conducted in one of the private universities in China. In a different country, Khosvarani & Datierdi[5] found that collaborative translation yields better result compared to another strategy in translation teaching. From these, it can be assumed that the implementation of collaborative learning in translation give positive impact for students' translation achievement.

Even though several studies have revealed the benefit of collaborative learning, this study is still important. In Indonesia, the study on translation for teaching translation is still very limited and inconclusive. Thus, this research tried to investigate the effect of collaborative learning on students' translation ability.

## 2. METHOD

This research belongs to a quasi-experimental research. the population of this research were the fifth semester students of English Department of IAIN Batusangkar. There were three classes with had 77 students. They were Class A, Class B, and Class C. In this research, Class B was the experimental class treated by applying collaborative translation and, Class C was the control class treated by applying lecturer's technique.

The data were collected through translation. For the students' translation, the researcher assigned the translation test to assess students' translation improvement

after the treatment was given. The students were tested individually; they were given text to translate. After collecting the data, researcher analyzed them to find the normality, homogeneity and hypothesis testing. Normality testing was done to see whether the data collections from both groups were normally distributed or not. It was analyzed by using Lilliefors Test. The homogeneity test was analyzed by using Variance test (F-test). Hypotheses testing was calculated by using t-test. In this research, there will be two kinds of hypotheses, namely null hypotheses (Ho) and alternative hypotheses (Ha). The hypotheses are formulated as follows:

Ho: The students who are taught by using collaborative learning do not have better result in translation than those who are taught by conventional teaching.  
 Ha: The students who are taught by using collaborative learning have better result in translation than those who are taught by conventional teaching.

**3. RESULTS AND DISCUSSION**

The data analysis about students' translation in experimental and control class were analyzed. The result of students translation test is shown in the following table:

**Table 1 The result of students' translation test in experimental and control class**

Experimental			Control		
No	Code	Translation	No	Code	Translation
1	AY	89	1	AL	53
2	IMS	80	2	AF	64
3	JKA	70	3	ES	64
4	LM	70	4	LNP	72
5	LAA	68	5	NM	63
6	MA	68	6	RP	55
7	MAR	72	7	RI	63
8	MU	56	8	RP	71
9	MN	54	9	SM	67
10	MI	71	10	SM	74
11	NA	68	11	TPJ	69
12	NAM	80	12	VR	67
13	NZ	84	13	VM	71
14	NY	71	14	WA	68
15	NS	92	15	WAR	62
16	NW	62	16	WEA	69
17	RH	68	17	WET	57
18	R	69	18	WNY	79
19	RH	64	19	YG	71
20	RY	81	20	YU	64
21	RA	69	21	YUA	64
22	RK	69	22	YUS	68
23	RA	64	<b>Total Score</b>		1450
24	RK	70	<b>Mean</b>		66
25	SA	71	<b>Median</b>		67
26	YA	63	<b>SD</b>		6.0800931
27	YSV	65	<b>Max</b>		79
<b>Total Score</b>		1903	<b>Min</b>		53
<b>Mean</b>		70	<b>Mode</b>		64
<b>Median</b>		69			
<b>SD</b>		8.8207861			
<b>Max</b>		92			
<b>Min</b>		54			
<b>Mode</b>		71			

Based on the analysis, it was found that the mean score of translation in experimental class is 70, meanwhile, the mean score of translation in control class is 66. The deviation in experimental class is 8.82, and the deviation in control class is 6.08.

Through the data, the t-test then administered and analyzed. The result of the t-test is shown in the following table:

**Table 2 The t-test of Students' Translation test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	0.914	0.344	2.017	47	0.049	4.4933	2.2282	0.0106	8.9759
Equal variances not assumed			2.091	45.949	0.042	4.4933	2.1486	0.1683	8.8182

Based on the analysis, it was found that the result of t-test analysis shows that the value of t-obtained is higher than

the value of t-table in which t-obtained is 2.017 and t-table is 1.677. It means that Ha is accepted and H0 is rejected.

Thus, the students who were taught by using collaborative

#### 4. DISCUSSION

Collaborative translation gave better result to students' translation skill than lecturer's technique. There were many students who got good score in translation test. It happened since in collaborative translation, the students could work and learn together to translate expressions they had problems with. That way, they became aware of their own shortcoming and improve themselves by working together. Hatami (2015) states that collaborative learning is effective for learning because it gives the students more information to work with in group and provides them with the opportunity to receive feedback from their own. It can prevent the students from making wrong judgement and at the same time improve their ability.

The students who were taught by lecturer's technique failed to match the students of collaborative translation because they were working alone. Consequently, they had to translate alone which without any input from others. The students impose their own understanding on the text, which is not good as translation needs another point of view and students negotiate within the group by giving reasoning (Seguinot in Robinson 2003).

#### 5. CONCLUSION

The students who are taught by using collaborative translation got better score than the students who are not. Collaborative translation allows the students to discuss and negotiate their translation with reasoning so that they became aware of the appropriate translation in particular conditions. In addition, students enjoyed the learning process since they were working together with their peers, essentially releasing the pressure from working with the lecturer. Implementing collaborative translation will undoubtedly improve students' translation ability. However, there may be another variable that can influence the result of the test.

translation had better result than those who were not.

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