



Individual vs. Collaborative Translation

Which activity is better for translation quality?

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ABSTRACT

Intercultural world becomes an appealing domain in considering the purpose of EFL teaching and learning as a communicative use. The importance of translation as intercultural facilitator in communication becomes a widely viewed topic. Due to the weightiness of translation, this study aims to find the students' translation quality by examining the translation test of the students and compares it between two settings of translation activity; individual and collaborative. In this paper, the writer describes how the quality of students' translation is and compares between individual and collaborative translation result. Translation test was used as the data of this study. Postgraduate translation students were tested by giving a task for students to translate by themselves and collaborate in pair. The data were analysed by viewing the parameters of translation quality assessment; accuracy, acceptability and readability. Each indicator has three levels of quality; accuracy consist of accurate, less accurate and not accurate; acceptability consists of acceptable, less acceptable and not acceptable and readability consists of readable, less readable and not readable. The result of analysis shows that the quality of collaborative translation is better than individual translation. Looking at each aspect of quality, individual translation showed less level; less accurate, less acceptable and less readable. Meanwhile, in collaborative translation, the accuracy and acceptability aspect were still categorized as "less" level; less accurate and less acceptable. Yet, the readability of collaborative translation was categorized into readable. If it is compared with individual translation, the collaborative translation is still better than individual translation, although two aspects of quality for collaborative translation were categorized into "less" level. The different level received for each aspect attests that these three aspects can be measured separately. Text that has high accuracy does not necessarily have high level of readability and acceptability, and vice versa.

Keywords: *Individual translation, Collaborative translation, Translation quality*

1. INTRODUCTION

The aims of learning English as foreign language have changed into as communication tool. Pertaining to this issue, in increasing the use of language as communication needs some aspect to be considered. The intercultural world is becoming an appealing domain. The importance of translation as intercultural facilitator in communication becomes a widely viewed topic. Researchers agree that translation can facilitate the intercultural communication as one of the purposes of learning English as a foreign language [1] [2] [3].

Since translation is viewed as mediator of inter-language communication, it affects the concept of translation itself. Translation is not a process of changing from source language into target language. More than this, the term translation becomes a wider concept. Translation is concurred as three views;

textual, communicative and cognitive activity[4]. These activities serve as the basis for the definition of translation as an interpretative and cognitive process that entails reformulating a text in another language for a certain social context and objective.

Through the importance of translation in language learning, the translation instructor needs to consider some aspects which may influence the translation activity of the students. Translation activity in language learning involves the settings of activity, translation theory [5] and the quality of students' translation.

Furthermore, the translation activity which receives more attention of researchers is known as collaborative translation. Collaboration between two or more translators to produce a translated work is known as collaborative translation [6]. The implementation of collaborative translation activity in translation course

have been studied by a number of researchers (see [7]; [8]; [9] and [10]).

The quality of translation also needed to be viewed in order to obtain the goals of translation activity. It is highlighted as three aspects of the quality of translation; accuracy, acceptability and readability [11]. A number of research in translation quality also have been conducted (see [12]; [13] and [14]).

To conclude the researches which have been discussed in this section, it is related to sub-area in translation; collaborative translation and translation quality. Researchers did some researches related to the implementation of collaborative translation and students' translation ability which some research found that collaborative translation enhance students' translation ability. However, some researchers also found that there is no different between individual and collaborative translation activity toward the students' translation result.

Based on the explanation above, there is a gap between what have been done and what have not been done in this area. There is also contravention of the research' result. Hence, the researcher was interested to conduct a study related to comparing the translation quality between individual and collaborative translation activity.

- 1.1. How is the quality of students' individual translation?
- 1.2. How is the quality of students' collaborative translation?
- 1.3. What are the differences of the quality between individual and collaborative translation?

2. RELEVANT THEORETICAL REVIEW

2.1. Translation

Translation is the process of transforming the source language (SL) into the target language (TL). However, the nature of translation goes beyond merely changing the language. A practitioner in translation argues that re-transmitting a message from the source language to the target language in the same linguistic style is referred to as translation [15].

As proposed by the definition of translation above, translation is not only activity in changing the language of a text. Translator needs to consider two keywords in the term translation, such as equivalent meaning and the same language style. Several researchers concur that translation is the process of reassembling a message from the source language into the target language [16] [17].

2.2. Collaborative Translation

Collaboration between translators to translate a product is referred to as collaborative translation [6]. Participative, volunteer, and user-generated translations are essential [18]. The phrase has been linked to others like volunteer translation, community translation, and social translation. In educational contexts, collaborative translation simply refers to the action of producing a translation, which can be done in groups as small as two students or as large as a whole class [19]. An example

of collaborative learning would be collaborative translation. Collaboration in translation therefore implies the negotiation, discussion, and mutual consent of people who work together to translate a particular project or task.

After viewing the nature of collaborative translation, what comes to be discussed is what the impact of this translation activity to the translation itself. Collaborative translation is obviously beneficial to translator[6]. It is highlighted that discussing and debating in translation activity among translators produces a higher-quality translation and could help new or novice translators improve their skills.

From the definition of collaborative translation above, it can be proposed that collaborative translation is the activity in doing translation task by collaborating and discussing between two or more translators to produce a translation result. A number of researches have been conducted in the area of collaborative translation.

A study aimed to compare the students' engagement and experience through collaborative translation using Google Docs[7]. When compared to the engagement levels of the discussion forum group and the control group, the Google Docs group showed higher levels of involvement across all three engagement criteria.

Based on the study conducted by another researcher [8], in comparing virtual and face to face collaborative translation, there is no difference in the students' translation between the use of collaborative and individual translation. Yet, the students are preferred to work in virtual collaborative translation. Even tough, they choose to work alone that collaborating with others.

Looking at the use of collaborative translation in increasing translation skill, an experimental research identified a higher score in testing the translation skill of the students [9]. It is supported by a research which conducted a research related to the use of collaborative translation task. This study also found that the students receive better result after doing the collaborative translation[10].

2.3. Assessing Translation Quality

The quality of translation also receives a wide attention from researchers in translation study. In a study of a number of researchers, they develop translation quality assessment model, proposed three aspects to measure the quality of translation such as accuracy, acceptability and readability[11].

Supported by an expert who highlights that measuring the quality of translation can be based on three aspects; accuracy, acceptability and readability [15]. He also argues that each aspect could be assessed separately. Hence, the translation quality is better to be assessed by several raters in enhancing the reliability of the test.

3. RESEARCH METHODOLOGY

This research was descriptive study which aims to describe and compare the quality of students' translation

activity in two different settings; individual and collaborative. The postgraduate students of English department in Universitas Negeri Padang were the participants of this study. The data collected of this research was the translation quality from a test which is done by the postgraduate English department students who enrolled translation course.

Translation test was the instrument of this study. The test was translating dialogue from Indonesia into English. The test was given to the students to be translated in two different activities which are individual and collaborative translation. The total score of the test was 3, for each 3 indicators; accuracy, acceptability and readability [11]. The indicators of assessing translation quality are presented in the tables below.

Table 1. Parameters of Accuracy

Translation Quality Assessment	Score	Parameters Qualitative
Accurate	3	There is absolutely no meaning distortion; words, technical terms, phrases, clauses, sentences, and texts in the source language are translated in their entirety.
Less Accurate	2	Most words, technical terms, phrases, clauses, and sentences from the original text have had their meanings carefully translated into the target language. The integrity of the text is disturbed by meaning distortions, the translation of numerous meanings (taxa), or the omission of meaning.
Not Accurate	1	Words, technical terms, phrases, clauses, sentences, and source text meanings are translated inaccurately or omitted from the target language.

Adopted from [11]

Table 2. Parameters of Acceptability

Translation Quality Assessment	Score	Parameters Qualitative
Acceptable	3	The technical terms used in the translation feel natural and are understood by readers. The phrases, clauses, and sentences utilized correspond to the rules of the English language.
Less Acceptable	2	The translation sounds natural generally, although there are a few instances where technical phrases are used inaccurately or there is a small grammatical error.

Not Acceptable	1	The technical vocabulary used in the translation are not generally understood or known by readers. The phrases, clauses, and sentences employed do not follow the rules of the English language.
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Adopted from [11]

Table 3. Parameters of Readability

Translation Quality Assessment	Score	Parameters Qualitative
Readable	3	The reader can easily comprehend words, technical terms, phrases, clauses, sentences, and paragraphs that have been translated.
Less Readable	2	The reader can generally understand the translation. Yet, to comprehend the translation, you may need to read some passages more than once.
Not Readable	1	Readers have a tough time understanding the translation.

Adopted from [11]

To check the validity, the researcher submitted the test an expert in the field of linguistics and translation studies.

After validating the instrument, the researcher collected the data by distributing the test. At the first step, the participants did the translation of the test individually. They are given 60 minutes to do the translation task and submit it to the instructor in pdf file. The next step is the students were divided into a group consists of two members. They were asked to discuss in producing the final version of their translation task for 60 minutes.

The data collected were analysed by using descriptive analysis. The findings of the students' translation quality were compared between individual and collaborative translation result. The average score of students' translation quality from three indicators was interpreted based on category of assessing translation quality below:

Table 4. Category of Accuracy

Category	Scale
Accurate	2.51-3.00
Less Accurate	1.50-2.50
Not Accurate	1.00-1.49

Table 5. Category of Acceptability

Category	Scale
Acceptable	2.51-3.00
Less Acceptable	1.50-2.50
Not Acceptable	1.00-1.49

Table 6. Category of Readability

Category	Scale
Readable	2.51-3.00
Less Readable	1.50-2.50
Not Readable	1.00-1.49

4. FINDINGS AND DISCUSSION

4.1. Findings

Based on the translation test assessed by the rater and the researcher, the findings of this study are presented below.

4.1.1. The quality of individual translation activity.

After analysing the data collected, the result of the quality of individual translation activity can be viewed in the following table.

Table 7. Total Score of Students' Translation Quality in Individual Translation

No. Students	Accuracy	Acceptability	Readability
1	2	3	3
2	2	2	2
3	1	2	1
4	3	3	3
5	2	2	2
6	1	2	1
7	3	3	3
8	1	1	1
9	3	2	2
10	2	2	2
11	2	1	2
12	3	2	3
13	2	1	2
14	3	3	2
15	2	2	2
16	1	1	2
17	2	2	1
18	1	1	2
Average	2	1.9	2

In accordance with the result presented in Table 7, It is clearly described that the students' translation quality in individual translation was put on "less" level for all aspects. The average score of accuracy of the students' translation quality in individual translation was 2 which categorized into "less accurate". Furthermore, the acceptability aspect got the average score 1.9 which is also categorized as "less acceptable". In line with the other two aspects, the average score for readability aspect was 2 as well as got "less readable" category.

4.1.2. The quality of individual translation activity.

The data collected for collaborative translation activity was also analysed by computing the average score for each aspects of translation quality. It is presented in the table below.

Table 8. Total Score of Students' Translation Quality in Collaborative Translation

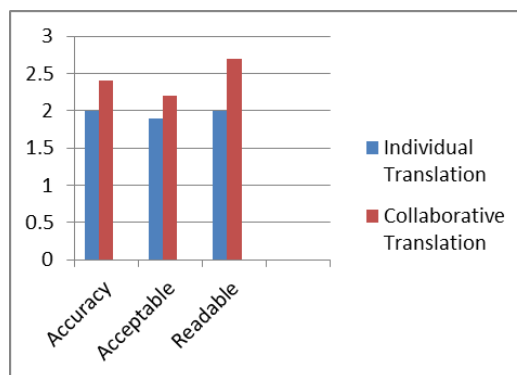
No. Pairs	Accuracy	Acceptability	Readability
1	3	2	3
2	2	2	2
3	2	3	3
4	3	3	3
5	2	2	3
6	3	2	3
7	3	2	3
8	2	2	3
9	2	2	2
Average	2.4	2.2	2.7

From table 8, it obviously shows that the translation quality in collaborative translation is better than individual translation activity. However, it was not enhancing exorbitantly. Two aspects of translation quality were still categorized into "less" level; accuracy and acceptability. Then, readable aspect was categorized into "readable" level. The average score for accuracy was 2.4, acceptability was 2.2 and readability was 2.7.

To compare the translation quality of translation between individual and collaborative translation activity, the results are presented in the following chart.

4.1.3. The comparison of translation quality

The findings were also compared to find the differences of individual and collaborative translation activity in case of the quality of translation.

**Figure 1** Translation quality between individual and collaborative translation

In the figure of comparing the quality of translation between individual and collaborative translation activity, it can be interpreted that the quality of collaborative translation was entirely better than individual translation. However, if it is looked at each aspect, it was not enhancing exorbitantly. The accuracy and acceptability aspects were categorized into "less" in both individual and collaborative translation activity. Hereinafter, the readability aspect in collaborative translation activity was better than individual. It was

categorized into “readable” in collaborative translation, yet categorized into “less readable” in individual translation activity.

4.2. Discussion

In accordance with the findings of this study, the result of analysis shows that the quality of collaborative translation is better than individual translation. Looking at each aspect of quality, individual translation showed less level; less accurate, less acceptable and less readable. Meanwhile, in collaborative translation, the accuracy and acceptability aspect were still categorized as “less” level; less accurate and less acceptable. Yet, the readability of collaborative translation was categorized into readable. If it is compared with individual translation, the collaborative translation is still better than individual translation, although two aspects of quality for collaborative translation were categorized into “less” level. The different level received for each aspect attests that these three aspects can be measured separately. Text that has high accuracy does not necessarily have high level of readability and acceptability, and vice versa[15].

The findings of this study support the thought of an expert in translation studies. Collaborative translation is obviously beneficial to translator[6]. It is highlighted that discussing and debating in translation activity among translators produces a higher-quality translation and could help new or novice translators improve their skills.

In line with the findings of this study, most of research in this area found that the collaborative translation gives a higher result of translation. Looking at the use of collaborative translation in increasing translation skill, an experimental research identified a higher score in testing the translation skill of the students [9]. It is supported by a research which conducted a research related to the use of collaborative translation task. This study also found that the students receive better result after doing the collaborative translation[10].

This research also supports the findings which found that the quality of translation is better when it is done by the collaboration of the students, even though, the researcher found that the individual translation receives less problem encountered by students than collaborative translation[20].

A study aimed to compare the students' engagement and experience through collaborative translation using Google Docs [7]. Comparing the engagement levels of the Google Docs group to those of the discussion forum group and the control group, the Google Docs group demonstrated greater involvement across all three engagement criteria.

Yet, in contrast with the findings of this research, the result of a research showed different finding. The quality of collaborative translation is same as individual translation. It means that there is no difference between individual and collaborative translation. Furthermore, the students' preference in translation activity is working alone (individually)[8].

5. CONCLUSION

After conducting the research, the quality of students' individual translation was entirely categorized as “less” in each aspect of quality of translation; accuracy, acceptability and readability. Furthermore, the average score of the quality of students' collaborative translation was higher than individual translation. The researcher can conclude that collaborative translation is better than individual translation for the aspects of translation quality; accuracy, acceptability and readability.

Another previous research still found the different result in this sub-area of translation. It has the possibility of other areas which may give impact to this issue. The researcher suggest to the further research related to this issue.

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Writers' Short Curriculum Vitae

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