

# UTILIZING TRANSLATING WEBSITES FOR STUDENTS TAKING *PENERJEMAHAN* COURSE AT STKIP PGRI BANJARMASIN

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## Abstract

*This study presents the description of how the researcher utilizes translating websites in a translation course. The researcher assumes that translating websites will be helpful for the students in understanding English texts, based on the consideration that the students taking the course do not master English. Even though translating websites are practical, the translated texts still need revisions. Thus, the researcher believes that the students need to know how to utilize the translating websites for their own benefit. The study is conducted in four meeting in Penerjemahan course. The result of the study shows that even though the students have little to no knowledge about English, they are still able to understand the texts and translated them well.*

**Key words:** translation, translating websites, internet

## 1. Introduction

Translation is a new discipline in education field. The teaching of translation has just began in early 20<sup>th</sup>. As the result, the curricular materials, teaching methods and strategies are barely developed. Furthermore, Newmark, as one of the notable authors related to translation field, explain himself that the reference books or handbooks on translation are limited (1991). Thus, the professors teaching translations find it is quite difficult to set the course, deciding the material that should be presented and exercises that would be helpful for the students.

## 2. Teaching Translation

There have been many definitions of translation proposed by experts. Hawkes in Hartono (2011) defines translation as the transfer of 'meaning' contained in one set of language signs into another set of language. It does not only involves the linguistic content but also extralinguistic content of the text. In other words, translation is a complex process of reproducing a text from one language to another language. The resulted text should not only carry the linguistic equivalence of the source text but also the cultural aspect that is being carried by the text and also the implicit meaning of the writer of the source text.

As complex as the process itself, teaching translation is also another complicated matter. Kiraly (1995) mentions that the most common problems found in teaching translation as a course is lack of clear objectives, curricular materials, and teaching methods implies. The course should not only provide the exercises related to word per word or sentence per sentence translation but should also make sure the students understand how they should transfer the cultural part and implicit meaning of the writer.

Due to the complexity of the translating process, the students are highly expected to master at least two languages – the source and the target language. A problem, then, arises when the students taking the translation course only master the target language and have little to none knowledge about the source language. This situation is what the researcher experienced when she was assigned a translation class for students taking Bahasa Indonesia major in STKIP PGRI Banjarmasin.

With a purpose of helping the students to understand English materials, the Translation course (or *Penerjemahan* as in reference to the university's syllabus) is provided by the department of Bahasa Indonesia in STKIP PGRI Banjarmasin. However, the researcher encounters two major problems during the course. First, there is no material provided for teaching translation either by the department itself or by other sources. The second problem is the language barrier. Most of the students barely understand English thus the researcher found the translation course is a very problematic one.

To lessen the burden of the students, the researcher finally sets a lower objective and states it at the very beginning of the course. The students are not expected to produce a well-accepted translated text. Instead, the objective of the course is to aid students with some knowledge related to translation. Thus, when they encounter English materials, at the very least, they know how they should translate them. The translated texts may not be perfectly translated but the students are still able to understand the content and use the translated texts for their own.

### **3. Research Methodologies**

This research is a case study in which the researcher focuses on a particular objects only. The researcher uses an internet-based media in the classroom and then observes the students' works. The object of this study is a group of students taking Translation (or *Penerjemahan*) course.

Due to limited time and resources, the research is conducted in four meetings only. However, the researcher believes that the result of this study might serve as a preliminary study for further investigation. The stages and the result of the study are described in the following part.

### **4. Utilizing Translating Websites in Translation Classroom**

Since 20<sup>th</sup> century, internet has been developed rapidly. Undeniably, It becomes an essential part of many people's lives. Along with the development of internet, many teachers do not only use internet as source of information but also start integrating internet in their classrooms. Polat (2003) argued that internet can help teachers in many ways, such as enhancing the effectiveness of education.

As a teacher, the researcher realizes that it is unwise to ban the students from using translating websites and to rely solely on their abilities in translating. Even though the translating websites are not always translate a text correctly, especially when it comes to translating terms specifically attached to certain field, the websites can still be used to aid the students in translating texts. Polat (2003) mentioned that it is essential for the teachers to let the students know how to work with internet.

As part of the course, I specifically allocate four meetings to explain and to exercise the students in using the translating websites. I believe that it is important for the students to understand how they should utilize the websites properly so that they can produce a well translated text – good enough for them to understand the content of the text.

I begin by introducing some translating websites, such as google translate, sederet, and bing, but I certainly do not limit the websites that the students can use. I emphasize on some points that the students should pay attention to when they use the websites. First, they should be careful in translating the specific terms that are occasionally be found in the source texts. Second, it is advisable for them to not only look up at one translating website but at least two sites. As bothersome as it can be, looking up at more than one translating websites will offers the students some options on how the source text should be translated.

Third, the students should identify any phrasal verb or idiom in the source text and look up the meaning of the phrasal verb or the idiom separately before finally adjusting the meaning of the phrasal verb or the idiom to the meaning of the whole text. Lastly, and the most important one, it is important to re-read the translated text and to revise it if needed.

The students are given some short English sentences to be translated. They are specifically assigned to use any of the translating websites and then revise the translated sentences into proper Indonesian sentences. The works are discussed along with their classmates. At the end of the meeting, I assign the students some paragraphs written in English along with the websites version of translated texts. The students are asked to revise the translated texts so that the Indonesian version of the texts will be more understandable.

On the three following meetings, the students present their revised translation in front of their friends. The purpose of this activity is to provide a peer-correction situations so that the students are able to learn on how to revise their works on their own with little to no help from their teachers.

The following is one of the paragraphs assigned to the students.

#### *The cause of global warming*

*Generally, there are a lot of reasons that can make global warming. The use of excessive fossil fuels too much because of the vehicles are increasing is the main reason. Besides that, livestock and agriculture also have contribution such as using excessive methane gas as the fertilizers.*

*The chemicals in fertilizers can not only damage the air lining, but also the waters, soils, and production of the food. Besides that, the reasons why global warming happen is because the factor of deforestation (land clearing) in big scale to make the public facilities, such as road, school, hospital, and another buildings.*

The researcher provides the translated text along with the source text. Google translate is used to translate the English text. The students, however, are encouraged to compare the result of Google translate with other translating websites.

#### *Penyebab pemanasan global*

*Secara umum, ada banyak alasan yang bisa membuat pemanasan global. Penggunaan bahan bakar fosil yang berlebihan terlalu banyak karena kendaraan meningkat adalah*

*alasan utama . Selain itu , peternakan dan pertanian juga memiliki kontribusi seperti menggunakan gas metana yang berlebihan sebagai pupuk .*

*Bahan kimia dalam pupuk tidak hanya dapat merusak lapisan udara, tetapi juga perairan , tanah , dan produksi makanan . Selain itu , alasan mengapa pemanasan global terjadi karena faktor deforestasi ( pembukaan lahan ) dalam skala besar untuk membuat fasilitas umum , seperti jalan , sekolah , rumah sakit , dan bangunan lain.*

The students present their revised translated text in the classroom. Their classmates are encouraged to give comment or further advised on better translation. Most of the comments are related to choice of words and sentence structure. The researcher joins the discussion only when the students stumble upon some English words that they find hard to understand or some specific terms and phrasal verbs.

The revised version of the translated text is as follow.

#### *Penyebab pemanasan global*

*Secara umum, ada banyak faktor yang menyebabkan pemanasan global. Penggunaan bahan bakar fosil yang berlebihan karena meningkatnya penggunaan kendaraan menjadi alasan utamanya. selain itu, peternakan dan pertanian juga ikut andil seperti penggunaan gas metana yang berlebihan sebagai pupuk.*

*bahan kimia dalam pupuk tidak hanya merusak lapisan udara, tetapi juga perairan, tanah, dan produksi makanan. Selain itu, alasan mengapa pemanasan global terjadi adalah karena faktor deforestasi (perluasan lahan) dalam skala besar.*

*untuk membuat fasilitas umum, seperti jalan, sekolah, rumah sakit, dan bangunan lain.*

On the last meeting, the students are assigned some English journals. Taking the students' major as the consideration, the researcher specifically chooses Educational journal which means that the students have already some background knowledge about the topic of the journals. The assignment is done individually but the students are more than allowed to use any translating websites.

The result of the final project shows that about 83% of the students can translate the journal well. The researcher does not define well as a perfectly translated text. Instead, the writers regards a text that is still understandable despite some semantical errors as a well translated text. This means that the most of the students are able to utilize the translating websites.

## **5. Discussion**

As argued by Hawkes and other experts, translating is a complex process. It is not simply finding equivalence words between two languages. Even finding two words that hold the same meaning as intended by the writer itself is a complicated matter. However, under some certain circumstances, the complicated steps can be ignored, for instance, when those who try to translate a text do not master the source language. Furthermore, when the main reason they translate a text is only to gain some information.

By taking those two reasons into consideration, the researcher feels that it is important for the students who take Penerjemahan to learn how to utilize translating websites. It is expected that the students eventually can use the websites for their own

good. However, the researcher notices that there are some points that teachers should pay attention to when they are intending to utilize translating websites in their translation course.

First, the students should already have background knowledge related to the semantics of the target language. It is important for the students to at least master the semantic of the target language since it will be very helpful to decide which words suitable for a certain context. The word 'membuat' on the translated text above, for example, does not fit for the sentence '*membuat pemanasan global*'. Thus, the word 'membuat' should be replaced by the word 'menyebabkan'.

Second, teachers should provide more chance for the students to practice revising the translated text. Translating is a skill that does not come in one day. It requires a lot of practice and experiences. Thus, it is important for the students to practice their translating skill, including on how to use the translating websites.

## **6. Conclusion**

This paper is intended to present the media used to help the students by the researcher as a lecturer in translation course. The researcher chooses translating websites to aid the students in translating English texts based on several consideration. First, the students have little to no knowledge about English. This situation occurs most likely because the students are not majoring in English department but Bahasa Indonesia. Second, the objective of the Translation course provided by the department is not to prepare the students as a professional translator. The course is given so that the students can understand materials, such as journals and textbooks written in English.

It is expected that the students can utilize the translating websites so that they can understand more materials. Due to the limited time and resources, this paper is still lack in terms of deep investigation. Thus, there are still room for further investigation related to this topic of study.

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