

Informatics Engineering Students' Ability in Translating a Technology-Related Text

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Abstract

This research is descriptive qualitative research with an embedded-case study research design. The purpose of the research is to find out the quality of translation that students used in translating a simple reading text about informatics engineering. To collect the data, this research used the descriptive qualitative method by content data analysis and FGD (Focused Group Discussion). The data were compiled in English language and students would be asked to translate the data. After collecting the data, it was validated by 2 raters through FGD (Focused Group Discussion). The findings of the study showed students' ability in translating a technology-related text was in the fair category with 40% (6 students), the good category with 20% (3 students), the fairly good category with 27% (4 students), and poor category with 13% (2 students).

Keywords: Informatics Engineering and translation.

1. INTRODUCTION

The Development of technology triggers us to be indirectly involved in it. The development of this technology accelerates information in various sectors such as education, trade, health, agriculture, government, banking, and others. In this modern era, digital technologies are from computer technology, the internet, and smartphones. To achieve information, we need digital skills and digital literacy, so that information can be conveyed properly as well.

In the world of education, especially at university or college, students are required to have good digital literacy so that the next generation of this nation's ideals can compete nationally and internationally. Digital literacy emphasizes a lot on the skills of digital media users in carrying out the digital media mediation process which is carried out productively (Kurnia, 13:2017). A user who has good digital literacy skills is not only able to operate the tool, but also able to digital media with full responsibility. Digital literacy competence is not only seen in the ability to use digital media (digital skills), but also in the culture of using digital (digital culture), ethical using digital media (digital ethics), and safely using digital media (digital safety). It can be said that reading is one way to get information, but when reading foreign text, what needs to be done is to translate first to get the information contained in it. text translation is a form of activity carried out to translate or divert from taxation to another language text (Rahmawati, 2020:7). In the translation process, the translator was not only directly translating the text, but also comprehending the use of vocabulary and context. Therefore, students need to have the ability to translate the text as a form of digital literacy.

2. LITERATURE REVIEW

Some of the literature reviews were related to this article, first from Hanna and Rina (2016:17) have researched translation techniques and translation competence in translating informative text for Indonesian EFL learners Translation skill is viewed as the fifth skill after the other four skills that should be mastered by the second or foreign learner on studying English. This study aims at analyzing and describe translation techniques and translation competence of Indonesian EFL learners. The research was carried out descriptive research method by 35 students majoring in English Education, and the translation test as the instrument. The result of the descriptive analysis shows that the literal translation technique (word by word) is mostly used and the translation competence of respondents was 48.57% in the interval scores 60-70 was categorized as fair. Therefore, translation competence by the source text is quite fair and organized with comprehension of the content sufficiently, yet there is still mistakes in diction,

grammar, punctuation, and word selection influencing the quality of the translated target text.

Second, research from Juliana Uloma Iheakanwa (2021:1) about reading ability, study habits, and students' academic performance in social studies. This study investigated reading ability, study habits, and students' academic performance in Social Studies. The study was an *expos-facto* study and analyzed by Cronbach Alpha was utilized for the determination of the instrument reliability, and a reliability value coefficient value of 0.78 for Reading Fluency, 0.90 for Passage Recall, and 0.92 for question Answering and 0.76 for Study habit was obtained. The results indicate that a significant relationship exists between reading ability and students' performance, study habits, and students' performance; no significant statistical relationship exists between sex and students' performance.

Third, Dewata and Akhmad (2019:25) researched translation procedures in translating abstracts of postgraduate students of Sultan Ageng Tirtayasa University. The research conducts to understand the translation procedures used in the translation of the thesis abstracts of postgraduate students. This research is qualitative. The data was collected from students' thesis abstracts of Indonesia Language and Learning Technology programs. The result shows that the most dominant procedure used in translated thesis abstracts is the literal translation with 9 sentences (32,14%), followed by modulation, borrowing, and transposition with each of them is (17,85%), and the last is a calque (14,28%).

Fourth, research from Dina Merris (2019:65) an error analysis of students' translation text. This study aims to describe the level of students' errors in translating text. The qualitative research approach is used to describe the level of students' errors in translating text. The technique of data collection is done in two ways, namely observation and written documents. Data processing includes the activities of identifying and categorizing data and interpreting of problems and drawing conclusions. The results show that students make errors in terms of vocabulary, use of prepositions, and incomplete sentences. Error analysis can also be implemented in teaching translation through five stages, namely test, correction, discussion, revision, and evaluation.

Fifth, Adinda Adriyani Pais (2020:37) with the title students' perception toward difficulties and ability in English reading at Muhammadiyah university of Makassar. Based on the findings, the results of this study indicate that most students have difficulty in learning to read in terms of Lack of vocabulary, can't understand the main ideas in the text, grammatical confusion, can't capture the topic text, lack of structure text, can't answer the question text properly and correctly. Then, in terms of students' abilities, namely, Understanding playing ideas in the text, understanding the topic of reading, understanding sentence structure, understanding vocabulary, can answer the text of the questions properly and correctly, and diligent reading. This finding can be concluded, that students need a strategy to minimize the difficulties they face in learning to spread.

The last research from Hizbul & Bambang (2022:60) about the Students' Ability in Reading Comprehension of TOEFL for EFL Learners. The objectives of the research are to know the students' ability in reading comprehension of the TOEFL test for EFL Learners. This study is categorized as descriptive quantitative research. This study was conducted by the eighth-semester students of Hamzanwadi University. The population of this study was 144 students and the research instrument used to collect data was reading comprehension of TOEFL. The collected data were submitted to a descriptive statistic by using SPSS 22 for windows. The mean score of the test was 4.17, which is categorized as low. Based on that result, the EFL Learners did not have a good ability in finding the main ideas, references, and meaning of words in reading comprehension of TOEFL. Meanwhile, the mean score in finding information was 7.2 and inference was 6.4. Therefore, the EFL Learners did not have a good ability in finding information and inference.

From all of the research above, it can be said that the previous research focuses on translation technique, translation procedure, translation error, and reading comprehension. Meanwhile, this researcher is more concerned about students' ability in translating a technology-related text.

3. RESEARCH METHOD

This research is descriptive qualitative research with a fixed case study design. The qualitative research is carried out because the research procedure produces descriptive data in the form of words or writings from observable people (Bogdan and Taylor in Moleong, 2004:3) and it is fixed because the focus of the research has been directed at certain limitations or focus being targeted in research (Sutopo,2002:40). This research is focused on translations quality by some of the students in translating a simple reading text about informatics engineering as the data source. Then, students from informatics engineering have taken a purposive sampling technique for this research.

After the sample data was collected, the researcher determined the data collection technique as revealed by Santosa (2017:59) who stated "data collection technique by obtaining the data". There were two techniques used in this study, namely the document analysis technique and group discussions with specific topics or focus group discussions (raters who gave the assessment). Then, data were validated using two validation techniques of triangulation, there were the source of triangulation and the method of triangulation based on theory (Lincoln & Guba, and Patton in Santosa, 2014: 57).

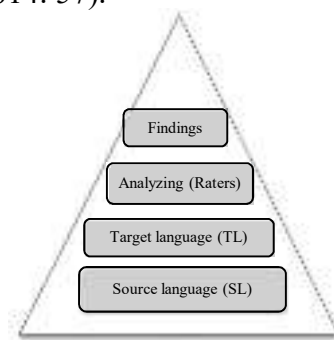


Figure 1. Research Procedure

In the next step, data were analyzed by content analysis, in this case, sorting out a simple reading text about informatics engineering by comparing the source language (English) and target language texts (Indonesian). In analyzing the data, the researcher used parameter qualitative from (Nababan, et al. 2012: 39-57) as shown in table 1.1. Finally, conclusions were made based on these findings.

Table1.1
Translation Quality

Score	Translation category	Qualitative parameter
3	Accurate	The meaning of words, technical terms, phrases, clauses, sentences or texts of the source language is accurately redirected into the target language; absolutely no distortion of meaning
2	Less accurate	Most of the meanings of words, technical terms, phrases, clauses, sentences or texts of the source language are already accurately redirected into the target language. However, there is still a distortion of meaning or translation of double meanings (taxa) or there are omitted meanings, which interferes with the integrity of

		the message
1	Inaccurate	The meaning of a word, technical term, phrase, clause, sentence or text of the source language is inaccurately redirected into the target language or deleted.

4. RESULTS AND DISCUSSION

4.1 Students' ability in translating a technology-related text

Based on research, the researcher found out that the quality of students' translation divided into categories as accurate, less accurate, and inaccurate translation. The data can be seen as the following table:

Table 1.2 Presentation data of students' ability in translating

No.	Age of Respondents	Codes	Accuracy			Untranslated
			3	2	1	
1	18 years old	Pn	14	4	1	6
2	19 years old	Jad	19	5	-	1
3	17 years old	Wfe	17	6	1	1
4	18 years old	Fk	14	9	2	-
5	18 years old	Rs	18	4	2	1
6	18 years old	Msm	10	7	3	5
7	19 years old	Sh	13	11	-	1
8	18 years old	Rsa	19	5	-	1
9	18 years old	Ait	20	5	-	-
10	17 years old	F	18	5	-	2
11	19 years old	Ha	8	11	3	3
12	17 years old	Sa	17	4	2	2
13	18 years old	Fn	14	10	1	-
14	18 years old	Dap	13	11	1	-
15	18 years old	Sm	13	10	2	-

From the data we can see, some of the students did accurate, less accurate, and inaccurate translations. Here are examples of accurate translations:

- a. Accurate translation

SL (Eng) : Free calls and texts to other users who have the Viber app

TL (Indo) : *Panggilan dan pesan gratis bagi pengguna lainnya yang memiliki aplikasi Viber*

SL (Eng) : Lots of different organizations and companies have their own apps

TL (Indo) : Banyak organisasi dan perusahaan yang memiliki aplikasi mereka sendiri

The translations above were accurate because the message transferred accurately, equivalence, and no distortion of meaning from a source language to the target language.

b. Less accurate translation

SL (Eng) : RTE **player**

TL (Indo) : ***Permainan** RTE*

The word "player" translated to become "permainan" is less accurate because The RTE player is a phrase that's not suitable for the context. In the reading text, RTE player means one of the applications that help us to be easy to play video, music, and film such as MP3 music player.

SL (Eng) : *Allows you to send **and receive photos and video which you can only see for 10 seconds***

TL (Indo) : Memperbolehkan anda untuk mengirim _____

Some parts of the sentence were not translated. So, it made the translation less accurate.

c. Inaccurate translation

SL (Eng) : Catch up on missed programs

TL (Indo) : *Mengembalikan program yang hilang **seperti video dan file***

The translation was good, but some of the additional information did not exist in the source language or it was not the same as the message in the source language which made the translation inaccurate.

SL (Eng) : Free calls and **texts**

TL (Indo) : Panggilan gratis dan **naskah lain**



Figure 2. Students' ability category

The word "texts" translated become "naskah lain", it was inaccurate because in this reading text means "message". It was so important for translators to enlarge their vocabulary knowledge to make them more varied in diction.

Students' ability in translating a simple reading text (informatics engineering) was categorized into good, fairly good, fair, and poor. There was no student in got excellent category, 3 students in got good category, 4 students in got fairly good category, 6 students in got fair category, and 2 students in got poor as the figure 2:

5. CONCLUSION AND SUGGESTION

In conclusion students' ability to translate a simple reading text (informatics engineering) was categorized as fair. It happened because they were lack of vocabulary, so they got difficulty translating a simple reading text about technology. The researcher would suggest to all students (informatics engineering) for semester 1, they have to improve their knowledge and vocabulary to make them will be easy to translate reading text because there were many medium and applications more enjoyable that we can use to improve their ability in translating especially for a technical term (informatics engineering).

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