

Analyzing the Quality English Translation for Second Language Learners

Muhammad Hammas Hidayatullah^{1*},

Violita Hartiningsih

Dodi Mulyadi,

Diana Hardiyanti

^{1,2,3}Universitas Muhammadiyah Semarang, INDONESIA

ABSTRACT

The current research investigates the risk-taking characteristics of fourth-semester students at Muhammadiyah University in Semarang and fourth-semester English students at Sanata Dharma University. The participants in this research were 32 fourth-semester students, 6 of whom were second-language students from Sanata Dharma University via Google Fromulir with an English translation written test and Indonesian for the next part of the research. They then received a risk-taking personality questionnaire and a translation test. The research results found that there were errors in sentence structure when translating and incorrect vocabulary. This includes the use of translation models with multiple possible solutions, the development of mediation skills, and the integration of functional linguistics into translation teaching. In addition, this article uses the FAR model, which is an interlanguage translation text quality assessment model that evaluates the quality of translated texts in three areas: functional equivalence, acceptability, and readability. Therefore, EFL students need to master structure and vocabulary to better improve their translation products.

Keywords: *Quality English translation, Second Language, EFL learners*

INTRODUCTION

English translation plays an important role in language education, enabling second language learners to think effectively in working on English translations. However, assessing the quality of second-semester students' English translations requires a comprehensive understanding of the various factors and risks involved in their assignments. Translation, in the field of language teaching, is considered as a way to ensure students understand the material and also as an important means to evaluate their understanding. This can be important writing practice and is also great for practicing grammar. However, in the field of English education, translation is considered a side or practical activity in language classes. As a student, you need to be aware of the theoretical framework and knowledge that English translation can influence product quality. One of these characteristics is risk taking which is defined as "the desire to try something new and different without placing the main focus on success or failure regardless of embarrassment in learning". (Brown, 2001).

The role of translation in teaching English translation will have a major impact in this era of globalization, highlighting the importance of translation that is also involved in their future work, such as becoming a film translator, creating novels, article translators, etc. This communicative approach can play an important role in overcoming this, making students understand language learners better. Furthermore, the

relationship between translation pedagogy and language learning will be discussed, emphasizing the need for a multi-dimensional approach to assessing translation quality. This paper will study specific methods and approaches for analyzing the quality of English translations. This includes the use of translation models with multiple possible solutions, the development of mediation skills, and the integration of functional linguistics into translation teaching. This paper will present the FAR model, an English subtitle quality assessment model for evaluating subtitle quality in the three areas of functional equivalence, acceptability, and readability. The FAR model is based on error analysis and uses a penalty scoring system to identify areas that need improvement, making it useful for education and feedback. The following research questions are important for Analyzing English Translation Quality:

1. What is meant by "Quality in translation"?
2. How to Implement Quality Assurance in Translation?
3. What are good steps in translation?
4. What are translation methods and approaches?

LITERATURE REVIEW

The Quality of Translation

Quality in translation refers to the extent to which a translation meets predetermined standards or requirements. A quality translation should convey the tone and message of the original text as faithfully as possible, taking into account the regional and cultural factors of the target readers. There are several aspects of translation quality to consider, including accuracy, acceptability, readability, and style.

A quality translation should have no spelling or grammatical errors and use correct terminology consistently. This also has to really adapt the gender-specific aspects of the translator, because the data results show that male students are more likely to take risks, but female students have better language test scores, in other words, in general the index obtained for risk taking tends to be higher than the average for both sexes. However, there is a significant difference between men and women on this feature, which shows that male students are more enthusiastic about taking risks (Chitsaz & Sahragard, 2003).

Implementing Quality Assurance in Translation

You can gain several benefits when you implement quality assurance in translation. Use teacher-provided translation guides to help you build an efficient language translation system to improve quality, speed, and accuracy. You must also use different techniques to achieve a final translation product that meets the required standards. Starting from working with translators who are native speakers of a subject, to hiring linguistic experts to do proofreading. Language Connections with expert translators can improve your translations. From understanding their projects to their quality project management, as well as delivery and follow-up, expert translators will ensure that your understanding is conveyed accurately so you can communicate better with your customers around the world.

Steps in English Translation

The steps are essential to ensure that the translation is accurate, easy to read, and meets the client's wishes. Good steps in English translation, these steps include the following:

1. Tuning: The translator tries to understand the context of the text, the language style, and the content.

2. Analysis: The translator analyzes the text in the sentence level, breaking it down into clauses and phrases and examining the syntactical relation between them.
3. Understanding: The translator tries to grasp the overall meaning of the text and equips themselves with the necessary knowledge to translate it accurately.
4. Terminology: The translator makes an effort to find appropriate and equivalent terms in the target language for the source language text.
5. Restructuring: The translator creates a new structure in the target language after the source language text has been split structurally and semantically into clauses, phrases, and words.
6. Checking: The translator proofreads the final draft and consults it with experts or editors.
7. Discussion: After receiving feedback from experts or editors, the final draft in the target language is ready for publication and review by the public.

METHOD

This study uses a quantitative description methodology. The method used is a method that can take into account the impact of the translator on the quality of the translation. This helps teachers analyze the differences in the quality of students' translations when translating English texts using different method tools. The use of a large database of translated texts to analyze and use Google Translate or AI can affect different translations. It is important to note that the concept of quality in translation is subjective and can vary depending on the context, purpose, and target audience of the translation. Therefore, it is very important to apply a flexible and adaptive approach to assessing translation quality, taking into account the performance of AI translation on each translation task and the quality of learners' memory.

APPROACHES

Analyzing the quality of English translations for second language learners involves an Error Analysis-Based Approach to Identifying and correcting errors in translated texts, focusing on grammar, syntax, vocabulary, and other linguistic features. Categorize errors to determine their severity and impact on the overall quality of the translation. Compare the original text with the translated text to identify differences and areas that need improvement. There are two types of English translation approaches, namely a holistic or combined approach and a functional linguistic approach.

The first is the Holistic or Combined Approach, which is an English translation approach to evaluate the translation as a whole by considering factors such as fluency, coherence, and overall quality of the text.

Secondly, the Functional Linguistic Approach discusses translation analysis from a functional point of view with a focus on the role of language in conveying meaning and achieving certain communicative goals.

Thus, assessing the quality of English translations for second language learners requires a combination of approaches, including studying error analysis, holistic evaluation, and functional linguistic analysis. These methods should be adapted to the specific context and needs of the learner with the necessary focus on enhancing accurate, clear, and natural translations to improve their overall English language comprehension competency.

RESULTS

Analyzing the quality of English translations for second language learners involves an Error Analysis-Based Approach to Identifying and correcting errors in translated texts,

focusing on grammar, syntax, vocabulary, and other linguistic features. Categorize errors to determine their severity and impact on the overall quality of the translation. Compare the original text with the translated text to identify differences and areas that need improvement. There are two types of English translation approaches, namely a holistic or combined approach and a functional linguistic approach.

1. The first is the Holistic or Combined Approach, which is an English translation approach to evaluate the translation as a whole by considering factors such as fluency, coherence, and overall quality of the text.
2. Secondly, the Functional Linguistic Approach discusses translation analysis from a functional point of view with a focus on the role of language in conveying meaning and achieving certain communicative goals.

Question Number									
1	2	3	4	5	6	7	8	9	10
4	3	3	3	2	2	3	3	4	2
4	4	3	3	3	1	4	4	2	4
3	3	3	3	1	2	4	4	3	4
4	2	2	4	1	2	3	3	4	4
3	3	2	3	2	2	2	3	3	4
3	3	3	3	2	2	4	3	3	4
4	3	3	3	1	4	4	3	3	3
3	3	3	3	3	3	4	3	3	3
4	4	4	3	1	2	3	4	3	1
4	3	3	3	3	2	3	3	2	3
4	2	2	4	2	3	3	4	3	4
4	3	2	4	2	3	4	4	3	3
3	3	3	3	2	3	3	4	3	4
4	2	2	4	4	4	4	4	4	4
3	2	3	3	2	1	4	3	3	3
4	2	2	3	2	2	2	3	3	3
4	3	3	3	3	2	4	3	3	3
3	3	2	2	4	2	3	4	3	3
4	3	3	3	4	2	3	3	2	2
4	3	2	3	3	3	4	3	4	2
4	3	4	4	3	2	4	4	4	3
4	3	4	4	1	4	4	4	3	4
3	4	3	3	2	2	3	3	3	3
4	2	2	4	1	4	2	4	4	1
4	4	2	3	1	4	2	3	3	3
3	2	3	3	2	1	4	4	4	4
4	3	4	4	4	2	4	3	3	2
3	2	3	3	4	4	4	3	3	3
102	80	78	91	65	70	95	96	88	86
91%	71%	70%	78%	58%	63%	82%	86%	79%	77%
75%									

Thus, assessing the quality of English translations for second language learners requires a combination of approaches, including studying error analysis, holistic evaluation, and functional linguistic analysis. These methods should be adapted to the specific context and needs of the learner with the necessary focus on enhancing accurate, clear, and natural translations to improve their overall English language comprehension competency. Average result in question:

- a. Result Question 1

The next question is the first question related to this research. Do I need to

master more English vocabulary to be more fluent in doing translation?
Respondents gave answers that strongly agree and agree.

b. Question 2-4

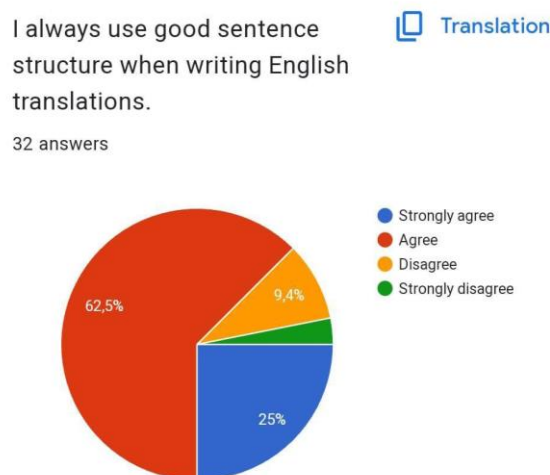
From questions 2 to 4 which are similar to learners translation writing efforts.



The results show that many of the efforts they make are the same. Respondents gave answers that strongly agree and agree. In addition, negative responses were fewer than positive responses.

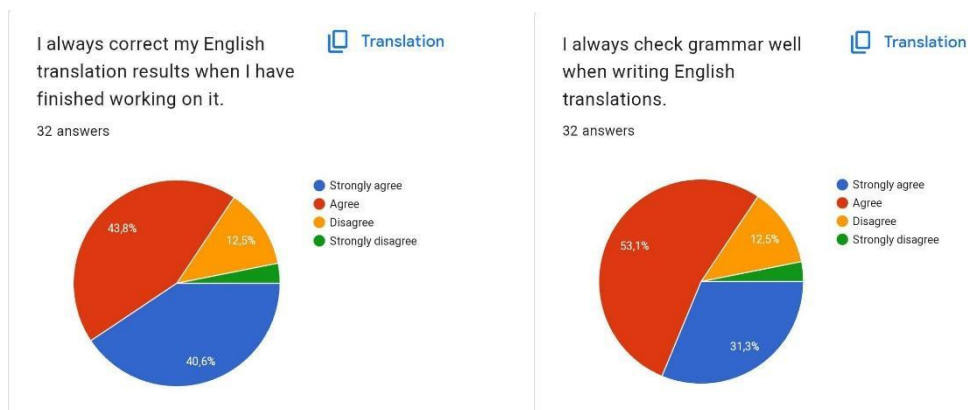
c. Question 5

From the next question, do respondents always use good sentence structure when writing English translations? The results of the study showed that students were sometimes incoherent in writing their translation sentence structure. The results of the respondents varied greatly. However, many agreed.



d. Question 6-10

From the next question, Do students always correct the English translation results after they have finished working on it? If yes, students do not have difficulty in working on English translation as a whole. The results show that correcting and checking grammar results show how important it is to the results of students' work. Many students answered strongly agree and agree, but there were also those who disagreed.



7. DISCUSSION

The discussion of the respondents' results shows that translation quality is subjective and can be influenced by factors such as the target audience, the purpose of the translation, and the second language learner's proficiency level. In this discussion, we will explore various approaches to assessing the quality of English translations for second language learners with a focus on the FAR model and other relevant research.

The Functional Linguistic Approach analyzes translation from a functional perspective, focusing on the role of language in conveying meaning and achieving specific communicative goals. This approach can help identify strengths and weaknesses in translation and suggest improvements. Overall, the analyzing quality of English language translation for second language learners requires a combination of approaches, including error analysis, a holistic or combined approach, and functional linguistic analysis. These methods should be adapted to the learner's specific context and needs, with a focus on enhancing accurate, clear, and natural translations that enhance their language competence fluently and proficiently.

8. CONCLUSION

The conclusion discusses about literature review, methods, approaches, good steps in translation, results, and discussions. The quality of the English translation used to assess is the FAR model as a reference tool for evaluating the quality of subtitles in three areas and highlights the importance of understanding the theoretical framework and knowledge that English translations can influence product quality and presents the results of a study of errors found in students' English translations second semester. Discusses the importance of English translation in language education, the role of translation in teaching English translation, and the need for a multidimensional approach to assessing translation quality, as well as anticipating translators' risks when writing their translations. As well as providing information about the relationship between translation risk and second language learning, highlighting the implications of research findings for improving translation quality. Thus Overall, analyzing the quality of English translations for second language learners requires a combination of approaches, translation risk, including error analysis, holistic or combined approaches,

and functional linguistic analysis. These methods should be tailored to the learner's specific context and needs, with a focus on improving accurate, clear, and natural translations that can enhance their language competence fluently and proficiently.

REFERENCES

- Anderson, H.C. (1836): The Little Mermaid. Retrieved April 15, 2011 from: <http://www.HCA.Gilead.org.il>
- Ashouri, A. F., & Fotovatnia, Z. (2010). The Effect of Individual Differences on Learners' Translation Belief in EFL Learning. *English Language Teaching*, 3, 228-236.
- Broadkey, D. H. Shore. (1976): Student Personality and Success in an English Language Program. *Language Learning*, Vol. 26, 153-159. Retrieved 18 October 2011 from: <http://www.Eric.ed.gov>
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. New York; Addison Welsey Longman, Inc.
- Campbell, S. (1998): Translation into the Second Language. Retrieved 7 October 2011 from: <http://www.tesl-ej.org>
- Chitsaz, S. and Sahragard, R. (2005). Risk-taking and Performance on Language Tests among some Iranian Learners, Paper Presented at the First Conference on Language Teaching Issues in Hamedan.
- Ebteda Research Unit Authors, *TOEFL Actual Tests administered in the past by ETS* (2009). Tehran: Ebteda publication.
- Ely, C.M. (1986). An analysis of discomfort, risk-taking, sociability, and motivation in the L2 classroom. *Language Learning*, 36, 1-25.