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Student Literation Capabilities in Utilizing Arabic Language Translation Machine as Study Skills

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ABSTRACT

This research focuses on the description of the ability of Arabic Language Education students to use the Google Translate translation engine as a means of fulfilling "Study Skills" in learning Arabic. Data sources in this study were students of the Arabic Language Study Program who participated in the Arabic Computer Application course, in the UHAMKA Arabic Language Study program. The focus of this research was the ability to combine machine translation with linguistic skills possessed by Arabic language education students. This research was conducted in the Arabic Language Study Program Faculty of Islamic Religion, Universitas Muhammadiyah Prof. DR. HAMKA (UHAMKA). The research method used was Classroom action research. The results of this study indicated that using "Google Translate" in learning translation in class can improve the quality of the translation of the UHAMKA Arabic language study program students. This was proven by three things that were mastered by Arabic Language Education students, namely; linguistic ability, ability to apply technology, and the ability to use Google Translate.

Keywords: Literacy, Machine Translation, Students, Arabic Education

INTRODUCTION

The current technological advances can't be dammed anymore. Massively, technology has become an important thing inseparable from various aspects of human life. The work done by humans is slowly being replaced by machines. One aspect of work that is facilitated and slowly replaced by machines is translation work.

Literacy at this time is not only a form of reading, writing, mathematics, and science skills, but literacy at this time is the literacy of the 21st century where humans should have the ability to utilize media, tools, and everything that can be used to facilitate all jobs. This is consistent with the results of the High-Level Conference in Berlin in 2002 (Juditha, 2011). Not only the ability to use media, but literacy is also how humans can find out and process information for problem-solving (Boeriswati, 2012), this correlates with students' ability to translate.

A student doing translation tends to use a translation machine; "Google Translate" and utilize its linguistic competence. Translation done with or without a machine will cause errors in certain forms, this study discusses how the errors in the translation were formed.

The translation is a manifestation of the existence of language as a means of communication that makes people understand each other and can express all information, thoughts and develop knowledge (Giovanni, 2018). Problems that arise in the translation can have a significant impact when the meaning is not fully translated properly.

The ability to translate is one of the language competencies needed by academics. Students will need these abilities in the process of completing their education, especially for students who learn foreign languages, because translation is one of the study skills.

The relationship between students' ability to translate directly and the existence of machine translation into a problematic, where the linguistic ability of students will be tested with the results of machine translation to produce a good translation. In this case, technological literacy as mentioned above is needed for students to be able to utilize existing translation machines in collaboration with their linguistic abilities.

So far, research on literacy in learning has been carried out by several people including; Mehmet Cem Odacioglu & Saban Kokturk's research entitled "The effects of technology on translation students in academic translation teaching". This study aims to describe how technological developments in translation affect learning academic translation (Odacıoglu & Kokturk, 2015). Endry Boeriswati's research entitled "The Implementing Model of Empowering Eight for Information Literacy" revealed that, in the first cycle, students' problem-solving skills could be improved through the "Empowering Eight" information literacy model. It can be concluded that students 'attitudes towards innovation and confidence affect information literacy, and information literacy models through "Empowering Eight" contribute to students' problem-solving skills.

The study of Ilza Mayuni et al. entitled Teachers' perspectives and practices in applying technology to enhance learning in the classroom (Safitry, et al., 2015) teachers with more than 10 years of teaching experience but have never received formal training in the use of ICT. Overall, teachers have a positive perspective on the application of ICT in their classrooms, even though they lack technical support from schools and lack ICT skills.

Salima Harrat and Karima Meftouh Kamelsmaili's research entitled "Machine Translation for Arabic Dialects (survey)", which aims to describe various kinds of Arabic dialects in written language applied by machine translation. This research uses survey method. The results showed that the development of technology in translation is very helpful for life. Dialect differences are not yet fully coordinated in machine translation. That happens because the number of Arabic dialects is very complex (Harrat, Meftouh, & Smaili, 2019).

Based on the above study, the researcher will complete several things that have not been linked and discussed in the above research, in this study the researcher studies and describes the ability of Arabic education students to utilize technology in translation, especially machine translation with "Google Translate".

The focus of this research is a description of students' ability to combine Indonesian and Arabic linguistic competencies. This ability is one form of information technology literacy in the world of education, especially in the field of Arabic language education.

In every study, there is certainly a question that must have an answer. How is the ability of UHAMKA Arabic Language Education study program students in utilizing translation technology?
This research is carried out with the assumption that with a large number of languages in this world, various purposes of using language are hampered because of the differences in language. One of the communication links across languages and a bridge to these differences is a translator. Various research objectives in translation and technology literacy are finding solutions to how problems in learning translation can be solved.Formatting the title, authors and affiliations.

In this section we discuss how to format the title, authors and affiliations. Please follow these instructions as carefully as possible so all articles within a conference have the same style to the title page. This paragraph follows a section title so it should not be indented.

Student interest in literacy can be seen from the extent to which the student is active in matters relating to computers and the internet, and both of these are things that are preferred by students at this time. Technology literacy contributes greatly to the development of student learning skills, so information technology literacy becomes a necessity for students (Hume, Allan, & Lonigan, 2016)
Hutchins sees that the discussion of translation technology is divided into three parts; first known as (CAT); Computer-Aided Translation. Second; MAHT (Machine aided human translation), and third; (HAMT); Human aided Machine Translation. Both have similarities in the use and use of computers in translation (Hatim & Munday, 2004).

The translation process using computer-aided (Computer Assisted Translation) is almost the same as the manual translation process. The translator must read, understand the source language text, find the equivalent, and then write it into the target language text. The translation process is fully carried out by translators namely humans. Conversely, the translation using the help of a machine (Machine Translation-MT), the translation process is all done by a machine (computer) (Somers, 2003).

One example of MT which is perhaps the most popular at the moment is Google Translate. When translating with Google Translate, users do not need to be involved in the translation process. Users simply enter the source language text that will be translated, run the Google Translate engine, and will immediately get the results of the translation in the target language. The user is only tasked to help run the translation process that is automatically carried out by Google Translate (Ghasemi & Hashemian, 2016).

The translation process that occurs in the machine does not follow the manual translation process in general. Since this process is fully carried out by the machine, the language elements are transformed into elements that can be computed by the machine. The translation process does not involve many linguistic considerations, Google Translate only scans a large collection of text, which contains text in the source language and the equivalent target-language text, for later analysis based on statistical formulas. From the results of the analysis created data that can be used as a basis for translating (Omari, 2015).

Regarding the quality of machine translation, Google Translate itself recognizes on their site that even the most sophisticated machine translation is not currently able to approach the language quality of a native speaker or does not yet have the skills of a professional translator. Strictly speaking, Google Translate also stated that they might take a long time before they could offer translation with quality human translations.

The size of human involvement in the machine translation process is inversely proportional to the size of machine involvement in computer-aided translation. In machine translation, humans are the ones who help, while in computer-aided translation, machines help human work. In the process of machine translation, translators are usually only involved in the editing process. When the translation has been done by machine translation, the translator is asked to edit the final result of the translation. Editing like this usually will not greatly improve the quality of machine translation. Thus, the quality of the final translation will be largely determined by the quality of machine translation. In contrast to human translation, the quality will be determined by the quality of the translator, not by the translation aids used.

The machine translation device itself cannot be said to be merely a translation aid because the working portion of the machine translation device in machine translation is greater than the translator who only does editing. Therefore, the results of machine translation cannot be called human translation, but rather machine translation.

The translation is the transfer of messages and meanings (messages) from the source language (SL) to the target language (TL) using grammatical forms, equivalents and meanings. Translation activities are part of language skills that involve the competence and skills of translators in using the source language and target language (Zhang, 2018). The translation is very broad in scope, as revealed by Emery that in translation there are terms of macro dimensions and micro dimensions (Hatim, 2001: 173). Macro dimensions include the dimension of situations where macro language elements such as culture, illocutionary power, implied meanings, and interpretation must be studied. Micro dimension includes linguistic structure which includes grammatical and lexical.

Arabic is one of the languages whose texts have been translated into Indonesian, especially in terms of the books of knowledge. Translation activities have been carried out since the glory of the Abbasid Dynasty, especially during the reign of Al-Ma'mmun. Begins by Muslim scientists such as Alkhawarizmi, Ibn Sina, Ibn Rusyd translating Greek scientific concepts, then continued by western scientists during the heyday of Islam to learn many sciences then they were translated into languages in their respective countries (Abukhudairi, 2008:6).

The process of translating Arabic texts into Indonesian and vice versa continues to grow rapidly until now. In translating a text, both by sworn translators, lecturers, students and other academic practitioners sometimes find some difficulties and problems in translating. These difficulties can be in the form of equivalent words, the correct choice of words, the formation of words, style of language in poetry and equivalent in the meaning of a translation. Arabic becomes one of the languages that are quite difficult to translate into/from Indonesian because the language characteristics are far different from Indonesian, both in grammatical aspects (morphology and syntax) as well as in the choice of word equivalents so errors in translation often occur (Kayyal & Russell, 2013). Should not be indented; subsequent paragraphs should be indented by 5 mm.

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RESEARCH METHOD

The method used in this research was Classroom Action Research on students of the Arabic Language Study Program Universitas Muhammadiyah Prof. Dr Hamka. Descriptions were made to the results of the translation skills test using a machine and collaboration with students' linguistic abilities.

The data source in this study was the result of translation in translation from Indonesian into Arabic of the students of the Arabic Language Study Program, Universitas Muhammadiyah Prof. Dr Hamka. The data in this study were the result of collaborative translation between manual translation and machine translation.

Data collection was done by Cross-Sectional with an observation of translation results. Data analysis was performed by identifying the entire text and errors made, giving a score of the results of the translation and determining its value. After data collection, data analysis, the researcher concluded the ability of students to use the translation machine.

The research began by testing the ability of students to translate texts from Indonesian into Arabic in the Arabic language study program, Universitas Muhammadiyah Prof. Dr Hamka. After testing, researchers provide direction with the literacy of translation technology to make it easier for students to translate texts.Style and spacing.

RESULTS AND DISCUSSION

Footnotes the following Table describes the ability of students of Arabic Language Education, Faculty of Islamic Religion, Universitas Muhammadiyah Prof. Dr Hamka in translating Indonesian texts into Arabic.

Table 1: Frequency Distribution of Translation Ability Scores from Indonesia into Arabic

No.	*Class interval*	*Absolute frequency*	*Relative frequency (%)*	*Cummulative frequency (%)*
1	*40 – 43*	*2*	*9,52*	*9,52*
2	*44 – 47*	*4*	*19,05*	*28,57*
3	*48 – 51*	*7*	*33,33*	*61,90*
4	*52 – 55*	*6*	*28,57*	*90,48*
5	*56 – 59*	*2*	*9,52*	*100*
Total		21	100	

A total of 7 (33.33%) respondents were in the average group, 8 (38.10%) respondents were above the average, and 6 (28.57%) respondents were below the average group. Based on the above calculations, it can be concluded that:

a) The average translation result of Arabic Language Study Program students is 50.10, far above the average theoretical score of 35. This shows that the ability to translate students with manuals and machine-aided from Indonesian to Arabic is Good Enough.

b) The standard deviation of 4.64 indicates that the magnitude of the deviation between the highest score and the lowest score is not too far away. In other words, the ability between students with the highest and lowest scores is not too different. This also indicates that the ability of students with low scores can still be improved to near or equal to the abilities of students with high scores.

c) The data also shows that students with scores above the average are more than students with scores below the average. This indicates that students with good translation skills are more than students with sufficient translation skills.

Based on the results of the above research, technological literacy in translation can be applied in class with the following steps:

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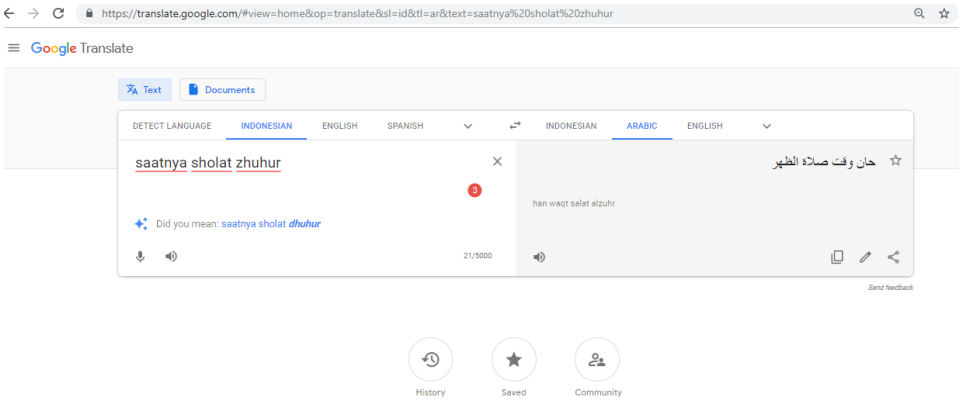
1. Make sure that the students master all functions of the Google Translate machine translation.

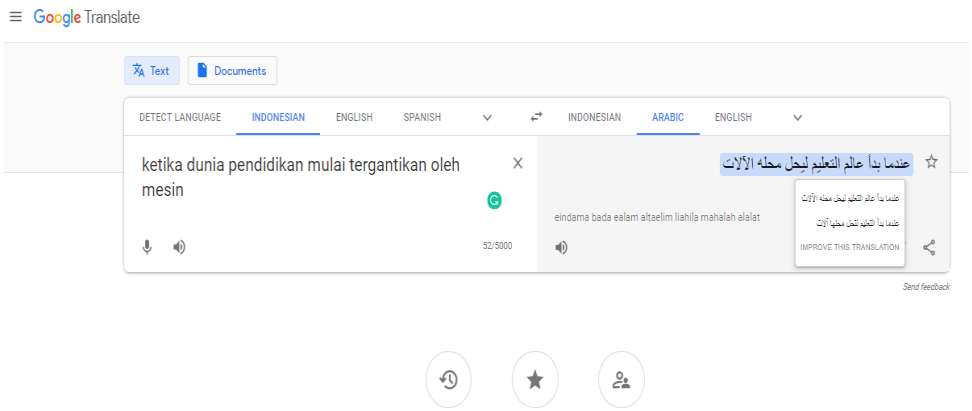
Figure 1: Google Translate Display



In Figure 1 above, as a teacher and facilitator, lecturers must understand all the functions of Google Translate so that they can be taught to students how to use it to the fullest.

2. Students master the structure and selection of words in the source language (Indonesian) and Arabic and can modify and choose the words listed on the Google Translate page.

Figure 2: Choice of words in Google Translate



3. Students are trained to use the feedback feature; where improper translation can be corrected directly and provide input to Google's database.
   - avoid excessively large white space borders *around* your graphics;
   - try to design illustrations that make good use of the available space—avoid unnecessarily large amounts of white space *within* the graphic.

The application of translation technology literacy in the classroom is something that must be done by the teacher/lecturer in language learning.

Following the Literacy Coaching technique, that true literacy in learning translation using technology must be designed in such a way as to become a pattern that has a standard structure (Jay & Strong, 2008). The following are the criteria that must be met by the teacher/lecturer; 1) Lecturers and Teachers must be competent in translation, 2) Lecturers and Teachers Having in-depth knowledge or learning process of translation, 3) Having in-depth knowledge of machine translation, 4) Having excellent presentation skills; has knowledge and experience in presentations at local, state, and national conferences, and 5) Has experience or preparation that allows it to observe and make models in the classroom and provide feedback to teachers. This final criterion includes the skills needed to be sensitive to the needs of the teacher and to generate confidence in the relationship with the teacher (Jay & Strong, 2008).

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Analysis and Discussion

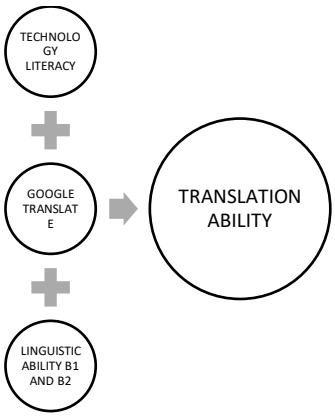
Following the Literacy Coaching technique, that the application of literacy in learning to translate using technology must be designed in such a way as to become a pattern that has a standard structure (Jay & Strong, 2008).

As an analysis, three abilities needed by Arabic language education students that can support translating skills include:

1. Linguistic Abilities of Arabic Language Education Students
2. Ability to apply technology
3. The ability to use Google Translate

Linguistic abilities of Arabic language education students at the Universitas Prof. Dr Hamka can be seen from the results of the translation. Their ability is seen in the reconstruction of Arabic sentences that have been translated from Indonesian. The reconstruction technique requires linguistic skills which are also complemented by an understanding of the cultures of both languages (Arabic and Indonesian).

Figure 3: Linguistic Abilities



The ability to apply technology is a skill in operating software and hardware using web-based computer media (Juditha, 2011). One part of the application of technology in translation is the use of the Google Translate translation engine (Ghasemi & Hashemian, 2016). The ability of students to use technology can be said to be related to other things including facilities and infrastructure. That includes the specifications of the computer used, the available bandwidth speed, and network consistency.

Linguistic skills in students should be applied in the implementation of source language writing in the Google Translate column. Every individual has linguistic skills that are brought from birth (Ingram, 1989), which was mentioned by Ingram as the acquisition of language. In this case, linguistic intelligence is said to be a mental process that exists in every human being (Fairclough, 1989). The mental process can develop with a learning process that produces a linguistic skill.

Referring to Somers (2003), that machine translation has definite properties and has mathematical laws, while students' linguistic skills can minimize the standard machine translation. The research findings show that students can use machine translation to the maximum but not the maximum in using their linguistic skills, both in the source language and in the target language.

CONCLUSIONS

Translation can now be facilitated with the translation machine, but not everyone is “literated” with the translation machine. Arabic language students are academics who are required to have translation technology literacy because translation is one of the skills in learning Arabic.

The results showed that the ability of students to translate text using the translation machine combined with linguistic competence is said to be sufficient. This is evidenced by the ability of students to collaborate on the translation machine with their linguistic abilities.

In the classroom, the application of translation uses machines as a literacy of translation technology that affects the competence of translation as one of the abilities that must be possessed by Arabic Language students. Three abilities needed by Arabic education students that can support translating skills include; the linguistic ability of Arabic language education students, ability to apply technology, and ability to use Google Translate.

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