**RATPRO (READ, ANALYZE, TRANSFER, PRODUCE) LEARNING MODEL**

**IN TRANSLATION STUDIES**

# Anak Agung Istri Yudhi Pramawati, I Gde Putu Agus Pramerta, Dewa Gede Bambang Erawan

English Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar

agunkprama@unmas.ac.id

APA Citation: Baker, R. A. (2018). Article’s title. *English Review: Journal of English Education, 6*(2), 1-10. doi: 10.25134/erjee.v6i2.1238.

Received: Accepted: Published:

**Abstract**

The translation process greatly determines the translation results. The translated text should have the same meaning as the source text but still maintain the natural elements. A creative translation model that can help translators produce good translations that have equivalence in meaning and good grammar is essential, considering that the translation process is not just a change of language but is a process of transferring meaning from the source language to the target language (Indonesian-English). RATPro (Read, Analyze, Transfer, Produce) Translation Model that is based on Computer Assisted Translation (CAT) Tools can be used as a creative and innovative translation model that can help translation students transfer the language of scientific article manuscripts from the source language to the target language while maintaining the equivalence of meaning and naturalness of the language through excellent and correct grammar. RATPro (Read, Analyze, Transfer, Produce) Translation Model based on Computer Assisted Translation (CAT) Tools can also make it easier for students to translate because it is based on digital recording. This research aims to develop a RATPro translation model based on Computer Assisted Translation (CAT) Tools that are creative and innovative in translating scientific articles by students. The research model used is Research and Development (RnD), where research data is analyzed critically and validated to obtain valid and reliable results. The designedtranslation model will also be well used in translating authentic manuscripts in different manuscript fields.

**Keywords: RATPro Translation Model, Computer Assisted Translation Tools, Scientific articles**

# INTRODUCTION

Technology has penetrated various communication fields, including translation. Now, translating is very easy with the presence of digital dictionaries available on the internet. In addition to dictionaries, translation devices (translation tools) or what is known as Computer Assisted Translation (CAT) Tools like Trados Studio, MemoQ, Termex, Smartcat, and others can be accessed and are felt to simplify the translation process. However, using CAT Tools for translation completely, without being accompanied by an in-depth analysis of the meaning, actually results in the incommensurability of meaning in the translation results, so that the translation results deviate from the source text or original text.

Translation consists of two parts: reproducing the text into the target language and reproducing the closest meaning equivalent of the source language message. In this case, the importance of maintaining the meaning of the source text in the translated text needs to be realized by the translator so that the information contained in the source text can be conveyed well. The preservation of the meaning and information of the source language is supported by excellent and natural grammar in the translated text. So that the translated text has not only equivalent meaning but also natural language patterns. A good translation is a translation that sounds natural.

To maintain equivalent meaning in a translated text with natural sentence patterns, the translator needs to go through a translation process that includes exploring the meaning of the source text and transferring the meaning into the target language. Moreover, translators are faced with certain terminologies that make it difficult to find equivalents in translation. This is an obstacle for students learning to translate, which results in students being less interested in translation.

Computer-assisted translation (CAT) Tools are present to make things makes it easier for translators in the translation process. CAT Tools can provide translation memory, which is stored in a database that is useful for the next translation project so that the translation process becomes easier. Additionally, some CAT Tools come with terminology management features, which makes it easier for translators to find terminology automatically in a stored database. A grammar checker is also present in CAT Tools, which helps translators minimize grammar errors. These features in CAT Tools will help students process translation studies to produce better translations in an easier and more enjoyable process.

Of course, a translation process with good results will not be obtained if the translator only relies on the translation results from CAT Tools like Google Translation. The usage of Google Translation arises because translators find it difficult to find the meaning of the source language and find equivalent words in the target language. Therefore, a creative and innovative translation model integrated with translation tools is needed to help translators produce equivalent translations and solve difficulties in finding equivalent words in the source text.

RATPro (Read Analyze Transfer Produce) is a creative translation model that is based on computer-assisted translation (CAT) tools developed to assist translators in the translation process. This translation model can increase the accuracy of the translated text and the use of natural language patterns. Apart from that, this translation model can simplify the translation process because it is based on CAT Tools, which has linguistic features. This translation model applies not only to Indonesian-English translation but also to translation into other languages. This translation model is also perfect for beginner translators such as students because it can direct students to explore figurative meanings in source language texts stored in the CAT Tools database.

There is a lot of research on translation. Still, most of these studies focus on translation phenomena such as shifts in meaning, methods used, and other linguistic phenomena in translated texts. These studies have not provided creative and innovative translation models for the translation process, considering that the translation process greatly influences good translation results. Therefore, it is time to develop a creative and innovative translation model based on CAT Tools, which can assist students in learning translation and producing translated texts that are equivalent to the source text and have natural language patterns with an easy and enjoyable translation process.

A creative translation process is essential to producing good-quality translations, namely having meaning commensurate with the source language and having a natural language structure. The CAT Tools-based RATPro translation model can provide solutions for students in translation studies and in the process of translating scientific articles. The problems formulated in this research are (1) the Steps in the RATPro (Read, Analyze, Transfer, Produce) Translation model that is based on CAT Tools that students can apply in translating scientific articles, (2) the Effectiveness of the RATPro (Read, Analyze, Transfer, Produce) Translation model that is based on CAT Tools in improving the quality of student translations

# METHOD

The research design used is the development of a RATPro (Read, Analyze, Transfer, Produce) creative translation model with a Research and Development model. The model used is ADDIE (Analysis, Design, Development, Implementation, Evaluation). According to (Branch, 2009), “ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate".

There are two stages of data collection, namely distributing questionnaires and conducting trials. The first stage is that the researcher distributes a questionnaire to examine the obstacles faced in the translation process and the translation model applied, as well as the weaknesses and strengths of the translation model. Respondents are expected to provide answers according to their experience in translating, and answers are submitted descriptively so that the data collected will be accurate.

Next, the test was performed twice. Before testing the translation model, several steps must be taken until the translation model is planned. First, the data collected based on the first stage is critically studied and validated by two validators. Then, after all the data is analyzed, the results are poured into designing a more accurate translation model, namely the RATPro (Read Analyze Transfer Produce) creative translation model that is based on CAT Tools. After validating all stages, the validator continues implementing trials (tryout).

Qualitative analysis was carried out on the data that had been collected. The data collection results are then categorized and validated by the validator. Evaluation of the results provided by the validator is then revised. Then, the analyzed data is used as a basis for increasing the effectiveness of the RATPro (Read Analyze Transfer Produce) model that is based on CAT Tools. All trial results are analyzed critically so that the principles and phases of the model (Read Analyze Transfer Produce) can be determined validly and reliably. RATPro (Read Analyze Transfer Produce) creative translation model that is based on CAT Tools is concluded by validation by the validator of the basic principles and model phases after going through the trial process twice.

# RESULTS AND DISCUSSION

Translation studies have focused on understanding translation theories so far, but they still experience obstacles in practice. Obstacles in translation studies cause students' translation abilities not to reach their maximum, so that the resulting translations do not have accurate meaning. Translation studies methods that involve translation technology are needed but such methods should still prioritize students' linguistic abilities rather than just relying on translation technology alone. Therefore, in this research, the RATPro (Read Analyze Transfer Produce) translation studies model was developed based on the CAT Tool. Researchers think that with today's developments, all groups of people are using electronic media as a necessity, and has become an attraction, including students who use electronic media such as laptops/smartphones. The majority of students spend time using electronic devices to play games and social media rather than spending time reading books. So, researchers combine translation technology involving electronic media to implement the RATPro translation studies model.

The learning model developed is to integrate CAT Tools-based translation components into the translation model. Integrating CAT Tools into the learning stage is carried out at the ‘produce’ stage. Students carry out activities using CAT tools, either Smart CAT or Memoq, in the translation studies process. The material provided is adjusted to the learning objectives that will be achieved in the learning process. Learning steps with the RATPro model can be seen in the following chart:





**Figure 1. RATPro Learning Model**

The product produced in this research is a RATPro (Read, Analyze, Transfer, Produce) Learning Model based on CAT tools that can be used in translation studies. Several stages were carried out in developing this learning model, including analysis, design, development, implementation, and evaluation (ADDIE).

The first stage is analysis. At this stage, the analysis focuses on analyzing lecturers' methods or strategies in translation studies. Through this stage, input is also obtained regarding the strengths and weaknesses of the learning model or strategy used. Data collection for this analysis was carried out by distributing questionnaires online to lecturers in translation courses, where the results were used as input and consideration in developing the CAT Tools-based RATPro learning model.

The performance analysis shows that the learning model applied in translation studies is conventional and does not involve translation technology. Meanwhile, developments over time have contributed a lot to translation technology, both translation processes and products. The second stage is the design stage. At this stage, the researcher is creating a CAT Tools-based RATPro learning media design based on the analysis stage that has been prepared so that the researcher gets the information needed to develop the media that will be prepared. Apart from creating the appearance of learning media, researchers also prepare material for the learning media.

The third stage is the development stage. At this stage, researchers validated the RATPro learning media. Expert lecturers and practitioners carried out validation of the RATPro model developed in the field of translation. The validated aspects include aspects of appropriateness of content and aspects of appropriateness of presentation. In this stage, data is obtained in the form of quantitative data and qualitative data. Quantitative data is in the form of an assessment questionnaire, and qualitative data which includes general criticism and suggestions that will be considered for improving the learning model. Quantitative data was analyzed by calculating the average score from the questionnaire using a rating scale of 1, 2, 3, 4, 5. The scores from the 6 validators were averaged for each aspect and indicator and then averaged again to obtain a score. final validity. This value is then referred to in the interval for determining the level of validity of the developed product so that validator criteria for the CAT Tools-based RATPro learning model are obtained.

The RATPro model developed has been validated by experts and empirically through field trials. Validation results show that the CAT Tools-based RATPro learning model is valid. The results of trials on groups of students and lecturers found that the CAT Tools-based RATPro learning model had a good assessment and improved students' translation abilities, and got a good response when applied. Based on the assessment of media experts, the overall percentage was 88.44% and was declared very feasible. The results of the material expert assessment obtained a percentage of 89.55% and were declared very feasible. The language expert's assessment was declared very appropriate, with a percentage of 82.33%. The suggestions given by the validator include adding details of post-translation activities, such as editing, proofreading, or annotation.

To determine the implementation of the RATPro learning model in translation studies, a trial was carried out on a group of lecturers, namely in translation classes conducted by 2 different lecturers. The trial was carried out by distributing a questionnaire in the form of 10 questions related to the practicality and effectiveness of the model in translation studies. The results of trials on a group of lecturers show that the CAT Tools-based RATPro learning model in translation classes is feasible and good to use.

At this stage, the researcher evaluates the advantages and disadvantages of the model obtained through testing on teachers and students. This evaluation was carried out to obtain improvements to the learning model developed. From the evaluation results, it was found that several modifications are still needed in applying the RATPro learning model in translation studies, including the need for more time to carry out proofreading or annotation so that the translation results can be more natural and acceptable, exploration is needed in the analysis process so that the correct translation produced by students is more accurate and acceptable. Adequate brainstorming is needed so that students can find the context of the text and produce an acceptable translation.

# CONCLUSION

# The RATPro learning model was developed by integrating CAT Tools translation technology into the learning process. This model was declared valid by the validator and supported by empirical validation results through field trials. Based on the validation results that have been obtained, this learning model is continued to the limited trial and wide-scale trial stages to see the model's effectiveness in translation studies. In trials with groups of teachers, the results showed that the CAT Tools-based RATPro learning model in translation studies was good to apply even though several improvements were found in the evaluation stage. The results of trials on student groups show that this learning model can improve students' translation skills, and students respond positively to this learning model. Therefore, the CAT Tools-based RATPro Learning Model can be applied to translation studies.

# ACKNOWLEDGEMENT

The researcher would like to thank Mahasaraswati University Denpasar, especially the Faculty of Teacher Training and Science, as the place where this research was conducted, for the opportunity and time support provided. Thanks are also addressed to the 6th-semester students of the English Language Education Study Program who participated as subjects in this research.

# REFERENCES

Deane , P. , Odendahl , N. , Quinlan . T. , Flowles , M. , Welsh , C. , & Tatum , J. B. (2008).*Cognitive models of writing: Writing proficiency as a complex integrated skill*. Retrieved February 9,

2014, from

https://www.ets.org/Media/Research/pdf/RR08-55.pdf.

McCutchen, D., Teske, P., & Bankston, C. (2008). Writing and cognition: Implications of the cognitive architecture for learning to write and writing to learn. In C. Bazerman (Eds.), *Handbook of writing research* (pp. 451-470). Hillsdale, NJ: Lawrence Erlbaum.

Creswell, J. W. (2012). *Educational research (4th ed.).* Boston, MA: Pearson Education, Inc.

Choo, S. (2004). Investigating Ideology in the Literature curriculum in Singapore. Unpublished master’s thesis. Department of English Language and Literature: National University of Singapore.

Flower, L., & Hayes, J. R. (2008). A cognitive process theory of writing. *College Composition and Communication,* *32*(4), 365-387.

Curriculum Planning and Development Division.

(2007). *Literature in English, teaching syllabus.*

Ministry of Education: Singapore.