PAIRED SAMPLE T-TEST ON ENGLISH-INDONESIAN TRANSLATION BY EFL STUDENTS BEFORE AND AFTER KNOWING TRANSLATION PROCESS

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Abstract

Translation studies on translation quality should not be limited to the level of the product-oriented; it can also be associated with the translator, who simultaneously represents an outcome of the translation training. This study connected applied translation studies, particularly translation training, with descriptive translation studies oriented toward the product. The research aimed to identify the differences in students' abilities in translating English-Indonesian texts before and after they acquire knowledge about the translation process applied with a task-based teaching method adapted from Silva and Fernandes (2016). The subjects in this study were 19 students taking a translation course. Data collection involved pretest and post-test scores on English-Indonesian text by the EFL students. The pretest scores were taken from (Suyasa et al., 2023). The post-test scores were taken by providing translation tests from English into Indonesian after giving the translation process model by Bell (1991). The translation results were then scored based on Larson's theory (1989) with the assistance of two translation experts based on the rubrics provided. The scores of the students' translations, which served as the data in this study, were then analysed quantitatively. The translation scores before and after implementing the task-based teaching method were analysed using the t-test statistical method to find out the significance level of knowing the translation process model in improving EFL student translation competence. The t-test analysis results showed that the sig. (2-tailed) value was 0.00. This value was smaller than the critical value (0.05). Therefore, it can be concluded that translation process knowledge given using the task-based teaching method is an effective approach for improving students' knowledge of the translation process model, which in turn boosts their translation competence.

Keywords: translation competence, translation process, t-test analysis

I   INTRODUCTION

The development of science, knowledge, and technology has increasingly positioned translation as a crucial activity in global communication. However, the close association of translation with two different languages gives rise to an assumption that individuals who are good at two languages can certainly serve as translators in the international communication process (cf. Gerding-Salas, 2000: 4, and Nababan, 2007; 2008). This assumption is not unfounded because fundamentally, the act of translation can only be carried out by someone proficient in the two languages involved in the translation process.

Translation experts, however, concur that translation is not merely about replacing the language of a text with another language (Nida and Taber, 1974; Vermeer, 1987; Hatim and Mason, 1997; Bell, 1998). Generally, language is used to wrap up a message or idea. Translation should serve as a bridge that connects an idea or message from the speaker or writer, packaged in their language, to the listener or reader through a language they understand. Therefore, what is translated is not the language itself but the ideas or messages conveyed through that language. However, in expressing messages contained in a language's usage and conveying those messages in another language, various issues may arise, such as linguistic, social, and cultural problems. Problems in translation that are not handled well by the translator will undoubtedly impact the quality of the translation.

Concerning the quality of translation, Taryadi (2005), based on his research findings, reveals that many translations in Indonesia lack quality. The low quality of translation can be attributed to several intrinsic factors of the translators. These include negligence in maintaining the coherence of the relationship between sentences in the target text, carelessness in recognizing structural differences of the source text, a lack of awareness of the nuanced application of word meanings, and an overly casual approach to assessing semantic similarities. Such findings underscore the necessity for translators to consider various dimensions beyond the languages involved in the translation process. Specifically, it is imperative to implement a robust methodology for interpreting the message inherent in the source text, as well as an effective strategy for conveying that message in the translation product.

Marjohan (2012) conducted a study focused on evaluating the equivalence of nominal phrases in scientific texts translated from English to Indonesian. The results of the study showed that, overall, the equivalence of nominal phrases in the research data was well done. However, the study uncovered several errors made by the translators. These errors were said to be "possibly" caused by an incomplete understanding of the meaning of polysemous words, a lack of effort in finding appropriate equivalents in Indonesian for cognate words, and insufficient attention to the alignment of words, which was also partly due to the improper application of the literal translation technique. Based on this statement, it is clear that although the focus of the study was on the quality of the translation, it also touched upon the cognitive aspects of the translator's process, which contributed to errors in the translation of several nominal phrases in the text that served as the data source for the study. However, the effort to link the cognitive aspects of the translators in the translation process in order to produce a translation product remains speculative.

An indication that translation education within the country has not attained satisfactory outcomes is shown by low translation qualities. This suggests a need for a critical evaluation of pedagogical approaches and curricular frameworks employed in translation training programs. In this regard, Silva and Fernandes (2016) propose that the task-based teaching method can be applied in translation education. Based on their study, they argue that the task-based teaching method can improve learners' critical thinking skills. Wongranu (2016) conducted research about translation errors made by language students at his university. He discovered that these errors were largely due to the students' insufficient proficiency in the languages they were translating. He, however, also identified an improper approach used by the students, namely read-and-translate procedure. This implies that the students also didn't know proper processes to do during the translation practice. Furthermore, Suyasa et al. (2023) demonstrate through their research that the knowledge of translation processes in students' cognitive processes obtained during the intervention instruction of translation tasks can enhance students' translation scores.

However, no study mentioned in this area explicitly delineate the extent to which the knowledge of the translation process can effectively enhance translation competence. This lack of specificity warrants further investigation to quantify the impact of translation process knowledge applied using task-based method on the development of EFL students' translation competence. Thus, three questions are worth considering in this research, namely: (1) what are the translation scores of students, which reflect their translation competence, prior to the implementation of the task-based translation teaching method; (2) how do the translation scores of students, which serve as indicators of their translation competence, reflect the effectiveness of task-based teaching method following its implementation; (3) to what extent does the implementation of the task-based method in translation training influence the translation scores that reflect the translation competence of the students.

Thus, the first analysis will show a baseline for understanding students' proficiency levels in translation before the introduction of this pedagogical approach. The second analysis will assess the correlation between the pedagogical approach and the resultant proficiency levels in translation, thereby providing insight into the method's impact on student performance. Then, the third analysis will elucidate the relationship between the pedagogical approach and the enhancement of translation skills, thereby providing a framework for assessing the method's overall effectiveness in improving student performance in translation tasks.

II   MATERIALS AND METHODS

Suyasa et al. (2022) stated that the awareness of translation process theory is an important instrument in the production of an appropriate target text. It means that a comprehensive understanding of translation process theory will enable translators to navigate the complexities of languages involved in the translation practice effectively so that translators will be able to facilitate the creation of target text that accurately conveys the intended meaning of the source text without ignoring the convention of target language structures. In short, the awareness of translation process theory fosters a more informed approach to translation practice, which in turn enhances the quality of the translation.

It was also shown in Suyasa et al. (2022) that English as a Foreign Language (EFL) students who were unaware of translation theory got lower scores than those who showed a good awareness of translation theory. Then, Suyasa et al. (2023) also showed significant improvements in the cognitive process of EFL students throughout the translation process after they received instruction in translation theory regarding the translation process model. This intervention appears to have enhanced the students' ability to engage with and apply relevant theoretical concepts.

Based on that, this study utilized the scores of translations obtained from the previous research conducted by Suyasa et al. (2022) as the pre-test data. In this case, this study selected the nineteen translation scores out of 27 students. Whereas, the translation scores of the students after they got the knowledge of translation process theory applied using task-based method were gained by giving the students translation tests. Before the tests, the students were taught translation theory about the translation process. In this case they were encouraged to two-phase models of translation processes, namely the analysis phase and the synthesis phase (c.f. Nida, 1974; Bell, 1991; and Nord, 1991). The task-based teaching method was applied during the intervention, namely the analysis task and the synthesis task. In the analysis task, they were asked to analyze the text given before translating the text. In this phase, they were encouraged to find out the semantic representation of text. Then their findings were discussed in the class. The translation task was conducted simultaneously with the synthesis task. Student agency (see Pietrzak & Kornacki, 2021; and Davies, 2021) was considered during the sessions. In this case, the students were asked to translate the same texts used by Suyasa et al. (2022). The texts were two English texts listed in Alexander (1975). The texts are both informative texts which consist of 10 – 13 sentences. In this study, the tests were conducted in two separate days. The students were given 90 minutes to complete the tests respectively. During the tests, the student agency concept was also implemented.

Then, two translation experts were asked to assess the student translations to reduce bias. In terms of translation quality, translation experts generally agree that the assessment of translation quality can be viewed from various perspectives. For example, Larson (1989) proposes three criteria which include accuracy, clarity, and naturalness of the translation. Accuracy refers to the conveyance of the meaning contained in the source text in the target text. Clarity is achieved when the grammar and style of the target text do not feel awkward in the target language. Naturalness refers to the relationship between linguistic form and the acceptability of that linguistic form. For example, translating the English sentence '*you made the mistake again*' into '*dia melakukan kesalahan itu lagi*' in the Indonesian language is considered an inaccurate translation. It is because the word '*you*' in English is used to address the second person, whereas '*dia*' in the Indonesian language is used for the third person.

A translation is deemed natural if the grammar or style in the translation does not feel odd in the target language. For instance, translating the English phrase '*red car*' into '*merah mobil*' in Indonesian would be deemed unnatural because the word order does not conform to the grammatical rules in the Indonesian language. This translation, however, can be understood with the help of a particular context by the target language readers with an effort. It means that the meaning of the source text can still be inferred. Another example is shown by translating the word *you*' into '*kamu*'. Although it can be said as an accurate translation, in a particular context, the word '*kamu*' will be deemed unnatural by the target language readers.

Meanwhile, a translation can be considered clear if the reader of the target language can easily understand it. Sometimes an accurate and natural translation is not necessarily clear. For example, the phrase '*oak tree*' which is translated into '*pohon ek*' in the Indonesian language is regarded as unclear because some Indonesian readers never see the tree. Thus, some information should be added to the translation to make it clear. In addition, inaccuracies and unnaturalness in translation, as mentioned earlier, will undoubtedly impact the clarity of the translation. In short, a good translation should not only be accurate but also be natural and readily understandable by the target readers.

Larson (1989), however, did not provide detailed examples for assessing each criterion. The specific scores for accuracy, naturalness, and clarity are also not available in the explanation. This, seemingly, gives rise to an opportunity for researchers to develop the assessment further on these three criteria, as done in this study. Based on the statements, the author has developed an assessment of translation quality using a scale of 1-10. Although there are some sets of scales, such as the 1-3 scale, 1-5 scale, and 1-7 scale, the choice of the 1-10 scale was based on Marzano's (2006) argument, namely "measurement theory tells us that the more values a scale have, the more precise the measurement". Thus, the use of the 1-10 scale is to give more information related to the translation quality by the students.

The scale is formulated as follows: (1) the source text is not translated; (2) the meanings/messages of the source text are not conveyed; the structure of the target language is unnatural; the sentence are difficult to understand; (3) some meanings/messages of the source text is not conveyed; the structure in the target language is natural; the translation can be understood; (4) some meanings/messages in the source text are not conveyed; the structure in the target language is unnatural; the translation is difficult to understand; (5) some meanings/messages in the source text are not conveyed; the structure in the

target language is less natural; requires effort to understand the target text; (5) some meanings/messages in the source text are not conveyed; the structure in the target language is natural; requires effort to understand the target text; (6) some meanings and messages in the source text are not conveyed; the structure in the target language is less natural; the translation can be understood with effort; (7) some meanings and messages are not conveyed; the structure in the target language is natural; the translation can be understood with effort; (8) the meaning and message in the source text are conveyed; some structures are less natural in the target language; the translation can be understood with an effort; (10) the meanings/messages are conveyed; the structure is natural; the translation is easily understood. Thus, the translation experts were asked to follow the ten-scale rubric proposed by the writer in assessing the student translation products. Subsequently, the results of the assessment were calculated to derive the average scores. The average scores of the translation assessment serve as the post-test data for this study.

Afterward, the analysis proceeded with the quantitative method, namely t-test analysis. It was conducted to compare the translation scores before and after the implementation of the task-based teaching method to determine the effectiveness of the method on students' translation abilities. This analysis was to examine the mean differences between two sets of data, whether independent or paired (Abbott, 2011; Walker, 2014; Bevans, 2020). In this research, the analysis used was a paired sample t-test, which involves two sets of data obtained from the same sample - namely, the pretest and post-test scores. The analysis was conducted using the SPSS software version 2.6. In this study, the hypotheses tested are:

H0:   The task-based teaching method is not effective in improving

students' translation abilities

Ha: The task-based teaching method is an effective approach to

improve students' translation abilities

Then, the decision-making process is based on comparing the significance level with the critical value of 0.05. If the significance level is ≤ 0.05, H0 (null hypothesis) is rejected, and Ha (alternative hypothesis) is accepted. Conversely, if the significance level is ≥ 0.05, H0 is accepted, and Ha is rejected.

III   RESULTS AND DISCUSSION

As mentioned previously, this study focuses on the extent to which the translation process knowledge can improve the ability of EFL students to translate English texts into Indonesian texts. To find out this inquiry, the scores of EFL students in English-Indonesian translation should be compared. As stated, the pretest scores were extracted from Suyasa et al. (2022). Meanwhile, to avoid bias, the post-test scores were collected by asking two translation experts to assess the translation of EFL students. The translation products by the EFL students were scored by two translation experts with the ten-scale rubric listed previously. In this case, the scoring was applied sentence by sentence without ignoring the coherence of the whole text. Then, each sentence scoring of each translation product by the EFL student was calculated to find out the average that served as the final score of each translation product. The collected final scores of each translation product by the EFL students gained from two translation experts were then calculated to find out the average that served as the data in this study.

To make it clear, all of the translation scores, which had been averaged, of the EFL student translation products before and after the intervention using the task-based teaching method are presented in Table 1. As seen in Table 1, the first column shows student numbering as well as the number of students participating in this research. The second column in Table 1 shows the translation scores of the students before the implementation of the task-based teaching method. Meanwhile, the translation scores of students after the implementation of the task-based method, focusing on the translation theory relating to translation processes model proposed by Bell (1991), can be seen in the third column of Table 1. In short, this table provides a comprehensive overview of the EFL students' performance on translation skills, providing a comparative analysis of students' translation competence across the two assessment phases.

Regarding the first question in this study, EFL students' translation competence prior to the implementation of the task-based teaching method was still far from appropriate. The predominant scores were below 70. It indicates that students' proficiency levels in translation before the introduction of this pedagogical approach were relatively low. This finding underscores the necessity for targeted instructional strategies to enhance translation competence among the students. Generally speaking,

based on the ten-scale rubric explained previously, it can be said that most of the translation products by the EFL students show inaccuracy in translation in which some meanings and messages in the source text are not conveyed in the target text. The translation products of the EFL students also show that the structure in the target language is less natural. It makes the translation can be understood with some efforts. The scores also show some problems in the clarity of the translation products by the EFL students.

Table 1. Pretest and Post-test Scores

Subject	Pre-test score	Post-test score
1	66	77
2	72	76
3	68	77
4	68	70
5	75	76
6	57	75
7	78	79
8	64	74
9	71	76
10	68	73
11	62	74
12	75	80
13	60	70
14	65	70
15	65	75
16	65	75
17	60	70
18	65	75
19	60	75

An example that supports the given statement can be seen in the translation of the sentence "*But the first people who were like ourselves lived so long ago that even their sagas, if they had any, are forgotten*" to be "*Tetapi orang pertama yang seperti kita hidup begitu lama dengan kisah mereka, jika ada, dilupakan*" and "*Tetapi orang pertama yang sperti kita hidup sejak dahulu kala sehingga kisah-kisah mereka, jika ada, dilupakan*". The two translation products showed that the target text conveyed a different meaning from the source text. In this case, the word "*lived*" in the source text was translated literally in the target text, namely "*hidup*". This translation conveyed different meanings. The past form used in the source text shows that the event has completely finished in the past, meanwhile, the meaning of the translation entails an event which has incompletely occurred. Thus, the meaning of the translation shows that "*the first people who were like ourselves*" are still alive till now. In short, the two translations

were inaccurate. In relation to naturalness, the two translations were also unnatural because they followed the order of the source text. The target readers will need some efforts to understand the phrase "*jika ada*" because there was no clear element relating to the thing being talked. Thus, the translation was not only unnatural but also unclear.

Regarding the second question in this study, EFL students' translation competence after some intervention instruction conducted using the task-based teaching method showed some improvements. The students were able to obtain scores higher than 70. It indicates a good impact on students' proficiency levels in translation after the introduction of this pedagogical approach. Based on the rubric given, it can be said that there were some unconveyed meanings and messages of the source text in the target text. The occurrences of unconveyed meanings and messages, however, were less frequent compared to the translations by the EFL students before the intervention. The translations also show that the structures in the target language were more natural so the target readers will need less effort to understand the translation. The clarity of the translations by the EFL students also showed some improvement. It is shown by translating the sentence "*But the first people who were like ourselves lived so long ago that even their sagas, if they had any, are forgotten*" to be "*Tetapi orang pertama yang seperti kita sudah tiada sejak dahulu kala sehingga kisah-kisah mereka, jika ada, dilupakan*". It is shown that the word "*lived*" in the source text was translated with the antonym in the target text. This kind of translation conveyed the meaning of the source text in the target text. Although the translation showed some improvement, it seems that there are still some problems related to naturalness and clarity. Actually, the possible translation the sentence can be "*Tetapi orang pertama yang seperti kita sudah tiada sejak dahulu kala sehingga kisah mereka sudah terlupakan. Itu pun jika mereka memilikinya*"

However, this finding doesn't necessarily show that the awareness of translation theory relating to the translation process given to the students using the task-based teaching method was significantly effective. It remains essential to establish this assertion through scientific evidence. A rigorous empirical investigation is necessary to validate the findings and substantiate the effectiveness of the pedagogical approach in improving translation competence. Thus, regarding the third question of this study, the two sets of scores should be tested. In this case, the t-test analysis was conducted. These two sets of scores, however, cannot be directly tested using the t-test technique. Before conducting the t-test analysis, it is necessary to determine whether the pre-test and post-test translation scores in Table 1 are normally distributed or not. If the translation scores are normally distributed, the scores can serve as the data that can be analysed using the parametric analysis. If the scores are not normally distributed, the data will be analysed using nonparametric analysis. Therefore, a normality test needs to be conducted to determine whether the data in Table 1 is normally distributed or not.

The normality test for the pre-test and post-test data was conducted using SPSS version 2.6. The results of the normality test for these two sets of data can be found in Table 2 in the following.

Table 2. Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.135	19	.200*	.960	19	.570
Post-test	.189	19	.074	.913	19	.084

As seen in Table 1, the sample size in this study is below thirty. Thus, the significance values used in this study are based on the Shapiro-Wilk table. According to the Shapiro-Wilk table, the significance value for the pre-test is 0.57, and for the post-test, it is 0.08. Both of these significance values are greater than the critical value (0.05). In other words, the pre-test and post-test values are > 0.05. This indicates that the translation scores of the subjects, both the pre-test and post-test, are normally distributed. In other words, both sets of data meet the criteria to be analysed using parametric t-test analysis. The results of paired sample t-test analysis using SPSS version 2.6 can be seen in Tables 3; and 4 in the following.

Table 3. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean

pretest	66.5263	19	5.70933	1.30981
Post-test	74.5789	19	2.93098	.67241

Table 3 presents the results of quantitative descriptive analysis for the pretest and post-test data of the subjects in this study. It is shown that the pretest score mean is 66.52, and the post-test score mean is 74.57 with a total of 19 subjects (N = 19). The two mean scores indicate a difference between pretest and post-test scores. In this case, the post-test scores indicate some improvements in the ability of EFL students' translation competence. However, this difference cannot directly show that EFL students' translation competence is significant. The question then arises whether this difference is significant.

The exact difference of the means between pretest and post-test scores is displayed in the second column of Table 4, namely 8.05. As shown on the sig. (2-tailed) or the last column in Table 4, it is shown that the sig. (2-tailed) value is 0.00. This value is undoubtedly smaller than the critical value (0.05), namely sig. 2 (tailed) value = 0.00 < critical value = 0.05. As stated before, the decision-making process is based on comparing the significance level with the critical value of 0.05. In this case, if the significance level is smaller or the same as 0.05, H0 (null hypothesis) is rejected, and Ha (alternative hypothesis) is accepted. Conversely, if the significance level is bigger than or same as 0.05, H0 is accepted, and Ha is rejected.

Table 4. Paired Sample Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Dev	Std. Er. Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pretest – Post-test	-8.05263	4.62450	1.06093	-10.28157	-5.82370	-7.590	18	.000

Based on the findings in Table 4, the difference in mean scores between the pre-test and post-test is significant. Therefore, based on the decision-making criteria mentioned earlier, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This means that the task-based teaching method is an effective method for improving the translation abilities of the students.

Furthermore, as mentioned earlier, based on the results of the t-test, it is shown that the mean pre-test score of 66.5263 significantly differs from the mean post-test score of 74.5789, t(18) = -7.590, p < 0.01; with an effect size of 0.762, which was calculated using the formula $r2 = \frac{t^2}{df+t^2}$. In other words, the effectiveness of the task-based teaching method on the translation abilities of foreign language students, in this case, EFL students, is 76.2%. This value addresses the third question in this study. Thus, the implementation of the task-based teaching method is considered effective in improving the translation abilities of students.

Based on the findings of t-test analysis using SPSS version 2.6, it can be said that It is not enough to say that all bilinguals must be good translators. This statement is in line with the argument that a good translator not only must master the languages being translated but also needs to master some competencies such as translation theory (cf. Nida and Taber, 1974; Hatim and Mason, 1987; Bell, 1991; Munday, 2001) just to name a few of translation experts. In addition, many studies also have shown that mistakes conducted by EFL students from various countries in translation practice were caused by many factors (Sumarno, 1988; Popescu, 2013; Sasu, 2017; Wongranu, 2017). One of the factors is the way the EFL students translate the source text into the target text.

IV CONCLUSION

Based on the analysis results, two conclusions can be drawn here. First, the majority of students who do not know translation theory, especially the theory of translation processes, tend to receive scores

below 70. It was indicated that they were inclined to replace words in the source language with words in the target language directly, without undergoing the ideal cognitive processes during a translation practice (see Suyasa et al., 2022). They tend to skip the analysis and synthesis phases of cognitive processes during translation practice. This in turn resulted in the failure in conveying some meanings contained in the source text within the target text. Furthermore, the sentence structures in the students' translations were likely influenced by the structures of the source language. Consequently, their translation products exhibited a lack of quality and fidelity, undermining the overall effectiveness of the translation.

Second, following the implementation of the task-based teaching method that emphasized translation theory—specifically the model of the translation process (Bell, 1991)—it was demonstrated that all students exhibited improvements, as evidenced by their translation scores. This indicates a positive correlation between the pedagogical approach and the enhancement of students' translation competence. Based on quantitative analysis employing the t-test technique, the increase in translation scores following the implementation of the task-based, which focused on the theory of translation relating to the translation process, was deemed statistically significant. This finding shows that task intervention in translation training is a useful pedagogical approach to enhance students' translation competence. In short, the implementation of the task-based method in a translation course, especially the English-to-Indonesian translation course, is effective.

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