



## Students translation habituation in learning

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### ABSTRACT

**Background:** Information accessed by students does not rule out the possibility of a number of local and foreign languages. Students optimize the use of smartphones by scanning certain pages in foreign books.

**Purpose:** this study aims to reveal the phenomena that encourage changes in students' translation habituation in learning.

**Design and methods:** This research was conducted using a descriptive analysis method, by conducting a survey of undergraduate students at 6 campuses. The data in this study were in the form of a questionnaire and a number of documents from journals and books. The valid data are then analysed to draw generalizations.

**Results:** This study reveals the habituation of using machine translators that are commonly used by students. This translation habituation has two sides, 1) lecture assignments that require information or those that are required to use English can be carried out and 2) students lack information due to lack of understanding of knowledge about the quality of translation.

**Keywords:** translation habituation; assignments, learning

### Introduction

Translation is defined as the transfer of the source language to the target language (Husin & Hatmiati, 2018). This language switching of course does not change the message contained in the source language. The target language still has the same message with an acceptable delivery for the target language users. For example, reference books in foreign languages will be read more by local residents when the books have been translated into the local language.

Information obtained from translated books can be used as a reference for cultural knowledge. This knowledge can encourage the improvement of the quality of human beings to adapt to the progress of the times. Moreover, students are encouraged to look for various reference sources that can be used in carrying out lecture assignments. For the sake of obtaining this information, students will translate the required information.

It was a bit repeated a few years ago that students were encouraged to utilize the library's learning resources and a number of bookstores to do a lecture assignment. However, lecture activities in Indonesia since early 2020 have encouraged the search for information digitally, either through digital libraries (Hadiapurwa et al., 2021), webinars (Gunawan et al., 2020), and Youtube (Utami & Zanah, 2021). The ease of internet access that students have from their electronic communication devices has made the flow of information much faster than it was a few years ago.

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The information accessed by students does not rule out the possibility of a number of local and foreign languages being found through the search engine used. Students simply enter keywords in the search field. Then the search engine will display a number of related information based on keywords. If there are foreign language references that are not understood, students can use translation machines such as Google Translate and Bing Translate.

Students optimize the use of smartphones by scanning certain pages in foreign books. This scan is done with the help of the camera feature that integrates with the Google Translate application. The scan results immediately turn into machine translation results that can be directly read by students.

The needs of students in optimizing translation are based on a number of uses that generally occur frequently. In the academic field, students can use machine translation of international scientific papers and/or foreign languages. In addition, a number of foreign language sites are also used to do lecture assignments. Occasionally, it is found on a number of WhatsApp statuses that students make using English translations. This tendency is done to appear proficient in English by colleagues and people who connect with the student.

In other words, the translation carried out by students in order to support lectures experienced a transition from translation carried out by humans to translation carried out by machines. This phenomenon encourages the transfer of habituation by students to search for information. Even create a new trend to introduce self-existence in the environment.

Habituation is interpreted as a continuous stimulus given to a person in order to adapt to the needs of daily life. The current habituation is driven by the demand for students to have digital skills.

Related research has been conducted on the phenomenon of machine translation in the process of learning English as a foreign language. The research revealed that machine translation is better known by students both inside and outside the classroom. Machine translation can help with lexicogrammatically errors in student writing when translating. In other words, machine translation is rated as a useful tool for language learning (Lee, 2020).

The other research is research that focuses on measuring the accuracy of machine translation through various corpus (Jarob et al., 2016). Specifically, research related to machine translation in English or vice versa is carried out to test the equivalence of the translation results of machine translators (Rudianto & Oktavia, 2021). Meanwhile, research related to learning using machine translation is dominated by research on the role of google translator (Al-Ayubi, 2017; Alam, 2020).

From a number of relevant studies, it is known that there is no research related to translation from a sociolinguistic point of view. The focus of this research is to find habituation that is formed from the process of development of the times, especially in the field of information technology. Therefore, this study aims to reveal the phenomena that encourage changes in students' translation habituation in learning.

## Methods

This research was conducted using a descriptive analysis method, by conducting a survey of undergraduate students at 6 campuses—Universitas Nusa Mandiri, Universitas Bina Sarana Informatika, Djuanda University, Universitas Jenderal Soedirman, Indonesia Open University, and STKIP MNC. The sample was randomly selected from 78 respondents by filling out a questionnaire. The data in this study were in the form of a questionnaire and a number of documents from journals and books. The questionnaire instrument was tested for

reliability using Cronbach's alpha and validation test using Pearson. The valid data are then analyzed to draw generalizations.

**Findings & Discussion**

The survey was carried out by providing a Google Form link during the last week in June 2021 to a number of students through lecturer contributors who work in related agencies. There were 78 respondents who successfully submitted their answers. The distribution of respondent data is as follows: Universitas Nusa Mandiri =4, Universitas Bina Sarana Informatika=13, Djuanda University=21, Universitas Jenderal Soedirman=25, Indonesia Open University=9, and STKIP MNC=5.

Of the 30 questionnaire statements given to respondents, 23 of them were declared valid. So this research focuses on valid statement items only. The reliability level of the questionnaire is 0.78 so it is stated to have a high level of questionnaire reliability. The results of respondents' answers can be seen in table 1.

Table 1 Results of Respondents' Answers

Item	STS	KS	N	S	SS
1	0%	0%	40%	9%	51%
3	0%	0%	28%	22%	50%
4	12%	37%	38%	10%	3%
5	5%	9%	37%	33%	15%
6	3%	10%	36%	38%	13%
7	0%	9%	19%	14%	58%
8	0%	4%	22%	27%	47%
9	6%	23%	46%	15%	9%
11	1%	12%	26%	19%	42%
12	1%	12%	35%	37%	15%
14	1%	3%	22%	24%	50%
15	8%	29%	49%	9%	5%
16	5%	6%	33%	14%	41%
18	17%	35%	35%	5%	9%
19	3%	8%	35%	19%	36%
20	4%	24%	40%	23%	9%
21	3%	9%	54%	18%	17%
22	22%	40%	29%	8%	1%
23	5%	9%	45%	29%	12%
24	1%	5%	38%	32%	23%
25	0%	10%	41%	31%	18%
26	1%	13%	42%	19%	24%
27	10%	31%	37%	12%	10%

**Discussion**

**Translation Machines in Digital Era Learning**

Higher education naturally requires speed and ease of accessing information. Students who carry out the learning process are driven by the demands of academic competence set at the beginning of the lecture. A number of references and learning resources are also written in the lecture plan which is carried out for one semester. These learning resources can be easily obtained with the support of the development of digital information technology.

Learning resources used allow students to obtain from various natural language sources. So that foreign language sources of information are no longer a problem for students. This is evident from the respondents who tend to like foreign language courses (English) with 51% strongly agree (item 1). The preference for English is not negative based on the survey results. In other words, students now no longer feel that they are afraid of language differences.

For students, English is important in everyday life. As many as 50% and 22% stated strongly agree and agree with the statement (item 3). The use of English for students tends to fulfill learning from a number of references to scientific works in English. In addition, English is now familiar in daily needs considering that a number of technological devices, both hard and soft, are widely used in English, such as smartphones, laptops, word, and so on.

Even though the use of technology has used English, students still prefer to communicate in Indonesian. This is in line with the results of the survey item 4 which tends to disagree with communicating English with peers as much as 37%.

If during lectures, some of the students judged that the lecturers tended to keep trying to teach using English. This is evidenced by the respondents' answers to item 5 as much as 33% to agree and 15% strongly agree. Lecturers will change the language of instruction to be bilingual if students have problems understanding the topic being presented (Item 7) with a total response of 72%.

The acceptance of student material is certainly influenced by the language of instruction used by the lecturer. Students who are not familiar with English will find it difficult to listen to the learning from the lecturer. This is in line with 51% of students who stated that they had difficulty understanding the presentation of material by lecturers who used English as the language of instruction (item 6).

Bilingual use in the classroom occurs in two patterns. The first pattern of students is heard by exposure to lecturer material that has a mixture of two languages at once or commonly known as code mixing. The pattern of the two students listening to both languages alternately or known as code switching.

During code switching, students will hear a translation that is tailored to their learning needs. Sometimes it is found that the translation is done per sentence. The act of translating per sentence tends to be in great demand (item 8). This is indicated by respondents who do not agree and disagree as much as 74%.

As a form of confirmation of students' mastery of English, lecturers generally will give assignments in making literary works (item 9). This is evidenced by the answers of respondents as much as 24%. While the other is a simple form of assignment by answering a number of questions according to the material that has been taught. In the process of making literary works, the lecturer does not limit the translation.

Seeing this phenomenon, the translation from the source language to the target language is passed through the translation process. The translation process is required to be carried out during the learning process, both during the lecturer's exposure and in the execution of assignments. During the learning provided by the lecturer, translation activities can be assisted by student responses that indicate the lecturer to use bilingualism. However, in carrying out assignments, students tend to carry out translations both manually and with machine assistance independently.

Currently manual translation is slowly being replaced by machine-based translation. It should be noted that manual translation is actually a human-dominated translation with a little help from technology. Technological assistance provided is a number of software that functions to produce text such as, Microsoft word, google doc and so on.

Meanwhile, machine translation is interpreted as a translation carried out by machines with human assistance. The human role is used as a user who enters the entry of words, sentences, or paragraphs that you want to translate into a web application. The translation machine then carries out the translation process based on computational algorithms performed.

Machine translation can be done with software provided by a number of online platforms. There are at least 2 platforms that do machine translation, namely Bing Translate and Google Translate. The two platforms are further categorized as machine translators.

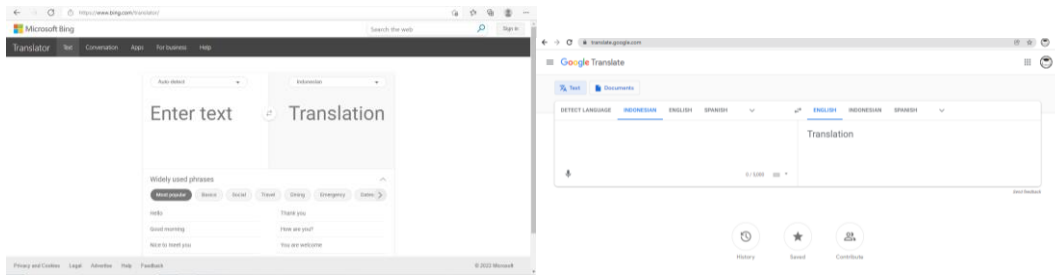


Figure 1 (left) Bing Translate and (right) Google Translate

Students can use one of the translation machines to support the learning process. Of course, both of them present an interface which is an additional feature in the utilization of machine translation on each platform.

The way machine translation works is based on a number of stages, including 1) morphological analysis, 2) lexical categorization, 3) lexical transfer, 4) structural transfer, and 5) morphological production of the target language. The way machine translation works still requires handling from the user. The work stage system is limited to the formation of structures so as to form a partial morphological production per sentence.

### Utilization of Translation Machines in Making Lecture Assignments

Machine translation has been widely used by students both for doing lecture assignments and working on literary works. Student translation strategies also vary.

Most of the instructions for implementing or working on assignments can be understood by students. This is evidenced by 52% admitting being able to understand command sentences well (item 12). Others will use machine translation to help understand the imperative sentence. This is recognized by 61% of students who tend to translate the instruction sentences on the questions presented (item 11).

For students, machine translation is like a dictionary that can be accessed to support the search for words that cannot be understood or are new. 74% of respondents use dictionaries both printed and online (item 14). The use of digital dictionaries is much preferable to the use of printed dictionaries (item 15). The use of digital dictionaries used by students is generally installed on their respective smartphones (item 16).

The ease of digital access that students have is very helpful in carrying out assignments given by lecturers. One of his duties includes making short stories. The results of student responses stated that in making short stories, students would first write a draft using Indonesian as much as 52% (item 18).

Writing drafts in Indonesian is done because students feel less confident that they are able to write literary ideas using English. This is evidenced by as many as 41% of respondents (item 27). Then the students translated their writings into English using Google Translate as much as 55% (item 19), the rest used other translation machines. The results of the

translation of Google Translate by students were considered quite good as many as 32% of the respondents (item 20).

Student assignments are very diverse. This diversity is limited by the basic ability of students to understand English. For students who only need to translate a number of words into one sentence, students can take advantage of the machine translation feature based on a dictionary-based translation machine. For example, “*Ada orang bernama Dimas*” which translates to There is a man named Dimas.

Meanwhile, for other students who need translation in more complex sentence structures, machine translators will adapt using a rules-based machine translation approach. The rule in question is the grammar in a sentence. For example “*Dahulu kala, ada orang bernama Dimas dan dia tinggal di gubuk di mana daerah itu berada di kota Borneo*” becomes Once upon a time, there was a man named Dimas and he lived in a hut where that area was in the city of Borneo.

The use of tense changes to the past form due to the once upon a time marker. Thus, a number of verbs in these sentences use past tense verbs, among others, was and lived.

From the two cases above, the use of machine translation in learning can be categorized based on the dictionary approach and the rule approach. These two approaches are enough to help support the completion of the assignments given during lectures.

### **Digital Literacy in Shaping Translation Habituations**

Knowing that there is a tendency for students to do machine translation and manual translation, students tend to give a neutral response as much as 54% on their level of trust in the results of both translations (item 21). This is indicated by the capacity of students who assess themselves as not having the skills to measure translation quality.

Even so, the results of machine translation assessed by students still require editing. This is recognized by 62% of respondents who did not agree with the need for editing the results of the google translation.

To understand more deeply about translation habituation, a number of indicators are questioned in depth based on the smallest structural translation level (units of words) to the largest (units of a literary work). Among other things, it was found that 41% agreed with the word-by-word translation (item 23); 55% agree on the translation per sentence (item 24); 49% agree on the translation per paragraph; and 53% agree with the translation as a whole.

Based on a number of machine translation approaches and supported by government policies in raising digital literacy. The field of translation also developed. One of them is through a website <https://sikromo.com>.

This site is a translation site that was found from the translation habituation carried out by students. This site still uses Indonesian as the source language and Javanese as the target language in one direction. In other words, this site does not yet provide a reverse translation.

### **Conclusion**

Digital era learning encourages students to adapt English in their daily lives. Even so, Indonesian students still communicate with Indonesian as their daily medium of instruction and try to use English in learning certain subjects.

Along with the need for information that supports the learning process, this study reveals the habituation of using machine translators that are commonly used by students. This machine translator is easily accessible via cell phones or student laptops as long as they are connected to the internet. This translation habituation has two sides, 1) lecture assignments that require information or those that are required to use English can be carried out and 2)

students lack information due to lack of understanding of knowledge about the quality of translation.

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