Collaborative Translation as a Teaching Technique to Improve Students' Translation Ability

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Abstract: *This study was done to help students improve their translation skills by using Collaborative Translation. The students involved were third-semester students studying English Education at STKIP PGRI Bandar Lampung for the 2025/2026 academic year. There were 22 students in total. The research used Classroom Action Research, which had two cycles. To collect data, the researchers used both tests and non-tests. The tests included formative and summative assessments. For non-tests, they used observation sheets and field notes. When analyzing the data, they used both quantitative and qualitative methods. The results showed that Collaborative Translation was effective in improving students' learning activity and translation skills. The average score for learning activity went up from 6.37 in the first cycle to 7.50 in the second cycle, which means the students became more active. The average translation score increased from 57.5 in the first cycle to 70.22 in the second cycle. Therefore, using Collaborative Translation was successful in improving both the students' learning activity and translation skills at the third semester level in the English Education program at STKIP PGRI Bandar Lampung for the 2025/2026 academic year.*
Keywords: *collaborative translation, translating, teaching.*

INTRODUCTION

Ahamed (2019:1) mentioned that translation in its simplest definition is the transfer from one language to another language accurately and faithfully. Translation is not only a language mediated transfer. It's a linguist, a science center between several sciences. Translation is an important aspect of learning English, although there is debate about its extent. Translation can aid in understanding grammar and vocabulary, especially at a beginner level, and can serve as a tool for analysing differences between languages.

According to Choliludin (2009:7) in carrying out translation activities, language theory and general linguistics will of course always be used. This is also supported by Catford (1965:1) that states that, "Translation is an operation

performed on languages: a process of substituting a text in one language for a text on another, translation must make use of a theory of language, general linguistic theory". However, in this very advanced era, teaching translation has become something that can be called something that is left behind, because there are now many kinds of applications on the internet that can help us translate languages in just a matter of seconds. This is supported by Vidyapeetham (2020) who stated that Translation as a method of foreign language teaching (FLT) has been out of favour with the language teaching community for much of the 20th century. Due to the substantial impact that the Grammar-Translation Method and its implementation in the classroom had on the teaching of foreign languages, translation has long been disregarded. Despite the perception that teaching translation is behind the times, numerous English Language Education programs in different universities still include translation classes in their curriculum. At STKIP PGRI Bandar Lampung, for instance, translation is a mandatory subject for students during their third semester. Translation involves a wide range of elements, notably cultural nuances, which are difficult for automated translation tools to capture accurately. Acquiring proficiency in translation provides a wealth of advantages, spanning from career-related perks like diverse job prospects in multiple fields and the chance to earn a substantial income, to individual growth gains such as improved linguistic abilities, sharper analytical skills, and enhanced cross-cultural awareness. The translator needs to have good knowledge of both the source and the target language, in addition to a high linguistic sensitivity as he should transmit the writer's intention, original thoughts and opinions in the translated version as precisely and faithfully as possible.

Communication between people around the globe becomes possible through translation. The sharing of knowledge, the safeguarding of cultural legacies, and the fostering of worldwide economic growth are all facilitated by translation. Highly skilled translators are absolutely essential. Translation studies provides practitioners with the resources to improve these abilities. Students often face challenges when converting text from their native language to a second language, or the reverse. These challenges include disparities in language (such as idioms, uncertainties, and differing grammatical frameworks) and cultural nuances a (like humor, sarcasm, and distinct social conventions). However, the translation course is also a frightening subject for students because of its undeniable level of difficulty. Students in the third semester of the English Education Department at STKIP PGRI Bandar Lampung have difficulties in translating, such as limited vocabulary, a lack of sensitivity to foreign cultures, and minimal knowledge of idioms.Furthermore, difficulties arise from the subjective nature of language and stylistic elements, which require preservation to accurately convey the original meaning and tone.

To tackle these issues, the researchers intend to implement a translation teaching method through collaborative translation. Collaborative tranlastion refers

to any type of cooperation between two or more parties involved in translation, including authors, publishers, and translation agencies, to produce a translation. More specifically, collaborative translation can be defined as collaboration between two or more translators to produce one translated product (O'Brien, 2011).

LITERATURE REVIEW

As social beings, humans cannot live alone but live together with other humans. In relationships with others, one must use a variety of ways, namely through behavior, cues and language. Language is a very important media in communication between humans because speaking, listening, writing and reading are our daily activities. Language as a means for communication naturally exists in various forms. Among these are formal languages, everyday language, private languages, informal languages, and more. An element that creates a barrier in communication between people happens when the person communicating (whether speaking or writing) uses language that the recipient (whether listening or reading) struggles to comprehend. If someone wants to be understood, he must adjust to the listener or reader. Everyone uses "own" language in this case "personal" vocabulary, diction and certain sentence patterns. In short, everyone has a unique way to master a language. It turns out to understand each other is not easy. When someone speaks or writes and does not understand each other, especially when communication occurs between people who speak it differently, then in that situation translation is needed. (Hollander, 1995: 10).

Language learners need to learn how to translate because translation helps facilitate interlanguage understanding, bridges cross-cultural communication, improves vocabulary and language structure, and develops awareness of differences and similarities between languages. For students majoring in Foreign Language Education, particularly English, the ability to translate a foreign language can open up career opportunities as professional translators or interpreters, potentially earning a good income. A student who is skilled at translating can also be said to be broad-minded, as they can read books, journals, and articles from around the world without language barriers. Continuous translation activities can also stimulate the brain, improving cognitive abilities, such as problem-solving and long-lasting memory. Furthermore, being able to translate a language well can also enhance students' understanding of the culture of the language they are studying. There are many benefits to being skilled at translation, but translation is not something that can be done quickly and immediately produce good results. Similar to writing, translation also requires multiple edits to achieve a natural result.

According to Khasyim (2012) in translation there are so many processes which must be done, because translation is not only process of changing the form of word or sentence, but translation is the process of transferring the idea or information from the source language (SL) to the target language (TL). Before the students start translating the text, the students must understand about the process

and procedure of translation because translation is also a way to find the equivalent in another language of one textual material.

Larson (1984:17) stated that when translating a text, the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the SL text into the natural forms of the receptor language. Through Larson, it can be concluded that translating is not an easy process. In practice, when translating, students often encounter difficulties. These difficulties include differences in idioms, expressions, and humour between languages, cultural contexts, differences in grammatical structures, and ambiguities of meaning. Limited vocabulary is also a reason that hinders the translation process from running smoothly and quickly. Teachers are expected to be able to apply appropriate and fast translation learning techniques, one of which is by using collaborative translation. Collaborative translation makes it easier for students in the translation process because they do it together. According to Tsai (2020) collaborative translation refers to any type of collaboration between two or more parties involved in translation, including authors, publishers, and translation agencies, to produce a translation.

In collaborative translation, students divide the tasks fairly, exchange information, revise and get better final results than if they did it alone. This is supported by Kiraly (1995) who stated that Collaborative activities not only make learning more productive and effective but also facilitate interpersonal skill development and social learning experiences among students. Additionally, they enable students to gain confidence and perform strategic actions that are conducive to their ability to work independently. The quality of translation also attracts significant interest from researchers in translation studies. Nababan & Sumardiono (2012), proposed three aspects to measure the quality of translation such as accuracy, acceptability and readability.

METHOD

This research is classroom action research (CAR). The main objective of classroom action research is to solve real-life classroom learning problems and improve the quality of the teaching and learning process. This is achieved through continuous improvement through a cycle of planning, action, observation, and reflection, which also aims to enhance teacher professionalism. In this study, the researcher focused on improving students' translation skills through collaborative translation. The subject of the research was the English education students at the third semester of STKIP PGRI Bandar Lampung in 2025/2026. It consists of 22 students. Classroom action research is used to improve the learning process in the classroom.

The ultimate goal of implementing classroom action research is to produce an improvement in the learning process (see Herlisya & Wiratno, 2022; Nissa et al., 2021; Nurchurifiani et al., 2021; Sagita, 2021). According to Kautsara, Jaya & Herlisya (2022) Classroom Action Research conducted by a teacher itself through

self-reflection, with the purpose of improving students' performance as a teacher so that students learning outcomes increase. The research was done by two cycles, in cycle I there are four meetings, as well as cycle II. The procedures are planning, action, observation and reflection (Taggart, 2013). In planning, the researchers arranged for doing something, like identified students' problem in translating Indonesian language into English or *vice versa*, then arranged steps of teaching plan and prepared for it. In action, it was a process when the plan was being done. In this step, researchers did the teaching and learning process by using Collaborative Translation. Observation was aimed to get the information of action. The researchers observed the development of students in learning activity in Translating through observation sheet and field note. Reflection was the feedback process of all the activities. The instruments of the research are formative test, summative test, observation sheet and field note in each cycle. The data in observation sheet were analyzed by finding the total score and the mean score. The formula that used to analyze the data is:

$$x = \frac{\Sigma x}{n}$$

(Sudjana, 2005)

$\overline{X}$ = mean score of students learning activities

Σx = sum of mean score of all students

n = total number of students

The data in the observation sheet were analyzed to find the total score and the average score of each student, and the total score of each aspect of the learning activity and the mean score of the whole students. Then, it will be categorized based on the table below:

Table 1. Result Criteria of Students' Learning Activities

No	Range of Score	Category
1	>80	Very Acvtive
2	7.50-7.99	Active
3	7.00-7.49	Quite Active
4	6.00-6.99	Less Active

Adapted from aqib, et al. (2011)

Data collection technique in this research was used test and non-test. Test used translating test to know the students' translation ability. The students were asked to translate a text from Indonesian language to English, then English to Indonesian. In assessing students' translation ability, the researchers used the assessment rubric purposed by Farahzad (1992, p. 274) maintains that two main features are to be checked in scoring for each unit of translation:

1. Accuracy: the translation should convey the information in the source text (ST) precisely, i.e. the translation should be close to the ST norms.

2. Appropriateness: the sentences should sound fluent and native, and should be correct in terms of structure.

Table 2. A rubric based on the text as the unit of translation (Farahzad, 1992)

Items	Score
Accuracy	20 percent
Appropriateness	20 percent
Naturalness	20 percent
Cohesion	20 percent
Style of Discourse/ Choice of Words	20 percent

Observation sheet also used to measure the students' activity during teaching and learning process. Non-test used documentation such as photos to cellect the data. Documentation that contains information serves as evidence of the research. To find out the data analysis of students' average score, this research was used quantitative and qualitative data analysis to determine the effect of group work on students' writing skills and students' learning activity.

RESULT AND DISCUSSION
Result

The researchers discussed the result of translating test and observation sheet from each cycle.

1. The result of observation sheet

The result of observation sheet was taken from students' activity and ability in the process of learning activity which had observed by the researchers. It can be shown below:

Table 3. The Explanation of Students' Learning Activities in Cycle 1

No	The Students' Learning Activities	Average Score	Criteria
1	Students' activity in responding teacher's questions	6.00	Less Active
2	Students' activity in asking the question about the material given	6.00	Less Active
3	Students' activity in doing the assignment which are given by the researchers (individual)	6.59	Less Active
4	Students' activity in doing the assignment which are given by the researchers (Collaboration Group)	6.70	Less Active
5	Students' activity in finding learning resources	6.57	Less Active

In cycle 1, researchers found that in the criteria of students' learning activities in collaborative translation technique, the score was 6.37, it was considered less active.

Table 4. The explanation of students' learning activities in cycle 2

No	The Students' Learning Activities	Average Score	Criteria
1	Students' activity in responding teacher's questions	7.56	Active
2	Students' activity in asking the question about the material given	7.17	Quite Active
3	Students' activity in doing the assignment which are given by the researchers (individual)	7.74	Active
4	Students' activity in doing the assignment which are given by the researchers (Collaboration Group)	7.78	Active
5	Students' activity in finding learning resources	7.29	Active

Based on the average score in cycle 2 in the criteria of students' learning activities in Collaborative Translation technique, the researchers found out that the students' learning activities were active. Here the tables of students' learning activities in cycle 1 and cycle 2.

Table 5. The Data Comparison of Students' Learning Activities in Cycle 1 & Cycle 2

Mean of Cycle 1	Mean of Cycle 2	Improvement
6.37	7.50	1.13

2. The result of translation test

From the result of the translation test in cycle 1, the mean score was 57.5. there were 8 students or 36.3 % who achieved a score above the minimum criteria. Meanwhile, there were 14 students who did not achieve it or 63.6 %. It was concluded the category of students' scores from translation test in cycle 1 at students in the third semester of English education in STKIP PGRI Bandar Lampung was poor. In cycle 2, the students who achieved scores above the minimum criteria were 18 students (63.6%), and 4 (18.1%) students were failed. There was a significant increase in the average score in the first cycle compared to the second cycle. In the 2nd cycle, students' translation scores were categorized as high.

Table 6. The Percentage of Students' Translation Test

Action	Students' Learning Result			
	Passed	%	Failed	%
Cycle 1	8	36.3%	14	63.6%
Cycle 2	18	81.8%	4	18.1%

Table 7. The Data Comparison of Students' Translation Test in Cycle 1 & 2

Mean of Cycle 1	Mean of Cycle 2	Improvement
57.5	**70.2**	**12.72**

From the calculation, the researchers concluded that the increased mean score in students' translation test was 12.72 with the criteria of improvement being fair.

Discussion

From the results of calculating the average student scores, it was found that there was an increase in learning outcomes. However, what needs to be emphasized for the success of this research is the process in the classroom. Students were motivated through collaborative teaching techniques. As we know, translation is not easy like Khanmohammad & Osanloo (2009:132) stated that translation is a complex hermeneutic process in which intuition plays a crucial role in interpreting the intentions of the source text writer, thus they argue that translation is a quality and quality is relative, and absoluteness of accuracy ceases where the end user imposes his/her own subjective preferences of style in translation. But, this technique allows students to work together in completing their assignments, this technique makes the process easier in order to achieve natural and good translation results.

CONCLUSION

Based on significant research findings, it can be concluded that the use of collaborative translation techniques is highly effective in improving students' translation skills. Through discussion, negotiation, and sharing ideas with peers, students not only produce more accurate translations but also develop a deeper understanding of context and language variation. This success has a significant impact on the educational process, particularly in English language teaching, and provides significant benefits for students. Students who use collaborative techniques tend to score better than those who use conventional methods. Group discussions enable them to recognize the most appropriate word choices for specific situations, which improves translation accuracy and fluency.

The collaborative process trains students to communicate, negotiate, and provide feedback effectively. These skills are highly sought after in the workplace. Collaborating with peers reduces the pressure that might be felt when working alone or directly with a lecturer. This makes the learning process more enjoyable and increases motivation. In collaborative translation projects, students tend to be more active in discussions, task assignments, and problem-solving. This research paves the way for a more interactive and student-centered approach to language teaching. The results encourage English language teachers to integrate collaborative activities

into the curriculum, not only for translation but also for other language tasks, such as writing (collaborative writing) or speaking.

Collaboration in translation can be optimized through online media or translation tools, reflecting the needs of the modern workplace. This trains students to use technology wisely, not just for instant translation, but as a tool for discussion and problem-solving. Rather than focusing solely on grammatical aspects or vocabulary, this technique encourages a deeper understanding of context, culture, and meaning. As students negotiate translations, they naturally enrich their second language (L2) understanding.

Overall, the success of collaborative translation confirms that approaches that prioritize student cooperation are far more effective than traditional teacher-centered methods. This provides strong evidence that educators must adapt and use innovative methods to better prepare students for global challenges.

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