

**EFL STUDENTS' PERCEPTIONS ON SUPPORTED SCHEMATA
TOWARDS TRANSLATING VARIED TEXT USING GOOGLE
TRANSLATE
(CASE STUDY QUALITATIVE)**

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Abstract: This study reports the analysis of students' perception of using schemata towards Google Translate results and their strategies to use their schemata in improving Google Translate results. The approach of this research was a case study. Observation and interviews were used as the instrument for collecting the data. The subject of this study was students of grade three in the English Education Program at one private University in Ciamis and the data collection was derived from online class observation and interviews with translating lecturers. The results showed that the use of schemata is needed in translating text from Google Translate. The results also showed that the outline of students' strategies to improve Google Translate results can be conducted by checking vocabulary, and sentence structure, and using their understanding or schemata. The researcher suggested for the students of the English Education Program practice translating more and keep expanding their views to make the quality of their translation even more perfect..

Keywords: Google Translate; Perception; Schema.

INTRODUCTION

The translation is a mental work in which one language is transmitted from one language to another (Osman, 2017). The translation is not only about trying similar words but also about discovering acceptable ways to express things in another language (Thriven, 2002). In this modern era, the role of translation is very important to build self-confidence in communicating with various people of different cultures and languages. Not only in oral communication, but translation is also important to convey the meaning of a written word from the source language to the target language.

The presence of machine translation in the translation industry was created to make human work easier (Sjahroni & Ahmad, 2013). Machine translation (MT) is a computer linguistic area that studies the function of the software in translation work (Rishita et. al., 2019). One of the examples of the most current popular MT machine is Google Translate. While deciphering with Google Translate, we don't have to get involved in the translation work. We only put the source language text to be decoded, start the Google Translate engine, and will promptly get results in the target language. However, there is no linguistic consideration like translation using Google Translate. The importance of the result of the machine is therefore not often compatible with the target language (Halimah, 2018).

Machine translation (MT) is a tool in computational linguistics, which describes the function of the software in translation work (Rishita et. al., 2019). Machine translation has different methods and each of them has its strength and weakness. Every translation tool can't generate a precise version of the source language but provide the information that can facilitate to search for the type of information contained in the source text (Ballabh & Jaiswal, 2015).

The machine translation methods are rule-based approach and corpus-based. In rule-based machine translation, the translation process was established by human experts, and rules are automatically processed in the corpus base approach (Irfan, 2017). Rule-based Machine Translation (RBMT) Approach: the scope of Rule-based Machine Translation is on the morphology, syntax, and semantics of both languages. Meanwhile, Corpus-based Machine Translation Approach: Basically, it is a data-driven machine translation. It showed an alternative method to the rule-based approach.

The theory that support translating varied text using google translate is schemata. The schema theory is a scope of cognitive science that concentrates on how information is constructed by the brain. A schema is a developed unit of knowledge for a subject or case from experience and is accessed to manage understanding or action (Pankin, 2013). Schema Activation is very useful to introduce new concepts to the students so that they can grasp them or correct false concepts (El-Esery & Radwan, 2015).

Schema theory indicates that new information is decoded, encoded, stored, and extracted according to the current scheme. Furthermore, the role of schemes is very influential when cognitive tasks are busy or distracted. It can assist us to assign cognitive resources reasonably to the corresponding cognitive targets, therefore reducing the cognitive burden and further improving cognitive effectiveness. To conclude, the role of schema in interpreting, which is a busy and intense cognitive task, is self-evident (Qiyun, 2018).

The present study focuses on students' perception towards the theory of schemata in translation. Perception means the process of human thought about a particular case (Walgito, 2003). This is in line with the received messages or information by the human brain. During this process, an individual makes the interaction with the environment through the five senses. it is crucial to work on the information of this to understand the world and to confirm our safety and confidence during the interaction with the physical outside world (Qiong, 2017).

Accordingly, Qiong (2017) concluded that the perception process has three stages, namely; selection, organization, and interpretation. Selection is stage number one in the perception process in which we transform the stimuli of our environment into a meaningful experience. Stage number two in the perception process is organization. After we have selected outside world information, we need to organize it in a certain way by finding certain significant patterns. This phase of the organization is accomplished by classifying things or people and that is why some researchers call it categorization. In this stage of perception, forms, colors, texture, size, etc. are immediately used to the social and physical events or objects that we meet. Stage number three of the perception is the process of getting meaning to the chosen stimuli.

Some researchers have studied Schemata towards Translating, such as Abumahfouz & Alshboul King (2017), Khodadady & Hesarzadeh (2014), Macizo & Bajo (2009), Torghabe & Nezhadmasoum (2015), and Ali (2018). The previous studies mentioned have a similar topic about

Schemata on Translation. However, they did not employ Translation and Schemata in Google Translate to withdraw students' perceptions. To fill this gap, the research is intended to find out: 1) whether there is a significant effect made by the students in learning narrative text by using movie clips; 2) the improvement made by the students in learning narrative text by using movie clips, and 3) the students' perceptions on learning narrative text by using movie clips?

METHOD

In line with the research questions and research purposes, this study applied a case study qualitative research. Qualitative research is an approach to be interpreted that tries through the subjective case of the participants to gain opinion into the particular meanings and behaviors. The researcher develops abstracts, concepts, hypotheses, or theories by asking such questions as "why", "how" and "in what way?" (Cathryne Palmer and Amanda Bolderston, 2006). Therefore, the researcher utilized case study research in this study because it gives more detailed data to answer the research questions and the case study is relevant to be applied.

This study was carried out in one of the private universities in Ciamis regency involving 10 students. The technique sampling of this study will be purposive. To answer the research question of this study, the data were gathered using managing two techniques: observation and interview. The first data collection is an observation which is a complex research method since it often needs the researcher to run through several roles and to use several techniques, including her/his five senses, to take data (Baker, 2006). The second method is the interview used as a research technique to collect information about the experiences, beliefs, and views of the participants about a particular research topic or phenomenon (Lambert and Loiselle, 2007).

The researcher collected the observation data from Google Classroom, and after that, the data was analyzed by interpreting. The interview transcription was analyzed based on the student's perception of the implementation of translating varied text using Google Translate, which has been categorized based on the characteristic of each question.

FINDINGS AND DISCUSSION

What is EFL students' perspective using schemata on varied text translated by Google Translate?

The first research question that the researcher formulated is "What is EFL students' perspective using schemata on varied text translated by Google Translate?". The results of the data analysis were aimed at finding out the students' perspectives using schemata on translation results by Google Translate.

Based on the first question, all respondents answer they often use machine-assisted. They often used Google Translate to translate various kinds of text and they edit it with their translation.

The second question of the interview dealt with "what is your response to the translation result from Google Translate?" All the respondents answer that they are not satisfied with the result of Google Translate. For example, the result of the translation using Google Translate has an irregular structure.

The third question that reveals "do you always use your knowledge or point of view in translating various texts?" All of the respondents answer that they always use their knowledge in translating various texts.

To answer the fourth question "what strategies will you use to improve the results of your translation using Google Translate?" Most of the respondents answer that they will use Google Translate first, and re-check the result, and they try to improve the result by using their knowledge or schemata. They also will read the text based on the translation technique that they learn in class.

Based on the fifth question, dealt with "from now on, will you apply that strategy in each of your translations?" All the respondents answer they will use the strategies above in each of their translations. Also, they will always learn new techniques to improve the quality of their translation.

Based on the interview above, the researcher found that 10 participants often used machine assistance or Google Translate to translate various kinds of texts, but they are not satisfied with the results provided by Google Translate. And to improve the results of the translation, they will re-check the results of the Google Translate translation. Starting from vocabulary, and sentence structure, as well as ensuring the right translation technique for the text. In the end, they stated that they would always use the above strategy for each of their translations, and always add insight to new translation techniques.

How are EFL students' strategies to use their schemata in editing varied text translated by Google Translate

The second research question that the research formulated is "How are EFL students' strategies to use their schemata in editing varied text translated by Google Translate?". The results of the data analysis were aimed at finding out students' strategies to improve the quality of Google Translate using their schemata.

Observations were conducted to determine the learning process and implementation of the practice of Google Translate in the classroom and to see or observe students' strategies to develop the quality of google translate. While the interview was given to find out directly the students' answers about the kind of strategies they would apply to improve the result of Google Translate.

According to the finding of online observation, the researcher concluded that the use of Google Translate is not absolute. There are still many shortcomings in the translation result. This is where the role of the students or translator is to improve the quality of the translation. Many things must be considered in improving the quality of translation. One of the factors that are considered very important is the understanding or knowledge or schemata of the translator himself. The translator who likes to read a lot of things, or in this case has extensive knowledge will have an advantage in translating a text.

DISCUSSION

In this study, the researcher administrated observation and interviews to complete the data. From all the findings mentioned previously, it could be seen that the first research question has been answered by interview. In the finding, the researchers concluded that the use of schema in improving the results of Google Translate translation is important. All participants thought that the results of the Google Translate translation were imperfect. The second research question has been answered by using observation and interviews. It has been answered in the fourth question "What strategies will you use to improve the results of your translation using Google Translate?", and reinforced by observations during the lesson. The researcher collected the data by using semi-structured interviews. From the data collected, the result shows students' strategies to improve translation results, which can be outlined by always re-checking every translation from Google Translate, starting from the use of vocabulary, and sentence structure, and checking the right technique to translate the text.

CONCLUSIONS

As stated in the formulation of the problems in the previous chapter, the present study was aimed at finding out the students' perception and translation results by Google Translate and their strategies to improve it. The present study used a case study qualitative, and some research instruments to obtain the data. The instruments were observation and interview.

From the finding and the discussion, the researcher concluded that schemata are needed in translating the resultant text from Google Translate. The data found are based on interviews with students and reinforced by theories of translation techniques given during class. The students often use Google Translate, even the lecturer asked to use it, to facilitate the translation process but still know the shortcomings of Google Translate itself. The students are accustomed to always checking the results of Google Translate translations, starting from the use of vocabulary, arranging sentence

structures, and being strengthened by their knowledge or schemata as a strategy to improve the results of Google Translate translations.

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