RATPRO (READ, ANALYZE, TRANSFER, PRODUCE) AS A CREATIVE LEARNING MODEL IN THE TRANSLATION LEARNING CLASS

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ABSTRACT
A creative translation model that can help translators produce good translations with equivalence in meaning and good grammar is essential, considering that the translation process is not just a change of language but a process of transferring meaning from the source language to the target language (Indonesian-English). 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. This study found that the 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. Furthermore, this translation model may also be well used to translate authentic manuscripts in different 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 (Wang, 2019). 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 (Akgün & Mercan, 2023). 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 (Xiumin et al., 2023).

Translation consists of reproducing the text into the target language and reproducing the closest meaning equivalent of the source language message (Ginting, 2022). In this case, the translator needs to realize the importance of maintaining the meaning of the source text in the translated text so that the information contained in the source text can be conveyed well (Daminov, 2022). The preservation of the meaning and information of the source language is supported by excellent and natural grammar in the translated texts so that the translated text has not only equivalent meaning but also natural language patterns. A good translation is a translation that sounds natural (Brannon et al., 2023).

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 (Mardani, 2023). Moreover, translators are faced with specific terminologies that make it difficult to find equivalents in translation (Sunardi et al., 2022). Translating the texts is an obstacle for

students learning to translate, which results in students needing more interest in translation (Sah & Sinha, 2022).

Computer-assisted translation (CAT) tools are present to make things easier for translators in the translation process (Giovannetti et al., 2017). CAT Tools can provide translation memory, which is stored in a database that is useful for the next translation project, making the translation process easier (Zappatore, 2024). Additionally, some CAT Tools come with terminology management features, which makes it easier for translators to find terminology automatically in a stored database (Aldossary, 2023). 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 (Zappatore, 2024).

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 (Awadh, 2023). 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 (Ikrimah et al., 2024).

Previous studies found that a creative and innovative translation model integrated with translation tools is needed to help translators produce equivalent translations and solve difficulties finding equivalent words in the source text (Badawi, 2023; Volkova, 2014; Beeby et al., 2003). Therefore, developing a creative translation model is essential to help students and translators translate texts more accurately.

RATPro (Read Analyze Transfer Produce) is newly developed in this study. It is a creative translation model 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 yet to provide 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 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). ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate (Branch & Branch, 2009).

There are two stages of data collection, namely distributing questionnaires and conducting trials. The first stage is the researcher distributing a questionnaire to examine the obstacles faced in the translation process, the translation model applied, and the weaknesses and strengths of the translation model. Respondents are expected to provide answers according to their experience in translating, and answers are descriptively provided 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 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 to increase the effectiveness of the RATPro (Read Analyze Transfer Produce) model based on CAT Tools. All trial results are critically analyzed 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 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.

RESULT 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 the resulting translations do not have accurate meaning. Translation studies methods involving translation technology are needed, but such methods should still prioritize students' linguistic abilities rather than 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 it 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 achieved in the learning process. Learning steps with the RATPro model can be seen in the following chart:

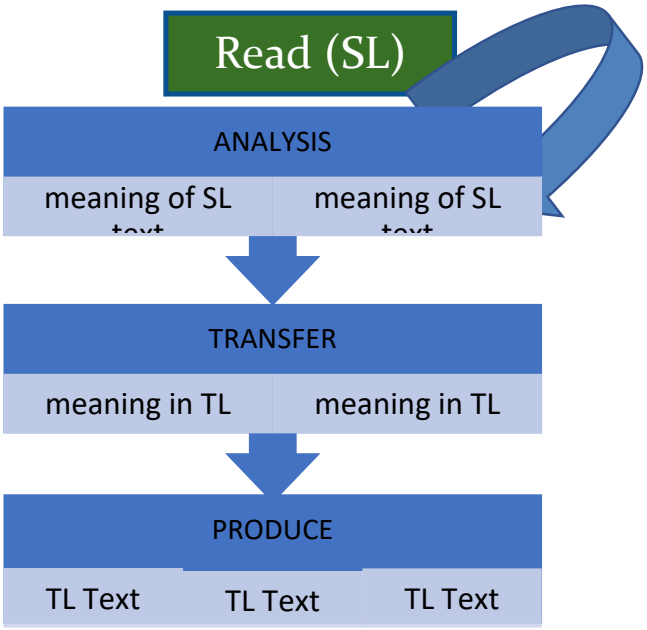

Figure 1. RATPro Learning Model

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 have contributed significantly to translation technology, 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 validated the RATPro model developed in 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 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, 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.

A trial was carried out in translation classes conducted by 2 different lecturers to determine the effectiveness of the RATPro learning model in translation studies. 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 reasonable.

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.

This study confirmed that Computer Assisted Translation (CAT) is a tool that makes a significant difference for translators, especially in the language translation process (Vieira et al., 2023). This software is intended as a tool for translators to make their work easier. Every profession must be supported by its own software, and the CAT tool is the right choice, especially for translators (Rothwell, 2023).

Furthermore, this study confirmed that using the CAT tool to translate documents with large volumes and tight deadlines could be the right choice. With the help of a terminology list, translators can work on terms consistently because they do not need to remember so many terms (Summers et al., 2023). Additionally, CAT tools provide a much more effective interface to support the translation process (Pastor, 2021). Apart from making translations faster, translation quality can also be improved with the help of the CAT tool (Paradowska, 2021).

This study, which dealt with developing the RATPro translation learning model, certainly enriches the development of the CAT as a translation tool. This RATPro translation learning model may also enrich translation classes' learning activities, making the learning activities more enjoyable for the students.

CONCLUSION

The RATPro learning model was developed by integrating CAT Tools translation technology into the learning process. The validator declared this model valid and supported by empirical validation results from field trials. Based on the validation results obtained, this learning model is continued to the limited and wide-scale trial stages to see the model's effectiveness in translation studies. The results of trials with groups of teachers showed that the CAT Tools-based RATPro learning model in translation studies was suitable 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.

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