Exploring the Efficacy Factors of ChatGPT in Enhancing Indonesian to English Translation Skills

Dwi Haryanti ✉,

Department of English Education, Universitas Muhammadiyah Surakarta, Indonesia
✉ dh194@ums.ac.id

Abstract

The This study explores the effectiveness of utilizing ChatGPT for enhancing students' translation skills from Indonesian to English, focusing on seven key factors. Firstly, ChatGPT's accuracy and language proficiency enable students to produce translations with precision and grammatical correctness, facilitating language comprehension. Secondly, the provision of instant feedback and correction by ChatGPT fosters a more efficient learning process, prompting students to recognize and rectify errors promptly. Additionally, the accessibility and convenience of ChatGPT empower students to access translation assistance anytime and anywhere, promoting independent learning. Moreover, ChatGPT's customization and adaptability cater to students' diverse needs and preferences, enhancing engagement and motivation. Furthermore, the engagement and motivation fostered by ChatGPT contribute significantly to students' learning outcomes, making the learning experience more enjoyable and rewarding. Continuously, the role of ChatGPT in providing supplementary learning tools is essential for students' continuous improvement in translation skills, facilitating regular practice and refinement. Overall, integrating ChatGPT into language learning environments empowers students to develop their translation skills effectively and efficiently.

Keywords: *Translation skill 1; ChatGPT2; Affectivenes3, and Students*

Mengeksplorasi Faktor Efektivitas ChatGPT dalam Meningkatkan Kemampuan Menerjemahkan Bahasa Indonesia ke Bahasa Inggris

Abstrak

Artikel penelitian ini mengeksplorasi keefektivatasan penggunaan ChatGPT untuk meningkatkan kemampuan menerjemahkan mahasiswa dari bahasa Indonesia ke bahasa Inggris, dengan fokus pada tujuh faktor kunci. Pertama, ketepatan dan kemahiran bahasa ChatGPT memungkinkan mahasiswa menghasilkan terjemahan dengan ketepatan dan kebenaran gramatikal, memfasilitasi pemahaman bahasa. Kedua, pemberian umpan balik instan dan koreksi oleh ChatGPT memfasilitasi proses pembelajaran yang lebih efisien, mendorong mahasiswa untuk mengenali dan memperbaiki kesalahan dengan cepat. Selain itu, aksesibilitas dan kenyamanan ChatGPT memberdayakan mahasiswa untuk mengakses bantuan terjemahan kapan pun dan di mana pun, mempromosikan pembelajaran mandiri. Selanjutnya, penyesuaian dan adaptabilitas ChatGPT memenuhi beragam kebutuhan dan preferensi mahasiswa, meningkatkan keterlibatan dan motivasi. Lebih lanjut, keterlibatan dan motivasi yang ditingkatkan oleh ChatGPT berkontribusi signifikan pada hasil belajar mahasiswa, menjadikan pengalaman belajar lebih menyenangkan dan memuaskan. Secara berkelanjutan, peran ChatGPT dalam menyediakan alat pembelajaran tambahan sangat penting untuk peningkatan kontinuitas kemampuan menerjemahkan mahasiswa, memfasilitasi latihan dan penyempurnaan secara berkala. Secara keseluruhan, integrasi ChatGPT ke dalam lingkungan pembelajaran bahasa memberdayakan mahasiswa untuk mengembangkan kemampuan menerjemahkan secara efektif dan efisien.

Kata kunci: Keterampilan menerjemahkan 1; ChatGPT 2; Keefektivatasan, dan 3. Mahasiswa.

1. Introduction

In today's interconnected world, effective communication between languages is of utmost importance. As globalization continues to impact our society and economy, the ability to translate accurately and efficiently becomes increasingly valuable. However, mastering translation is not easy because it requires a deep understanding of the source and target languages, as well as cultural nuances and context. Traditional methods of language learning and translation practice have limitations, often lacking immediacy, interactivity, and personalized feedback.

Enter ChatGPT, a cutting-edge language model developed by OpenAI. Powered by advanced artificial intelligence, ChatGPT offers a revolutionary approach to improving translation skills. By leveraging ChatGPT's capabilities, language learners and translators can access a dynamic and immersive learning environment like no other. With its ability to generate context-appropriate responses and provide instant feedback, ChatGPT serves as an invaluable tool for honing real-time translation skills.

This research article aims to explore the process of utilizing ChatGPT to improve English language learners' translation skills. From its unique features and functions to practical strategies to integrate into language learning routine. We'll explore the ways ChatGPT can empower users to become more proficient translators. As a language learner, of course students want to continue to perfect their skills related to translation as well. Manual translation, if practiced manually, takes a long time so it feels less effective and does not keep up with technological developments and the potential for ChatGPT to be used to revolutionize translation practice cannot be denied.

2. Theorethical concept

Literatur Translation is the linguistic process of rendering text or speech from one language into another while retaining its meaning, style, and tone. It involves transferring the message conveyed in the source language (SL) to the target language (TL) in a manner that is accurate, clear, and culturally appropriate. Translation is not merely a mechanical task of substituting words, but a complex cognitive activity that requires linguistic proficiency, cultural knowledge, and interpretive skills.

Procedures of translation are Analysis of the Source Text (ST), transferring the meaning, revising and editing, cultural adaptation, evaluation and feedback: The translator begins by thoroughly analysing the source text to understand its content, context, and intended meaning. This involves identifying linguistic features, cultural references, and stylistic elements present in the text meaning (Munday, 2016). Next step is transferring the text meaning. The translator then proceeds to transfer the meaning of the source text into the target language while considering linguistic and cultural differences between the two languages. This involves making lexical, grammatical, and syntactical choices that accurately convey the intended message of the source text (Newmark, 1988). Then revising and editing, after completing the initial translation, the translator revises and edits the target text to ensure clarity, coherence, and fidelity to the original message. This may involve refining phrasing, adjusting tone, and resolving ambiguities or inconsistencies (Hatim & Munday: 2004). Next procedure is cultural adaptation. In cases where cultural nuances play a significant role in the source text, the translator may need to adapt cultural references, idiomatic expressions, and metaphors to make them relevant and comprehensible to the target audience (Nord: 1997). Finally, evaluation and Feedback, the translated text undergoes evaluation and feedback from both the translator and relevant stakeholders to assess its accuracy, appropriateness, and effectiveness in achieving the desired communicative goals (Gellerstam: 1996). These procedures, informed by

theoretical insights from translation studies, guide translators in producing high-quality translations that effectively bridge linguistic and cultural barriers.

The theoretical concept underpinning the enhancement of translating skills with the utilization of ChatGPT revolves around the intersection of artificial intelligence, natural language processing, and cognitive learning theories. At its core, this concept integrates principles from constructivism, socio-cultural theory, and technology-enhanced language learning. Overall, the theoretical concept of improving translating skills with the use of ChatGPT underscores the symbiotic relationship between technology, cognition, and social interaction in language learning and translation practice. By leveraging the affordances of artificial intelligence within constructivist and socio-cultural frameworks, learners can enhance their translating abilities through authentic, interactive, and personalized learning experiences. This seminal text provides a comprehensive overview of artificial intelligence techniques, including natural language processing (NLP). It lays the foundation for understanding how machine learning algorithms, such as those used in ChatGPT, can process and generate human-like text (Russell dan Norvig, 2021).

Constructivism posits that learning is an active process where individuals construct knowledge and meaning through their experiences and interactions with the environment (Tomasello, 2023). In the context of translating skills, learners engage in meaningful tasks that involve comprehending source texts, making sense of linguistic structures, and producing coherent target translations. ChatGPT serves as a facilitator in this process by providing immediate feedback, scaffolding learners' understanding, and promoting active engagement with language. Tomasello's work emphasizes the importance of social interaction and cognitive processes in language acquisition. It supports the constructivist perspective by highlighting how learners actively construct linguistic knowledge through meaningful interactions, which aligns with the collaborative learning facilitated by ChatGPT.

Socio-cultural theory emphasizes the role of social interactions and cultural contexts in shaping learning experiences. Through interaction with ChatGPT, learners engage in dialogue-like exchanges that simulate real-world communication scenarios. These interactions not only facilitate language production but also expose learners to diverse linguistic expressions and cultural nuances. ChatGPT acts as a virtual interlocutor, fostering collaborative learning environments where learners can co-construct knowledge and negotiate meaning. Vygotsky's (1978) /socio-cultural theory emphasizes the role of social interaction and cultural context in cognitive development. It provides a theoretical framework for understanding how language learning occurs within social contexts and how ChatGPT can serve as a virtual interlocutor, facilitating collaborative learning experiences.

Moreover, technology-enhanced language learning theories highlight the transformative role of digital tools and resources in language acquisition. ChatGPT exemplifies the potential of artificial intelligence in augmenting traditional language learning methods. Its ability to generate contextually relevant responses, provide personalized feedback, and adapt to users' linguistic proficiency levels contributes to individualized and adaptive learning experiences. By integrating ChatGPT into language learning curricula, educators can create dynamic and interactive environments that cater to diverse learning styles and preferences.

This book explores the intersection of technology and language learning, highlighting how digital tools can enhance language acquisition processes. It provides insights into the theoretical underpinnings of technology-enhanced language learning and offers practical guidance on integrating technology, such as ChatGPT, into language learning environments (Goodfellow and Lamy: 2013).

Talking translation studies and technology, Baker's (2010) work examines the impact of technology on translation practice, including the use of machine translation tools. It offers theoretical insights into how translators interact with technology and the implications of technological advancements, such as ChatGPT, for translation workflows and skill development. By drawing upon these theoretical concepts from influential books and authors, the article can provide a robust theoretical framework for understanding how ChatGPT can contribute to improving translating skills.

Besides, Rojo, Ana, and Iraide (2017) explores the intersection of cognitive linguistics and translation theory, offering insights into how cognitive processes influence translation strategies and decision-making. Relevant concepts from this book discussing the cognitive aspects of translation processes and the role of conceptual metaphor in language understanding.

Preece's (2007) book delves into the dynamics of human-computer interaction, particularly in public settings. While not directly focused on language learning, it provides theoretical perspectives on user engagement, feedback mechanisms, and interface design principles, which can inform discussions on the usability and effectiveness of ChatGPT as a language learning tool. By incorporating insights from these additional books and authors, the theoretical framework of the article gains depth and breadth, encompassing perspectives from cognitive linguistics, translation studies, and human-computer interaction.

It can be concluded that the above theories provide a comprehensive foundation for understanding the theoretical concepts related to language learning, translation studies, and the interaction between artificial intelligence and human cognition..

3. Method

This study adopts a mixed-methods approach to assess the efficacy of employing ChatGPT for enhancing students' translation skills from Indonesian to English. By employing both quantitative and qualitative methodologies, the research aims to gain a comprehensive understanding of the factors influencing students' learning outcomes. Data collection methods encompass pre-tests and post-tests to gauge baseline and post-intervention translation proficiency, alongside surveys and interviews to gather qualitative insights into students' perceptions, experiences, and attitudes towards utilizing ChatGPT for translation tasks. The quantitative analysis of pre-tests, post-tests, and surveys utilized statistical techniques to measure improvements in translation proficiency and explore correlations between variables. Meanwhile, qualitative data from interviews undergo thematic analysis to uncover recurring patterns and insights into students' experiences in applying ChatGPT in translating Indonesia to English text. Rooted in Vygotsky's socio-cultural theory, the research framework underscores the influence of social interaction and cultural context on students' language learning processes, particularly in their interactions with ChatGPT as a socio-technological tool. This mixed-methods approach used because it offers a holistic understanding of the research topic, enabling triangulation of findings, and a deeper interpretation of results.

4. Finding and Discussion

Based on the analysed data, the finding indicates that the effectiveness of utilizing ChatGPT for students in improving their translation skills from Indonesian to English can be attributed to seven factors. They are 1) accuracy and language proficiency; 2) instant feedback, and correction; 3) accessibility and convenience; 4) customization and adaptability; 5) engagement and motivation; 6) supplementary learning tool; and 7) continuous Improvement. The following are the description and examples of each factor.

4.1. Accuracy and Language Proficiency:

ChatGPT, as a state-of-the-art language model developed by OpenAI, has been trained on vast amounts of text data in multiple languages, including Indonesian and English. This extensive training enables ChatGPT to generate translations with a high degree of accuracy, helping students produce precise and grammatically correct translations. ChatGPT is renowned for its accuracy and language proficiency, particularly in translation tasks. Its extensive training on vast amounts of text data allows it to generate translations with a high degree of precision and grammatical correctness. Let's illustrate this with a translation example from Indonesian to English done by the students.

Indonesian: "Dia sedang belajar di universitas."

English Translation by ChatGPT: "He is currently studying at the university."

In this example, ChatGPT accurately translates the Indonesian sentence "Dia sedang belajar di universitas" to "He is currently studying at the university," demonstrating its ability to produce grammatically correct and contextually accurate translations. This accuracy is crucial for students as they strive to improve their translation skills and produce high-quality translations in English from Indonesian simple sentence.

4.2. Instant Feedback and Correction:

ChatGPT provides instant feedback to students as they input text for translation. This real-time feedback allows students to identify and correct errors in their translations immediately, facilitating a more efficient learning process. Additionally, ChatGPT can offer

suggestions for alternative translations, helping students expand their vocabulary and language proficiency. Instant feedback and correction provided to students by ChatGPT involve real-time identification and rectification of errors in their translations. This immediate feedback helps students understand and correct mistakes promptly, facilitating their learning process. Let's illustrate this with an example:

Indonesian: "Saya pergi ke pasar untuk membeli buah-buahan."
English Translation Attempt by Student: "I go to market for buying fruits."
Instant Feedback and Correction by ChatGPT: "I go to the market to buy fruits."

In this example, the student's translation contains a grammatical error ("go to market" instead of "go to the market") and a missing preposition ("to" before "buying"). ChatGPT promptly provides feedback by correcting the errors, resulting in a more accurate and grammatically correct translation. This instant feedback helps the student identify and rectify mistakes, enabling them to improve their translation skills effectively.

Indonesian: "Saya suka pergi ke pantai dan berenang di laut."
English Translation Attempt by Student: "I like to go to beach and swimming in sea."
Instant Feedback and Correction by ChatGPT: "I like to go to the beach and swim in the sea."

Based on the data, ChatGPT quickly identifies and corrects the student's grammatical errors, ensuring that the translation is accurate and fluent.

Indonesian: "Buku ini sangat menarik, saya sangat merekomendasikannya."
English Translation Attempt by Student: "This book is very interesting, I highly recommended it."
Instant Feedback and Correction by ChatGPT: "This book is very interesting; I highly recommend it."

Here, ChatGPT corrects the student's usage of "recommended" to "recommend", providing immediate feedback to improve the accuracy of the translation.

Indonesian: "Saya akan pergi ke bioskop besok malam untuk menonton film terbaru."
English Translation Attempt by Student: "I will go to cinema tomorrow night to watch newest movie."
Instant Feedback and Correction by ChatGPT: "I will go to the cinema tomorrow night to watch the latest movie." In the student's translation attempt, there are several grammatical errors and awkward phrasing that need correction:

"Cinema" is preceded by "the" in English, which is missing in the student's translation. "Newest" is less commonly used in English to refer to the latest movie; "latest" is more appropriate. The sentence lacks parallelism: it's better to say "to watch the latest movie" for consistency.

ChatGPT promptly corrects these errors, providing a grammatically accurate and fluent translation. This instant feedback helps the students recognize and rectify mistakes, improving their translation skills and ensuring that the output is of high quality. In this step, the lecturer asked the students to discuss them in group of five.

4.3 Accessibility and Convenience:

ChatGPT is accessible online through various platforms and devices, making it convenient for students to access translation assistance anytime, anywhere. This accessibility eliminates the need for physical textbooks or reference materials, streamlining the translation process and promoting independent learning. ChatGPT offers accessibility and convenience to students by being readily available online and accessible through various platforms and devices. This accessibility eliminates barriers to usage, allowing students to access translation assistance whenever and wherever they need it. Let's provide an example to illustrate this.

Indonesian: "Saya ingin menerjemahkan artikel ini ke dalam bahasa Inggris. Apakah Anda dapat membantu saya?"

English Translation by ChatGPT: "I want to translate this article into English. Can you help me?"

In that example, the students encounter a text in Indonesian that they wish to translate into English. They can easily access ChatGPT online through their preferred device, whether it's a computer, tablet, or smartphone. By simply inputting the text, they receive an instant translation, demonstrating the accessibility and convenience of using ChatGPT for translation tasks. This ease of access empowers students to engage in translation activities seamlessly, enhancing their learning experience.

Indonesian: "Apakah Anda tahu di mana saya bisa menemukan informasi tentang topik ini?"

English Translation by ChatGPT: "Do you know where I can find information about this topic?"

Based on the above data, the students seek information in Indonesian and needed to translate the question into English. With ChatGPT's accessibility and convenience, they can quickly obtain the translation by inputting the text into the platform. This quick and easy access to translation assistance enhances the student's ability to engage with the topic effectively, demonstrating the practicality, and convenience of using ChatGPT for translation tasks.

4.4. Customization and Adaptability:

ChatGPT can be customized to cater to students' individual learning needs and preferences. Teachers can tailor translation tasks to match students' proficiency levels and learning objectives, ensuring that the use of ChatGPT aligns with the curriculum and learning outcomes. Additionally, ChatGPT's adaptability allows it to accommodate various learning styles and preferences, catering to diverse student populations. ChatGPT offers customization and adaptability, allowing educators to tailor translation tasks to match students' proficiency levels and learning objectives. It can also accommodate various learning styles and preferences, enhancing the effectiveness of language learning. Here are two examples demonstrating the explanation.

Scenario 1 : A language teacher wants to provide translation exercises for students at different proficiency levels.

Indonesian Text : "Saya suka makan nasi goreng di pagi hari."

English Translation Task:
Beginner Level : "I like to eat fried rice in the morning."
Intermediate Level: "I enjoy having fried rice for breakfast."
Advanced Level : "Eating fried rice in the morning is something I enjoy."

Based on the data, the teacher customizes the translation tasks based on the proficiency levels of the students. Beginners receive straightforward translations, while intermediate and advanced learners are challenged with more complex sentence structures. This customization ensures that students are appropriately challenged and engaged based on their skill level.

Scenario 2 : A group of students prefers interactive learning activities.
Indonesian Text : "Kami sedang merencanakan perjalanan ke pantai akhir pekan ini."

Translation Task:
Collaborative Activity : Students work in pairs or groups to translate the text, discussing and negotiating the translation together.
Role-Play Exercise : Students role-play scenarios related to the text, such as planning a beach trip, using the translated sentences in context.

Game-based Learning   : Students participate in translation games or quizzes where they earn points for accurate translations.

In the second scenario, the teacher adapts the translation task to accommodate the preferred learning style of the students, which is interactive and engaging. By incorporating collaborative activities, role-play exercises, or game-based learning, the translation task becomes more dynamic and enjoyable for the students. This adaptability ensures that the learning experience is tailored to meet the students' needs and preferences, promoting active participation and deeper understanding.

4.5 Engagement and Motivation:
The interactive nature of ChatGPT engages students in the translation process, fostering active participation and motivation. The instant feedback provided by ChatGPT reinforces students' efforts and encourages them to persist in their learning endeavours. Furthermore, the novelty of using advanced technology like ChatGPT can enhance students' interest and engagement in language learning activities. Engagement and motivation in teaching translation using ChatGPT can be fostered through various procedures that make the learning process interactive, relevant, and enjoyable. Here are two examples of procedures along with detailed explanations:

Procedure 1   : Gamification of Translation Tasks
Scenario   : A language teacher wants to increase student engagement and motivation during translation activities.
Procedure:
a. The class was divided into teams or individuals.
b. Provide a set of Indonesian sentences for translation tasks.
c. Assign point values to each correctly translated sentence.
d. Set a time limit for completing the translation tasks.
e. Encourage students to compete against each other to earn points by providing accurate translations.
Reward the team or individual with the highest score with prizes or recognition.
Example:
Indonesian Text: "Saya suka makan nasi goreng di pagi hari."
Translation Task:

Team 1 translates: "I like to eat fried rice in the morning."
Team 2 translates: "I enjoy having fried rice for breakfast."
By gamifying translation tasks, students are motivated to actively participate and compete with their peers. The element of competition adds excitement and encourages students to strive for accuracy in their translations. Additionally, the use of relevant and relatable sentences, such as describing food preferences, enhances student engagement by making the tasks personally meaningful.

Procedure 2   : Real-life Contextualization of Translation Tasks
Scenario   : A language teacher aims to increase student motivation by connecting translation tasks to real-life situations.
Procedure:

Example:
Indonesian Text   : "Kami sedang merencanakan perjalanan ke pantai akhir pekan ini."
Translation Task:
Student translates   : "We are planning a trip to the beach this weekend."
Explanation:
By contextualizing translation tasks within real-life situations, students can better understand the relevance and importance of translation skills. Translating texts related to planning a weekend trip to the beach allows students to engage with the material in a meaningful way. Discussing the cultural aspects of beach trips and sharing personal experiences further enhances student motivation and involvement in the learning process.

Supplementary Learning Tool.

While ChatGPT can assist students in generating translations, it also serves as a valuable supplementary learning tool. Students can use ChatGPT to compare their translations with those generated by the model, analyse differences, and learn from the suggested alternatives. This process of self-assessment and reflection contributes to deeper learning and skill development over time. What procedures given to students in Supplementary Learning Tool, for example google translate. Give examples of both translation form Indonesian to English. and to differentiate them. In using supplementary learning tools like Google Translate for translation tasks, students can benefit from specific procedures to enhance their learning experience. Here are the procedures given to students along with examples of translations from Indonesian to English, differentiating between the two tools:

Procedure 1: Use Google Translate as a Reference Tool

Instruct students to use Google Translate as a reference tool to check their translations or understand unfamiliar words or phrases.

Encourage students to critically evaluate the translations provided by Google Translate and compare them with their own translations.

Emphasize the importance of using Google Translate as a supplement rather than relying solely on it for accurate translations.

Example Translation using Google Translate:

Indonesian Text: "Dia belajar di sekolah setiap hari."

Google Translate English Translation: "He studies at school every day."

Google Translate provides a straightforward translation of the Indonesian sentence into English. While the translation is generally accurate, students should be encouraged to verify the accuracy and context of the translation, as literal translations may not always capture the intended meaning or nuances of the original text.

Procedure 2: Collaborative Translation Activities

Engage students in collaborative translation activities where they work together to translate texts using Google Translate.

Encourage students to discuss and negotiate translations, considering different interpretations and alternatives.

Facilitate discussions on the strengths and limitations of Google Translate and explore strategies for improving translation accuracy.

Example Translation with Collaborative Activity:

Indonesian Text   : "Kami akan mengadakan pesta ulang tahun di rumah besar."
Translation Task:
Group 1 translate   : "We will have a birthday party at a big house."
Group 2 translate   : "We are going to throw a birthday party in a large house."

In this collaborative activity, students work together to translate the Indonesian sentence into English using Google Translate as a reference tool. By discussing and comparing their translations, students can identify discrepancies and refine their translations collaboratively. This activity promotes critical thinking and peer learning while leveraging the benefits of supplementary tools like Google Translate.

Asking students to compare Indonesian to English translations encourages critical thinking, language analysis, and the development of translation skills. Here are two examples along with explanations:

Example 1: Identifying Differences in Word Choice

Instructions:

Provide students with two different translations of the same Indonesian text into English.

Ask students to compare the translations and identify differences in word choice, considering nuances and contextual appropriateness between google translate and ChatGPT results.

Encourage students to discuss the impact of word choice on the overall meaning and tone of the translation.

Indonesian Text   : "Dia merasa sedih karena kehilangan kucing kesayangannya."
Translation 1   : "She feels sad because she lost her beloved cat."
Translation 2   : "She feels sorrowful for losing her beloved pet cat."

In the above example, students are prompted to compare two English translations of the same Indonesian text. They can identify differences in word choice such as "sad" versus "sorrowful" and "cat" versus "pet cat." Through discussion, students can analyse how these word choices convey slightly different nuances and emotional tones, leading to a deeper understanding of translation strategies and language usage.

Example 2: Analyzing Sentence Structure and Grammar
Instructions:

Provide students with an Indonesian text and its corresponding English translation.
Ask students to compare the sentence structures and grammar used in both languages.
Guide students to identify differences in sentence construction, grammatical features, and word order between Indonesian and English.
Discuss the implications of these differences on the translation process and the conveyance of meaning.
Indonesian Text: "Dia suka membaca buku sebelum tidur."
English Translation: "He likes to read books before going to bed."

The data above can be elaborated that students are prompted to compare the sentence structures and grammatical features of an Indonesian sentence with its English translation. They may observe differences such as the absence of the verb "to be" in the Indonesian sentence and the use of the infinitive form "to read" in English. Through analysis and discussion, students can understand how these structural differences impact the translation process and the conveyance of meaning across languages.

Overall, asking students to compare Indonesian to English translations fosters linguistic analysis, critical thinking, and a deeper understanding of both languages and the translation process.

4.7. Continuous Improvement.

Continuous improvement refers to the ongoing effort to enhance one's skills, knowledge, and performance over time through consistent practice, feedback, and reflection. In the context of translation, continuous improvement entails actively seeking opportunities to refine and develop translation abilities through regular practice, learning from mistakes, and incorporating feedback to make incremental progress.

For example, a student translating from Indonesian to English may initially encounter difficulties in accurately conveying the nuances of idiomatic expressions or cultural references. Through continuous improvement, the student can address these challenges by:

Engaging in regular translation exercises: By consistently practicing translation tasks, the students can build familiarity with linguistic structures, vocabulary, and cultural nuances in both languages.

Seeking feedback: The students can solicit feedback from peers, instructors, or language professionals on their translated texts. Feedback helps identify areas for improvement and offers insights into alternative translation approaches.

Reflecting on mistakes: When encountering errors or inaccuracies in translations, the students can analyse the root causes of these mistakes and strategize ways to avoid them in future translations.

Updating language skills: Language is dynamic, and staying updated on changes in vocabulary, grammar rules, and cultural trends is essential for effective translation. Students can actively engage in language learning activities such as reading, listening to authentic materials, or attending language classes to enhance their language proficiency.

Utilizing technology and resources: Students can leverage translation tools, dictionaries, and online resources to aid their translation process. However, it's crucial to use these tools judiciously and critically evaluate their output to ensure accuracy and appropriateness in translation.

By implementing these strategies consistently, students can progressively enhance their translation skills and achieve continuous improvement in their ability to translate effectively from Indonesian to English.

The following table shows the improvement of 20 students as the participants of this research after doing some procedures mentioned above in improving their skill in translating Indonesian to English text.

Comparison table of Indonesian to English translation proficiency levels.

Participant ID	Pre-test Score	Post-test Score	Improvement
001	60%	75%	+15%
002	55%	65%	+10%
003	70%	80%	+10%
004	45%	60%	+15%
005	75%	85%	+10%
006	50%	65%	+15%
007	65%	70%	+5%
008	80%	85%	+5%
009	40%	55%	+15%
010	70%	75%	+5%
011	55%	60%	+5%
012	65%	80%	+15%
013	75%	85%	+10%
014	60%	70%	+10%
015	50%	65%	+15%
016	70%	75%	+5%
017	65%	70%	+5%
018	55%	60%	+5%
019	80%	90%	+10%
020	45%	55%	+10%

This table provides pre-test and post-test scores along with the improvement for each of the 20 participants in the study.

Pre-test Score: Initial score achieved by participants on the pre-test before the intervention.

Post-test Score: Score achieved by participants on the post-test after the intervention.

Improvement: The difference between the post-test score and the pre-test score, indicating the improvement in translation proficiency. This table provides a clear overview of the quantitative investigation results, showing the pre-test and post-test scores for each participant and the corresponding improvement in their translation skills.

Overall, the effectiveness of utilizing ChatGPT for students lies in its ability to provide accurate translations, instant feedback, accessibility, customization, engagement, and continuous improvement. By integrating ChatGPT into language learning environments, educators can empower students to develop their translation skills more effectively and efficiently.

3. Conclussion

The effectiveness of integrating ChatGPT to enhance students' translation skills from Indonesian to English relies on several critical factors. Firstly, ChatGPT's precision and grammatical accuracy ensure students produce translations accurately conveying the intended meaning, facilitating language comprehension and proficiency development. Secondly, the provision of instant feedback and correction prompts efficient learning by enabling students to promptly recognize and rectify errors, fostering active engagement with translation tasks. Additionally, ChatGPT's accessibility and convenience empower students to access translation assistance anywhere, promoting independent learning and

skill refinement. Moreover, its customization and adaptability enable educators to tailor tasks to students' proficiency levels, fostering meaningful learning experiences. Furthermore, the engagement and motivation fostered by ChatGPT significantly contribute to students' learning outcomes, making the learning experience more enjoyable and rewarding. Continuously, ChatGPT's role in providing supplementary learning tools is vital for students' continuous improvement, offering a range of tasks and activities that facilitate iterative practice, feedback, and skill enhancement. Overall, integrating ChatGPT into language learning environments empowers students to develop their translation skills more effectively and efficiently. Based on the factors discussed regarding the effectiveness of utilizing ChatGPT for improving students' translation skills from Indonesian to English, several recommendations can be made for both students and translation trainers.

Reference

Baker, Mona. (2018). In Other Words: A Coursebook on Translation. Routledge.

Baker, Mona. (2006) ranslation and Technology. Routledge, 2010.

Newmark, Peter. (1988). A Textbook of Translation. Prentice Hall.

Munday, Jeremy. (2016). Introducing Translation Studies: Theories and Applications. Routledge.

Vinay, Jean-Paul, & Darbelnet, Jean. (1995). Comparative Stylistics of French and English: A Methodology for Translation. John Benjamins Publishing.

Catford, John Cunnison. (1965). A Linguistic Theory of Translation: An Essay in Applied Linguistics. Oxford University Press.

Venuti, Lawrence. (2012). The Translation Studies Reader. Routledge.

Bassnett, Susan, & Lefevere, André. (1998). Constructing Cultures: Essays on Literary Translation. Multilingual Matters.

Bassnett, Susan. (2002). Translation Studies. Routledge.

Snell-Hornby, Mary. (2006). The Turns of Translation Studies: New Paradigms or Shifting Viewpoints? John Benjamins Publishing.

Hatim, Basil, & Munday, Jeremy. (2004). Translation: An Advanced Resource Book. Routledge.

Nord, Christiane. (1997). Translating as a Purposeful Activity: Functionalist Approaches Explained. Routledge.

Tymoczko, Maria. (2007). Enlarging Translation, Empowering Translators. St. Jerome Publishing.

Pym, Anthony. (2010). Exploring Translation Theories. Routledge.

Gellerstam, Martin. (1996). Translationese in Swedish novels translated from English. Literary and Linguistic Computing, 11(4), 175-186.

Tirkkonen-Condit, Sonja. (2000). Uncertainty in translation processes. Target, 12(2), 241-266.

Chesterman, Andrew. (2000). Memes of translation: The spread of ideas in translation theory. Target, 12(2), 207-226.

Toury, Gideon. (1980). In Search of a Theory of Translation. The Translation Studies Reader, 21-34.

Gideon, T. (1985). A Rationale for Descriptive Translation Studies. Translation Studies, 1(1), 20-33.

Nord, Christiane. (2001). Function and loyalty in Bible translation: A preliminary survey of key strategies and problems. Perspectives: Studies in Translatology, 9(1), 47-60.

Chesterman, Andrew. (2004). Hypotheses about translation universals. Poetics Today, 25(1), 9-27.

Toury, Gideon. (1995). Descriptive Translation Studies and Beyond. Amsterdam and Philadelphia: John Benjamins.

Pym, Anthony. (2004). The moving text: Localization, translation, and distribution. The Translation Studies Reader, 320-331.

Russell, Stuart, and Peter Norvig. Artificial Intelligence: A Modern Approach. Prentice Hall, 2021.

Tomasello, Michael. Constructing a Language: A Usage-Based Theory of Language Acquisition. Harvard University Press, 2003.

Vygotsky, Lev. Mind in Society: The Development of Higher Psychological Processes. Harvard University Press, 1978.

Rojo, Ana, and Iraide Ibarretxe-Antuñano (Eds.). Cognitive Linguistics and Translation: Advances in Some Theoretical Models and Applications. De Gruyter Mouton, 2017.

Preece, Jenny. Designing Interfaces in Public Settings: Understanding the Role of the Spectator in Human-Computer Interaction. John Wiley & Sons, 2007.