
Professional online group discussion proz.com to enhance students' accuracy in translating legal document

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ABSTRACT

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Legal document is a subject matter text which has distinct characteristics and its own system and culture that caused difficulties for translators, especially trainee or semi-professional translator. The most advanced CAT, proZ.com could help the translator to translate legal document with its sophisticated facilities and allowed the translator to search legal terminology quickly and effectively. The purpose of this study was to use professional online group discussion forum, namely proZ.com to improve students' skill in translating legal document non-disclosure agreement (NDA). This study employed classroom action research (CAR) to 31 students majoring English Education who took translation course as taught by both professional translator and the researcher. The participant was chosen using homogeneous sampling method in which students were selected based on certain characteristics (Creswell, 2012). The instruments used in this study were (1) test to measure students' achievement in learning, (2) questionnaire to measure students' attitude toward the implementation of the technique, and (3) in depth interview to gain students' opinion about the benefit of proZ.com. It is found that proZ.com could improve students' skill in translating NDA since it helped students to find the most correct translation terms in a target language from its database quickly and practically, since proZ.com offered the translation from the various fields. It is important to teach student to be sensitive in context so that their translation is acceptable.

1. INTRODUCTION

Translating legal document presents big challenge for the translator since it deals with fixed terms and different law procedures and systems that the translator must be familiar with, even a mistake in translation may cause loss of money and lawsuit. Murici (2016) stated that the differences in legal systems as well as legal culture are some factors that cause difficulties in translating legal document. Besides, legal document has its own linguistics characteristics such as, from the syntactic point of view, the sentence in legal language is formal, long and complex. The sentence complexity is necessary because the subject matters and the legislative law is complex. The vocabulary of legal language is unique and distinct from other vocabularies in one culture. In other words, the vocabulary is technical, and even cause problem to the translator since the vocabulary mostly does not have the equivalent term (Cao, 2007).

Thus, it is not enough to merely depend on bilingual or monolingual dictionary. Biel (2008) stated that in translating legal terminologies various resources are needed including the traditional one, in this case dictionary, to the modern one, electronic resources such as online dictionary or Computer-Assisted Translation (CAT) or AI such as Trados, google translate, SmartCat, and proZ.com. CAT enables the translator to find updated terminologies, besides the old terminologies.

Orozco-Jutorán and Sánchez-Gijón (2011) noted that a good tool that is used to translated subject matter text, such as legal text, is having the characteristics that enables the translator to translate traditional lexicographic reference works such as legal term in the form of collocations

or traditional terminologies. In this case this tool could help the translator to gain knowledge of the legal terminologies that were not found in other references. Besides, the tool should have terminology database to help the translator discover the textual characteristics of legal documents so that the translator could identify the textual genre of legal document. A good tool that helps the translator to translate legal document is a tool that gives the information about specialised monographs. In this case the information about legal system in specific language and country, this may include information about comparative law that highlights the differences between two legal systems. Besides, the tool should have knowledge bases on the ontologies related to legal documents with the help of artificial intelligence and computer-assisted technologies so that it is more efficient for the translator.

ProZ.com is the most updated CAT based on the recent technology that is not only used as the references but also used as a community where professional translators meet online to share jobs, offer jobs and also discuss to find the answer of terminology difficulties they found. ProZ.com is really useful to help the translator to find the most accurate of the translation of legal terms quickly based on the database build from the work of professional translator.

Meanwhile, in translation teaching or training, students are mostly not get used to use references related to certain subject matter glossary, including law glossary. This is due to limited references and limited training in using those references. Additionally, the word meanings which is not aligned with the contexts of the vocabulary in other languages also can cause the trouble (Ningsih, 2023). Therefore, they translated legal text less accurate. They made error in translating legal terms and misunderstood the context of the text. With the benefits of technological advances recently online dictionary can be accessed freely using any electronic tools such as computer, laptop and mobile phones. These benefits open the chance to insert forum discussion such as proZ.com as medium in developing students' competence in translating subject matter text. As stated by Ren (2022) CAT is one of the factors contributing success in developing students' translation competence.

Review of the previous studies concerning the translation of legal document indicated that CAT is effective to be used in translating legal document such as in (Al Shehab, 2013; Sánchez Ramos & Vigier Moreno, 2016), and (Biel, 2008). Al Shehab (2013) investigated the quality of popular machine translation, namely Google Translation (GT) in translating six English Legal Articles or sentences (ELAs) into Arabic. In order to describe the quality, the researcher compared the result of the translation from google translate and the translation done by two professional translators. It is found that the quality of Google translation is good but the level of equivalent is partial. Google translation could not translate accurately the Arabic legal terms dealing with passive voice and modal shall.

Sánchez Ramos & Vigier Moreno (2016) Analysed the use of concordance software and monolingual virtual corpora to help trainees to improve their skill in translating criminal law document and develop their skill in operating CAT. The focus of the training is to translate legal discourse, legal asymmetry, terminological incongruence, and comparative tektology. The students were given six hours sessions, the materials were about introduction about corpus-based translation studies, knowledge about databases lexicography, the use of retrieval information software, the basic functions of both software programs. After joining the training, students were asked to translate judgement of criminal proceedings from Spanish into English. It is found that students develop knowledge on criminal as well as translation skill. Students were able to analyse whether the translation is appropriate or not, translate the law terminology, legal style and register, collocations and phraseology more accurately.

Biel (2008) Investigated the use of traditional dictionary and CAT such as google translate and discussion forum (proZ.com) to translate legal document by freelance translators. The legal documents used were government law and contracts from Polish into English. traditional tool such as printed dictionary is useful to give basic information about literal meaning of the word. It is found that search engine such as google may help when translator searched information about word polysemy and information about word terminology to meet the degree of naturalness. Additionally, forum discussion such as proZ.com is the most effective tools to translate legal terminology since this tool allowed the translator to find various options of definitions offered by professional translators.

However, limited studies investigated the use of CAT, namely proz, as a medium to improve students' skill in translating legal document. This study is intended to improve students' skill in translating legal document NDA (Non-Disclosure Agreement) using proz. ProZ.com is chosen since it is developed based on internet technology as well as the principle of specialized lexicography, in this case legal lexicography based on the corpora (Alhassan et al., 2021) and also (Zakeri & Kasikhan, 2020).

2. Method

This study employed classroom action research (CAR) in which teacher played role as a researcher (Burns, 2009), in which the researcher teaching while observing. The subject of this research is 31 students majoring in English Education who took translation class. The researcher used homogeneous sampling method in which the participant was selected based on the certain characteristics (Creswell, 2012). The participant in this case had received translation short course (3 weeks) by professional translator to study about basic CAT in translation legal document. There were 4 steps in implementing this research, (1) planning, (2) action, (3) observation, and (4) reflection. The researcher developed action plan based on the problem found in the need analysis. The problems were (1) students translated legal document inaccurately, their translation lost in context and meaning, (2) students were not familiar to use other CAT besides google translate and online dictionary. To overcome this problem students were given 4 meetings lesson, 100 minutes for each meeting, about basic theory about legal document translation as well as the lesson about the use online discussion forum ProZ.com to translate non-disclosure agreement (NDA). Three instruments were used to measure students' achievement as well as students' opinion related to the implementation of the technique. To measure students' skill in translating legal document, translation test was administrated. The test was performance test in which students were asked to translate NDA between companies (306 words) from English into Indonesian. The criteria to evaluate the quality of translation were accuracy, acceptability and readability (Nababan et al., 2012), rated by two raters. To know students' attitude toward the implementation of the technique, structured questionnaire was distributed to students after the technique was implemented followed by in-depth interview. The criteria of success were set to evaluate the implementation of the technique in reflection stage. The criteria of success were: (1) 80% students got score 80 and 80% students showed positive attitude toward the technique.

3. RESULTS AND DISCUSSION

In the preliminary studies, students' problems were: (1) they translated legal document less accurate, their translation lost in context and meaning, especially when translating legal terminologies, (2) they were not familiar to use other CAT besides google translate and online dictionary. Students depended much on bilingual dictionary and Google translate, they were not studied the context before translating the text, most of them copied the translation from google

translate without editing. To overcome these problems, in the first cycle, in planning stage the researcher together with the professional translator initiated to implement project-based learning, asked students to translate legal document NDA of the companies using ProZ.com in four sessions of learning (100 minutes for each session). In action, in two meetings students were given materials about the basic theory of translation of legal document by both professional translator and the researcher including the types of legal documents, the characteristics of legal document, and various Indonesian legal terms. The third meeting was modelling in using ProZ.com to translate NDA. in the fourth meeting students were given project to translate NDA using ProZ.com individually, they were given 60 minutes to translate 2 pages of NDA (300words), then they should present their work.

After the implementation of the technique, in observation stage, the test was administrated to measure students' achievement in learning. In the translation test, students were asked to translate NDA individually using proZ.com, they were given 100 minutes to finish the test. Table 1 showed the result of the test in both cycle 1 and cycle 2. In Cycle 1 the average of students' score was 74, 6. And 20% students (6 students) got score above 80, while the rest, 80% students (25 students) got score below 80.

Table 1. The Result of Translation Test in Cycle 1 and 2

No	Name	Score					
		Cycle 1			Cycle 2		
		Rater 1	Rater 2	Average Score	Rater 1	Rater 2	Average Score
1	DA	80	80	80	90	90	90
2	LF	80	78	79	92	90	91
3	YN	73	75	74	80	82	81
4	EBA	72	70	71	82	82	82
5	SAM	75	73	74	75	75	75
6	INR	68	70	69	76	74	75
7	AB	68	65	66,5	80	82	81
8	FWFA	83	82	82,5	88	88	88
9	ALDG	78	76	77	82	80	81
10	SSW	80	82	81	90	88	89
11	KTR	76	78	77	80	78	79
12	SZ	80	78	79	86	88	87
13	SYAP	74	76	75	80	82	81
14	MKS	70	70	70	83	84	83,5
15	DWAR	80	80	80	86	84	85
16	ANMJ	78	76	77	84	82	83
17	PDSW	80	80	80	88	90	89
18	SAP	74	76	75	84	80	82
19	EN	68	70	69	80	82	81
20	KM	74	72	73	82	84	83
21	AWAB	68	65	66,5	74	72	73
22	BPW	72	74	73	80	82	81
23	GAF	74	76	75	80	84	82
24	MF	73	74	73,5	80	80	80
25	DSA	70	72	71	80	80	80
26	KRK	68	68	68	74	72	73
27	MDA	78	80	79	82	82	82
28	AYK	70	70	70	80	80	80
29	LIF	68	68	68	70	72	71
30	AP	78	80	79	90	92	91
31	YS	82	84	83	94	92	93
Average Score		74,6774194			Average score		82,3387097

In reflection stage, the researcher reflected on the technique that was implemented by referring to the criteria of success. Since most of the students (80% students) got score below 80, in this cycle the researcher considered that cycle 1 did not meet the criteria of success. The problems were found in the first cycle were: (1) students were not skilful enough in using ProZ.com, most of them enter term or phrase directly without considering the context because they were not familiar with the characteristics of both Indonesian and English legal language, (2) the result of their translation in target language is accurate but less on the aspect of acceptability, their translation was still influenced by non-legal language, namely informative text language that did not sound like legal language. With this in mind, the researcher continued to the second cycle.

In cycle 2, in planning the researcher revised the plan based on the problem found in cycle 1, students needed to get familiar with legal terms used in NDA, and need to be familiar with the characteristics of Indonesian legal language so that they search the right term in the term search in proZ.com. To solve this problem the researcher gave the materials about the characteristics of both English and Indonesian legal language. For the second problem in which students' translation that is less acceptable, the researcher gave students lesson about editing and overcoming problem related to untranslatable words from the analysis of source text and target text language. Students needed knowledge on fixed term of Indonesian legal text, browsed more and (read the context). This act of revised plan is in line with (Barabino, 2020) in which to develop students' legal translation skill, the researcher should develop a set of sub-competences that supported legal translation main competences.

In action, the researcher revised the plan by adding material about the characteristics of both English and Indonesian legal language to build students' pragmatic awareness and linguistic knowledge as it is also done by (A. Abdulwahid et al., 2017; Abu-Ssaydeh and Jarad, 2015) in the context of building students' competence to translate Arabic legal collocations. The materials presented is not only about the description of the characteristics, but also authentic example of the text. In this case, teacher and students analysed together the source language. Besides, to improve students' acceptability in translating legal document, students analysed the example of NDA in English with its translation in Indonesian, especially the structure of its complex sentence and translation strategies as it is suggested by (Abu-Ssaydeh and Jarad, 2015). Additionally, students also learned editing the result of their translations. To improve the acceptability in the target text, they used Indonesian online dictionary (KBBI Online) for the term or phrase that was not found on ProZ. This is in line with (Sofyan & Rosa, 2021) findings that students may use online resources if the terms were not found in one reference, yet in contrast with the findings of (Ana & Puspani, 2021) study in which students mostly employed literal translation without using CAT in translating legal document law.

In observation stage, after the implementation of the technique, the test was also administrated to measure students' progress in learning. During the test students were asked to translate NDA (300 words) using proZ.com. as it is seen in Table 1, the average of students' score increased 8.55 point, from 74.67 to 82.33 point. 25 (81%) students got score above 80. Students' attitude toward the implementation of proZ.com were generally good, 85% felt motivated translating legal document using proZ.com. Table 2. Indicated that students showed the positive attitude toward the technique. The researcher reflected that in cycle 2, the researcher met the criteria of success, thus the researcher did not continue to the next cycle.

Most of the students, 90% of students. stated that ProZ.com helped them to translate difficult legal term effectively, and 96.2% stated that proZ.com helped them to translate legal term quickly. Before learning to use proZ.com students mostly used bilingual dictionary and it was not suitable when they translated legal term, therefore they should also used other references, that was online dictionary, yet not all legal terms were found in the online dictionary. In this case proZ.com with its term search provided students with translation glossary. Students were given training in using term search for the legal term they did not find in online dictionary. This is in line with

(Altuwairesh, 2022) study in which skill in using dictionary is important to build students' skill in translating legal document.

Table 2. The result of questionnaire on students' opinion about the use of proZ.com

No	Statement	Responses			
		Strongly agree	Agree	Disagree	Strongly disagree
1	ProZ.com helps me to translate difficult legal term effectively	47,7%	42,3%	10%	0%
2	The translation glossary in ProZ.com is useful to translate legal document	50,8%	36,2%	15%	0%
3	ProZ.com helps me to translate legal text accurately	45%	48%	7%	0%
4	ProZ.com helps me to translate legal term quickly	38, 5%	57,7%	3,8%	0%
5	ProZ.com helps me to gain readability in translating legal document	46,2%	40,8%	13%	0%
6	ProZ.com helps me to gain acceptability in translating legal document	46,2%	50,5%	11%	0%
7	ProZ.com helps me to translate untranslatable legal terms efficiently	46,2%	42,8%	11%	0%
8	ProZ.com motivated me to translate legal document better	43,8%	42,3%	13,8%	0%

87% students agreed that translation glossary in proZ.com is useful to translate legal document. It is also proven on the result of the interview. Students stated that the tool, in this case translation glossary help the translator to gain consistency in the similar translation term, and could also compare with other options of meanings.

Proz allows the translator to understand more about legal words. It offers a range of tools and resources to support translation work. These tools can help the translators ensure consistent and accurate legal translations (LF).

proz helps by displaying some of the meanings used in the law so I can choose a more appropriate meaning (KM).

proz has an extensive terminology database and glossaries covering various specialized fields, including law. translators can use these resources to look up specific legal terms, phrases, and their translations, making it easier to maintain consistency and accuracy throughout the translation (AMJ).

In addition, 93% students agreed that proZ.com helped them to met the accuracy in translating legal document. Search term in proZ.com helped students to translate not only the legal term that consisted in one word but also long term such as “successors in title”, “indemnity agreement”, and “event of default” this is because proZ.com. this facility enabled students to understand the context of legal document. (Fuertes-Olivera & Nielsen, 2012) Study proved that understanding context is important in translating subject matter text.

Students 87% agreed that ProZ.com helped them to gain acceptability and readability in translating legal document since proZ.com provided students with some options the translation of the term in target language from professional translators provided with its context. In this case students may study the context and choose the best translation. It is supported with the result of the interview below.

Proz helps me search the words that i find difficult in a very easy way and when i search for words on Proz, Proz will recommend several words that are related to the words that im looking for, therefore Proz makes it very easy to translate legal documents (YS).

Students are 88% agreed that ProZ.com helps them to translate untranslatable legal terms efficiently. ProZ.com helped them to find strategies in translating untranslatable legal term by providing the definition of those term. In this case, teacher also needed to guide students using the definition to come the most effective translation as it is stated in (Akbari, 2014) study that in using machine translation effectively in this case proz.com, human assistance is needed. Thus, it is important to teach student the skill in using CAT effectively including how to manage it. The role of CAT is to assist the job of translator not to replace the translator's job.

4. CONCLUSION

ProZ.com could improve students' skill in translating NDA since it helped students to find the most correct translation terms in a target language from its database quickly and practically, since proZ.com offered the translation from the various fields. It is important to teach student to be sensitive in context so that their translation is acceptable. In translating the untranslatable terminology students could use proZ.com supported by other CATs, but students should be given enough materials so that they got linguistic knowledge and pragmatic awareness to make their translation accurate and acceptable. ProZ.com could improve students' acceptability by building students' editing skill from various options of translation. ProZ.com could help students to meet accuracy as it effective to translate long phrase of legal term quickly so that students understand the context of the phrase. It is suggested for the teacher to divide material in sub-competences and categories related to the use of proZ.com in translating legal document so that students could use proZ.com effectively. This study is limited in the use of proZ.com compared to other CAT and AI for translation. It is suggested for the future researcher to analyse the use ProZ.com compared to other types of legal texts and other CAT or AI.

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