English-Indonesian Translation in a Selected Chapter of Ferreira's Critical Theory: Evaluating the Google Translate Output

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Abstract

In this digital era, translation has undergone a radical paradigmatic shift from traditional to automated practices in terms of technological, pedagogical, empirical and economic perspectives, such as the emergence of Machine Translation (MT). Unfortunately, scrutiny accentuating the evaluation of GT output in the English-Indonesian translation setting remains under-researched. Hence, this study aimed at poring over how the English-Indonesian translation in a selected chapter of Ferreira's critical theory was represented from the GT output. The corpus of this study was a selected chapter of a book entitled International Relations Theory edited by Stephen McGlinchey, Rosie Walters and Christian Scheinpflug (McGlinchey, et. al., 2017), namely chapter 6 in part 1 Critical Theory (Marcos Farias Ferreira) (Ferreira, 2017). The corpus was collected through document analysis and analyzed with Baker's translation equivalence framework (Baker, 2018) and thematic analysis (TA) (Braun & Clarke, 2006). The findings unveiled that GT output represented English-Indonesian translation in five prominent themes, viz. inappropriate word level equivalence, grammatical equivalence and lexical cohesion in the English-Indonesian translated text, decontextualized pragmatic equivalence in Indonesian as the target language, syntactically disordered English-Indonesian translated words, literally translated Indonesian as the target language, and accepted equivalence of English-Indonesian translation. Pedagogically, this study suggests that a combination strategy of GT-based translation and human translation can be a breakthrough to reach the translation quality, namely accuracy, naturalness and readability.

INTRODUCTION

The rapid growth of translation technologies has led to a paradigmatic shift from traditional to automated translation practices, pedagogy and empirical efforts in this digital era (Groves & Mundt, 2015; Shin & Chon, 2023; Shih, 2021 Tan, et. al. 2020; Tsai, 2019; Zahroh, et. al. 2023). Al Mahasees (2020) contends that Machine Translation (hereafter, MT) and the internet allow people to understand other languages instantaneously from the translated version of a source text to the target text. In particular, MT adopts multilingual dictionaries, corpus-based, neural networks and diverse algorithm-based processes to translate a language into another (Al Mahasees, 2020; Tsai, 2019). MT emerges as a result of revolutionized global communication leading to the employment of digitally-driven communication in which the development of natural language processing (NLP) studies and media transformation remains burgeoning. Taşdemir, et. al. (2023) argue that MT has enhanced the translation quality results viewed from coherence, cohesion, native-like translation output, and loyalty to the source texts. This makes MT more necessary in a range of disciplines, such as science, legal, commercial, business, administration, engineering, education, health, journalism and so forth (Al Mahasees, 2020).

Although MT offers myriad benefits to facilitate people make meaning, it has not been recommended to be employed in an educational context, in second and foreign language education for some reasons, such as MT errors, inappropriate use of register, incongruous sentence structure and decontextualized lexical choice, and potentials of academic dishonesty (Clifford et al., 2013; Crossley, 2018; Ducar & Schocket, 2018; Lee, 2020; Shin & Chon, 2023; Taşdemir, et. al. 2023). Apart from this controversy, MT enables translators to raise the recyclability of existing contents, heighten productivity and minimize translation costs (Costa-jussà, 2022; Lagoudaki, 2008; Stahlberg, 2020).

Recently, a growing interest in adopting MT to translate assorted texts is inevitable, and the emergence of MTs has been a center of attention among scholars. One of the most extensively utilized MT is Google Translate (Jolley & Maimone, 2022; Moorkens, 2018; Pym, 2013; Shin & Chon, 2023; Shukla, et. al. 2023). Google Translate (henceforth, GT) is one of the pivotal members of Google providing direct services of online translation assistance to translate words, phrases, clauses and higher-rank written or spoken documents (texts) from one language to another (Garcia & Pena, 2011; Google Translate, 2023; Pham, 2022). Another

effective MT is Microsoft Bing Translator. To illustrate, Almahasees (2020) examined Microsoft Bing Translator and Google Translate in journalistic translation. He argued that both MTs produced appropriate English-Arabic translation results of journalistic texts. In particular, both MTs indicated excellent results in translation accuracy, namely >90% in orthography and grammar. Besides, they successfully reduced errors in the use of grammatical and lexical collocation, viz. GT (79.8%) and Bing (74.5%). Then, the DeepL translator plays a pivotal role in facilitating students to enhance their writing skills (Polakova & Klimova, 2023). Polakova & Klimova (2023) reported their investigative findings that DeepL translator with its neural machine translation generated students' perceived usefulness of its usage during English language learning. Furthermore, Sumasjo and Mahanani (2020) analyzed the translation quality results of news items produced by Yandex Translate. They revealed that Yandex Translate was able to provide accurate, acceptable and readable translation output from the translated from Indonesian to English. Although Microsoft Bing Translator, DeepL translator and Yandex translate offer good quality translation results, GT still occupies the first position as the most extensively utilized MT. It takes place because it serves its users with a comfortable, user-friendly and fast translation process (Medvedev, 2016). With this in mind, the present study only highlights the English-Indonesian translation in a selected chapter of Ferreira's critical theory represented from the Google Translate output.

The pivotal contributions of GT have led to the emergence of investigative attempts. As an example, Murtisari, et. al. (2019) explored the attitudes of Indonesian EFL students while learning English through GT. The findings indicated that students were motivated to learn English, such as discovering novel English vocabulary, raising their comprehension of English texts and assisting in articulating their ideas both in spoken and written English. Conversely, the researchers acknowledged that students also demonstrated their over-reliance on GT, inadequate awareness of the ethical use of GT and decreased language competence. Tsai (2020) pored over Chinese students' perceptions of using Google Translate as a translingual CALL tool in EFL writing. He reported that GT texts enabled students to have improved writing performances while conveying writing contents, producing more accurate writing, and motivating them to have positive attitudes towards English writing practices. Cancino and Panes (2021) examined the impact of Google Translate on L2 writing quality measures in the Chilean EFL milieu. The results revealed that the syntactic and

accuracy elements indicated higher scores in the groups employing GT. Teachers are suggested to provide more sufficient information and practices to optimize the use of GT during English language learning activities, especially in second and foreign language writing. van Lieshout and Cardoso (2022) scrutinized Google Translate as a tool for self-directed language learning. They inferred that GT facilitated students to procure Dutch vocabulary and pronunciation instantaneously through its features, namely text-to-speech synthesis (TTS) and automatic speech recognition (ASR). In addition, GT is a flexible instructional medium that assists students in learning a language based on varied necessities, awareness and learning styles. More recently, Organ (2023) explored the attitudes of UK secondary school students to the use of Google Translate for L2 production. The results deciphered that task-based GT was appreciated by the students during language learning practices. Nonetheless, they showcased different attitudes to the use of GT, such as indicating readiness to explore internet sources, performing best practices, and showcasing the development of a language learning paradigm.

One of the most influential translation theories is Baker's equivalence theory (Baker, 2018; Panou, 2013). The theory utilizes a more neutral approach to select equivalence in the source and target languages since it considers miscellaneous linguistic and cultural aspects. Besides, the theory adopts a bottom-up approach where a translation process is started from the smallest unit of equivalence (word level-equivalence) to the largest one (semiotic equivalence) (Baker, 2018). This enables translators to remake an expected message from a source language to a target language (Panou, 2013). Therefore, adapting Baker's notion of translation equivalence can help translators translate systematically with an obvious parameter (Baker, 2019).

There were several considerations for selecting Chapter 6 in Part 1 Critical Theory (Marcos Farias Ferreira) as the investigative corpus (Ferreira, 2017; McGlinchey, et. al., 2017). First, this chapter facilitated readers in understanding theoretical underpinning and actualising it to real-life situations. Second, it guided them on how to use the theories to evaluate similar values in particular texts. Then, it was expected to sharpen their critical thinking skills. Ultimately, it was intended to reach a well-established critical literacy (Ferreira, 2017). With these in mind, scrutinizing this book (International Relations Theory) (McGlinchey, et. al., 2017), notably Chapter 6 (Critical Theory) (Ferreira, 2017) enables readers to comprehend

and make meaning of realities in the world where they live through miscellaneous perspectives and respond to them properly (Checkel, 1998; Knutsen, 2020; McGlinchey, et. al., 2017).

Despite the existence of insightful research on miscellaneous issues on GT conducted by scholars, there is only a paucity of studies that looked into the English-Indonesian translation in a selected chapter of Ferreira's critical theory represented from the Google Translate output (Ferreira, 2017). Against this backdrop, the present study aims to fill such a void. More particularly, this scrutiny accentuates to answer the following research question: How is the English-Indonesian translation in a selected chapter of Ferreira's critical theory represented from the Google Translate output?

LITERATURE REVIEW

Google Translate

One of the most widely employed MTs currently is Google Translate (GT) (Groves & Mund, 2015; Jolley & Maimone, 2022; Moorkens, 2018; Pym, 2013; Shin & Chon, 2023; Shukla, et. al. 2023). One of the reasons is GT offers free-of-charge services of translation through website interface or mobile apps (Android and iOS) (Groves, M., & Mundt, 2015). Besides, it provides a comfortable, user-friendly and fast translation process (Medvedev, 2016). Moreover, GT affords recyclability of existing contents, heightens productivity and minimizes translation costs (Costa-jussà, 2022; Lagoudaki, 2008; Stahlberg, 2020). Pedagogically, GT assists students in enriching their lexical variation both in the source and target languages effectively (Shin & Chon, 2023).

Post-editing Strategies

Post-editing (henceforth) has gained burgeoning attention in the last few decades (Carl,et. al. 2015; Chung, 2020; Haiyudi, 2023; Herbig, et. al. 2019; Huang & Wang, 2022; Shin & Chon, 2023; Turganbayeva, et. al. 2021). It is viewed as a process of post-editing performed by humans as a response to the machine translation (MT) output (Carl, et. al. 2015). An editor of the MT output (Carl,et. al. 2015; Koehn 2010). Shin and Chon (2023) argue that PE emerges as a result that the quality of MT output tends to be incapable of representing the meaning in the target language. Additionally, O'Brien (2022) mentions that PE helps translators edit the errors produced by the MT output to attain a specific target quality of the translated texts.

Similarly, post-editing functions as a practice facilitating translators to detect problems of MT output and seek solutions to such problems (Groves & Schmidtke, 2009; Yang & Wang, 2023). Therefore, the role of PE is indispensable in evaluating the translation quality manifested in the MT output by assessing the fluency and adequacy of MT-based translating results (Mostofian, 2017).

Baker's Translation Equivalence Concepts

Translation equivalence has been extensively studied by several scholars in a variety of lenses, such as Vinay and Darbelnet (stylistic analysis of the different translation strategies and procedures) (Vinay and Darbelnet, 1958), Jakobson (intralingual, interlingual and intersemiotic translations) (Jakobson, 1959), Catford (types and shifts of translation) (Catford, 1965), Nida and Taber (formal and dynamic equivalences) (Nida and Taber, 1969), Koller (denotative equivalence, connotative equivalence, text-normative equivalence, pragmatic equivalence, and formal equivalence) Koller, 1979) Newmark (semantic and communicative translation) (Newmark,1988), Baker (word level equivalence, above word level equivalence, grammatical equivalence, textual equivalence, pragmatic equivalence and semiotic equivalence) (Baker, 1992, 2018), House (overt and covert translation) (House, 1997) and Pym (natural and directional equivalence) (Pym, 2010). However, the present study accentuates the translation equivalence proposed by Baker as the underlying framework of exploring how the English-Indonesian translation in a selected chapter of Ferreira's critical theory is represented from the Google Translate output. This framework is adopted because it provides researchers with systematic and holistic types of translation equivalence starting from the smallest unit of language (word) to the highest one (discourse) (Baker, 2018). Nevertheless, this study excludes the semiotic equivalence since the analyzed corpus is completely constructed in verbal data.

In particular, word level equivalence refers to meanings constructed from the smallest meaningful constituent of a language, namely word. In other words, this equivalence level is commonly one of the most prominent parts of translators while translating practices. The examples of this equivalence encompass assumed equivalence, considered, likeable, shirt, studious, geometrical, etc. (Baker, 2018). Then, above word level equivalence is built up by a combination of individual words to make meaning, such as collocations (e.g., perform a visit, deliver a letter, waste a time, etc.), idioms (e.g. airing of the issues, speak your minds, It's raining cats and

dogs, etc.) and fixed expressions (e.g. as a matter of fact, fill the bill, yours sincerely, etc.) (Baker, 2018). In addition, grammatical equivalence concerns with maintaining grammatical aspects and patterns of the source text in the target text. the hair is washed with 'Wella' shampoo is a passivized sentence determining translators to adjust the grammatical structure from the source text to the target one. Furthermore, textual equivalence deals with the linkage between the source text and the target text at the thematic and informative level of meaning structures. This equivalence covers voice change, verbal change, nominalization, extraposition and cohesion as manifested in the sentence 'the boy 's going to fall if he doesn't take care (repetition)'. Finally, pragmatic equivalence focuses on how the language is used contextually by particular speakers and hearers to exchange meanings. For instance, the following short conversation delineates that Speaker A interprets Speaker B's response on the weather as 'I am not interested in making a conversation about this topic'. On the other hand, this can be understood that Speaker B wants Speaker A to avoid asking such a question. However, the meaning is implicitly communicated based on a related context as represented in the following conversation:

A: What is Jane up to these days?

B: It's raining!

(Baker, 2018)

METHOD

Research Design

Grounded in content analysis, the present study attempted to examine the English-Indonesian translation in a selected chapter of Ferreira's critical theory represented from the Google Translate output. Content analysis is a research method that allows researchers to produce a credible and dependable evaluation of verbal and non-verbal data (Downe-Wamboldt, 1992). Krippendorff (2004) adds that qualitative content analysis can be actualized into three types, namely text-driven analysis, problem-driven analysis and method-driven analysis. This study adopted text-driven analysis to explore the corpus.

Several considerations for utilizing this research method. First, it helped researchers make a quality inference by incorporating the analyzed text and its context (Downe-Wamboldt, 1992). Second, content analysis is a multi-purposive

research method enabling researchers to disclose the individual, social, or institutional patterns viewed from various lenses (e.g. education, psychology, sociology, politics, etc.) generated from documents (Bowen, 2009). Given these facts, content analysis fits the context of this study.

Corpus of the study

The corpus of this study was a selected chapter of a book entitled International Relations Theory edited by Stephen McGlinchey, Rosie Walters and Christian Scheinpflug (McGlinchey, et. al., 2017). This book was published in 2017 by E-International Relations Publishing in Bristol, England, United Kingdom. It consists of two parts (established theories and expansion pack) and 20 chapters with 166 pages. Part 1 (established theories) comprises ten chapters, namely Realism (Sandrina Antunes & Isabel Camisão), Liberalism (Jeffrey W. Meiser), the English School (Yannis A. Stivachtis), Constructivism (Sarina Theys), Marxism (Maïa Pal), Critical Theory (Marcos Farias Ferreira), Poststructuralism (Aishling Mc Morrow), Feminism (Sarah Smith), Postcolonialism (Sheila Nair), and towards a Global Ir? (Amitav Acharya). Similarly, part 2 (expansion pack) covers ten chapters, viz. Green Theory (Hugh C. Dyer), Global Justice (Alix Dietzel), Queer Theory (Markus Thiel), Securitisation Theory (Clara Eroukhmanoff), Critical Geography (Irena Leisbet Ceridwen Connon & Archie W. Simpson), Asian Perspectives (Pichamon Yeophantong), Global South Perspectives (Lina Benabdallah, Victor Adetula & Carlos Murillo-Zamora), Indigenous Perspectives (Jeff Corntassel & Marc Woons), A Contemporary Perspective on Realism (Felix Rösch & Richard Ned Lebow), and the 'Isms' are Evil. all Hail the 'Isms'! (Alex Prichard) (McGlinchey, et. al., 2017). However, this study only focused on chapter 6 in part 1 Critical Theory (Marcos Farias Ferreira) as a corpus.

Data collection procedures

The data were collected through document analysis (documentation). Document analysis is an organized process to evaluate documents both in printed and digital forms (Bowen, 2009). This data collection technique was chosen since it supported researchers to appraise and understand meaning and empirical knowledge represented in documents in a natural-occurring data context (Bowen, 2009).

In particular, the corpus was translated automatically from English to Indonesian by utilizing Google Translate. Then, the Indonesian-translated text was

automatically aligned with the LF aligner. LF aligner is a translation alignment tool that assists translators in changing the translated version of a text into translation units (TUs) (Hagestedt, 2020). This tool enables translators to produce translation memories from texts and their translated versions. The system of LF aligners is based on Hunalign to perform automatic sentence pairing (Hagestedt, 2020). Further, Hagestedt (2020) adds that LF aligner offers several features for a translator, namely auto-align txt, doc, docx, rtf, html, pdf, and other formats Output (tmx, tabbed txt and xls), supports Windows, Mac, and Linux, Graphical user interface (on Windows), integrated graphical interface for alignment review/editing, capable of aligning texts in up to 100 languages simultaneously, full UTF-8 workflow, uses hunalign for accurate auto-alignment, built-in dictionary data further improves auto-alignment in 800+ language combinations, download and align webpages, download and align EU legislation automatically, suitable for large-scale automated corpus building with unattended batch mode, basic support for some oriental languages; enhanced support for most European languages, built-in customizable sentence segmenter borrowed from the europarl corpus project and the grab bag contains various TM, termbase, and data conversion and filtering tools.

Once the source text and target text were compared side by side in the LF aligner, it diagnosed and combined equivalent segments. Then, it aligned such segments to construct relations between the source text and the target text (Hagestedt, 2020).

Data analysis procedures

Before being analyzed, the data were post-edited to compare the equivalence of the source text and the target text. In addition, this post-editing process was aimed at reviewing the inappropriate and decontextualized use of English-Indonesian equivalence. In practice, this study applied the framework of Post-editing Strategy Scheme consisting of word deletion (WD), phrase deletion (PD), sentence/clause deletion (SD), word paraphrase (WP), phrase paraphrase (PP), sentence/clause paraphrase (SP) and grammar correction (GC) (Barreiro, 2008; Jia et al., 2019; Lee, 2018; Moorkens, 2018; Shin & Chon, 2023).

Once the post-editing results of equivalence were gained, they were reviewed by adopting the concept of translation equivalences proposed by Mona Baker (Baker, 2018). The translation equivalences encompass word-level

equivalence, above-word-level equivalence, grammatical equivalence, textual equivalence, and pragmatic equivalence (Baker, 2018).

Furthermore, the translation equivalence results were analyzed by employing Thematic Analysis (TA) (Braun & Clarke, 2006). This data analysis was adopted because it offers an adaptable, dynamic, and flexible analytical procedure (King, 2004; Braun & Clarke, 2006) to pursue the aim of the present study, namely how the English-Indonesian translation in a selected chapter of Ferreira's critical theory (Ferreira, 2017) is represented from the Google Translate output. Technically, the data analysis was undertaken in several stages, namely familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Braun & Clarke, 2006). Technically, familiarizing with the data (stage 1) was where the researchers attempted to gain a more comprehensive and in-depth understanding of the data by familiarizing and immersing themselves with the collected data regularly. Generating initial codes (stage 2) enabled the researchers to conceptualize and create initial codes from the analyzed data by postulating practices to evaluate the data. Searching for themes (stage 3) was where the researchers classified and organized the coherent and relevant data to particular themes. Reviewing themes (stage 4) supports the researchers in reviewing the thematic data to finalize dependable and credible thematic patterns of the data based on the prescribed research questions. Defining and naming themes (stage 5) guided the researchers to cultivate and nominate proper themes of the data rooted in the scope and focus of the research. Eventually, producing the report (stage 6) led the researchers to document the embryonic themes by writing a report (Braun & Clarke, 2006). In particular, a general overview of defining and naming themes in the thematic analysis is presented subsequently:

Table 1. *Defining and naming themes*

Themes	Potential Themes	Definitions
Inappropriate word level equivalence, grammatical equivalence and lexical cohesion in the English-Indonesian translated text	The GT's inappropriate use of equivalence at the word level, grammatical level, and lexical cohesion	The GT committed errors while translating the equivalence of the source text to the target text at some levels, namely the word level, grammatical level, and lexical cohesion

Decontextualized Pragmatic Equivalence in Indonesian as the Target Language	The decontextualized translation of GT at the Pragmatic level in the target language	The GT was unable to translate the equivalence in the target text contextually, notably at the pragmatic level.
Syntactically Disordered English-Indonesian Translated Words	The disordered syntactic structure of English-Indonesian translated words of GT	The GT was unable to produce accurate syntactic structures in English-Indonesian translation in a number of cases.
Literally-Translated Indonesian as the Target Language	The literal translation results of GT in the target language	The GT was unable to produce idiomatic translation results of the target language in a number of cases.
Accepted Equivalence of English-Indonesian Translation	The acceptable equivalence of GT in English-Indonesian translation	The GT was able to produce acceptable translation results of the target language in a number of cases.

RESULT AND DISCUSSION

Inappropriate word level equivalence, grammatical equivalence and lexical cohesion in the English-Indonesian translated text

The first finding showcases that the English-Indonesian translation of the Google Translate output produced inappropriate equivalences at word, grammatical, and textual (lexical cohesion) levels. The source text is "*Critical theory incorporates a wide range of approaches all focused on the idea of freeing people from the modern state and economic system - a concept known to critical theorists as emancipation* (Ferreira, 2017). On the other hand, the Google Translate output is "*Teori kritis menggabungkan berbagai pendekatan yang **semuanya berfokus** pada gagasan untuk **membebaskan** masyarakat dari **negara modern dan sistem ekonomi** - sebuah konsep yang dikenal oleh para ahli teori kritis sebagai emansipasi.*" To make it more acceptable in both linguistic equivalences (English-Indonesian), the GT output was post-edited to be "*Teori kritis menggabungkan berbagai pendekatan yang berfokus **pada** sebuah gagasan yang **memerdekakan** masyarakat dari **sistem negara dan ekonomi yang modern**- sebuah konsep yang dikenal oleh para ahli teori kritis sebagai emansipasi.*"

Table 2. Inappropriate word level equivalence, grammatical equivalence and lexical cohesion in the English-Indonesian translated text

Line	Source Text	Google Translate	Post-Editing
5	Critical theory incorporates a wide range of approaches all focused on the idea of freeing people from the modern state and economic system - a concept known to critical theorists as emancipation.	*Teori kritis menggabungkan berbagai pendekatan yang **semuanya berfokus** pada gagasan untuk **membebaskan** masyarakat dari **negara modern dan sistem ekonomi** - sebuah konsep yang dikenal oleh para ahli teori kritis sebagai emansipasi.*	*Teori kritis menggabungkan berbagai pendekatan yang berfokus **pada** sebuah gagasan yang **memerdekakan** masyarakat dari **sistem negara dan ekonomi yang modern**- sebuah konsep yang dikenal oleh para ahli teori kritis sebagai emansipasi.*

To illustrate, in the lexical cohesion (textual equivalence), the word '*semuanya*' should be omitted as a representation of ellipsis to make effective delivery of a message without having a redundant word since the word '*semuanya*' is a reference to a wide range of approaches. Also, the word '*membebaskan*' should be substituted by '*memerdekakan*' to manifest the meaning of 'freeing' in 'the idea of freeing people from the modern state and economic system. In grammatical equivalence, the phrase '*negara modern dan sistem ekonomi*' sounds unnatural in Indonesian. As a result, it should be post-edited to be '*sistem negara dan ekonomi yang modern.*' In this case, the word '*sistem*' is reordered to the initial position preceding the words '*negara dan ekonomi yang modern*' to produce more grammatical equivalence in Indonesian.

Referring to the abovementioned analysis results, GT indicates limitations to constructing effective English-Indonesian equivalences. As an example, it was unable to reduce the redundancy in Indonesian equivalence (e.g. the word '*semuanya*') which should be omitted because it has a direct reference to a wide range of approaches. This supports the claim of the prior research accentuating that GT sometimes cannot identify the equivalent context of the target language (Li, et. al. 2014; Sutrisno, 2020). Further, Li, et. al. (2020) argue that MT tends to produce inaccurate equivalence in terms of grammar, sophisticated syntactic structure irrelevant semantic aspects and decontextualized pragmatic patterns.

Decontextualized Pragmatic Equivalence in Indonesian as the Target Language

Decontextualized pragmatic equivalence in Indonesian as the target language occurs when the implied meaning in the source text was only translated in a context-free meaning by GT. As a matter of fact, the clause "Both Kant and Marx

held a strong attachment to the Enlightenment theme of universalism" was translated as "*Baik Kant maupun Marx **sangat terikat dengan tema** Universalisme Pencerahan - pandangan bahwa ada prinsip-prinsip sosial dan politik yang jelas bagi semua orang, di mana pun.*" The phrase '*sangat terikat dengan tema*' was translated in a decontextualized Indonesian pragmatic equivalence from the target language '**held a strong attachment to** the Enlightenment **theme** of universalism.' The phrase 'held a strong attachment to' should be translated as '*berpegang teguh pada*' instead of 'sangat terikat dengan'. Moreover, the word '*theme*' was not properly translated as '*tema*'' even though it designated the literal meaning of it. This phenomenon is considered a particularized implicature (Grice, 1989; Lassiter, 2021). Particularized implicature refers to a particular meaning of an utterance or clause related to the specific context of the utterance or clause (Feng, et. al. 2021). Moreover. Carston (2004) adds that comprehending the speakers' meaning of utterance aims at maximizing the interpretation of the specific context of utterances.

Table 3. Decontextualized Pragmatic Equivalence in Indonesian as the Target Language

Line	Source Text	Google Translate	Post-Editing
7	Both Kant and Marx held a strong attachment to the Enlightenment theme of universalism - the view that there are social and political principles that are apparent to all people, everywhere.	*Baik Kant maupun Marx <u>sangat terikat</u> dengan tema universalisme Pencerahan - pandangan bahwa **ada prinsip-prinsip** sosial dan politik <u>yang jelas</u> bagi semua orang, di mana pun.*	*Baik Kant maupun Marx <u>berpegang teguh</u> pada <u>paham</u> universalisme Pencerahan - pandangan yang **berlandaskan pada prinsip-prinsip sosial dan politik** yang **berlaku** bagi semua orang, di mana pun.*

Another finding is delineated in the translated Indonesian phrase, namely '*yang jelas*' from the clause 'that is apparent to all people, everywhere'. The phrase '*yang jelas*' is an inappropriate equivalence since the implied meaning communicated by the writer is such social and political principles prevail over all people everywhere. In other words, the GT output did not concern with the existence of conversational implicature where the phrase '*yang jelas*' is not parallel with the words '*prinsip-prinsip sosial dan politik*' since it is closely related to legal English. In other words, the equivalence in Indonesian also should be adjusted to Indonesian legal. Therefore, the word '*berlaku*' is more acceptable in Indonesian as the target language instead of '*yang jelas*'. Furthermore, the phrase 'there are' in

the clause '*the view that **there are** social and political principles that are apparent to all people, everywhere*' should be translated as '**berlandaskan'** instead of '*ada'*. Given this fact, '*the introductory there*' cannot always be translated into '*ada*' in Indonesian equivalence.

Syntactically Disordered English-Indonesian Translated Words

Syntactically disordered English-Indonesian translated words occur in the line 123, notably in the GT output, namely '*identifikasi alternatif politik yang ada dalam masyarakat global dan proses historis yang mewujudkannya*.' This syntactical structure of the clause is incorrect compared to the English one '*the identification of political alternatives at hand in the globalising society and the historical process*.' In response to this, the post-editing practice was performed to make it more syntactically accepted, namely '*identifikasi pilihan politik yang tertanam dalam **perwujudan proses globalisasi dan historis masyarakat'.***

Table 4. Syntactically Disordered English-Indonesian Translated Words

Line	Source Text	Google Translate	Post-Editing
123	Critical theory assumes an active role in the betterment of human affairs according to the potential for freedom inherent in modernity and the identification of political alternatives at hand in the globalising society and the historical process bringing it into being.	*Teori kritis **mengambil peran aktif** dalam perbaikan urusan manusia sesuai dengan potensi kebebasan yang melekat dalam modernitas dan identifikasi alternatif politik yang ada dalam masyarakat global dan proses historis yang **mewujudkanny**a.*	*Teori kritis berperan aktif dalam perbaikan urusan kemanusiaan sesuai dengan potensi kemerdekaan yang melekat dalam modernitas dan identifikasi pilihan politik yang tertanam dalam **perwujudan proses globalisasi dan historis masyarakat.***

The post-editing result accentuates the nominalization of the phrase '*masyarakat global dan proses historis yang **mewujudkanny**a* to be '***perwujudan proses globalisasi dan historis masyarakat'*** This nominalisastion aims at reaching the naturalness and acceptability from English equivalence to Indonesian one. Moreover, the word '*proses*' is reordered to precede the phrase '*globalisasi dan historis masyarakat*. The reordering strategy is intended to reach a parallel syntactical structure in Indonesian. By doing so, the potential of producing redundancy and disordered syntactical structure in the target language (Indonesian) can be mitigated. Further, the message communicated through such a clause can be received effectively. Hence, GT-based translation results still

potentially commit errors while translating isolated sentences in a paragraph compared to human translation (Le & Schuster, 2016).

Literally-Translated Indonesian as the Target Language

Translated Indonesian as the target language is reported when GT translated line 115, namely:

> Dari sudut pandang kritis, solusi **sejati** terhadap `krisis' ini hanya **akan ada** jika para aktor politik menganut kriteria kosmopolitan yang menyeimbangkan seluruh kepentingan dan menghormati hak-hak **setiap orang yang terlibat.**

First, incorrect equivalence emerges in the word level equivalence, namely '**sejati'** as a translated version of the word '**true'.** This is regarded erroneous since the contextual translation for the word '**true'** is '**tepat'** because it refers to the word '*solusi'*. Commonly, the word '**solusi'** is associated with the term '**tepat'** instead of '**sejati'** in Indonesian. Second, the phrase '**akan ada'** is a translated result from '**there is** only a true solution'. Although the introductory in English is usually translated as '**ada'** or '**terdapat'** in Indonesian, it has a distinct meaning in the context of this translation. In particular, the phrase '**akan ada'** should be translated as '**Telangana'** to meet the context of the text, namely a true solution to this `crisis.'

Table 5. Literally-Translated Indonesian as the Target Language

Line	Source Text	Google Translate	Post-Editing
115	From a critical perspective, then, there is only a true solution to this `crisis' when political actors embrace cosmopolitan criteria that balance the whole range of interests and respect the rights of everyone involved.	*Dari sudut pandang kritis, solusi **sejati** terhadap `krisis' ini hanya **akan ada** jika para aktor politik menganut kriteria kosmopolitan yang menyeimbangkan seluruh kepentingan dan menghormati hak-hak **setiap orang yang terlibat.***	*Dari sudut pandang kritis, solusi **yang tepat** terhadap **sebuah** `krisis' ini hanya akan **terlaksana apabila** para aktor politik menganut kriteria kosmopolitan yang menyeimbangkan seluruh kepentingan dan menghormati hak-hak **para pihak di dalamnya***

Another inaccurately translated equivalence is located in the phrase '**setiap orang yang terlibat'** which refers to the parties engaged in the cosmopolitan criteria. Ideally, the phrase should be translated as '**para pihak di dalamnya'** since the translated paragraph tends to be the legally-oriented text where the legal terms are commonly utilized to make meaning. Keshavarz (2012) postulates that one of the main factors affecting literal translation is intralingual and interlingual errors. Interlingual errors occur because of interference of the source language to the target language or vice versa (Keshavarz 2012). On the other hand, intralingual errors emerge due to limited knowledge of the translators of the source language.

Consequently, they tend to make overgeneralizations while translating from the source language to the target language (Keshavarz 2012; Richards, 1974; Utami, 2017).

Briefly stated, the limitation of GT output after translating line 115 is located in the quality of translation translating English to Indonesian without being adjusted to the genre and its lexicogrammatical features (e.g., legal English).

Accepted Equivalence of English-Indonesian Translation

Different from the previous findings illustrating that the GT output tends to produce erroneous equivalence of English-Indonesian translation, this investigative result deciphers that GT output can construct an accepted equivalence of English-Indonesian translation. GT output could adjust the textual and contextual information of the source text (English) to be translated to the target text (Indonesian). As an example, the line 102 was translated automatically by GT as follows:

> *Hal ini **memerlukan** pengetahuan tentang **alasan-alasan langsung** (perang di Suriah atau di tempat lain) dan juga tentang **struktur kekuatan** dan **dampak buruk global** serta **pihak-pihak** yang terlibat di dalamnya (kepentingan geopolitik yang lebih luas, cara kerja perekonomian global, perubahan iklim dan dampaknya terhadap kehidupan masyarakat).*

First, the appropriate employment of equivalence can be traced at the word level. For instance, the word 'entails' was translated to Indonesian as '*memerlukan*' and it demonstrated equivalence in both languages. Another instance is indicated in the phrase '*alasan-alasan langsung*' as a result of the English translation, namely 'direct reasons'. This also illustrated the word-level equivalence of English-Indonesian translation.

Table 6. Accepted Equivalence of English-Indonesian Translation

Line	Source Text	Google Translate	Post-Editing
102	This entails producing knowledge about direct reasons (war in Syria or elsewhere) but also about global structures of power and harm as well as the agents complicit in it (broader geopolitical interests, the workings of the global economy, climate change and its effects on the lives of communities).	*Hal ini **memerlukan** pengetahuan tentang **alasan-alasan langsung** (perang di Suriah atau di tempat lain) dan juga tentang **struktur kekuatan** dan **dampak buruk global** serta **pihak-pihak** yang terlibat di dalamnya (kepentingan geopolitik yang lebih luas, cara kerja perekonomian global, perubahan iklim dan dampaknya terhadap*	*Hal ini **memerlukan** pengetahuan tentang **alasan-alasan langsung** (perang di Suriah atau di tempat lain) dan juga tentang **struktur kekuatan** dan **dampak buruk global** serta **pihak-pihak** yang terlibat di dalamnya (kepentingan geopolitik yang*

		kehidupan masyarakat).	*lebih luas, cara kerja perekonomian global, perubahan iklim dan dampaknya terhadap kehidupan masyarakat).*

Besides, the phrases '*struktur kekuatan*'dan '*dampak buruk global*', '*pihak-pihak yang terlibat di dalamnya*' were equivalently translated from 'global structures of power and harm as well as the agents complicit in it'. These translating results designate appropriate English-Indonesian equivalence at the above word level. In other words, GT output can produce accurate, natural, and readable translating results from the source language to the target language in a particular situation. Ahdillah, et. al. (2020) add that the successful translation and acceptable equivalence quality of English-Indonesian translation are determined by the comprehension of text, its context and culture-specific meaning produced by translators. Likewise, this study is parallel with what had been discovered in the inquiry of Lee (2023) poring over the effectiveness of MT in foreign language education. The findings reported that there have been a growing number of studies on MT quality. Most of the research claims positive contributions of MT in FL learning, notably in writing. On the contrary, Lee (2023) acknowledged students expressed different emotions with the employment of MT in FL learning viewed from the divergent perceptions of teachers and students. Moreover, Nasution (2022) scrutinized the quality of GT output in translating Russian flight charterers' websites from English into Indonesian. The findings disclosed that the quality of GT translation output was classified to be less readable and readable. The less readable GT output was affected by the failure of GT to adapt the Indonesian linguistic style contextually. On the other hand, the readability of GT translation output was influenced by its ability to adjust the message conveyed in the source text to the target text comprehensibly.

Pedagogical Implications

Pedagogically speaking, GT is an innovative device that allows translators, teachers and students to translate from a source language to a target language automatically. In particular, this automated translating service facilitates second or foreign-language students to seek proper equivalence in both source language and target language. Besides, it can reduce the possibility of time-consuming practices

of translation and minimize the cost of translating services. Moreover, this is appropriate to help L2/FL students learn a second or foreign language since the non-native speakers of a language tend to have insufficient knowledge of vocabulary, spelling, syntactic structure, context-free meaning production and context-bound meaning production. Further, GT supports L2/FL students to perform translanguaging practices while learning a second or foreign language. Eventually, the employment of GT in L2/FL learning practices can vary their language learning beliefs, particularly translation from traditionally driven translating practices to digitally oriented translating practices. Apart from its controversy, GT is an inevitable technological device facilitating students, teachers, researchers and other related stakeholders to attain accurate, natural, and readable translation quality effectively.

CONCLUSION

The present study aims to scrutinize how the English-Indonesian translation in a selected chapter of Ferreira's critical theory is represented from the Google Translate output. The findings demonstrate five major themes, namely inappropriate word level equivalence, grammatical equivalence and lexical cohesion in the English-Indonesian translated text, decontextualised pragmatic equivalence in Indonesian as the target language, syntactically disordered English-Indonesian translated words, literally translated Indonesian as the target language, and accepted equivalence of English-Indonesian translation. Google Translate functions as a neural machine translation (NMT) and has made a predominant shift of paradigm from traditional to digital practices of translation. On the one hand, GT offers more accurate translation results in terms of cohesion and coherence. This accuracy keeps enhancing based on the evolving database size of GT, users' suggestions, and better quality of input and output. On the other hand, GT may still have inaccurate translated results viewed from the characteristics of source-target language transfer, sociocultural context, register and discursive strategies. Therefore, a combination strategy of GT-based translation and human translation can be a breakthrough to reach the translation quality, namely accuracy, naturalness and readability.

Though this study has provided insightful information on how the English-Indonesian translation in a selected chapter of Ferreira's critical theory is represented from the Google Translate output, it indicates some limitations, such as single data collection, a homogeneous corpus and descriptive investigative method. Further

studies are expected to employ miscellaneous data collection techniques (e.g. document analysis and interview) to triangulate the data, involve heterogeneous corpora, and a more exploratory or critical lens of investigation. In other words, future studies can adopt exploratory case studies or critical discourse analysis to gain more in-depth, comprehensive and critical investigative findings. By doing so, these future studies can contribute to the development of investigative bodies in translation.

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