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## SELF-GUIDED EXPLORATION IN ENGLISH-INDONESIAN TRANSLATION CLASS

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### ABSTRACT

Translation holds significant importance in conveying language and culture across various linguistic and cultural contexts, being an integral part of college curricula. It is also a mandatory subject in various university programs in Indonesia. However, the effectiveness of translation education appears suboptimal, possibly due to the monotonous learning environment, lacking active translation opportunities, and overly explanatory teaching approaches. Thus, there is a need for innovative teaching methods to nurture translation skills actively. One proposed model is self-guided exploration in translation learning, which encourages students to actively engage in translating practice at their level. This study employs descriptive qualitative research to show the process and outcomes of self-guided exploration in enhancing translation skills, particularly in understanding written discourse. The findings indicate a satisfactory mean score on translation tasks, suggesting the effectiveness of self-guided exploration in improving translation proficiency.

**KEYWORDS:** Self-guided, Exploration, Translation, Skill, English

### 1. INTRODUCTION

In English learning within numerous colleges, cultural competence in English language learning is significantly relevant. Learners need to develop intercultural skills to interact effectively in various international settings (Hossain, 2024). To do this, translation plays a vital role in bridging language and culture across various linguistic and cultural contexts. However, at tertiary institutions in Indonesia, translation courses are obligatory in several academic programs (Harto et al., 2022). Proficiency in translation is essential for students to comprehend and convey content from the source language to the target language (Dewi, 2019; Ismail et al., 2017). To attain this proficiency, students receive translation materials tailored for a semester, following a syllabus and textbooks specifically crafted around translation disciplines. Moreover, translation instruction spans one semester, employing the direct method that intensively teaches translation material as the primary focus.

However, it is evident that the majority of students possess a low proficiency in translation despite its implementation (Harto et al., 2020). This deficiency in translation skills is attributed to the monotonous learning environment, which fails to foster active translation engagement among

students. Within traditional translation lecture settings, the opportunity to develop translation skills is severely limited by time constraints and the heavy course credit load. Specifically, the allocated time for the Translation course, consisting of only 170 minutes divided into 50 minutes of in-class lectures, 60 minutes of structured assignments, and 60 minutes of independent tasks, is insufficient to effectively enhance translation abilities. Additionally, the translation teaching approach overly emphasizes explanatory methods, further hindering the development of translation skills.

Several studies have delved into this topic (Wang, T., Ge, S., 2021; Kasperavičienė, Ramune, & Horbačasienė, Jolita, 2020; Zhao, 2023; Al-Jarf, 2014). Wang, T., and Ge, S. reveals the needs for structured learning and practice in translation. They state that notable differences exist in both performance and perceptions regarding self-assessment across different academic levels. These variances primarily stem from the clarity with which students describe their own translation strengths and weaknesses, as well as the perceived relevance and feasibility of the feedback they receive. These findings underscore the interdependence between self-assessment (SA) ability and translation proficiency, highlighting the necessity for structured training and continual practice to enhance SA skills. It is recommended that SA training be conducted within the framework of metacognitive theory to bolster learners' translation performance and nurture their metacognitive awareness. On the other hand, Kasperavičienė, Ramune, and Horbačasienė, Jolita, explore students' perspectives and experiences regarding the revision process and prevailing attitudes in translation courses at a higher education institution. Examining these aspects may offer valuable theoretical and practical insights into the utility and advantages of revision-related activities within translation classes. Further, Zhao proposes efficient teaching strategies for translation by developing language proficiency in the source and target languages, improving intercultural communication and cultural competence, fostering the capabilities of critical thinking and problem-solving, making effective use of technology and translation tools, and incorporating real-world translation tasks and authentic materials. Meanwhile, Al-Jarf reveals that many translation students feel that their English is inadequate and are unhappy with their proficiency level and the grades they get in their English courses. They feel that course materials and class activities are insufficient for developing their listening, speaking, reading and writing skills. He proposes a model of a self-study program to help students practice English on their own. The self-study program consists of a plan for self-study, with deadlines and time slots for developing the required skill(s), a weekly and monthly study schedule, online activities for developing the target skill according to each student's needs and her proficiency level.

In order to cultivate graduates who excel as proficient language translators, it is imperative to implement instructional strategies conducive to the development of translation abilities aligned with the demands of the job market. This endeavor necessitates ongoing and continuous efforts throughout students' academic tenure, fostering an environment that fosters and motivates the active application of translation skills (Lan et al., 2019). Considering the aforementioned statement, various aspects warrant reconsideration, particularly initiatives aimed at enhancing students' proficiency in translation. An intriguing approach for further exploration involves offering translation learning

services beyond the confines of traditional classroom settings, including online platforms accessible to individuals possessing translation competence and skills. This initiative serves as a means to optimize active and innovative translation learning activities, enabling students to hone their skills in translation based on their individual proficiency levels.

Further, translation is an activity of copying or diverting text from one language (source language) to another language (target language). In diverting this text, a translator must have a reliable way or strategy so that the meaning contained in the source language text can be conveyed in the target language without anything being scattered at all translation as well as general knowledge in other fields or linguistic and non-linguistic knowledge. The translator is the main actor in the translation process. The translator who can minimize the communication gap between the writer of the source language text and the reader of the target language text. A translator must be reliable and trustworthy. He must be reliable towards text, clients, and technology. The translator must pay attention to the details of the contextual nuances and collocations of the translated text, be sensitive to user needs, be flexible with questions outside his area of expertise, and know hardware and software, including computers with high technology and technological updates. Bridging this communication is not easy and impossible to do without competence and good experience in the field of translation. Competence is a system that underlies knowledge and skills that enable a person to perform certain activities. Competence is important in various fields, including in the field of translation (Masduki, 2015). Therefore, the purpose of this article is to show a point of view of how the processes involved in self-guided exploration enhance the learning of translation skills and to assess the extent to which students' comprehension of translation texts improves through this model.

## **2. METHODOLOGY**

This study employs qualitative and quantitative approaches. Qualitative method is applied to explore experiences and perceptions during self-guided exploration and quantitative method provide objective measures of translation performance. The study population comprises students possessing foundational language competence and skills, selected as the accessible population. A random sample of 15 respondents was chosen for this study, considering both time efficiency and accuracy in data processing and analysis. The sampling method utilized was random sampling.

Data collection was conducted utilizing self-reflection diaries and translation task. Self-reflection diaries capture thoughts, decision-making, and insights during self-guided exploration, explore self-guided exploration process and how self-guided exploration approach translation task. The translation task was designed to assess the proficiency of translation learners and measure translation accuracy. The collected data underwent analysis through interactive data analysis (Miles et al., 2014). The students' scores were analyzed based on pretest-posttest results to identify proficiency and accuracy in translation among the respondents.

### **3. FINDINGS AND DISCUSSION**

This section discusses research findings, namely the proposed model of self-guided exploration in translation and its results on translation assignments. This section describes the self-guided exploration model into the characteristics of the model and how to implement it. Meanwhile, translation tasks are described based on the tasks that have been carried out by the respondents.

#### **Basic Characteristics of the Self-Guided Exploration**

The self-guided exploration is an integrated translation teaching program to develop comprehensive translation competencies which are used and developed further in lectures. As a self-guided exploration program, its implementation is carried out for 6-7 meetings. In general, this program is carried out intensively where almost all of the time is devoted exclusively to the formation of a solid and active mastery of translation skills as an important foundation for further development. Solid and active mastery of translation is also important to equip students with the ability to use English and Indonesian Language, with an acceptable level of fluency and ease.

This program is integrated into various language skills (reading, writing) and language components (vocabulary, grammar) that are developed simultaneously without any strong boundaries and separation of one language skill or language component from another. That is how the overall program is organized for all or a combination of several language skills or language components and translation. In the implementation of the self-guided exploration as a communicative translation teaching, an emphasis is placed on ensuring that translation is in close contact and refers to its actual and realistic use. In this program, various English language skills and language components relevant for translation are required. Teaching and learning materials are specifically selected and realized in an interrelated context that reflects the actual use of language skills and translation.

As a teaching program that aims to develop mastery of translation and simultaneously written communication in English, this program is carried out along a communicative approach that emphasizes the realistic and actual use of English in communication. This is sought through the inclusion of various language skills, careful selection, organization of teaching and learning materials, exercises, and assignments, as well as how the materials are presented and the different activities carried out.

The self-guided exploration is an intensive, integrated, and communicative translation learning program used to develop comprehensive translation competencies and skills that are used and further developed in further lectures in their studies which are entirely at do it in two languages, namely Indonesian and English. This self-guided exploration is integrated into various language skills and language components that are developed simultaneously without any strong boundaries and separation of one language skill or language component from another. That is how the overall self-guided exploration is organized for all or a combination of several language skills or language components. So, the self-guided exploration teaches not only translation but also several language skills and components, namely reading, writing, grammar, and vocabulary are also taught.

In the implementation of the self-guided exploration as a communicative translation teaching, an emphasis is placed on ensuring that the language translation process is in close contact and refers to its actual and realistic use. In this model some English language skills and language components are needed, and teaching and learning materials are specifically selected and realized in an interrelated context that reflects the actual use of the language. These same characteristics are also considered in the development and use of materials for practice, exercises, and examinations.

In general, the purpose of this self-guided exploration is to improve translation skills and language skills by following the rules and fairness of their use in writing to be used and further developed in translation learning. In particular, the objectives of the self-guided exploration are: 1) to improve the ability to understand written discourse in Indonesian and English in a reasonable manner, 2) to improve the ability to understand translation knowledge and skills in Indonesian and English meaning and form, and 3) to improve comprehension skills. and use the vocabulary and sentence patterns of the language according to the level of mastery and real communicative needs.

As a teaching program that aims at translating and establishing mastery of written language communication, the self-guided exploration is carried out along the path of a communicative approach that emphasizes language transfer and the realistic and actual use of language in communication. This is sought through the inclusion of the practice of translating and various language skills, careful selection of diction, use and organization of translation teaching and learning materials, exercises and assignments, as well as the way in which various materials are presented and various activities are carried out.

In the implementation of the self-guided exploration, some language skills and components that are relevant to real communication are carried out. With different levels of emphasis and scope depending on the importance of the relationship and the need for translation learning, the self-guided exploration also concerns not only translation, reading, and writing but also grammar and vocabulary. These different language skills as well as language components are taught in integration with one another in terms of the selection, development, and use of materials, as well as how they are presented.

Development of mastery and ability to actively translate and communicate in written discourse in English-Indonesian through the self-guided exploration is also supported by additional activities, including the use of English-Indonesian outside the classroom, independent translation programs, use of language laboratories, and so on. All of this is intended to maximize exposure to translation skills and at the same time to stimulate and encourage the use and creation of a more communicative language environment.

### **Model Implementation**

This model used an integrative approach. The integrative approach is an approach to translation learning that emphasizes the use of language in real situations and is integrated in translation with

social and cultural contexts. This approach focuses on students' ability to communicate and translate in the target language effectively and meaningfully.

Some of the main characteristics of the integrative approach include: 1) social and cultural context, that is translation learning cannot be separated from the social and cultural context in which the language is used. Students are invited to understand and appreciate the culture behind the target language, so they can communicate better and more sensitively; 2) the use of language effectively, in which this approach emphasizes the importance of the effectiveness of language use rather than perfect grammatical accuracy. Students are given the opportunity to express themselves in translating and address grammatical errors in supportive situations; and 3) active involvement of students, this approach encourages the active participation of students in the learning process. They often interact with fellow students and are invited to take the initiative in translating.

The model exposes students to translation optimally through intensive learning. There is no learning by English native speakers, the activity is conducted face-to-face and independently, the distribution of activity is 1 (one) hour of face-to-face activity = 50 minutes and independent activity = 2 hours/week (1 semester = 14 weeks @ 3 hours).

Supporting learning materials play a crucial role in enhancing the educational experience. These materials come in various forms, and each serves a specific purpose in facilitating effective translation learning.

- a. **Main Textbook:** The main textbook is the cornerstone of structured learning. It is carefully curated to provide a comprehensive and well-organized source of knowledge. Textbooks are typically authored by subject matter experts and educators, making them a reliable and authoritative resource for students. These books are designed to cover essential topics in a particular subject, offering in-depth explanations, exercises, and examples to aid students in their learning journey. They often include key concepts, diagrams, and charts to help clarify complex ideas, making them a fundamental reference for classroom instruction and self-study.
- b. **Independent Materials:** Independent materials encompass a wide array of supplementary resources beyond the main textbook. These materials can include academic articles, research papers, digital content, and self-help guides. These materials are often selected to explore specific interests or provide additional perspectives and insights on the subject matter. Independent reading materials encourage critical thinking and research skills, allowing students to broaden their horizons beyond what is covered in the main textbook. They can be especially beneficial for advanced learners and those seeking to delve deeper into a subject.

The combination of a well-structured main textbook and a variety of independent teaching materials adds depth and richness to the translation learning process. These resources cater to different translation learning styles and needs, ensuring that students can access well-rounded translation learning and tailor their learning to their specific goals and interests.

Student-centered learning activities can be applied in various translation learning settings and they are often seen as a way to promote deeper understanding, critical thinking, and a love for translation learning by making the learning process more relevant and engaging for students. Student-centered learning activities are instructional approaches that place the student at the center of the translation learning process, emphasizing active participation, critical thinking, and autonomy. This approach contrasts with traditional teacher-centered methods where the instructor primarily imparts knowledge, and students passively receive information. In student-centered learning activities, students take on a more active role in their translation learning, and the focus is on their individual needs, interests, and abilities. Here are some key characteristics and examples of student-centered learning activities:

1. **Active Participation:** Students are actively engaged in the translation learning process. They participate in discussions, problem-solving, and hands-on activities. For example, group discussions, question-answers, debates, and collaborative projects encourage active participation.
2. **Choice and Autonomy:** Students are given choices in what they learn and how they learn it. They can select topics, projects, or assignments that align with their interests. This might involve offering a range of translation assignments from which students can choose.
3. **Problem-Solving and Critical Thinking:** Student-centered activities often involve real-world problems or scenarios that require critical thinking and problem-solving skills. This could be in the form of case studies, translation projects, or open-ended questions that require analysis and synthesis of information.
4. **Personalized Learning:** Recognizing that every student is unique, student-centered learning activities aim to cater to individual learning styles, paces, and needs. Teachers may use differentiated instruction to adapt to these differences.
5. **Self-Assessment and Reflection:** Students are encouraged to assess their progress and reflect on their translation learning. Self-assessment tools and reflection papers are common in student-centered approaches.
6. **Collaboration:** Collaborative learning is often a key component. Students work together in groups to solve problems, discuss ideas, and learn from one another's perspectives.
7. **Inquiry-Based Learning:** Students are encouraged to ask questions and explore topics in-depth through inquiry-based activities. This fosters curiosity and a desire to learn more.
8. **Use of Technology:** Technology can be used to facilitate student-centered learning, allowing students to access resources, create a translation services bureau, and create projects independently. Online discussions, research databases, and machine translation software are examples of technology integration.
9. **Feedback and Assessment:** Frequent feedback is provided to students to help them understand their strengths and areas for improvement. Quizzes, peer reviews, and teacher feedback are often used to guide translation learning.

10. Ownership of Learning: Ultimately, student-centered learning aims to empower students to take ownership of their translation learning. This fosters a sense of responsibility and motivation for learning.

Furthermore, it is having learning evaluation and mechanisms tools and scoring. Assessing and evaluating the progress of students is a fundamental aspect of the translation learning process, and various tools and mechanisms are employed to gauge their understanding and mastery of translation course material. The following are key learning evaluation tools and mechanisms, each serving a unique role in the assessment process:

- a. Pre-Test: Pre-tests are administered at the beginning of a course or unit to assess students' prior knowledge and understanding of the subject matter. They help instructors identify what students already know and what gaps in knowledge exist. This information allows educators to tailor their teaching to better meet the needs of the students.
- b. Midterm Test: Midterm tests are typically conducted at the midpoint of a course or academic term. They serve as a checkpoint to evaluate students' comprehension and retention of the material covered up to that point. Midterm tests provide feedback to both students and instructors, allowing for course adjustments if necessary.
- c. Final Test: The final test, often given at the end of a course or academic term, assesses students' overall understanding of the subject matter covered throughout the course. These tests are comprehensive and are used to determine the extent to which students have mastered the content, with the results often contributing significantly to the final course grade.
- d. Post-test: Post-tests are used to measure students' knowledge and understanding after they have completed a course or a specific unit. They are valuable for assessing the impact of the educational experience and determining the extent of knowledge gained during the course. Post-tests help evaluate the effectiveness of the translation teaching methods and curriculum.

Scoring for these evaluation tools varies but generally involves assigning points or grades based on the number of correct answers or the quality of responses. Each evaluation tool has its specific purpose within the assessment process, with pre-tests and post-tests helping to measure growth and translation learning outcomes, and midterm and final tests providing important benchmarks throughout a translation course. Together, these tools contribute to a well-rounded evaluation system that supports both students and instructors in achieving the learning objectives of the translation course.

The next is having a program evaluation tool. A program evaluation tool, often referred to as an evaluation instrument or assessment tool, is a systematic and structured method used to assess and measure the effectiveness, impact, and outcomes of a specific program, project, or intervention. These tools are essential for organizations, government agencies, non-profits, and other entities to determine whether a program is achieving its intended goals, whether it is efficiently using resources, and to

identify areas for improvement. Program evaluation tools can take various forms and encompass a wide range of methodologies. Here are some common types and components of program evaluation tools:

1. **Surveys and Questionnaires:** These are used to collect data from participants or stakeholders in a program. Questions can pertain to program satisfaction, knowledge gain, behavior change, and other relevant aspects.
2. **Interviews:** Structured or semi-structured interviews can be conducted with program participants, staff, or key stakeholders to gain in-depth insights into their experiences, perspectives, and the impact of the program.
3. **Focus Groups:** Focus groups involve small group discussions with program participants or relevant individuals to explore their opinions, attitudes, and perceptions regarding the program.

Lastly is managing programs efficiently and effectively. Managing programs efficiently and effectively refers to the process of overseeing and coordinating various activities, resources, and stakeholders to achieve the intended goals and outcomes of a program in the most productive and successful manner. Program management is a critical component of organizational success, especially in government, non-profit, and corporate sectors. To manage programs efficiently and effectively, several key principles and practices are typically applied:

1. **Clear Program Objectives and Goals:** Begin by defining clear and specific program objectives and goals. These should be well-defined, measurable, and aligned with the organization's mission and strategy.
2. **Strategic Planning:** Develop a comprehensive program plan that outlines the scope, timeline, resource requirements, and key milestones. This plan should serve as a roadmap for program execution.
3. **Resource Allocation:** Allocate resources (budget, personnel, technology, and other assets) efficiently and effectively to support the program's activities. Ensure that resources are used in alignment with program goals.
4. **Monitoring and Evaluation:** Implement systems to track program progress and measure performance against predefined metrics and targets. Regularly review and assess the program's effectiveness and impact.

Efficient and effective program management requires a combination of project management skills, strategic thinking, leadership, and a commitment to achieving defined outcomes. By adhering to these principles and practices, organizations can optimize their resources and maximize the impact of their programs, ultimately contributing to their overall mission and objectives.

### **Translation Task**

The results of this study indicate that based on the achievement of translation results it can be explained as follows:

This translation task consists of two stages. The first stage, the pre-test is carried out at the beginning of the activity meeting by giving questions in the form of translation theory and practice to students. Each question is given different points or values. Students complete the evaluation in approximately 60 minutes. The results of these answers or assessments are the students' answers to all the questions that have been given. The results of these answers are then used to determine the lowest, highest, and overall average scores.

The second stage is giving a post-test. This post-test is given at the end of the activity. The questions given to students are the same as the questions given during the pre-test, namely in the form of theory and translation practice questions. Each question is given a different weight and is completed within 60 minutes. The results of student answers are then used to determine the highest, lowest, and overall average scores. The results of these answers can be seen in the following table:

**Table 1 Respondents' Result of Translation Task**

Pre-Test			Post-Test		
No	Respondents	Score	No	Respondents	Score
1	R1	55	1	R1	80
2	R2	60	2	R2	85
3	R3	55	3	R3	75
4	R4	55	4	R4	85
5	R5	60	5	R5	85
6	R6	65	6	R6	90
7	R7	65	7	R7	85
8	R8	60	8	R8	80
9	R9	35	9	R9	70
10	R10	80	10	R10	85
11	R11	65	11	R11	85
12	R12	55	12	R12	90
13	R13	65	13	R13	90

14	R14	45	14	R14	80
15	R15	45	15	R15	75

In the table above, it can be seen that the results of the translation pre-test work show that 1 student got the lowest score, namely 35, and 1 student got the highest score, namely 80. Overall, the results of this pre-test, if averaged, got a score of 57.67. Meanwhile, the results of post-test showed that 1 student got the lowest score, namely 70, and as many as 3 students got the highest score, namely 90. Meanwhile, the average post-test score was 82.67. Overall pretest and posttest scores can be seen in the following table:

**Table 2 Translation Result**

Test Type	Lowest Score	Highest Score	Average	Gain (%)
Pre-Test	35	80	57.67	59.06
Post Test	70	90	82.67	

The second table explains that the evaluation results of the translation test in the pre-test average of 57.67 increased to 82.67 on the average post-test with a gain of 59.06%. The increase in gain indicates the significance of the implementation of self-guided exploration which is summarized in the Translation Learning activities. This program is intensive and integrated. The intensive feature is manifested in the form of teaching which is held with a high frequency of academic activities throughout the first semester and the integrated feature means that this program is implemented through thorough and strict coordination of the intricacies of its implementation, both in the selection and preparation of teaching materials, preparation of teaching schedules, assignments teachers, coordination between teachers, evaluation of learning progress, and so on. Through this thorough intensity and coordination, it is hoped that at the end of the program students will be able to have the ability to translate actively at the intermediate level to be developed further, and provide sufficient capital to take part in further academic activities.

#### 4. CONCLUSION

Based on the findings and discussion, it can be concluded that the translation learning process using self-guided exploration can improve student learning outcomes in translation. This self-guided exploration model in translation encourages students to actively carry out translation tasks based on their abilities. The research results illustrate that self-guided exploration can be applied in translation learning by following the basic characteristics of self-guided exploration as an integrated translation learning model and in its application, it can be combined with other language skills and language

components. In its implementation, self-guided exploration is also supported by adequate materials, learning activities are student-centered, and a focused assessment mechanism.

The self-guided exploration activity is primarily intended to contribute to learning development to provide a practical, efficient, and innovative way of learning translation and language skills. Specifically, this activity is to show the extent to which translation learning activities using self-guided exploration can assist students in improving their English-Indonesian language translation skills. The findings suggest that the effectiveness of self-guided exploration can improve translation proficiency indicated by a satisfactory mean score on translation tests. Furthermore, the results of this activity are expected to provide valuable input to decision-makers in translation learning to improve the quality of translation learning creatively and innovatively.

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