Students' Perception of the Role of Collaborative Learning in Promoting Language Mediation Skill in Translation Course

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https://doi.org/10.24071/ijels.v11i1.9635
received 26 August 2024; accepted 19 February 2025

ABSTRACT
Collaborative learning has been applied in language learning. One part of language teaching is translation, a language mediation skill involving the transfer of meaning from one language to another. Past literature has revealed that although collaborative learning gives many advantages to students in the translation class, there is still limited research discussing the potential effects of collaborative learning on students' translation skills as language mediation. This study aims to fill this gap by investigating the students' perception of collaborative learning's potential effects in enhancing language mediation skills. A questionnaire consisting of some close-ended and open-ended questions was distributed to 62 participants who were fourth-year students of the English Education Program at Universitas Kristen Satya Wacana, Indonesia. The data analysis indicated that students gave moderately to highly positive responses on the impacts of collaborative learning on their translation. The research revealed that collaborative learning considerably impacted students' translation competence, especially in extra-linguistic, strategic, and bilingual competence.

Keywords: challenges, collaborative learning, students' perception, translation competence, translation course

INTRODUCTION

Collaborative learning has become a common approach that is used in language learning, including translation courses. Researching collaborative learning implementation among 30 novice translation students in translating journalistic texts from English to Arabic and vice versa, Hussein and Salih (2018) suggest that collaborative learning has positive impacts on students' vocabulary. In line with this, Popova, Almazova, Anosova, and Dashkina (2019) confirm that collaborative learning helps translation students deal with difficult words better as they discuss them in groups.

Moreover, collaborative learning has also assisted master's students in achieving a higher competence level in translation skills (Al-Shehari, 2017). In his research, Al-Shehari (2017) assigned his students to collaboratively translate Wikipedia from English to Arabic. Consistent with Al-Shehari's findings, Adlan, Hamzah, and Anwar (2020) demonstrate that using collaborative translation significantly enhanced students' translation skills. The results from the translation test involving 49 students revealed that those who learned through collaborative translation outperformed their peers who were taught using traditional methods (Adlan, Hamzah, & Anwar, 2020).

Confirming the contribution of collaborative learning to students' translation skills, Bayraktar Ozer and Hastürkoğlu (2020) confirm that collaborative learning significantly

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improves students' translation skills. Their study revealed significant translation test score differences between 30 students taught using conventional training methods and 30 students taught using collaborative learning. Similarly, Mosleh's research (2020) suggests that students in the English-to-Arabic translation course demonstrated significant improvements after being exposed to collaborative learning. Both the qualitative and quantitative data in her research indicated participants' a high level of participant agreement with positive statements about the impact of collaborative learning.

Although there are many studies investigating the benefits of collaborative learning in translation, there is limited research that focuses on students' perceptions of how collaborative learning may foster students' language mediation skills in translation. As translation is not simply "re-languaging" of texts (Liddicoat, 2016, p. 3; Qizi et al., 2020, p. 179; Pace, 2023), it is a complex process and hence requires complex skills. It involves a language mediation process that requires more than just transferring semantic meaning from one language to another. In fact, not only does it convey the language, but a translator also needs to transmit the culture. Therefore, it is crucial to examine how different teaching approaches may assist the development of the fifth skill, including collaborative learning.

Although collaborative learning has been shown to successfully help students achieve their goals (Laal & Ghodsi, 2012; Ghavifekr, 2020), some students seem to prefer individual learning. By conducting this study, hopefully, there will be answers to the question: What are students' perceptions of collaborative learning's potential effects in enhancing language mediation skills?

The findings of the study are expected to provide some insights into collaborative learning and language mediation, helping instructors and students maximize the use of collaborative learning in language learning, especially in translation courses.

Collaborative learning

Collaborative learning has been broadly implemented in academic fields. It is used largely in schools and universities (Bach & Thiel, 2024). Collaborative learning is widely implemented across various educational levels and settings (Karim, Antoni, & Oktarina, 2024), from "preschool through graduate school and adult training programs" (Johnson & Johnson, 2009, p. 365). Collaborative learning is an approach involving teamwork between students and even teachers (Goodsell, Maher, Tinto, Smith, & MacGregor, 1992; Nisa, Isnaini, Utami, & Islahudin, 2023), allowing students to exchange knowledge from various perspectives (Junus & Andula, 2020). Students usually work together in a group that consists of two or more members to solve problems, find some understanding, or produce something. Those activities relate to the zone of proximal development (ZPD) term where the development of someone can be affected by collaborating with others (Vygotsky, 1978, as in John-Steiner & Mahn, 1996). In addition, collaborative learning can be defined as a form of sociocultural approach that signals the relation between "social and individual processes" in constructing knowledge (John-Steiner & Mahn, 1996, p.191).

Further, some experts distinguish between collaborative and cooperative learning, but others consider the two as interchangeable or that the latter is a part of collaborative learning. Yang (2023a) asserts that collaborative and cooperative learning have different origins and intertwined paths of development, resulting in distinct features while sharing many similarities. Millis and Cottell put collaborative and cooperative learning on a continuum from most structured (cooperative) to least structured (collaborative). Meanwhile, Cuseo (1992 in Barkley et al., 2005) believes that cooperative learning is a category under collaborative learning. However, arguing that collaborative and cooperative learning are synonymous, Jacobs (2015) defines the two as student-centered approaches of which the methods may vary to facilitate student-student interaction. As for the interest of the current study, collaborative learning is defined as an approach involving student teamwork to produce something. In this context, the

teamwork product is translation work. This study views collaborative and cooperative learning as synonymous, thus not differentiating between the two.

Advantages and disadvantages of collaborative learning

Many educational practitioners use collaborative learning to enhance students' participation in class. Through it, students can develop their confidence in expressing ideas (Kholid, Utamie, & Hastomo, 2022; Chrismaretta & Abrar, 2024; Hasrianti et al., 2024), learn how to respect different opinions, and recognize "the limitations of their point of view" (Goodsell et al. 1992, p.29). This idea is supported by Laal and Ghodsi (2012), who state that in collaborative learning, students learn to respect their peers' abilities and contributions. Weinberger and Shonfeld's (2018) respondents believed that collaborative learning teaches them how to deal with responsibility and compromise with others' opinions. Collaborative learning also assists students in improving their interpersonal skills (Kholid, Utamie, & Hastomo, 2022; Chrismaretta & Abrar, 2024; Hasrianti et al., 2024). Laal, Naseri, Laal, and Khattami-Kemanshahi (2013) point out that the main advantage of using collaborative learning is to elaborate social interaction skills. This interpersonal skill may support the students to appreciate differences and other people's abilities.

Collaborative learning also helps students improve their cognitive development skills. Studies indicate that collaborative learning develops students' metacognitive skills (Ramdani et al., 2022; Ferreira, Zabolotna, & Lee, 2024; Gangmei, 2024). In addition, Cullen, Kullman, and Wild (2013) discover that collaborative learning highly supports the development of metacognitive skills of ESL teachers through activities such as planning for task fulfillment and autonomous learning in a group. Bhowmik (2016) also finds that students were highly motivated to learn mathematics if they used collaborative learning. Moreover, 70% of the students agreed that collaborative learning helped them in solving mathematics tasks. Similarly, Wahyurianto and Sylvia (2024) reveal that collaborative learning motivates students as it reduces their anxiety and enhances their willingness to participate actively in a reading comprehension class. Furthermore, the students indicated that collaborative learning improved their reading comprehension skills.

Although it gives many benefits, collaborative learning has some disadvantages. Students may be frustrated since they have to work with people they do not know very well (Lane, 2016; Yang, 2023b). It is also pointed out that the members who do not contribute to group work may cause frustration. Barros (2011) and Yang (2023b) said that some students find it difficult to work with others since some members prefer to work individually. Furthermore, El Masah (2018) and Yang (2023b) mentioned that applying collaborative learning might cause some problems in grading as it may be difficult to determine each student's contribution to a group. The main problem in collaborative learning is the existence of free riders. Dyrud (2011) and Strong and Anderson (1998), as in El Masah (2018), defined free riders as group members who have "less than a fair contribution" to the task (p.1). The existence of free riders tends to impede the team's outcome.

Translation as language mediation

Colina and Lafford (2018) state that translation as language mediation refers to "various types of cross-linguistic activities that involve the transfer of meaning from one language to another—provides for a much more promising interaction" (p.2). They pointed out that translation enables a larger involvement between translation studies and language teaching. They regarded it as "a fifth skill" after reading, writing, listening, and speaking (p.2). Murtisari (2020) also says that translation is considered a mediation skill "rather than just an activity of finding verbal equivalence across languages" (p.159).

Translation competence

There is some knowledge that a translator should have when translating the source language. According to PACTE (2003) as in Albir (2017), there are six translation competencies. They are bilingual, extralinguistic, strategic, psycho-physiological, instrumental competence, and competence of translation knowledge. Bilingual competence deals with grammatical and lexical components. Extralinguistic competence relates to the source and target culture knowledge. In other words, it deals with the competence to translate the source language into the target language according to the context. Meanwhile, the competence of translation knowledge comprises the competence of a translator in translating a source language based on the target readers. Strategic competence copes with a translator's skill in facing and solving problems during the translation process. The psycho-physiological competence includes emotion, confidence, and motivation during the translation. Then, the instrumental competence deals with the knowledge to use the resources and technologies, such as all kinds of dictionaries, encyclopedias, and books.

Collaborative learning in translation

One study field that utilizes collaborative learning is translation. Barros (2011) states that "[t]ranslation is increasingly becoming a team activity" (p.55). Therefore, collaborative learning is used in the translation process to help translators convey the meaning. Moreover, collaborative learning gives some advantages in translation skills. Collaborative learning allows students to develop interpersonal competence, among other competencies in translation, such as "communicative and textual competence in at least two languages and cultures, cultural and intercultural competence" (Kelly, 2005 as in Barros, 2011, p.43). In some research, collaborative learning assisted students in their bilingual competence, especially in improving and expanding their vocabulary (Hussein & Salih, 2018; Popova, Almazona, Anosova & Dashkina, 2019).

Al-Shehari (2017) finds that collaborative learning helps students achieve a higher competence level in translation skills. His study showed that working as an editing team for other groups and a translation team highly developed their translation skills since they had to translate and also edit the translation works of other groups. In her research, Rieger (2016) states that applying collaborative learning in translation is almost always better than using individual translation. The result of her research showed that her students got better in bilingual competence, especially in grammatical accuracy. She also stated that her students improved in using metaphors and playing with words when translating texts. Moreover, she discovered that collaborative learning assisted students' competence in translation knowledge. Students were able to translate texts by considering the purpose of the translated text and the target readers. Research conducted by Klimkowski (2006) shows that group work encouraged the students' competence and gave them a positive psychological environment during the translation process. In other words, it assisted students in improving their psychophysiological competence.

Zainudin and Awal (2012) found that collaborative learning enables students to have a discussion where they can share their views, ideas, knowledge, and experiences with their group mates while translating. Having the same result as Zainudin and Awal (2012), Roskosa and Rupniece's findings (2016) also revealed that translating in groups facilitates the students to share their opinions. However, they also found that collaborative learning had some drawbacks for students, such as concentration problems.

Another study by Gaballo (2008) shows that collaborative learning in translation enables students to learn different strategies from their friends. Students can observe their friends' strategies and reflect on and compare them with their own. Hussein and Salih (2018) reveal another benefit of collaborative learning in a translation class. The result of their findings revealed that 66% of the participants saw that collaborative learning helped them to consider the text more carefully.

Adlan, Hamzah, and Anwar (2020) suggest that implementing collaborative translation improves students' translation skills. Their study, which involved a translation assessment of 49 students, demonstrated that participants who engaged in collaboration performed better than those taught using conventional methods (Adlan, Hamzah, & Anwar, 2020). Bayraktar Ozer and Hastürkoğlu (2020) offer further validation of the positive impact of collaborative learning on students' translation proficiency. Their research indicates that collaborative learning significantly enhances students' translation skills. The study identified significant differences in translation test scores between two groups: 30 students taught using traditional training methods and 30 students taught using collaborative learning. Mosleh (2020) similarly argues that students in an English-to-Arabic translation class exhibited significant progress following their exposure to collaborative learning. The study's qualitative and quantitative findings reveal a high level of participant agreement with positive statements regarding the impact of collaborative learning.

METHOD

Context of the study

This descriptive quantitative study aimed to investigate students' perception of collaborative learning's potential effects in enhancing language mediation skills. In this study, the translation class refers to an Interlingual Communication course where a collaborative learning approach is used. The Interlingual Communication subject is offered to third-year students in the second semester. The classes are usually conducted in medium-sized classrooms consisting of 20-24 students per class. The proficiency levels of the students range from intermediate to advanced levels, with most in the upper-intermediate category.

In the class, students mostly work in groups of three or four to finish translation tasks. They have the freedom to decide whom to work with and how they will manage the group work. The only limitation set in the syllabus is that every student needs to contribute to the group work, and students need to discuss the final work as a whole group, although they assign a particular part to a particular person.

The research question pursued in this study is: What are students' perceptions of collaborative learning's potential effects in enhancing language mediation skills?

Use of terms

This study applied the principal terms of collaborative learning and translation competence. Collaborative learning refers to "joint intellectual effort by students" (Goodsell, Maher, Tinto, Smith, and MacGregor, 1992, p. 11), where students work in a group. Meanwhile, language mediation skills refer to six competencies that a translator should have when translating a text. They are bilingual, extralinguistic, strategic, psycho-physiological, instrumental competence, and competence of translation knowledge.

Participants of the Study

Sixty two (62) English Language Education program students participated in this research. These students were fourth-year students of the English Language Education Program at Universitas Kristen Satya Wacana who have taken the Interlingual Communication course.

Data collection

A questionnaire comprising open-ended and close-ended questions was distributed to the participants to collect the data. The questionnaire consisted of Part I and Part II. Part I included 6 close-ended sections, each corresponding to one translation competence, with a different number of questions in each section. The close-ended items used the Likert scale with *always*, *often*, *sometimes*, *rarely*, and *never* options. The second part included two Likert statements regarding group work, each followed by an open-ended question. Participants could answer the open-ended questions in either Bahasa Indonesia or English.

The questionnaire items were adapted from existing research on translation skills and collaborative learning and were subsequently contextualized to fit the research setting. Question formulation also involved consultation with a translation lecturer for validation. Once the questions were finalized, the questionnaire underwent a piloting phase. Several English Department students of Universitas Kristen Satya Wacana, who were not part of the study but shared similar characteristics with the participants, were asked to complete the questionnaire. This step ensures the accuracy and appropriateness of the data collection process in the actual survey.

Data analysis

The results of students' responses were coded and logged into Microsoft Excel program. For the Likert scale in the close-ended section, each frequency has a different value: a score of 4 for *always* responses, 3 for *often* responses, 2 for *sometimes* responses, 1 for *rarely* responses, and 0 for *never* responses. Then, for the open-ended section, students' responses were categorized into some sub-themes.

FINDINGS AND DISCUSSION

This section discusses the results of the present study. It highlights two aspects, which are the students' perception of collaborative learning in their translation skills and their perception of collaborative learning in the translation class. The translation competence will be categorized into six different kinds: bilingual, extralinguistic, strategic, psycho-physiological, and instrumental types of competence. The details of the findings are discussed below.

Students' perception of collaborative learning on their translation competence

The students' responses to the Likert statements show that most of them had low to moderately positive attitudes towards collaborative learning. The Likert scale was divided into five frequencies, namely *always*, *often*, *sometimes*, *rarely*, and *never*. Each frequency has a different value: a score of 4 for *always* responses, 3 for *often* responses, 2 for *sometimes* responses, 1 for *rarely* responses, and 0 for *never* responses. Then, the value would be categorized into three levels, namely low (below 60%), moderately high (60 - 67.5%), and high (above 67.5%), based on the total percentage of *always* and *often* responses.

A. Students' perception towards collaborative learning to bilingual competence

Bilingual competence deals with the grammatical and lexical components. As Table 1 shows, the students had moderately to highly positive attitudes towards collaborative learning in enhancing their bilingual competence. They perceived that collaborative learning had considerable impacts on grammar. They believed it helped them to apply grammar more accurately (62.9%, always = 11.3% and often 51.6%). This supports Rieger's (2016) finding that collaborative learning helps students increase their grammar accuracy. Moreover, she also stated that by applying collaborative learning, students gained lexical improvement in terms of using metaphors. In the present study, the largest area of improvement was in deciding more natural words while translating (83.8%, always = 16.1% and often 67.7%). Another area that improved with a high impact was that the students became more aware of nuances of words when they were translating a text (70.9%, always = 16.1% and often 54.8%). Students might increase their bilingual competence because collaborative learning gives them the opportunity to share their opinions and thoughts and to get some alternative answers so that they can decide the best answer for their translation.

Table 1. The result of students' perception of collaborative learning to bilingual competence

Questionnaire item	Bilingual competence Percentage						Mean
	always	often	sometimes	rarely	never	always and often	
Q1 - I learned how to apply grammar more accurately while translating texts in group work.	11.3	51.6	33.9	3.2	0.0	62.9	2.71
Q2 - I learned how to decide on more natural word choice while translating texts in group work.	16.1	67.7	16.1	0.0	0.0	83.8	3
Q3 - I learned how to decide on more appropriate grammar choice while translating texts in group work.	14.5	53.2	30.6	1.6	0.0	67.7	2.81
Q4 - Group work improved my awareness of nuances of words while translating texts *(misal konotasi makna dan makna-makna yang lain yang lebih halus/tidak kentara).*	16.1	54,8	25.8	3.2	0.0	70.9	2.84
Q5 - I learned how to paraphrase more effectively while translating in group work.	21.0	43.5	29.0	4.8	1.6	64.5	2.77
Mean							2.83

B. Students' perception towards collaborative learning to extralinguistic competence

Another type of translation competence that the students believed they have improved by applying collaborative learning was extralinguistic competence. This ability relates to a translator's competence to render the source language into the target language appropriate to the context. As presented in Table 2 below, the students had a highly positive attitude with most of them responding favourably to the role of collaborative learning in this area. Collaborative learning was seen to have the most considerable impact on students' context-related extralinguistic skills, which consist of three areas. Firstly, the majority of the students (77.5 %, always = 21/0%, and often = 56.5 %) reported that collaborative learning assisted them in transferring the meaning to the target text based on the appropriate context. This seems possible since students were able to discuss with their group mates while they were translating the text. Secondly, students showed a very positive attitude to collaborative learning in considering the context more thoughtfully (75.8%, always = 25.8%, and often = 50.0%). This finding's percentage is bigger than the previous study, which was conducted by Hussein and Salih (2018) with only 66% of the students who considered that collaborative learning enabled them to consider the context more carefully. Thirdly, the students also believed that collaborative learning had a significant influence in assisting them to transfer the meaning to the target text based on the appropriate context (77.5%, always = 21.0%, and often = 56.5%). This could happen because students were able to discuss with their group members to examine the context of the text through collaborative learning, and it would be easier for them to transfer the source text.

Table 2. The result of students' perception of collaborative learning to extralinguistic competence

Questionnaire item	Extra linguistic competence Percentage (%)						Mean
	always	often	sometimes	rarely	never	always and often	
Q1 - Group work enabled me to consider the context more carefully while translating.	25.8	50.0	17.7	6.5	0.0	75.8	2.95
Q2 - I learned how to interpret the source text's meaning based on the appropriate context while translating in group work.	16.1	54.8	27.4	1.6	0.0	70.9	2.85
Q3 - I learned how to transfer the meaning to the target text based on the appropriate context while translating in group work.	21.0	56.5	17.7	4.8	0.0	77.5	2.94
Q4 - I learned how to translate cultural concepts from the source language (SL) to the target language (TL) in group work.	17.7	50.0	30.6	1.6	0.0	67.7	2.84
Q5 - I learned how to translate texts based on the genre of the text in group work.	22.6	46.8	27.4	1.6	1.6	69.4	2.87
Mean							2.89

C. Students' perception of collaborative learning to the competence of translation

As demonstrated in Table 3, the students had moderately to highly positive responses to collaborative learning in the competence of translation. This skill refers to the ability of a translator to translate the source language based on the target readers. In this study, collaborative learning was believed to support students in considering the target readers while translating a text. As can be seen in Table 3 below, there is a high tendency to favour the aspect, with most of the students showing a positive attitude (69.3%, always = 29.0 and often = 40.3%). Furthermore, they also reported being able to learn about how to communicate with the target reader through collaborative learning (64.5%, always = 12.9% and often = 51.6%). This suggests collaborative learning allowed the students to discuss more about how to translate their texts according to the target reader.

Table 3. The result of students' perception of collaborative learning to competence in translation

Questionnaire item	Competence of translation Percentage (%)						Mean
	always	often	sometimes	rarely	never	always and often	
Q1 - I learned how to translate texts by considering the target readers in group work.	29.0	40.3	22.6	6.5	1.6	69.3	2.89
Q2 - I learned how to communicate more with the target reader through translating in group work.	12.9	51.6	30.6	3.2	1.6	64.5	2.71
Mean							2,80

D. Students' perception towards collaborative learning to strategic competence

As presented in Table 4, the students tended to have moderately to highly positive views towards collaborative learning in relation to their strategic competence. Strategic competence constitutes a translator's skill in facing and solving problems during the translation process. As many as 69.3% of the students (always = 29.0% and often = 40.3%) showed positive views of collaborative learning, which could contribute to evaluating the quality of the translation result. The students could check their translations with each other's and it helped them to get the best translation result. It correlates with the previous study by Zainudin and Awal (2012) which stated that collaborative learning could give students chances to examine members' mistakes while translating the text.

The majority of the students (75.8%, always =22.6, and often = 53.3%) showed a highly positive view towards collaborative learning for allowing them to solve the translation problems together. Here, working in a group seemed to give students opportunities to learn about different translation strategies from their group mates. The students also realized that collaborative learning aided them in translating more quickly (69.3%, always = 29.0%, and often = 40.3%). By using collaborative learning, students can divide the work so that it will be more efficient than translating a text individually. Furthermore, students agreed that collaborative learning could help them identify translation problems (71%, always = 24.2%, and often 46.8%). It could happen because in a group they have to work together, and automatically they will share everything, including problems and difficulties. The study overall also demonstrated moderately high positive views towards collaborative learning in assisting students to mediate the ST (64.5%, always = 14.5% and often 50.0%). It relates to Zainudin and Awal's finding (2012) that collaborative learning facilitated students to understand the ST better.

Table 4. The result of students' perception towards collaborative learning to strategic competence

Questionnaire item	Strategic Competence Percentage (%) always	often	sometimes	rarely	never	always and often	Mean
Q1 - I learned how to find a more effective method to translate while translating in group work.	19.4	48.4	25.8	3.2	3.2	67.8	2.77
Q2 - Group work helped me in learning different strategies of translating.	27.4	38.7	32.3	0.0	1.6	66.1	2.90
Q3 - I learned how to mediate the source text meaning into the target text while translating in group work.	14.5	50.0	30.6	4.8	0.0	64.5	2.74
Q4 - Group work helped me to translate more quickly.	30.6	35.5	29.0	3.2	1.6	66.1	2.90
Q5 - I learned how to evaluate the quality of the translation result while translating in group work.	29.0	40.3	27.4	3.2	0.0	69.3	2.95
Q6 - I learned how to identify translation problems while translating in group work.	24.2	46.8	27.4	1.6	0.0	71	2.94
Q7 - I learned how to solve translation problems while translating in group work.	22.6	53.2	24.2	0.0	0.0	75.8	2.98
Mean							2.88

E. Students' perception towards collaborative learning to psycho-physiological competence

As shown in Table 5, the students tended to give low to moderately high positive feedback to collaborative learning in students' psycho-physiological competence. This competence relates to students' confidence, emotion, and motivation during translation. Students tended to have low positive responses to collaborative learning in increasing students' concentration (40.3%, always = 12.9%, and often 27.4%). This seems to support Roskosa and Rupniece's (2016) finding that collaborative learning gave some drawbacks during the translation process, including concentration problems. Students might not be able to concentrate on translating the text in a group since they have some distractions, such as the noise in the group. Furthermore, only 58% of the students (16.1% = always, 41.9% = often) saw that collaborative learning assisted them in increasing students' confidence. However, students tended to respond highly positively to questions 2 and 3 (Q2 & Q3). Here they believed translating a text in a group assisted them to be more analytical and critical.

Table 5. The result of students' perception of collaborative learning to psycho-physiological competence

Questionnaire item	Psycho-physiological competence Percentage (%) always	often	sometimes	rarely	never	always and often	Mean
Q1 - Group work increased my self confidence in translating.	16.1	41.9	35.5	4.8	1.6	58	2.66
Q2 - Translating through group work helped me to be more analytical.	22.6	53.2	19.4	3.2	1.6	75.8	2.92
Q3 - Translating through group work helped me to be more critical.	24.2	46.8	24.2	4.8	0.0	71	2.90
Q4 - Group work increased my concentration in translating.	12.9	27.4	48.4	9.7	1.6	40.3	2.40
Mean							2.72

F. Students' perception of collaborative learning to instrumental competence

As presented in Table 6 below, the students reported low to moderately high positive beliefs in collaboration for instrumental competence, which deals with knowledge to use resources and technologies such as dictionaries, encyclopedias, and internet research engines. The students tended to give a low positive view that collaborative learning helped them use the internet more optimally (58.1%, always = 19.4% and often 38.7%). In addition, Table 6 also illustrates that collaborative learning reportedly had less considerable impacts on the students in using machine translation (54.9%, 21.0% = always, and 33.9% = often). Here, as the students were required to give a more accurate rendering of texts, students might not have been attracted to using machine translation. However, students showed a highly positive attitude to collaborative learning in assisting them to utilize dictionaries more optimally (72.6%). They perceived that dictionaries were important helping tools in the translation and in applying collaborative learning. Here, for instance, students could take part in looking up the meaning of various words so they might learn more about vocabulary. In addition, when having dictionaries, they can also compare different definitions of a word.

Table 6. The result of students' perception of collaborative learning to instrumental competence

Questionnaire item	Instrumental Competence Percentage (%) always	often	sometimes	rarely	never	always and often	Mean
Q1 - I learned how to use dictionaries more optimally while translating.	25.8	46.8	24.2	3.2	0.0	72.6	2.95

Q2 - I learned how to use machine translation more optimally while translating in group work.	21.0	33.9	32.3	11.3	1.6	54.9	2.61
Q3 - I learned how to use the internet more optimally to do research for translating in group work.	19.4	38.7	33.9	4.8	3.2	58.1	2.66
Mean							2,74

Students' perception of collaborative learning in translation class

To get more information on students' perception of collaborative learning in translation class, two additional Likert statements were given, each with an accompanying open-ended question. The details of the findings are explained below.

A. Do you think group work improved your translation skills?

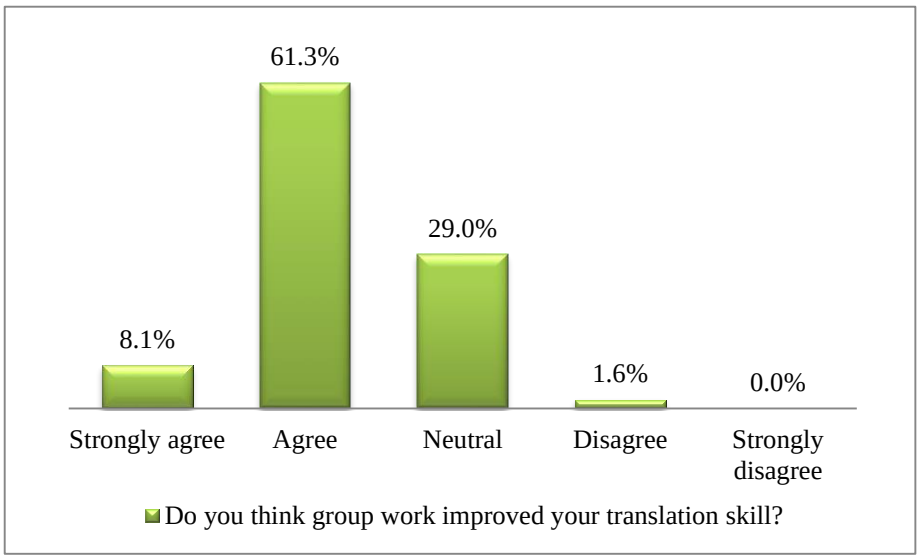


Figure 1. Percentages of students' responses to the question of whether collaborative learning improved their translation skill

As shown in Figure 1, most of the students showed positive responses on the effect of collaborative learning on their translation skills. The majority of the students agreed (69.4%, strongly agree = 8.1%, agree = 61.3%) that collaborative learning improved their translation skills. Meanwhile, only one student (1.6%) disagreed that collaborative learning enhanced their translation competence. This student (Student 1), who had a moderately high GPA, said that collaborative learning tended to have a low impact on his translation skills. He thought that it was difficult to translate in a group since everyone would have different views on the meaning of words. Regardless of this, Table 7 presents the reasons why 69.4% of the students think collaborative learning improved their translation skills.

Table 7. Students' positive responses to collaborative learning to translation skill

Positive responses on collaborative learning in translation skills	Percentage
Sharing ideas, opinions, knowledge, and experiences	27.4%
Help students evaluate the quality of the translation result	8.1%

Help students to be more critical while translating the text	8.1%
Improve students' knowledge and skills in using vocabulary	6.5%
Learning different strategies for translating	6.5%
Mediating the source text meaning to the target text	3.2%
Assist students in being more aware of the context of the text	3.2%
Help students solve and identify translation problems	1.6%
Lower students' anxiety	1.6%
Learning how to apply grammar more accurately	1.6%
Miscellaneous	16.1%

As shown in Table 7, the students had various reasons why collaborative learning improved their translation competence. Four themes gained the highest percentages. The most favourite answer (27.4 %) was that collaborative learning helped to share the students' ideas, opinions, knowledge, and experiences. The second most common response was that translating in groups helped them to evaluate the quality of the translation result (8.1%) and assisted them in being more critical while translating the text (8.1%). The next common reason was that collaborative learning improved students' knowledge and skills of using vocabulary while translating the text (6.5%) and allowed them to learn different strategies of translation.

Collaborative learning enabled students to share their ideas, opinions, knowledge, and experiences while translating

The students, regardless of their GPAs, reported that applying collaborative learning allowed them to share their opinions, thoughts, knowledge, and experiences, which were helpful for working on their translation. Student 4, who had a high GPA, said that collaborative learning enabled her to share opinions with her group members and get the best solutions for their translation. Meanwhile, Student 14, who had a moderately high GPA, stated she could share opinions to find the appropriate translation with her group members. Student 62, who had an average GPA, also saw that working in a group was helpful for her. She could share her ideas and views with her group members since sometimes she was not sure about her own translation. This is relevant to the previous research conducted by Zainudin and Awal (2012) and Roskosa and Rupniece (2016). The results of their studies showed that collaborative learning enabled their participants to exchange ideas and share opinions and knowledge.

Collaborative learning assisted students in evaluating the quality of the translation result.

Collaborative learning was also reported to enhance strategic competence (see Table 4). Student 10, who had a moderate GPA, said that collaborative learning in the translation course helped her check others' work. In addition, Student 54, with a high GPA, stated that if students did the translation individually, they would get confused, so it would be better to do the translation in a group so that they could share opinions and evaluate each other's work if there were some mistakes. This finding is in line with Zainudin and Awal's study (2012), which shows that collaborative learning gives chances to correct members' mistakes.

Collaborative learning helped students to be more critical while translating the text

As shown in Table 7, 8.1% of the students believed that collaborative learning assisted them to be more critical while translating a text. Student 6, who had a high GPA, said that when translating in a group, her critical thinking increased. Like Student 6, Student 7, who also had a high GPA, believed that group work assisted her in thinking critically, especially in evaluating word choices that were appropriate to the context.

Collaborative learning improves students' knowledge and skills in using vocabulary

Collaborative learning also improves the students' knowledge and skills of using vocabulary (6.5 %). Student 43 with an average GPA, said that collaborative learning enabled him to get new knowledge, such as new words that he did not know before. Students tended to believe that they had improved their skills in using vocabulary in a group while translating since each student has different abilities. The students with higher skills, who might have more advanced vocabulary, could share with their members so that they can learn together and their vocabularies increased. Student 31 with a high GPA, also said that group work was really helpful because he could learn from other members in terms of strategies, grammar, and vocabulary. Similar research by Hussein & Salih (2018) and Popova, Almazona, Anosova & Dashkina (2019) also showed that collaborative learning improves and expands students' vocabulary.

B. Do you think group work should be implemented in the translation course?

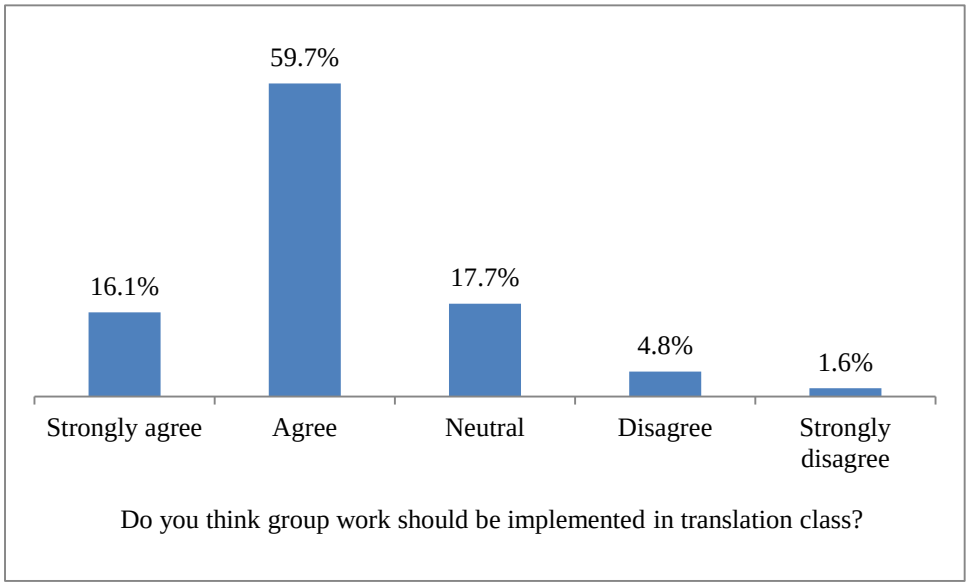


Figure 2. Percentages of students' responses to the question of whether collaborative learning should be implemented in the translation class

As shown in Figure 2, 75.8 % of the students (16.1% = strongly agree, and 59.7% = agree) agreed that collaborative learning should be applied in the translation class. Only 6,4% of the students (4 out of 62) disagreed with it (4.8% = disagree, 1.6% = strongly disagree). Three students who had an average GPA (student 1, 46, and 52) and one student with a high GPA (student 58) gave negative responses regarding collaborative learning in a translation class. Student 1 thought that students would not translate the text effectively in a group. Meanwhile, Student 46 saw that collaborative learning would not be optimal when every student had different translation strategies. On the other hand, student 52 believed that if she worked with the same members all the time, it would not work. Student 58 thought that collaboration may be implemented in a translation class but as an intermezzo, not the main activity. However, the majority of the students gave positive responses to collaborative learning in a translation course. It was relevant to Hussein and Salih (2018) that collaborative learning was one of the most important methods that can be applied in a translation class. There were various reasons that students gave for why collaborative learning should be implemented in the translation course, as Table 8 shows below (see Table 8).

Table 8. Categories for the students' responses to collaborative learning in the translation course

Categories	Percentage
Sharing ideas, opinions, knowledge, and experiences	24.2%
Learning different strategies for translating	8.1%
Help students translate more quickly	6.5%
Evaluate the quality of the translation result	4.8%
Consider the context more carefully while translating	3.2%
Ease students' work	3.2%
Assist students in analyzing the word choice	3.2%
Improve students' knowledge and skills in using vocabulary	3.2%
Increasing students' confidence in translation	3.2%
Lower students' anxiety	1.6%
Help to identify and solve translation problems	1.6%
Miscellaneous	21.0%

Based on Table 8, the students tended to give the same responses as those to the previous question. Here, there were four big categories of students' responses to collaborative learning. The first category, which had the biggest percentage, was sharing ideas, opinions, knowledge, and experiences (24.2%). Some students thought that collaborative learning provided a discussion where they could share their different views, which was helpful for their translation results. The second category was learning different strategies (8.1%). Students who had an average up to a high GPA saw that collaborative learning enabled them to observe their friends' translation strategies, which might be different and could be useful for their translating process later. The findings were relevant to Gaballo's finding (2008), which reported that students benefited from collaborative work in translation by learning from their friends through "reflect[ing] with them on translation strategies and be[ing] aware of different approaches to the same text" (p.3).

The third category was collaborative learning, which helped the students to translate more quickly. Some students who had an average to high GPA saw that collaborative learning enabled them to translate the text faster. Student 55 said that translating in a group helped her learn different perspectives from her friends and assisted her in saving time while translating. Having the same thoughts as student 55, student 21, who had a high GPA, also stated that applying collaborative learning in a translation course helped her to translate a text faster.

CONCLUSION

This research aimed to investigate the students' perception of the effects of collaborative learning in promoting translation competence. In general, the students had positive beliefs towards group work in doing their translation tasks. The students showed moderately to highly positive responses to collaborative learning in enhancing their bilingual, extralinguistic, and strategic competencies. Students showed their highest positive responses to collaborative learning on the extralinguistic and strategic competence. Here, for instance, translating in a group enabled them to consider the context and learn different translation strategies from their group members. However, the students tend to give less positive answers towards collaborative learning regarding their instrumental and psycho-physiological competence.

Overall, students believed that collaborative work may enhance their translation skills and, therefore, should be implemented in translation courses. Regarding these, the findings also found that students appreciated the opportunity to share their ideas, opinions, knowledge, and experiences while translating in a group. It also reportedly enabled students to evaluate the quality of translation results. Furthermore, the study also indicated that collaborative learning allowed students to learn different translation strategies while translating in a group. Learning different strategies from their peers could help students to translate the source text effectively.

However, there were some negative aspects mentioned about collaborative learning, for instance, related to group members' preferences. Collaborative learning was also seen to be not optimal when everyone has different ways of translating. Despite this, the study promises that collaborative learning could be an effective and applicable method that will help students in the translation class. Thus, lecturers and students should focus on the positive aspects of collaborative learning to improve their translation competence. Future research should explore strategies to address these limitations and develop ways to enhance collaborative learning, ensuring its positive impact on students' translation competence.

ACKNOWLEDGMENT

The authors would like to thank Elisabet Titik Murtisari, Ph.D., for her feedback during the early stages of the research.

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