



Translation Teaching Model in Offline, Online, and Hybrid Mode

Arif Hidayat

Universitas Nusa Mandiri, Jakarta, Indonesia

arif.aft@nusamandiri.ac.id

ORCID <https://orcid.org/0000-0002-8574-8119>

Fachri Helmanto

Universitas Djuanda, Jawa Barat, Indonesia

fachri.helmanto@unida.ac.id

ORCID <https://orcid.org/0000-0001-6596-6701>

Received: 29 November 2022

Accepted: 19 January 2023

Published: 10 February 2023

DOI: <https://doi.org/10.33541/jet.v9i1.4448>

Abstract

Reviewing translation teaching from the nature of the basic skills that must be possessed, students have at least mastered two languages based on their respective linguistic rules. This study aims to analyze the translation teaching model in offline, online, and hybrid mode. This research uses a case study method with a qualitative approach. The subject of this research is learning English Indonesian Translation classes from 2019 to 2022 at UBSI. The research data were analyzed using interactive analysis technique and were validated by conducting data source triangulation techniques. This study reveals that translation teaching requires students' readiness by requiring students to master a number of courses or at least have attended and passed the required lectures. Offline, online, and hybrid translation teaching at UBSI is carried out consistently and continuously. UBSI uses a collaborative translation-teaching model by combining two translation teaching models through technology. The limitations of this research are limited to the level of researcher participation in several quality assurance processes. However, this research succeeded in uncovering the potential of technology as part of a collaborative translation-teaching model.

Keywords:

advanced language mastery, translation-teaching model, translation

INTRODUCTION

Translation is an advanced stage in language learning. Someone who is in charge of translation actually requires mastery of at least two languages (Wardana et al., 2022). Language learning is often interpreted as a series of language activity processes that are in line with the rules of the language. Of course, language is closely related to the four basic skills which are divided into two groups (receptive: listening and reading, and productive: speaking and seeing). Language learning in translation requires students to master the process of language transfer from the source language to the target language. One of them is the translation of English into Indonesian.

Students of English literature while studying the rules of English language are of course highly expected to have mastered the rules of Indonesian language. Of course. The rules of the two languages in question are in a formal setting. Where both languages are used optimally in learning facilitated by lecturers and accustomed to having competence both receptively and productively. Carrying out learning by familiarizing students in using language will encourage good language acquisition (Renandya et al., 2018). However, the natural nature of language acquisition will encourage the automation of students' thinking in carrying out language activities.

Reviewing translation teaching from the nature of the basic skills that must be possessed, students have at least mastered two languages based on their respective linguistic rules. Of course, this is a big question in translation teaching schemes. This is because in UBSI the English Indonesian Translation course was introduced to students in the third semester. As a prerequisite for translation courses, a number of courses must be completed in the first year, namely Reading, Listening, Writing and Speaking.

In practice, the translation teaching that occurs begins with debriefing which is more burdensome to English language rules than Indonesian. This is because UBSI students are considered to have mastered the national language, namely Indonesian. This is in line with the results of the interview with the head of the UBSI study program which stated that the intake of UBSI's English literature students already had a basic Indonesian language.

This research is based on a number of related research references. Translation as a learning resource has a role in language learning (Randaccio, 2012). Furthermore, translation teaching is driven by experiential concepts from students through cognitive linguistic translation theory (Ren & Wu, 2015).

In addition, it is appropriate for translation teaching to have updates in translation teaching methods that combine technology and translation (He, 2021). It was common phenomenon that translation teaching method were outdated. The outdated teaching method was dominated by the lecturer in doing the translation during the classes. In class, the lectures give explanations and feedback the translated text. Furthermore, the lecturers and students' interaction leading to time consuming as the students has slightly chance to do the translation.

The update teaching method regarding to the technology rapid development is using machine translation (MT). MT is known as translation technology that easy to be accessed using internet connection. The fact also support that Google Translate plugin as one of the MT is useful and help students to do post translation editing (He, 2021). Promoting MT in a class is forcing students to learn more individually. As the result, the students has advanced understanding regarding the lesson in the translation class.

Regarding translation teaching itself, it is recommended to create an effective class with a number of criteria that must be possessed by lecturers (Huang, 2019, 2021). The lecturer's criteria for creating an effective translation class are having in depth knowledge of languages (in this case: English and Indonesian) and translation; having ability to drive students to experiencing translation industry and translation skills; promoting students to be accustomed to develop autonomous learners.

Meanwhile, the technology-based translation teaching model is referred to by the four main dimensions—philosophy, content, methods, and learning evaluation (Jiang, 2022). Translation teaching model in philosophy dimension focuses on what the lecturers should teach using the technology. Regarding to translation teaching model based on technology, there are two suitable philosophy (progressivism and reconstructionism). Progressivism is giving more chance to the students rather than to the materials. While reconstructionism is leading the students to be aware on social needs. It means the materials given is based on the students' needs. The lectures have no obligation to teach all of the material on range of course. This reconstructionism put the students experience above all.

The content dimension refers to the facts, concepts, theories, and principles that are taught and learned in translation courses. The students are no longer focusing to increase their skill of translation skills. They need to understand how to use the facts, the concepts and the theories of translation for translation industry experience.

The method dimension refers to build systematically the students in a set of frameworks. Using technology in translation gives more chance to students to use their own strategy to overcome the translation problem. The lecturers set a design framework that helping students to guide the students in getting the solution on their own translation problems.

The evaluation dimension of technology based in translation teaching model refers to process of characterizing and appraising the translation process done by the students. This dimension will help the lecturers to determine whether or not he translation class runs effectively.

Specifically, translation teaching has been found in two models, namely the translation teaching model in the classroom and outside the classroom (Roza, 2017). Some teaching model are following the teaching method. For example, grammar-based translation and flipped method are common translation teaching method used in-site translation teaching model. For at home or outside classroom teaching model is used collaborative and practical exercises method and creative translation methods. All translation teaching methods are identified based on the previous research as follow.

Research related to translation teaching methods reveals that translation teaching so far tends to use the Grammar Based Translation method (Siregar, 2018) collaborative and practical exercises (Tsai, 2020), the flipped method as a form of student center transformation (Mao & Li, 2020) in the learning process. Language learning can apply creative translation methods to make learning more interesting (ElBeheri, 2015). Also supported by authentic material as a source of translation teaching (Susendi & Syafei, 2017). As for research on strategies in translation teaching, it was carried out on students with a survey on the perception of suitable topics in translation teaching (Siregar & Lubis, 2019).

In short, a number of studies regarding translation teaching models were found from various perspectives. There are at least two names in the translation teaching model, namely learning in the classroom and outside the classroom. The variety of methods used in the learning process is quite varied. Based on the phenomenon and a number of related studies, this study aims to analyze the translation teaching model at UBSI in three periods of time offline, online, and hybrid.

METHOD

This research uses a case study method with a qualitative approach. The subject of this research is English Indonesian Translation (EIT) class at UBSI within 2019 to 2022. EIT class is an English higher education subject that promoting translation course for third semester UBSI students. As the focus of the study is analyzing the teaching model in certain time, this study selected the teaching phenomena start from 2019 to 2022. Furthermore, this study is categorized as historical case study that put the documents of teaching as main primary data. For secondary data, this study is using interviews to the lecturers of EIT class (7 person), observations on virtual EIT class using Zoom Meeting application and some historical teaching reports.

The research data analysis technique uses the interactive data technique proposed by Miles & Huberman (Miles et al., 2014; Miles & Huberman, 1994). The data were collected in the groups which were then used as subtitles in the finding's presentation i.e. Translation teaching Curriculum and Design, Translation teaching approaches and strategies, and Teaching materials and assessment in offline, online, and hybrid translation teaching model.

Furthermore, the findings were validated by conducting a triangulation technique of data sources. Triangulation is a cross reference to confirm evidences and develop a comprehensive understanding of phenomena by using multiple methods or data sources in qualitative research. In addition, triangulation in social science is distinguished to four types (data, investigator, theory, and methodological). This study was using one of four type which data by conducting focus group discussions. As the character of historical case study is based on the documents, the interviews reports are used to confirm the findings. Some information added from the interviews also add value on the findings. To validate the interviews. Some teaching reports and related theories form journal article used.

FINDINGS AND DISCUSSION

Below is the comparison of offline, online and hybrid translation teaching model. It presents the comparison of each model based on pedagogy dimension as category.

Table 1. offline, online and hybrid translation teaching model

Category	Offline	Online	Hybrid
Curriculum Design	essentialism	progressivism	progressivism
Approach & Strategy	expository	CTL	Project – problem based
Materials	Process, method. Procedure, practices of translation		
Assessment	Text based translation assessment: narrative, analytical hortatory, news item and descriptive text		

Translation teaching Curriculum and Design

Like learning in general, translation teaching requires a strong foundation in the implementation of learning. The curriculum is the result of a learning plan determined by the Education unit to achieve certain learning (Yusrie et al., 2021). In designing the translation curriculum, it is mandatory to adjust the vision and mission of the study program. Furthermore, as a supporter, approaches, strategies, methods, media along with evaluations participate in completing the curriculum. All of them are hereinafter referred to as translation teaching tools which serve as the basis for students and lecturers in carrying out the learning process.

This foundation is included in the curriculum contained in the Semester Program Plan (RPS) for the English Indonesian Translation course. At the end of the course, students are targeted to be able to identify, understand and apply the translation of English into Indonesian. In order to achieve these instructional objectives, a number of learning series were divided into sixteen meetings including formative and summative assessments. Every two meetings, students are expected to be able to understand the practice of translation in daily life, the basics and rules of the translation process, the various methods and procedures of translation, not to mention the development of translation problems and the need for translation in the professional world that students will face after graduating from college.

Offline Translation Teaching Model

The curriculum for the English Indonesian translation course has not undergone significant changes in the 2019–2022 period. However, lecturers make adjustments based on the use of learning modes following the health policy directions from the government. Face-to-face learning mode is carried out in 2019.

Offline translation teaching is following the essentialism philosophy educational dimension. As essentialism the curriculum design mostly lead the lecturers to transmit of the materials to the students. The class is set tend to focus on the essential of translation such as process, method, and procedure. The class is not focusing on human as cultural existence that has dynamic change and affect the class session progress. It is in line with Kooli et al., (2019) stating essentialism philosophy preserving society and has no part on changing it. It means that the translation teaching following on what Koole et al stated is not modifying the students' behaviour.

Online Translation Teaching Model

Online mode is carried out in 2020–2021. Online translation teaching modle promoting most lesson activities at home. Honing translating skills is done at home. The purpose of establishing a learning model outside the classroom is to provide opportunities for students to find comfortable conditions to optimize the translation results. This is in line with what was revealed by Wyke (2018) who argued that the translation process begins with self-identification whether students are really interested in the practice of translation.

Practices of translation is a product as following the progressivism philosophy education. The role of lecturers becomes a facilitator that give material based on the context in daily life. The translation teaching led by the capabilities of the lecturers on setting inquiries questions in every meeting. This situation is inline with the progressivism

philosophy that promoting education as living life and able to change and rejecting all kind of stability and absolute facts (Kooli et al., 2019).

Hybrid Translation Teaching Model

Hybrid mode is a combination of online and face-to-face (offline) since 2022. This current translation teaching model is as a result of evaluating on the online and offline model. As mentioning in the beginning, this is a combination but for the philosophy is still following the progressivism. The classes are run based on the possibility of changing in education.

However, the essentialism part is still used based on the students needs in the regular meeting in the class. The accessibility of learning tools can be accepted by students online. Translation teaching for undergraduate students is prepared by increasing experience in the process of translating. The process is outlined in the RPS which begins with tuning, analysis, understanding, terminology, restructuring, checking and discussion. The whole process was completed in 16 meetings, two of which were for formative and summative tests.

This hybrid translation teaching model are combining the two previous teaching model that is in-site and at home translation teaching model. This combination is refusing the essentialism that put teacher as centred of the class (Kooli et al., 2019). In fact, the hybrid translation teaching model drive the courses as a program aligning with the contemporary needs and make the education meaningful.

Translation teaching approaches and strategies

In the translation teaching process, a lecturer must choose an appropriate approach to apply to the class based on consideration of the capacity and capability of students in receiving translation teaching. Therefore, the first lecture meeting is very decisive as a decision stage of the learning process which will be carried out based on a particular approach. The learning approach is closely related to the learning strategy. Simple learning strategies can be interpreted in anticipatory actions that are prepared in achieving instructional goals.

Both approaches and strategies are closely related, the approach can be interpreted as a concept determined by the lecturer in carrying out translation teaching. While strategy is interpreted as conceptual in the learning process. Both approaches and strategies still require methods that can explain in detail the stages that can be carried out during the learning process.

Offline Translation Teaching Model

The learning approach that occurs is differentiated based on the mode of implementation of learning. The reason is that in 2019, the offline learning mode, approaches and strategies are still oriented towards the expository approach. The expository approach and expository learning strategy focus on conveying translation information. Learning with this approach tends to be dominated by lecturers with teaching materials that focus on information density.

To add, expository learning is a direct explanation from lecturer to students in which needs more focus on listening activities (Heryadi & Sundari, 2020). This situation is common phenomenon in offline translation teaching model. The students pay fully

attention on the class session. At the best condition, the lectures is hoping the students make some mapped thinking notes based on the listening activities delivered.

Online Translation Teaching Model

In 2020-2021, approaches and strategies are starting to adapt to needs. This adjustment occurs with the encouragement of students who are in their respective homes and have plenty of time to explore more and need more information. Of course, the information needed is centered on the functioning of translation teaching in everyday life. So that the approaches and strategies for learning translation use contextual approaches and strategies (CTL). Students are required to associate, experience, apply, collaborate and transfer about the phenomenon of translation teaching.

Agree with that situation Indrawati & Ayob (2018) suggest the contextual approach is improving the students achievements especially in writing. In online translation teaching, the students have greater chance to explore their capabilities to do translation. The students can follow the lesson on the virtual class and follow the materials given by applying them to the individual exercises.

Hybrid Translation Teaching Model

In 2022, encouraged by permission to conduct lectures by combining online and offline modes. So that the learning approach is based in two ways, namely project-based and problem-based learning approaches and strategies. This approach is carried out alternately considering that at the end of learning students are expected to be able to practice translation based on the results of translation teaching that have been experienced for one semester. However, every week students are always faced with problems that students must solve. In other words, this project- and problem-based approach and strategy requires student readiness to be effective in everyday life.



Figure 1 a problem based task in hybrid translation teaching model

The translation class more like introducing the translation industry experience by giving the situation first then followed by the task. For example, using WhatsApp group the lecturer gives a text to be translated about folklore and myth. Once a student replied it, the lecturer gives a table format for translation analysis (see figure 1).

Teaching materials and assessment in offline, online, and hybrid translation teaching model

This sub presents the similarity in the materials and assessment part in offline, online and hybrid translation teaching model. The lecturers are having routine meeting in a consortium meeting. they still used slide presentation to deliver the materials and have same test on their midterm and final semester test.

Ideally, in the translation teaching process, teaching materials and assessments are tools that are constantly evolving. In a higher education environment, teaching materials in one material do not refer to one source alone, but a number of sources that are interrelated with one another. In terms of form, teaching materials can be divided into two: digital and non-digital (Syarifuddin & Utari, 2022). Digital teaching materials are a set of materials in the form of files that can be used through digital devices. While non-digital teaching materials are teaching materials that do not require digital devices to operate.

Materials

The use of digital teaching materials is more in demand by lecturers and students in this era. This is because the potential distribution of digital teaching materials makes it very easy so that the flow of information in the classroom can be distributed quickly to students. Not only that, digital teaching materials allow students to quickly use these materials through their smartphones anytime and anywhere.



Figure 2 main interface for accessing the material

As UBSI promoted for accessing materials same for all classes, the IT support create a portal that store the slide from the lecture in. All students and lecturers can access

it by putting username and password (see figure 2). This portal will display the class that the students enrolled in the semester (see figure 3). Inside the class, the students can access the slide in PDF files (figure 4).

Figure 2 is a user interface for login to the UBSI learning management system. This system is used internally which means only the lecturers and the students has accessed to it. By typing the identification number of user (*Nomor Induk Pegawai* for the lecturers and *Nomor Induk Mahasiswa* for the students), their own password in the consecutive boxes followed by click *Masuk* button the user can login their online classes.



Figure 3 interface of class EIT

Every student has several codes for each subject that they are enrolled for the active semester, in example is shown on figure 3. The name of the subject is on the top followed by the code given by the system. The code (KG. 863. 25.A) is for helping the administrator to enroll the lecturers to their class. KG means joining class from several classes; 863 is for the subject code; 25.A is for the room number.

Figure 4 is an example of the slide presentation used in UBSI. It shown how Newmark divide translation methods using V diagram. This slide presentation is containing the logo on each slide that stand for these materials belongs to UBSI as part of lesson. The information on the slides is come from the materials listed on EIT RPS.

The teaching materials prepared by the supporting lecturers at UBSI have been mutually agreed upon before the lecture begins. This is because UBSI always maintains education quality assurance by setting the same teaching materials for groups of similar subjects. So even though the supporting lecturers are different, the material delivered is based on the teaching materials that have been set at the beginning of the learning year.

The only difference is before the IT support give with a simple link. In 2020 till now, the IT supports create a specific platform for the students and the lecturers.

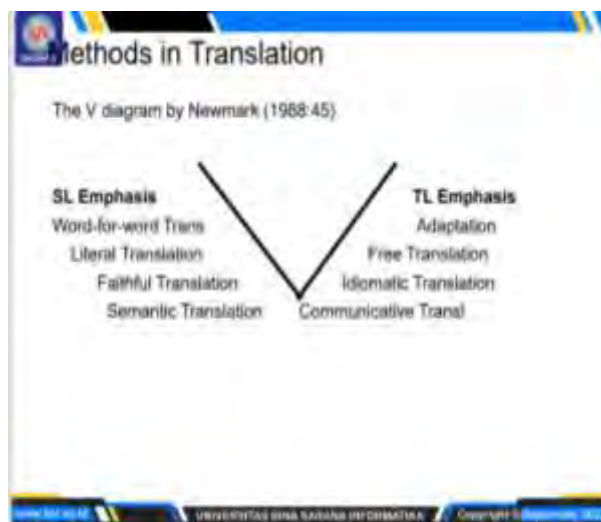


Figure 4 Slide presentation

The consortium meeting of EIT class has different numbers of lectures each year. Based on the distribution of lecturers supporting the English Indonesian Translation course, in 2019 it was categorized as the most teaching lecturers, namely, seven lecturers. Meanwhile, in 2020, there will be six lecturers; 2021 has also experienced a decrease because the number of classes opened is not as much as in the previous year, namely two supporting lecturers. This happens because students find it difficult to fulfil learning when it is carried out online. Lastly, in 2022, more lecturers will return, namely as many as four people. Of course, learning with a combination of online and offline again contributes to students' desire to continue their studies. However, the numbers of members in consortium is not main discussion. They can use materials based on the previous class.

Assessment

It is not only teaching materials that are under control, assessments are still under one quality assurance within the allied lecturer group, namely the results of the FGDs of the supporting lecturers. Assessment is needed in the translation teaching process. This is because lecturers need to know how far students have progressed in absorbing teaching material that has been delivered during the lecture process. Of course, the results of this assessment become positive input in improving translation teaching.

As stated in the RPS, at the end of translation teaching, students can understand theoretically about translation and are able to practice translation. Translation practice is carried out during midterm and final semester exams to test students' skills in translating. The form of translation applied is translation based on different types of text. UBSI asks students to translate based on the types of narrative, analytical, hortatory, news item, and descriptive texts.

For example, hortatory exposition as the translation assessment test is select based on either written or spoken that intended to explain reader that something should or not

happen. One of the text examples for the test is shown on figure 5 that telling about a wedding ceremony of a specific culture.

Sundanese Wedding Ceremony

Some common practices from a traditional Sundanese (West Java) wedding ceremony:

Welcoming the bridegroom ceremony

- The bridegroom is welcomed with the *umbul-umbul*, a decoration indicating that a wedding ceremony is going on, which is also auspicious for the bridegroom.
- The welcome is followed by a procession of ladies with candles. They pray to the Almighty seeking His blessing in order that there maybe no hindrances in the ceremony.
- The showering of flowers by the dancers is symbolic of a fragrant future for the couple.
- The umbrella held over the couple's heads, apart from serving as a protective symbol, indicates esteem and respect.
- The mother of the bride gives the bridegroom a garland of flowers indicating his acceptability to the family.
- The mother of the bride gives the bridegroom a *keris*, a hidden message to the son-in-law not to be disheartened while toiling for his family.

Wedding ceremony

The bride and groom are seated next to each other with a *selendang* or veil covering their heads indicating two people but having one mind.

Figure 5 adjustable assessment based on authentic text

The type of text tested is taken from authentic material that can be accessed through certain webpages (McDonald, 2013). Each assessment question that is made always includes a source at the bottom of the text. So that students can understand the context referred to in the text. The implementation of the assessment still adapts the translation teaching model in the classroom and outside the classroom. Both of these models provide many opportunities for students to carry out translation activities optimally.

Using authentic materials means used genuine and natural text form the sources. As the authentic on is dealing with the real life. The students are able to implement their lesson for their contemporary needs. It is in line with Febrina (2017) that stated learners able to experience real language and have a closer interaction with the target language.

CONCLUSION

Broadly speaking, translation is an advanced stage of language. Mastery of these translation skills certainly requires a series of learning processes that accustom students to carrying out the translation process and are even able to analyse the quality of the translation. Not just doing, there are limitations that have been experienced massively with restrictions on interactions. The challenges of translation teaching also emerged.

This research seeks to reveal the translation teaching model by analysing the translation teaching process from 2019 to 2022. This research reveals that translation teaching requires student readiness by requiring students to master a number of courses or at least have attended and passed the required lectures. Offline, online, and hybrid translation teaching at UBSI is carried out consistently and continuously. The quality of translation teaching is maintained by adjusting the learning mode.

In other words, UBSI continues to coordinate with one another between fellow lecturers, both face-to-face and virtual. Coordination is carried out in the form of developing lesson plans, teaching materials, and authentic materials that are used to assess learning outcomes. UBSI applies a combination of learning models in the classroom and outside the classroom by utilizing learning management system technology created by IT support from the university.

REFERENCES

- ElBeheri, N. R. (2015). Clarity as a Solution for more Creative Translation Teaching. *Journal of Educational Policy and Entrepreneurial Research*, 2(1), 17–28.
- Febrina, W. (2017). Authentic vs non-authentic materials in teaching English as a foreign language (EFL) in Indonesia: Which one matters more. *The Asian Conference on Education*, 731–742.
- He, Y. (2021). Challenges and Countermeasures of Translation Teaching in the Era of Artificial Intelligence. *Journal of Physics: Conference Series*, 1881(2), 022086. <https://doi.org/10.1088/1742-6596/1881/2/022086>
- Heryadi, D., & Sundari, R. S. (2020). Expository Learning Model. *International Journal of Education and Research*, 8(1), 207–216.
- Huang, Z. (2019). “Put yourself in their shoes”: a qualitative exploration of perceptions of effective translation teaching in universities. *The International Journal of Translation and Interpreting Research*, 11(1), 114–129. <https://doi.org/10.12807/ti.111201.2019.a07>
- Huang, Z. (2021). Exploring Effective Translation Teaching in the Classroom: A Case Study. *Transletters. International Journal of Translation and Interpreting*, 5(2021), 69–93.
- Indrawati, S., & Ayob, A. (2018). Contextual Approach for Expository Essay: A Study of Writing Achievement and Quality. *KnE Social Sciences*, 3(9), 171. <https://doi.org/10.18502/kss.v3i9.2624>
- Jiang, H. (2022). Analysis of practice model for translation technology teaching based on artificial intelligence. *SHS Web of Conferences*, 140, 01034. <https://doi.org/10.1051/shsconf/202214001034>
- Kooli, C., Zidi, C., & Jamrah, A. (2019). The Philosophy of Education in the Sultanate of Oman: Between Perennialism and Progressivism. *American Journal of Education and Learning*, 4(1), 36–49. <https://doi.org/10.20448/804.4.1.36.49>
- Mao, W., & Li, Y. (2020). A Study on English Translation Teaching Based on Flipping. *Studies in Literature and Language*, 20(3), 18–141. <https://doi.org/10.3968/11744>
- McDonald, R. P. (2013). *Test Theory*. Psychology Press. <https://doi.org/10.4324/9781410601087>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*. Sage.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (Third). Sage.
- Randaccio, M. (2012). *Translation and Language Teaching: Translation as a useful teaching Resource*. EUT Edizioni Università di Trieste.

- Ren, L., & Wu, L. (2015). Cultural Teaching for Translation Based on Cognitive Linguistics at College. *Studies in Literature and Language*, 11(6), 10–13. <https://doi.org/10.3968/8052>
- Renandya, W. A., Hamied, F. A., & Joko, N. (2018). English Language Proficiency in Indonesia : Issues and Prospects. *The Journal of AsiaTEFL*, 15(3), 618–629. <https://doi.org/10.18823/asiatefl.2018.15.3.4.618>
- Roza, M. (2017). TRANSLATION AND FOREIGN LANGUAGE TEACHING. *Pedagogy : Journal of English Language Teaching*, 3(2), 101–113.
- Siregar, R. (2018). Grammar Based Translation Method in Translation Teaching. *International Journal of English Language and Translation Studies*, 6(2), 148–154.
- Siregar, R., & Lubis, S. (2019). Determination of Appropriate Topic for Exercise - A Strategy in Succeeding Translation Teaching for Undergraduate Students. *International Journal of Comparative Literature and Translation Studies*, 7(4), 35. <https://doi.org/10.7575/aiac.ijclts.v.7n.4p.35>
- Susendi, A. Y., & Syafei, A. F. R. (2017). Using Authentic Material to Teach Translation to English Departments Students. *Journal of English Language Teaching*, 6(1), 221–331. <https://doi.org/https://doi.org/10.24036/jelt.v6i1.9656>
- Syarifuddin, & Utari, E. D. (2022). *Media Pembelajaran (dari masa konvensional hingga masa digital)*. Bening.
- Tsai, Y. (2020). Collaborative Translation in the Digital Age. *Research in Language*, 18(2), 119–135. <https://doi.org/10.18778/1731-7533.18.2.01>
- Wardana, L. A., Baharuddin, B., & Nurtaat, L. (2022). Kemampuan Mahasiswa melakukan post-editing terhadap Hasil Terjemahan Machine Translation. *Jurnal Ilmiah Profesi Pendidikan*, 7(1), 53–61. <https://doi.org/10.29303/jipp.v7i1.392>
- Wyke, B. Van. (2018). An Undergraduate Certificate in Translation Studies. In L. Venuti (Ed.), *Teaching Translation* (pp. 17–24). Routledge.
- Yusrie, C. S., Ernawati, E., Suherman, D., & Barlian, U. C. (2021). Pengembangan Kurikulum dan Proses Pembelajaran Pendidikan Tinggi: *Reslaj : Religion Education Social Laa Roiba Journal*, 3(1), 52–69. <https://doi.org/10.47467/reslaj.v3i1.276>