

Empowering EFL Learners in Translation through Peer Review-based Instruction: A Case Study in Higher Education

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ARTICLE INFO	ABSTRACT
Keywords: empowerment, lingual empowerment, personal empowerment, translation, peer review DOI: http://dx.doi.org/10.21093/ijeltal.v9i1.1591 How to cite: Permana, S. (2024). Empowering EFL Learners in Translation through Peer Review-based Instruction: A Case Study in Higher Education. <i>Indonesian Journal of English Language Teaching and Applied Linguistics</i>, 9(1), 133-149	Although peer review can never substitute teacher feedback, it can become an alternative way for assessing EFL students' completed tasks in view of that teachers often do not have enough time to give immediate feedback to the tasks. The present study aimed at finding out to what extent peer review was able to empower EFL learners, especially in translation classes. The research design was a case study which involved students' translation analysis and questionnaire completion in data collection. Students' translations were analyzed by using a content analysis technique which referred to the acceptability of translation, whereas student questionnaire with the technique of frequency count. The result showed that involving peer review in translation was able to empower EFL learners in two dimensions, i.e., lingual empowerment and personal empowerment. Lingual empowerment concerned students' translation improvement in which it was regarded as an acceptable translation. Personal empowerment dealt with students' psychological conditions in which they felt capable (empowered) of doing translation acknowledged from their positive responses to the involvement of peer review in translation. Considering the practical implications, teachers are suggested to employ a peer review in their translation classes. Peer review-based activities create translating opportunities where students can empower themselves, either lingually or personally.

1. Introduction

Teachers, especially in Indonesia, in many cases, teach big classes (see Karim, 2021; Marzuliana et al., 2021). They also often have a lot of classes to instruct. Besides teaching as their primary job, the teachers must still undertake some additional duties as part of their whole profession in which the schedule frequently coincides with their classes. This will, of

course, affect the teachers' professional performance, one of which is to lack time for giving feedback immediately to students' completed tasks. As a matter of fact, immediate feedback from the teachers is very useful for students in order that they can develop their own learning (Irawan & Salija, 2017; Wang et al., 2018).

One way for coping with teachers' lack of time in giving immediate feedback to students' completed tasks is by involving peer review in learning. Because, in fact, correcting the assignments of individual student for teachers is time-consuming (Lin et al., 2021), peer review, in this case, can reduce teachers' workload (Yu & Schunn, 2023). In other words, it can save time to the teachers (Meletiadou & Tsagari, 2022). Through peer review, students' completed tasks can be given feedback immediately without having to wait until the teachers are ready for providing the feedback. This is because in the classroom a peer is an audience who is readily available for students (Williams, 2005). Meanwhile, the teachers generally do not have enough time to give feedback to every student, particularly for a detailed review (Lin et al., 2021; Williams, 2005).

A plenty of studies have proven that peer review plays a role in empowering students in learning, especially in EFL context. The types of these studies also varied in terms of methodologies and purposes. In view of perception, for example, the studies can be divided into student perception, such as the ones in Ratminingsih et al. (2017), Siow (2015), and Yunella (2017) and teacher perception, such as those ones by Nita & Anam (2021) and Wulandari (2021). Concerning student perception, Ratminingsih et al. (2017) claimed that students had a very positive perception toward the use of peer review in learning. Meanwhile, regarding teacher perception, Nita & Anam (2021) revealed that most teachers gained positive experience in implementing peer review in the classroom.

In addition to student and teacher perceptions, the studies of peer review also concerned the effects of peer review involvement toward students' learning results, such as the ones by Ahangari et al. (2013), Hanh & Tinh (2022), Iraj et al. (2016), Kurihara (2017), and Kustati & Yuhardi (2014). Ahangari et al. (2013) found that the use of peer review could improve the students' English oral presentation. In the meantime, Iraj et al. (2016) revealed that the involvement of peer review was able to enhance EFL learners' argumentative writing performance.

Peer review has also been examined in relation to how it is implemented in the instructional settings, e.g., Khusnia (2015) and Moore & Teather (2013). Khusnia (2015) claimed that a crucial factor in the effective use of peer review is to ensure that the teacher introduces the notion of peer review as early as possible to students in their course. To support this, Williams (2005) stated that in order to hold an effective peer review, students must be shown how to respond effectively. Meanwhile, Moore & Teather (2013) suggested that in order to successfully implement a peer review in learning, this approach must be made as an integral part of learning. This means that there must be a structured plan designed by the teachers how and when peer review will be carried out during the instruction so that the students also will be ready for doing it.

In the history of foreign language teaching, Grammar-Translation Method (GMT) in which translation was used as an instructional approach to master a foreign language had been considered ineffective to promote students' proficiency in the foreign language they learned (Fehaima, 2022). Since then, in a reasonably long period of time, translation had never been involved anymore in the field of foreign language teaching. To describe this pathetic

condition of translation, Ayachia (2018, p. 188) called it as “a skeleton in the closet”. Nevertheless, nowadays, with the innovative ideas in the context of foreign language teaching, translation has been reasonably revisited again to be employed in a foreign language teaching. In this case, translation is admitted to “build on students’ linguistic repertoire” (Beiler & Dewilde, 2020, p. 533). More interestingly, this academic recognition has placed translation as a fifth skill in a foreign language classroom (see Ayachia, 2018; Colina & Lafford, 2018; Fehaima, 2022). This means that translation has been recognized as a skill in foreign language learning after reading, listening, speaking, and writing.

Concerning the reuse of translation in EFL classrooms, several studies can be shown as example. Toçi (2021) investigated the students’ perception on the use of translation in EFL classroom. The conclusion is that translation encourages students to see the similarities and differences between L1 and L2. By so doing, it can be predicted that students will become easier to learn the L2. Meanwhile, Khoshnood & Kafipour (2023) examined the effect of mother tongue translation toward the EFL learners’ vocabulary learning for extroverted and introverted students. They concluded that first-language translation had a statistically significant effect on developing extroverted EFL learners’ vocabulary learning, but it was found ineffective for introverted learners. In the meantime, Zhang (2023) studied the effect of translation method on EFL students’ writing performance. The result showed that with this method, the students improved their essay writing significantly from the linguistic perspective. In addition, their confidence and interest in essay writing were also improved.

In view of the important roles of peer review and translation in fostering EFL students’ learning, the present study was proposed. In this case, the study concerned two simultaneous research purposes, i.e., (1) how peer review was able to empower lingually EFL learners in translation and (2) how peer review was able to empower personally or psychologically EFL learners in translation. These two purposes are expected to be able to provide more insights toward the study of students’ empowerment, especially in EFL instructional context.

2. Literature Review

2.1 Empowerment

Empowerment has been perceived as the idea of changing “power” (Hur, 2006; Pan, 2023). In this case, power is viewed as something shared because its strengths will increase while being shared with others. Therefore, empowerment is also often associated with “the collaborative creation of power” (Cummins, 2000). In the present study, shared power can be acknowledged when peer review requires collaborative activities between one student to another student.

In a learning context, empowerment concerns the development of knowledge, skills, and abilities where students can control and develop their own learning (Harvey, 2004). This means that empowered students tend to be self-controlled and autonomous in their learning. This is in line with a peer review activity where students are provided with an opportunity to self-evaluate their progress of learning toward some given standards (Montgomery & Wiley, 2004).

There are three basic characteristics for understanding how empowerment is operated (Hur, 2006; Page & Czuba, 1999). Firstly, empowerment is multidimensional in nature. It occurs in many dimensions of life, one of which is in translation with which the present study was concerned. Secondly, empowerment happens at various levels of entities, i.e., individual,

group, and community. Concerning the present study, empowerment was related to students as an individual, which is often called "individual empowerment" (Hur, 2006). Lastly, empowerment is viewed more as a process than an outcome. It is a social process that posters power in people to be employed in their own lives, their communities, and their societies (Page & Czuba, 1999). In the present study, the social process can be seen through the use of peer review that involved sharing a number of pieces of translation in order to obtain some feedback from peers for a better result.

Following Kohonen et al. (2000), in the present study, empowerment is examined in reference to two dimensions of students as translator. The first one has to do with empowerment where students can produce an acceptable translation, which refers to lingual empowerment (Kohonen et al., 2000). By lingual empowerment, students are concerned with their language knowledge and skills and take charge of their ability to use the language for a variety of communicative purposes and functions in different contexts. Pertaining to the present study, lingual empowerment in translation is measured in terms of three aspects for assessing students' pieces of translation, i.e., accuracy, clarity, and naturalness (Larson, 1998; see also Permana, 2021).

The second dimension of empowerment to be addressed in the present study is concerned with students' psychological conditions in which they have a positive response in translating a text and toward their translation performance, which refers to personal empowerment (Kohonen et al., 2000). According to Hur (2006), through personal empowerment, students develop their capabilities to overcome their psychological problems. At the ultimate level, the aim of personal empowerment is to achieve a state of liberation which is strong enough to impact one's power in life, community, and society (Hur, 2006).

2.2 Translation

Translation can be defined as a process of transferring meaning "within the deep structure of both the original and translated languages" (Nida in Gao, 2023, p. 203). The way the meaning is conveyed can be oriented into the source language, which is called a semantic method, or into the target language, which is called a communicative method (Newmark in Gou, 2023, p. 72). Both the semantic and communicative methods are the translator's efforts to produce an equivalent which is acceptable for the target language readership.

As an act of "rewriting of an original text" (Lefevere in Permana, 2014), translation, to some extent, has similar characteristics to writing. This means that some specific stages that apply in writing can also be applied in translation. This also implies that some certain instructional activities which occur in writing instruction can be carried out in instructing translation, among others, the use of peer review in translation teaching. In this case, a peer review is to let the piece of translation "to have it tested with others" (Larson, 1998).

As a process-based activity, translation can involve three stages, that is, analysis, transfer, and restructuring (Nida & Taber in Permana, 2021). These three stages can be recursive in nature, meaning that it does not stop at the restructuring stage. Nevertheless, the process can start again from the analysis to examine whether the equivalents selected by the translator are already acceptable for the target readers. Concerning this, in the context of translation instruction, one opportunity to be utilized during the recursive process is that the teacher can assign the students to undertake a peer review (Permana, 2021, p. 58-59). By so doing, students interact each other by giving feedback for a better result of their pieces of

translation. The interaction among students during the instructional process, in its own turn, will promote student empowerment in learning.

Larson (1998) suggested three dimensions to evaluate the acceptability of translation, i.e., accuracy, clarity, and naturalness. Accuracy concerns the correctness of translation in reference to the referential meaning in the source text. For example, the English word *chair* must be translated 'kursi' in Indonesian. It will be wrong if it is rendered 'meja'. Clarity deals with the condition whether a translation is easy to understand by the reader. The equivalence for the phrase *the old man* with 'Pak Tua' in the sentence *The old man has been waiting for his only son for many years* can be unclear. The phrase *Pak Tua* refers to a man named 'Tua' although he is not old. Naturalness has to do with the condition whether a translation sounds or reads natural and smooth in the target language. Translating the English sentence *The house where I live is in Rawamangun* into the Indonesian sentence 'Rumah di mana saya tinggal adalah di Rawamangun' can be unnatural. The Indonesian people say 'Rumah saya di Rawamangun' or 'Tempat tinggal saya di Rawamangun' or 'Saya tinggal di Rawamangun'.

2.3 Peer Review

Peer review has long been considered as an alternative approach of assessment in EFL practice (Brown & Lee, 2015; Kurihara, 2017). Besides as assessment instrument, peer review has also been employed as one form of instructional methods (Sağlamel & Çetinkaya, 2022). In the context of EFL learning, this kind of assessment can be applied as a learning tool that benefits not only for the student as a reviewer but also the student as a reviewee (Klucevsek, 2016; Power & Tanner, 2023). Either as the reviewer or reviewee, students become more active in their own learning (Ferris & Hedgcock, 2005). In this concern, it can be said that, through peer review, students can be empowered in their learning (Mulder et al., 2014).

Historically, the presence of peer review involvement in EFL practice is due to the implementation of process-based approach in writing instruction as a response to testing situations which tend to be more product-oriented to assess students' writing tasks (Ferris & Hedgcock, 2005; Kurihara, 2017). In this relation, the real difference between these two approaches is that the process-based approach provides students with more opportunities to produce a better learning result. Meanwhile, in the traditional approach of assessment, students are to complete a writing task with 'no choice of topic and no opportunities for revision' (Hyland, 2003).

Peer review benefits learning because of some reasons. Williams (2005) argues that it provides learners with an authentic audience, multiple audiences, several levels of feedback, and feedback in a collaborative, relatively low-risk environment. In the meantime, Ferris & Hedgcock (2005) suggest that through peer review students can take active roles in their own learning, reconceptualize their ideas in light of their peers' reactions, build the critical skills, gain confidence and reduce apprehension by seeing peers' strengths and weaknesses, and build classroom community.

3. Research Methodology

3.1 Research Design

The present study aimed at finding out to what extent peer review was able to empower EFL learners in translation. To this end, a case study was employed as research design. A case study is a bounded system that attempts to describe the holistic and meaningful characteristics of real-life events, which can be individual or collective in nature (Cohen et al.,

2007). In learning and teaching practice, this system can include a student, a teacher, or a classroom to obtain a more general picture about a principle based on a specified example in a certain period of time (Cohen et al., 2007). In respect to the present study, the bounded system was three classes which were designed as a specified example to find out whether the use of peer review could empower EFL students in translation.

3.2 Participants

The present study was held in English Language Education Study Program of the State University of Jakarta (UNJ). The participants consisted of three parallel classes of *Introduction to Translation* course at undergraduate level. The total number of students comprising the three classes was sixty-three students with each detail as follows: twenty-three students of Class A, twenty-one students of Class B, and nineteen students of Class C.

3.3 Data Collection and Analysis

There were two types of data employed in the present study. The first one was derived from students' pieces of translation which were used to assess students' lingual empowerment. The second data were students' questionnaires designed and developed by the researcher in order to measure students' personal empowerment. Data of students' pieces of translation were analyzed by employing a content analysis technique (Marying, 2014), which referred to the three dimensions of translation assessment, i.e., accuracy, clarity, and naturalness (Larson, 1998). Data of students' questionnaire were analyzed by involving a frequency count technique (Dawson, 2009) in order to describe the percentage of students' responses toward the statements provided in the questionnaire. By so doing, it could be designated how many students responded to certain statements given in the questionnaire.

For the needs of data findings and discussion, not all the pieces of students' translation were analyzed. To this end, only three pieces representing each class [Student 1 (S1), Student 2 (S2), and Student 3 (S3)] were analyzed as the sample. The selection of these samples was undertaken through the purposive random sampling technique (Cohen et al., 2007). The selected pieces of translation were students' translation drafts which showed the occurrences of peer review process recognized from the peers' numbers of feedback. In this context, the principle is that the more pieces of translation were given feedback by different peers, the more chances for them to be chosen and made as the samples in data findings and discussion.

4. Results

4.1 Peer Review Promotes EFL Students' Lingual Empowerment in Translation

Table 1: S1's Translation Unacceptability before Given Peer Review

Aspect	Target Text (Translation)	Source Text
Accuracy	yang memiliki keunikan	simply unique
	tanpa memerlukan usaha	with such an easy grace
	Tidak mungkin bagi wisatawan berdiam diri di bus ber AC jika ingin menikmati wisata	It is impossible to really enjoy Kuching from air conditioned comfort of a tour bus
	untuk menciptakan perjalanan yang sangat menyenangkan	to make the most of your visit
Clarity	serawak	Sarawak
	malaysia	Malaysia

	sangat bangga terhadap kotanya yang mempesona, kebanggaan tersebut tercermin dg sikap yang mereka tunjukan pada wisatawan	take great pride in their fascinating city, a pride which is reflected in their attitude to visitors
Naturalness	menikmati	enjoy
	Kuching menjamu wisatawan dengan hangat	Kuching welcomes visitors warmly

Table 2: S1's Translation Acceptability after Given Peer Review

Aspect	First Draft	Final Draft
Accuracy	yang memiliki keunikan	sangatlah unik
	tanpa memerlukan banyak usaha	keanggunan yang begitu alami
	Itu sudah menjadi kebiasaan	tanpa dibuat-buat bagi mereka
	Tidak mungkin bagi wisatawan berdiam diri di bus ber AC jika ingin menikmati wisata	Hal yang mustahil untuk benar-benar menikmati wisata di kota Kuching jika hanya duduk di dalam bus wisata yang nyaman
	Untuk menciptakan perjalanan yang sangat menyenangkan	Untuk memaksimalkan wisata Anda
Clarity	serawak	Sarawak
	malaysia	Malaysia
	sangat bangga terhadap kotanya yang mempesona, kebanggaan tersebut tercermin dg sikap yang mereka tunjukan pada wisatawan.	sangat bangga dengan kotanya yang mempesona, kebanggaan yang tercermin dalam sikap yang mereka tunjukkan pada wisatawan
	tunjukan	tunjukkan
Naturalness	Kuching menjamu wisatawan dengan hangat	Penduduk Kuching menyambut wisatawan dengan sangat ramah

Table 3: S2's Translation Unacceptability before Given Peer Review

Aspect	Target Text (Translation)	Source Text
Accuracy	bagian terbesar dari Malaysia	Malaysia's largest state
	tidak menunjukkannya kepada mereka	it does not put on an act
	Tidak memungkinkan untuk santai menikmati Kuching	It is impossible to really enjoy Kuching
	menikmatinya	join in
Clarity	Ibukota	the capital
	disini	here
	sangat bangga pada kotanya yang mempesona kebanggaan tersebut dicerminkan dengan perilaku mereka kepada para pengunjung	take great pride in their fascinating city, a pride which is reflected in their attitude to visitors
Naturalness	ibu kota dari Sarawak	the capital of Sarawak
	Untuk membuat perjalanan Anda maksimal	To make the most of your visit
	dari kenyamanan pendingin ruangan pada bis wisata	from the air-conditioned comfort of a tour bus

Table 4: S2's Translation Acceptability after Given Peer Review

Aspect	First Draft	Final Draft
Accuracy	bagian negara yang terbesar di Malaysia	provinsi terbesar di Malaysia
	tidak menunjukkannya kepada mereka	tidak menampilkan kepura-puraan
	Tidak memungkinkan untuk santai menikmati Kuching	Sangat tidak mungkin untuk dapat menikmati kota Kuching
	menikmatinya	berbaurlah
Clarity	ibukota	ibu kota
	disini	di sini
Naturalness	Untuk membuat perjalanan Anda maksimal	Untuk memaksimalkan perjalananmu

Table 5: S3's Translation Unacceptability before Given Peer Review

Aspect	Target Text (Translation)	Source Text
Accuracy	bagian negara yang terbesar di Malaysia	Malaysia's largest state
	tidak melakukan apapun untuk mereka	it does not put on an act
	Alih-alih itu berjalan tentang bisnis	Instead it goes about its own business
	Untuk dapat mengunjungi banyak tempat	To make the most of your visit
	menikmatinya	join in
Clarity	menunjukan	displays
	Tidak ada kota lain di Malaysia yang memiliki sejarah romantis dan tidak biasa.	No other city in Malaysi has such a romantic and unlikely history
	disini	here
	dari kenyamanan pendingin ruangan pada bis wisata	from the air-conditioned comfort of a tour bus
Naturalness	ibu kota dari Sarawak	the capital of Sarawak
	Kuching menyambut pengunjung dengan hangat	Kuching welcomes visitors warmly

Table 6: S3's Translation Acceptability after Given Peer Review

Aspect	First Draft	Final Draft
Accuracy	bagian negara yang terbesar di Malaysia	negara bagian terbesar di Malaysia
	tidak melakukan apapun untuk mereka	mereka tidak berpura-pura
	Alih-alih itu berjalan tentang bisnis	Alih-alih hal itu berjalan dengan cara santai
Clarity	menunjukan	menunjukkan
	disini	di sini
	dari kenyamanan pendingin ruangan pada bis wisata	dari bus ber-AC yang nyaman
Naturalness	ibu kota dari Sarawak	ibu kota Sarawak

	pop. Sekitar 450.000	sekitar 450.000 jiwa
	Kuching menyambut pengunjung dengan hangat	Penduduk Kuching menyambut pengunjung dengan hangat

4.2. Peer Review Promotes EFL Students' Personal Empowerment in Translation.

Table 7: Students' Responses of Three Classes toward the Involvement of Peer Review in Translation

Statement	Degree of Agreement (%)		
	A	B	C
I liked to do peer review during the translation course.	95.6	99.9	99.9
Peer review could improve the interaction between me and my peers in translation.	99.9	95.2	89.5
At the first time my translation was corrected by a peer, I rather felt doubtful with his/her capabilities.	69.5	42.4	89.5
Through peer review, I realized the strengths and weaknesses of my translation.	99.9	99.9	99.9
At the first time my translation was corrected by a peer, I felt worried if it was considered to have a lot of mistakes.	86.9	71.4	78.9
At the first time my translation was corrected by a peer, I felt ashamed if it was considered to have a lot of mistakes.	69.6	52.3	84.2
The more often my translation was given feedback by a peer, I was getting more and more convenient and unnecessary to be shy if there were some points to be considered bad by my peers.	99.9	90.4	99.9
Through peer review, I realized that a peer I previously thought he/she was not capable for giving feedback could give beneficial feedback for my translation improvements.	95.6	90.4	94.7
At the first time my translation was corrected by a peer, I felt annoyed when my translation was considered to be wrong.	21.7	4.3	47.4
Right now, I don't feel worried if my job is given feedback by others, even I need it for the sake of my job improvements.	99.9	95.2	99.9
Through peer review, I could improve my translation accuracy.	99.9	99.9	99.9
Through peer review, I realize that a good translation cannot be produced in a one-time job, but it needs to be improved, often many times of improvement or repetition.	99.9	99.9	99.9
Through peer review, I could improve my translation clarity.	99.9	99.9	99.9
I felt self-confident when my translation was evaluated by the lecturer because it had been given feedback by my peers before.	95.6	90.5	94.7
Through peer review, I could improve my translation naturalness.	95.6	99.9	94.7
I preferred that my translation was just directly evaluated by the lecturer – no need to have peer review.	17.4	9.5	21.0

From Table 7, it can be observed that the involvement of peer review in translation is able to generate students' personal empowerment. This can be explained as follows:

Peer review was liked to be done by students during the translation course. This can be observed from the students' responses toward the questionnaire statement 'I liked to do peer review during the translation course'. In this case, most students responded positively to this statement with the agreement percentage of 95.6% for Class A, 99.9% for Class B, and 99.9% for Class C.

Peer review improves the interaction among students both as reviewer and reviewee. This can be seen from the students' responses toward the questionnaire statement 'Peer review could improve the interaction between me and my peers in translation'. Most students responded positively to this statement with the agreement percentage of 99.9% for Class A, 95.2% for Class B, and 89.5% for Class C.

Peer review increases students' awareness of their strengths and weaknesses in translation. This can be acknowledged from the students' responses toward the questionnaire statement 'Through peer review, I realized the strengths and weaknesses of my translation'. Most students responded positively to this statement with the agreement percentage of 99.9% for each class.

Peer review leads to a trustful behavior among students in a gradual time. This can be observed from the students' responses toward the questionnaire statement 'The more often my translation was given feedback by a peer, I was getting more and more convenient and unnecessary to be shy if there were some points to be considered bad by my peers'. Most students responded positively to this statement with the agreement percentage of 99.9% for Class A, 90.4% for Class B, and 99.9% for Class C.

Peer review promotes gradually a respectful behavior among students. This can be acknowledged from the students' responses toward the questionnaire statement 'Through peer review, I realized that a peer I previously thought he/she was not capable for giving feedback could give beneficial feedback for my translation improvements'. Concerning this, most students of the three classes agreed with this statement with the agreement percentage of 95.6% for Class A, 90.4% for Class B, and 94.7% for Class C.

Peer review develops students with a behavior of non-anti-criticism. This can be acknowledged from the students' responses on the questionnaire statement 'Right now, I don't feel worried if my job is given feedback by others, even I need it for the sake of my job improvements'. Pertaining to this, most students of the three classes responded positively to this statement with the agreement percentage of 99.9% for Class A and C, and 95.2% for Class B.

Peer review enhances students' self-confidence in learning. This can be seen from the students' responses on the questionnaire statement 'I felt self-confident when my translation was evaluated by the lecturer because it had been given feedback by my peers before'. In this case, the three classes agreed with this statement with the agreement percentage of 95.6% for Class A, 90.5% for Class B, and 94.7% for Class C.

Peer review awakens students about the importance of process in learning. This can be recognized from the students' responses toward the questionnaire statement 'Through peer review, I realize that a good translation cannot be produced in a one-time job, but it needs to be improved, often many times of improvement or repetition'. Concerning this, all the

students of the three classes agreed with this statement with the agreement percentage of 99.9% for each class.

5. Discussion

As stated in Table 1, for S1, translation accuracy can be examined, among others, from some translation improvements that can be illustrated as follows: In Draft 1, the adjective phrase 'simply unique' was translated 'yang memiliki keunikan'. From the peer review, it can be acknowledged that 'simply unique' should be translated with 'cukup unik'. In Draft 2, 'simply unique' was replaced by 'sangat unik'. Although the alteration did not fully follow what was stated in the peer review, this shows that the student translator had considered the feedback suggested by his/her peers. The equivalent replacement from 'yang memiliki keunikan' to 'sangatlah unik' can be considered more accurate. In reference to Cambridge Advanced Learner's Dictionary (2008), one of the meanings of 'simply' is 'completely' or 'absolutely' which can be equalized with 'sangat' in Indonesian.

Translation accuracy can also be observed from the equivalence of the noun phrase 'with such an easy grace' with 'tanpa memerlukan usaha'. From the peer review, it can be known that this sentence part should be translated 'dengan anggun'. In Draft 2, the phrase 'with such an easy grace' was rendered 'dengan sebuah keanggunan'. This indicates that the translator had acknowledged the feedback provided by his/her peers. According to Echols & Shadily (2014), the word 'grace' means 'keanggunan, keapikan'. Therefore, the equivalent change from 'tanpa memerlukan banyak usaha' to 'dengan sebuah keanggunan' can be more acceptable.

In terms of translation clarity, the lingual empowerment can be seen, for example, from the revision of 'serawak' in Drafts 1 and 2 to become 'Sarawak' in Draft 3. Concerning this, from the peer review, it can be observed that the translator was suggested to revise 'serawak' with 'Sarawak'. Meanwhile, translation naturalness, can be designated from the rendering of the word 'Kuching' in the sentence 'Kuching welcomes visitors warmly'. In Drafts 1 and 2, this word was translated 'Kuching'. From the peer review, it can be observed that the translator received feedback in order to change 'Kuching' into 'Penduduk Kuching'. This change can be regarded more natural in view of that it is a man who welcomes visitors, not a city.

As shown in Table 3, S2, translation accuracy can be recognized from these examples. In Draft 1, the idiomatic expression 'it does not put on an act' was translated 'tidak menunjukkannya kepada mereka'. From the peer review, it can be observed that the translator was suggested to render it 'tanpa adanya kepura-puraan'. In Draft 2, the translator changed the translation into 'tidak menampakkan kepura-puraan'. This means that the translator followed the feedback from his/her peers. Referring to Cambridge Advanced Learner's Dictionary (2008), 'put on an act' is an idiom that means 'to behave or speak in a false or artificial way'. Therefore, the equivalent replacement from 'tidak menunjukkannya kepada mereka' to 'tidak menampakkan kepura-puraan' for the idiom 'it does not put on an act' is a correct way.

In Draft 1, the two-verb word 'join in' was translated 'menikmatinya'. From the peer review, the translator received feedback that this phrase should be rendered 'bergabung/berbaur'. In Drafts 2 and 3, the translator used the equivalent 'berbaur' to substitute 'menikmatinya'. This shows that the translator agreed with the suggestion given by his/her peer. In reference to Cambridge Advanced Learner's Dictionary (2008), the meaning of phrasal verb 'join in' is

'to become involved in an activity with other people'. Thus, the equivalent replacement from 'menikmatinya' to 'berbaurlah' is an acceptable way.

Regarding translation clarity, the lingual empowerment can be indicated by the writing of the word 'ibukota' in Drafts 1 and 2. In these two drafts, this word was written in a combined way. However, in Draft 3, the word was written in a separated way to become 'ibu kota'. From the peer review, it can be recognized that the translator was recommended to separate the word 'ibu' from 'kota'. In reference to Kamus Besar Bahasa Indonesia (2023), the formal or standardized writing is 'ibu kota'. The writing of 'ibukota' is used for an informal purpose.

Translation naturalness may be found in the sentence replacement 'Untuk membuat perjalanan Anda maksimal' in Drafts 1 and 2 to become 'Untuk memaksimalkan perjalananmu' in Draft 3. The last translation can be regarded more natural than the previous version. This change of equivalence was based on the peer review that the translator was suggested to substitute the equivalent 'Untuk membuat perjalanan Anda maksimal' with 'Untuk memaksimalkan perjalananmu' in order to be more effective and natural.

As pointed out in Table 5, S₃, the lingual empowerment in translation can be recognized from several instances of the following translation improvements: In Drafts 1 and 2, the noun phrase 'Malaysia's largest state' was translated 'bagian negara (yang) terbesar di Malaysia'. Nevertheless, in Draft 3, this equivalent was replaced by 'negara bagian terbesar di Malaysia'. From the peer review, it can be acknowledged that the translator was suggested to substitute 'bagian negara terbesar' with 'negara bagian terbesar'. In other words, the translator obeyed the feedback recommended by his/her peer. In this case, there is a principled difference between the expression 'bagian negara (yang) terbesar' and 'negara bagian terbesar'. The former is a common expression which refers to part of a country. However, the latter is a special term referring to a country with its government (Cambridge Advanced Learner's Dictionary, 2008). In a more specific discipline, a state is the first level of administrative central region of a federal or united nation and Malaysia is one of the nations which adopts a federal system (<https://id.m.wikipedia.org>).

In Drafts 1 and 2, the expression 'it does not put on an act' was rendered 'tidak melakukan apapun untuk mereka'. Nonetheless, in Draft 3, this equivalent was revised with 'mereka tidak berpura-pura'. From the peer review, it can be observed that, although the reviewer did not provide a concrete and specific suggestion, the translator was recommended to change the translation because it was considered inaccurate. This means that the translator followed the suggestion given by the reviewer. According to Cambridge Advanced Learner's Dictionary (2008), 'put on an act' is an idiom that means 'to behave or speak in a false or artificial way'. Therefore, the equivalent replacement from 'tidak melakukan apapun untuk mereka' to 'mereka tidak berpura-pura' is an acceptable alteration.

Translation clarity can be identified, among others, from the improvement of the word 'menunjukan' as written in Draft 1. From the peer review, the translator was suggested to alter this word into 'menunjukkan'. In Draft 3, this word had been written based on the suggestion given by the peer. Referring to KBBI (2016), the standardized way of writing this word is 'menunjukkan' (with a double 'k').

Translation naturalness can be observed, among others, from the omission of the word 'dari' in the noun phrase 'ibu kota dari Sarawak' and the revision of the phrase 'pop. sekitar 450.000' in Draft 1. From the peer review, the use of the word 'dari' must be omitted because it can

make the translation unnatural. This is in line with what Widyamartaya (1989) argued that the translator should avoid translating the word 'of' representing possession with 'dari' or 'daripada' in order that a translation sounds natural. Meanwhile, the addition of the word 'jiwa' and the omission of the word 'pop' as recommended by a peer in the peer review session in the phrase 'pop. sekitar 450.000' can also be viewed to have made the translation more natural.

As shown in Table 7, peer review increases the quality of interaction among students in learning. This is in line with a study conducted by Elizondo-Garcia & Gallardo (2020). According to Mulder et al. (2014), this can be achieved because during the learning process, students enjoy meaningful interactions with peers and boost their negotiations and diplomacy skills.

Peer review promotes students with their strengths and weaknesses in learning. This is in line with a study conducted by Banister (2023) that peer review helps students develop their evaluative judgment, either the quality of peers' work or their own. This is because in doing peer review, students are encouraged to do self-reflection for the strengths and weaknesses (Yin et al., 2022). To produce a good practice of peer review, Vattøy & Gamlem (2023) warn that students must understand the quality of their own and their peers.

Peer review fosters students with a trustful behavior among them in a gradual time. This finding may answer the perception that one of the weaknesses in employing peer review-based activities is that it generates a distrustful behavior among students (Hauff & Nilsson, 2021). In the present study, this perception was rejected by the students' responses toward a questionnaire statement 'The more often my translation was given feedback by a peer, I was getting more and more convenient and unnecessary to be shy if there were some points to be considered bad by my peers'. Most students responded positively to this statement with the agreement percentage above 90 percent.

Peer review promotes gradually a respectful behavior among students. This finding rejects the previous research result that students' dissatisfaction with peer review is due to disrespectful peers' behavior (Kerman et al., 2023; Vattøy & Gamlem, 2023). This can be acknowledged from the students' responses toward the questionnaire statement 'Through peer review, I realized that a peer I previously thought he/she was not capable for giving feedback could give beneficial feedback for my translation improvements'. Concerning this, most students of the three classes agreed with this statement with the agreement percentage above 90 percent.

Peer review develops students with a behavior of non-anti-criticism. In this case, Riel et al. (2006) argued that involving peer review-based activities in learning basically establishes a "culture of critique". This means that students are habituated to provide and receive a criticism in order to become a tolerant citizen. This is because during a peer review session in the classroom, students are trained to provide and receive constructive comments to fellow students regarding a variety of competencies (Lerchenfeldt & Taylor (2020).

Peer review enhances students' self-confidence in learning. This is relevant with a study undertaken by Hauff & Nilsson (2021). This occurs because peer review engages students in their own learning process while taking both the roles of a reviewer and reviewee (Simonsmeier et al., 2020). Thus, this instructional method motivates students to be active in learning.

Peer review awakens students about the importance of process in learning. Vattøy & Gamlem (2023) point out that the value of peer review concerned the meta-processes it initiates rather than the review itself. By so doing, students consciously create and manage personal models of learning (Drigas et al., 2023). In the present study, this can be recognized from the students' responses toward the questionnaire statement 'Through peer review, I realize that a good translation cannot be produced in a one-time job, but it needs to be improved, often many times of improvement or repetition'. Concerning this, all the students of the three classes agreed with this statement with the agreement percentage of almost 100 percent.

6. Conclusion

It is obvious that, despite some weaknesses, involving peer review in translation could lead EFL students to two dimensions of empowerment, i.e., lingual empowerment and personal empowerment. Concerning lingual empowerment, students' translation quality could be improved in terms of accuracy, clarity, and naturalness. Regarding the present study, the final draft of translation which received some peer reviews could be considered more acceptable compared to the previous drafts, particularly the first draft which did not receive a peer review. Meanwhile, pertaining to personal empowerment, peer review in translation could generate students' positive characters which were needed for their learning achievements. These positive characters consisted of interactional competence, social/individual trust, strengths and weaknesses, social/individual respect, sense of non-anti-criticism, self-confidence, and self-awareness toward the importance of process in learning.

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