

AN INTERACTIVE PATTERN IN THE CONTEXT OF DISTANCE LEARNING-BASED TRANSLATION LEARNING

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ABSTRACT

The purpose of this research was to identify the interaction pattern in distance learning in the translation class. The study used case studies related to the interaction patterns that exist in the translation class in the distance learning system. Participants in this study were 100 students in the translation class (2 classes = F: 55, M: 45). The researcher used the purposive sampling technique in determining the sample. Data collection was done through observation, documentation and interviews. The data analysis technique was carried out through the stages of data reduction, data presentation and conclusion. The findings show that the interaction pattern that is built has 4 interrelated and integrated features in the LMS. The pattern of interaction creates a sequential learning structure. All learning activities are presented in a complete LMS, including communication. So, the tutor does not communicate offline learning. Improvements that must be made are material enrichment involving audiovisuals. The results of this study also have implications for the tutor's understanding that the interaction pattern will be very good if students' learning motivation is also in line with understanding the use of LMS.

Keywords: *Interaction, Distance Learning, Translation*

1. INTRODUCTION

One of the skills that students must master when learning languages is the ability to translate. Students require the translation procedure when they are attending ongoing lectures and must convert lecture material into English. As a result, it would be entirely appropriate if the translation course became one of the courses taught in universities. Similarly, at Universitas Terbuka (UT) Jakarta, translation is one of the required disciplines in the English literature study program. The translation is taught through distance learning at UT, just like other topics. E-learning is a form of Distance Learning that utilizes telecommunications and information technology, such as the Internet, video/audio broadcasting, video/audio conferencing, and CD-ROM (synchronous and asynchronous). The issue in this study is determining the interaction pattern in the translation class for remote learning. Various activities and interactions between students and professors in class, such as discussion forums, including feedback or question-and-answer processes from lecturers to students or one student to another. This research focuses on the study of interactive patterns in the Open University translation classroom which already has a renewable distance learning system. Because the latest and most advanced systems still face various obstacles during the process of implementing teaching and learning. This is because each student has a different background and abilities in using distance learning systems.

2. LITERATURE REVIEW

UT is a university that is quite successful in conducting distance learning programs. The rapid development in the field of information and communication technology has made UT participate in developing appropriate learning methods for distance learning. Because the concept of distance learning can certainly provide two improvements at once for UT, namely improving the quality of learning and increasing the number of students scattered throughout the world. Especially now that UT has received international accreditation as a global distance learning educational institution. Distance learning is believed to be able to overcome two major problems in the world of learning so far, namely the problem of cost and time. Especially during the Covid-19 pandemic, the learning system at UT became a very appropriate model and had no problems during the learning process, because of the use of technology (blended learning) which was designed to follow current technological developments.

Technological trends continue to develop rapidly and can achieve maximum implementation if the educational process is not reoriented conventionally (Burbules et al., 2020). Currently, learning is based on ICT, the internet of things, big data and computers (Lase, 2019; Lee & Liang, 2012). Even though (Bereczki & Kárpáti, 2021) concluded that several teachers have difficulties in creating high technology in the education process. It means that the teacher must increase their digital literacy competence to face the challenge of technology in education. Technology has also proven a relationship between student age, occupation and use of technology in general, and between technology use and increased confidence in digital competence in distance language learning modes in particular (Arrosagaray et al., 2019). While most of the existing research shows that the use of learning technology can increase the effectiveness of learning (Müller & Wulf, 2021).

So technology promotes interaction as a promising addition to lecture interactivity (Tuma, 2021). This means that the use of technology in education continues to build interactive interactions between teachers and students. Moreover, e-learning has four important elements, namely input, process, output, and feedback (Songkram et al., 2015). The four elements should be able to build interactive forms or patterns that can take advantage of technology. So, at the Open University, distance learning is designed with computers, intranet and internet media according to the rapid changes and widespread use of technology. The

electronic learning environment creates access to information from anywhere and anytime (Karadeniz, 2009; Boelens et al., 2017).

From the findings of previous research, it is concluded that technology in the present and future will dominate the educational process. Moreover, the learning process facilitated by the internet or intranet allows teachers and students to communicate not face-to-face, but through various learning technology systems. The Open University of Jakarta has used a Learning Management System that is integrated with the latest technology. Therefore, this becomes a big challenge for educators in building interactive learning classes. Lecturers should actively engage in online discussion forums as a way to support students, as this is the basis for effective teaching and learning. Universities should consider providing intensive assistance to students so that they can take advantage of existing technology optimally (Maboe, 2017).

Thus, this research focuses on the study of interactive patterns in the Open University translation classroom which already has a renewable distance learning system. Because the latest and most advanced systems still face various obstacles during the process of implementing teaching and learning. This is because each student has a different background and abilities in using distance learning systems. This condition is the main consideration that distinguishes the concept of research studies from previous research, which is oriented to the perspective of students. Moreover, the pattern of interaction can also affect the achievement of learning objectives. So, the purpose of this research is to identify interaction patterns in distance learning in the translation class. Thus, the results of this study can provide input for educators or universities in building a distance learning system so that learning objectives can be achieved.

3. METHODS

The participants in this study were students and lecturers in the translation class. The researcher used the purposive sampling technique in determining the sample. There are 100 students (2 classes = F: 55, M: 45). The research was conducted in September - October 2021 at Universitas Terbuka Jakarta. This study used a case study design to examine some of the questions discussed. (Gay, 2012) defines a case study as an examination of a particular phenomenon such as a particular program, event, process, institution, or group. Several reasons support the choice of a case study approach for this study. Case studies are also a system of restricted studies and descriptive reporting in the context of the research theme (Creswell, 2012).

Data were taken through observation, documentation and interviews. Observations were made to determine the pattern of interaction during teaching and learning activities. While interviews were given to students and lecturers via email. While the documentation refers to the pattern of teaching and learning systems that exist in the learning management system of the Open University. The data analysis technique was carried out through the stages of data reduction, data presentation and conclusion. Data reduction is carried out for the selection process, focusing on simplifying the data, abstracting, and transforming the rough data obtained. in the field or email. Data reduction takes place continuously as long as a qualitative research-oriented project takes place. The presentation of the data is carried out through an

in-depth data analysis process which is then presented in the form of a graph. Conclusions are drawn carefully and repeatedly.

4. RESULTS & DISCUSSION

The results of observation and analysis of documents in the translation class learning system at the Open University shows that the distance learning system that has been built is very good and facilitates every learning interaction at each meeting. The website created as a Learning Management System is always updated according to the needs and evaluation results every semester. This facilitates interaction between tutors and students. While the interaction patterns formed in the translation class are taken from the results of interviews and are described below.

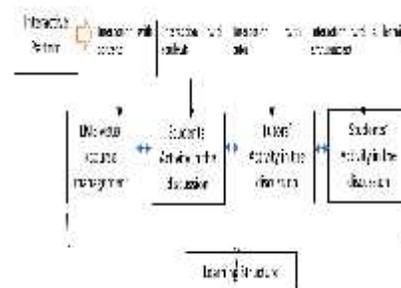
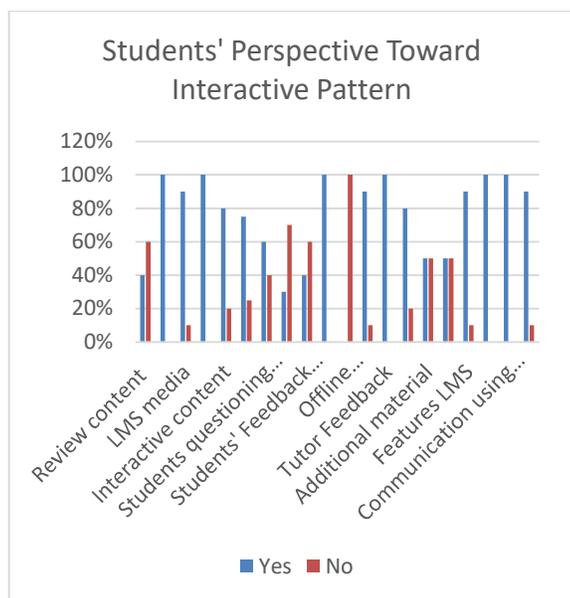


Figure 1. Model of interactive pattern in distance learning for translation class

Figure 1 shows that the interaction patterns that appear on the LMS in the translation class have 4 main features, namely interactive related to the content, interactive students, interactive tutors, and interactive with the learning environment in the LMS. Each feature of the interactive pattern builds a learning structure system. Each feature of this interactive pattern has a balanced dominance. Because each structure in the interaction pattern is an integrated part that cannot be separated. While the percentage of interview results described in the following graph;



Graph 1. The result of the interview related to the interactive pattern

Graph 1 shows that the content interaction in the LMS used by the Open University has been well designed so that the learning structure is well developed. The visuals presented also have complete menus as a medium for the interaction process during the learning process. Meanwhile, the pattern of interaction among students has also provided a feature on the discussion forum. However, students still have a low level of interaction in providing feedback on the opinions of their friends or tutors. It means that tutors must be able to build more lively interactions so that students can interact more. In this case, the level of motivation has a big role for students so that the interactive process runs actively. Tutors should build active interactions in online discussion forums as a way to support student motivation (Maboe, 2017).

Interaction with tutors found that tutors have used LMS very well in building learning interactions. The communication process is always carried out well through providing feedback or responses to student questions, student answers or discussion forums. Tutors send messages in the message menu that can be sent to student emails in a system. So, the communication process related to learning is done through the system. Tutors do not communicate offline or personally to students related to learning difficulties or problems. All processes of communication activities have been provided in the LMS feature. The material presented by the university is also complete. So, the tutor can only add material as a form of enrichment. However, from the perspective of students, they found that the level of material enrichment using video was still not optimal. The interaction with the virtual learning environment through the LMS at the Open University has been very good. The features in the LMS are easy to understand and are always being developed by the university. Students and tutors have no difficulty accessing the learning menus in the LMS and they can also carry out all learning activities interactively anytime and anywhere. Students and tutors can also access the LMS via smartphones.

The data findings show that the interaction pattern in distance learning in the translation class is very good. Various activities and class interactions between students and lecturers, such as discussion forums, namely the occurrence of feedback or question and answer processes from lecturers to students or from one student to another have been carried out systematically. Giving assignments from lecturers to students at each meeting session, and exams at the end of each lecture or face-to-face have also been arranged in the LMS features. The distance learning system at the Open University has been very well systemized. Moreover, we know that distance education is quite possibly the fastest-growing field of education today. This brings new benefits but also difficulties for students. From the comparison results, it can be said that distance education is comparable to internal in the quality of knowledge of successful students. New computer systems offer new educational resources. One of the preferred forms of study is distance education supported by e-learning (Fojtik, 2015). According to Graham, currently, blended learning will have a big role in the future and will be dominated by distributed learning environments (Güzer & Caner, 2014). This possibility has been extremely properly utilized. This distance learning is designed to follow current developments and changes so that the Open University does not experience difficulties when the interaction process in learning during the Covid-19 pandemic leads to online learning interactions. Promoting interactive learning in large groups is known as a challenge. Advances in technology to facilitate communication and promote interaction are promising addition to lecture interactivity (Tuma, 2021).

5. CONCLUSION

The findings concluded that the interaction patterns in the translation class have 4 main interaction features that are integrated and cannot be separated. Content features are related to the LMS display which becomes a medium or facilitator for interaction between students and students, students and tutors, students and tutors with a virtual learning environment within the LMS. Every menu presented at the Open University LMS is complete because every face-to-face learning activity has provided interactive, communicative menus. This means that the communication process during learning in distance learning has been facilitated. However, this research is still limited to the study of interaction patterns through the perspective of students and the availability of LMS features.

Therefore, further researchers can develop research on aspects of achievement from the interaction patterns formed. The results of this study also recommend the Open University so that communication activities built on the message menu can be maximized and every answer given by students in the discussion menu can have a plagiarism level feature so that the quality of the content of student answers is getting better. The implications of this research can be seen in the understanding of the classroom interaction model in distance learning that can be relevant to national and international standards. The development of this distance learning class interaction model was made especially for the needs of educational institutions that do not yet have a good and proven LMS (Learning Management System). So, the results of this study can be input for other universities that want to build a distance learning system. In addition, the researcher hopes that

the results of this study will become an example of a distance learning model in today's digital era.

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