

Translation Practices in Indonesian Senior High Schools: A Literature Review Based on Suryawinata and Hariyanto's Perspectives

Ikrimah Ikrimah^{1*}, Akhmad Fauzan²

¹MAN Kota Palangkaraya, Indonesia

²University of Palangkaraya, Indonesia

*Corresponding author: ikri12jaliha@gmail.com

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ABSTRACT

Purpose - This study aims to explore the relevance and pedagogical implications of Suryawinata and Hariyanto's translation theory in Indonesian senior high school contexts. Translation is recognised not only as a linguistic skill but also as a tool to develop students' cultural understanding and critical thinking in English language education.

Methodology - Employing a qualitative descriptive design in the form of a literature review, the study analysed 50 sources, including books, journal articles, and conference proceedings, published between 2009 and 2025 in both Indonesian and English. These sources were selected based on their relevance to translation pedagogy, strategies, and classroom practices.

Findings - The findings indicate that the structured stages of the Suryawinata and Hariyanto model (analysis, transfer, restructuring, and evaluation) align well with the needs of Indonesian high school students and can support curriculum goals by promoting linguistic accuracy and cultural sensitivity. Despite challenges such as limited class time, varying student proficiency levels, and lack of specialized teaching materials, the model offers opportunities for integration into project-based learning, formative assessment, and cross-curricular instruction.

Novelty - The novelty of this study lies in its systematic synthesis of translation theory and its practical connection to secondary education, an area that has been underexplored in previous research.

Significance - This review provides a foundation for future instructional innovation and material development, particularly for teachers, curriculum designers, and educational researchers seeking to enhance English language learning through translation.

Keywords: Classroom integration; Curriculum relevance; English language teaching; High school education; Pedagogical translation; Suryawinata and Hariyanto; Translation model; Translation strategies.

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1. Introduction

Translation is the activity of transferring information from one language to another (Arrosyid et al., 2024). In the era of globalisation, it plays a pivotal role in facilitating cross-cultural communication and the dissemination of knowledge across linguistic boundaries. Historically, translation has significantly contributed to the spread of science, art, and cultural values beyond national borders (Siregar, 2022). As both a process and a product, translation encompasses not only the act of transferring meaning between languages but also the evaluation of quality in the resulting text (Siregar et al., 2023). In the context of foreign language learning, especially English, translation becomes a crucial tool for bridging linguistic gaps and enhancing students' understanding of global perspectives.

Translation serves as an essential component in English language education, particularly in the context of Indonesian secondary schools. It not only functions as a linguistic exercise but also as a bridge to develop students' communicative competence. Recent studies also indicate that translation is strategically used alongside translanguaging techniques to enhance comprehension in ELT classrooms, especially when introducing new concepts or themes (Puspitasari & Sugirin, 2024). In Indonesia, translation holds a strategic position in English language instruction as it aids students in transferring meaning from the source language to an equivalent form in the target language (Hengki et al., 2019). Through translation, learners are encouraged to apply various strategies that enhance the naturalness and fluency of the target text (Adlina, 2023). This process not only involves linguistic conversion but also demands accuracy, readability, and acceptability to ensure effective communication across languages (Ginting et al., 2024). Therefore, translation plays a dual role in language instruction as a cognitive tool for understanding and as a skill for producing contextually appropriate language output.

Indonesia's rich linguistic and cultural diversity, shaped by geographical and societal factors, is one of the nation's greatest assets (Peter & Simatupang, 2022). In such a multilingual context, translation is not merely a linguistic task but also a cultural one. Translators are expected to act as mediators who deeply understand not only the source and target languages, but also the cultural backgrounds embedded within them (Poerwanto, 2024). This highlights the importance of culturally informed translation skills, especially in educational settings where students must learn to navigate both language and culture simultaneously. The translator's ability to embed local cultural nuances can enhance the emotional impact of the text on target readers, as demonstrated in practices where Indonesian stylistic elements are incorporated to evoke empathy and relatability (Suhartini and Nugroho, 2023).

Translation has long been studied both nationally and internationally within the context of language learning, often focusing on translation accuracy, strategy, and the impact of

translation tools. Several studies have examined how learners interact with translation, especially through digital platforms like Google Translate, revealing both its benefits and drawbacks in language development (Setiawan & Munawaruzaman, 2023; Arba et al., 2023). A study by Ikrimah et al. (2024) specifically examined the translation processes employed by high school students using Google Translate, highlighting the tendency to focus on word selection while often overlooking evaluation and revision stages. Other research has also investigated the role of cultural adjustment in translation, particularly when translating audiovisual or literary texts from English into Indonesian (Sudarto et al., 2019). Although these studies offer valuable insights into translation techniques and challenges, most of them emphasise the product of translation or tool-based evaluation, with limited attention to the pedagogical integration of translation theories, especially frameworks like Suryawinata and Hariyanto's, in actual classroom practices at the high school level.

Suryawinata and Hariyanto (2016) are recognised as central figures in translation pedagogy in Indonesia, offering a comprehensive and contextually grounded model for understanding the mental processes involved in translation. Their model outlines four essential stages: analysis or comprehension of the source text, transfer of meaning, restructuring in the target language, and finally, evaluation and revision of the translated output. They also distinguish between literal translation, which focuses on word-for-word equivalence, and idiomatic translation, which prioritises meaning through more flexible structures. Furthermore, their framework includes structural strategies, such as addition, subtraction, and transposition, as well as semantic strategies that emphasise the importance of conveying intended meaning rather than form alone. This theoretical approach aligns well with the needs of English language teaching in Indonesian high schools, as it supports students in developing both linguistic competence and cultural awareness through structured, purposeful translation activities.

Although Suryawinata and Hariyanto's theoretical framework is widely acknowledged and frequently cited in Indonesian translation studies, there remains a lack of systematic literature reviews that directly link their model to translation practices at the senior high school level. Existing research tends to focus on general translation strategies or tool-based evaluations rather than critically analysing how their approach aligns with the pedagogical realities of English instruction in Indonesian classrooms. Consequently, there is a notable gap in the literature regarding how their structured and culturally informed translation strategies can serve as a foundational framework for teaching translation in secondary education. This study aims to address that gap by offering a comprehensive review of their theory in relation to the instructional needs of Indonesian high school contexts.

The purpose of this study is to systematically review the translation theory proposed by Suryawinata and Hariyanto and to explore its relevance to translation practices in Indonesian senior high schools. This review seeks to analyse the connection between their theoretical framework and the actual needs and conditions of English language instruction at the secondary level. In doing so, it aims to identify the strengths, challenges, and opportunities of applying their approach within classroom settings. Ultimately, the study intends to offer

practical recommendations for educators and researchers who are interested in integrating translation pedagogy into English language teaching in culturally diverse school contexts.

2. Methods

This study employs a qualitative descriptive design in the form of a literature review, which, as Creswell and Creswell (2018) note, serves to share with readers the results of other studies closely related to the one being undertaken. The purpose of this approach is to systematically explore the translation theory developed by Suryawinata and Hariyanto and analyze its relevance to translation practices in Indonesian senior high school contexts. As suggested by Picciano (2017), literature reviews that focus on pedagogical models serve not only to describe existing frameworks, but also to synthesise them for instructional application. Rather than collecting primary data through fieldwork, this study relies on the analysis and synthesis of existing literature to draw conclusions and identify pedagogical implications.

The data for this literature review were collected from a total of 50 sources, consisting of academic books, journal articles, and conference proceedings, including both national and international publications. The sources were published between 2009 and 2025 and written in either Indonesian or English. The main theoretical foundation of this study is the book *Translation: Bahasan Teori dan Penuntun Praktis Menerjemahkan* by Suryawinata and Hariyanto (2016), which serves as the core reference. In addition to this primary source, several supporting books were used to enrich the theoretical background, alongside scholarly articles and proceedings that discuss translation pedagogy, strategy, and classroom application.

The literature selection was guided by relevance to the research focus, particularly materials that discuss translation theory, strategy, or practice in educational settings. This selection process aligns with the principle that a literature review should focus on a relevant topic, address a research gap, and contribute to advancing the field (Snyder, 2019). While the indexing status of the sources varies, from Scopus and SINTA-indexed journals to non-indexed academic publications, priority was given to works that provide substantial insight into translation teaching, regardless of their indexing. This flexible inclusion criterion reflects the study's emphasis on thematic relevance rather than publication ranking alone.

The procedure of the review included identifying, screening, and analysing the selected literature. After identifying potential sources through database searches and reference tracking, the materials were examined to extract concepts related to the translation process, translation strategies (both structural and semantic), fidelity and readability principles, and classroom-based implementation. A thematic analysis was applied to categorise and synthesise the findings based on their alignment with components of the Suryawinata and Hariyanto framework and their potential application in Indonesian high school classrooms. This analysis followed a structured approach involving steps such as keyword extraction, coding, theming, and interpretation, as outlined by Naeem et al. (2023).

3. Results and Discussion

3.1. A Systematic Review of Suryawinata and Hariyanto's Translation Theory

Translation theory continues to play a crucial role in shaping classroom practices, particularly in the Indonesian educational context where bridging linguistic and cultural meaning is essential. Among the most influential frameworks is the model proposed by Suryawinata and Hariyanto, which has been widely referenced in both instructional and research settings. Table 1 below provides a thematic synthesis of key concepts related to their translation theory, along with supporting studies and their pedagogical implications. The table serves as an overview of how this model has been applied, interpreted, or challenged across different educational contexts.

Table 1 - Thematic Synthesis of Literature Related to the Translation Model of Suryawinata and Hariyanto

Component of the Theory	Supporting Literature	Key Findings / Issues	Implications for Teaching
Four-stage translation process (analysis, transfer, restructuring, evaluation)	Suryawinata & Hariyanto (2016)	Describes structured mental process in translation	Can be used to scaffold learning and guide translation tasks
Structural strategies (addition, subtraction, transposition)	Sapta et al. (2020)	Students could apply basic strategies (e.g., omission), but struggled with more complex ones (e.g., addition, transposition)	Teaching should focus on clarifying structural rules and guided practice
Semantic strategies (meaning-focused)	Latief et al. (2022); Suhartini & Nugroho (2023)	Idiomatic translation helps preserve meaning and emotional nuance	Emphasize meaning over form in classroom activities
Fidelity and readability principles	Alsheikhidris (2024); Suhartini & Nugroho (2023)	Literal translation often fails to preserve emotional accuracy	Use texts that require students to evaluate meaning, tone, and audience
Implementation challenges in real classrooms	Ganjalikhanizadeh & Rad (2022)	Issues include limited vocabulary, lack of tools, and motivation	Teachers need to adapt theory to real classroom constraints
Pedagogical potential	Mokodompit et al. (2025); Ramdani et al. (2021)	Supports critical thinking and metalinguistic awareness	Theory suits structured instruction for beginner to intermediate learners

Suryawinata and Hariyanto are widely regarded as two of the most influential figures in the development of translation pedagogy in Indonesia. Suryawinata, a professor of translation at Universitas Negeri Malang, has made substantial contributions through his academic works since the 1980s, including textbooks and modules on translation theory and practice that have become foundational in Indonesian translation education. Meanwhile, Hariyanto, a senior lecturer at Politeknik Negeri Malang with a doctoral degree in English education, has

contributed both scholarly and practical insights into translation studies, especially through his focus on cultural and educational aspects of translation. His academic background, which includes training at SEAMEO RELC in Singapore and the University of Queensland, has enriched his perspectives in applied linguistics and translation pedagogy. Their co-authored book *Translation: Bahasan Teori dan Penuntun Praktis Menerjemahkan* (2003, revised in 2016) is widely used across universities and teacher training programs in Indonesia, making their framework one of the most commonly referenced in the teaching and learning of translation within the Indonesian educational context.

According to Suryawinata and Hariyanto (2016), the translation process consists of four interrelated stages that reflect the translator's internal cognitive operations. The first stage is analysis or comprehension, in which the translator examines the surface structure of the source text, its grammar, lexical meanings, textual organization, and contextual implications. This stage involves breaking down the original text to fully grasp its meaning. The second stage is transfer, where the understood meaning is mentally processed and shifted from the source language (SL) to the target language (TL); at this point, no actual words are produced yet, as the activity occurs entirely in the translator's mind. The third stage is restructuring, in which the translator searches for appropriate words, expressions, and sentence structures in the TL that best convey the intended meaning, message, and nuances of the original text. Finally, the evaluation and revision stage involves comparing the translated version with the source text to ensure accuracy and equivalence. If necessary, revisions are made to improve fidelity and readability in the target language.

Suryawinata and Hariyanto (2016) distinguish between literal and idiomatic translation based on how meaning is transferred from the source language (SL) to the target language (TL). A literal translation prioritizes word-for-word equivalence, aiming to match words or expressions in the TL with those in the SL that have the same reference or meaning. This approach is effective when the structures and meanings in both languages align closely, as in the example "I love her" translated to *Aku mencintainya*. However, in many cases, direct equivalence can result in awkward or unnatural expressions in the TL. Idiomatic translation, on the other hand, strives to recreate the intended meaning of the original message using natural and flexible structures in the TL. It reflects what the source speaker or writer truly wants to convey, in a way that sounds authentic to native readers. For instance, translating "What is your name?" literally as *Apa namamu?* may be grammatically correct but sounds less natural compared to the idiomatic *Siapa namamu?* or *Siapa nama Anda?* Idiomatic translation, therefore, plays a key role in achieving naturalness and cultural relevance, making the translated text feel as if it were originally written in the target language.

In translation, fidelity and readability are two essential principles that must be carefully balanced to produce an effective and meaningful target text. Fidelity refers to the translator's commitment to preserving the original meaning, tone, and stylistic choices of the source text, respecting the author's intent and expression. This includes attention to word choice, sentence structure, and stylistic elements that define the voice of the original writer. Meanwhile, readability concerns the clarity, flow, and accessibility of the translated text in the target

language. It ensures that the translation is not only accurate but also understandable and natural for its intended audience. For Indonesian senior high school students, this balance is particularly important; a translation that is faithful but difficult to read may hinder comprehension. At the same time, a readable but overly loose translation risks misrepresenting the original message. Translators must decide how to handle instances where ideas in one language lack equivalents in the other (Alsheikhidris, 2024), a challenge that becomes even more pronounced for learners who are still developing their linguistic and cultural competence. Therefore, in the classroom context, translations should aim to maintain the integrity of the source text while remaining accessible and engaging for learners at their proficiency level. The balance between fidelity and readability is particularly critical in translating emotionally charged or stylistically nuanced texts. Suhartini and Nugroho (2023), in their study of an Indonesian literary translation, found that literal translation was the most frequently used technique (50.7%), followed by amplification and modulation. Their findings highlight that while literal translation can preserve basic meaning, it may not fully capture emotional subtleties, which are essential for attitudinal accuracy and naturalness. This reinforces the role of idiomatic strategies in achieving culturally and emotionally appropriate translations.

Suryawinata and Hariyanto (2016) categorize translation strategies into two main types: structural and semantic. Structural strategies include addition, subtraction, and transposition, which are often driven by the grammatical demands of the target language. For example, when translating *Saya guru* into English, structural addition is required to produce "I am a teacher," as English necessitates the use of auxiliary verbs and articles. Conversely, structural subtraction is necessary when translating "Her husband is an engineer" into *Suaminya insinyur*, where certain elements are omitted to match natural Indonesian syntax. Transposition involves shifting word positions or grammatical structures, such as converting "musical instruments" into *alat musik* by adjusting the order of noun phrases to align with Bahasa Indonesia's D-M (Described–Describer) rule. A study by Sapta et al. (2020) applied these structural strategies to analyze student translations and found that while borrowing, omission, and synonym were accurately and frequently used, more complex strategies like addition and transposition were often applied incorrectly. These challenges reflect the broader difficulties reported in translation instruction. For example, Ganjalikhanizadeh and Rad (2022), in their six-month classroom-based study, identified a range of obstacles that limited the success of translation teaching, including students' limited vocabulary and general proficiency, lack of access to appropriate resources, motivational issues, and difficulty in finding semantic equivalents. These real-world constraints can hinder the effective application of structured translation models like that of Suryawinata and Hariyanto in typical classroom settings. This suggests that not all strategies outlined in the framework are equally accessible to students, particularly those with limited grammatical awareness. Semantic strategies, meanwhile, prioritize meaning, as seen in translating *Gadis itu menari dengan luwesnya* into "The girl is dancing with great fluidity and grace," capturing the cultural nuance and style of the original expression. These strategies not only reflect linguistic adjustment but also act as tools for problem-solving, a

core function in translation (Latief et al., 2022). In the classroom, both structural and semantic strategies offer flexibility, enabling teachers to guide students through accurate yet contextually appropriate translations that reflect both linguistic competence and cultural sensitivity.

The translation model proposed by Suryawinata and Hariyanto offers significant pedagogical value, particularly for English instruction at the senior high school level in Indonesia. Its systematic and logical structure makes it highly suitable for beginner to intermediate learners, guiding students through a clear sequence of analysis, transfer, restructuring, and evaluation. This process not only supports linguistic development but also fosters metalinguistic awareness, which plays a crucial role in language acquisition and the ability to use language precisely in academic settings (Mokodompit et al., 2025). Moreover, the decision-making involved in selecting appropriate translation strategies cultivates critical thinking, a key competency that enables learners to solve problems effectively and build deeper understanding (Ramdani et al., 2021). By emphasizing both language and meaning, the model is contextually aligned with the educational needs of Indonesian classrooms, where students are expected to navigate both linguistic complexity and cross-cultural communication.

3.2. Relevance of the Model to Indonesian Senior High School Contexts

As translation gains recognition as both a communicative and cognitive tool in language education, it becomes essential to evaluate how established theoretical models respond to current curricular and classroom demands. In the Indonesian context, the applicability of Suryawinata and Hariyanto's translation model can be observed through its alignment with pedagogical priorities and learner needs at the senior high school level. Table 2 below presents a thematic overview of how the Suryawinata and Hariyanto model aligns with the instructional, cognitive, and pedagogical dimensions of English language teaching in senior high schools.

Table 2 - Relevance of the Suryawinata and Hariyanto Translation Model to Senior High School Contexts

Focus Area	Supporting Literature	Key Points / Findings	Pedagogical Implications
Alignment with curriculum goals	Ministry of Education (2024); Hariyanto (2017)	Translation supports intercultural communication and meaning-making	Model aligns with Kurikulum Merdeka's goals of language + culture integration
Development of core language skills	Liriwati et al. (2024)	Translation builds grammar awareness, reading, and writing	Structured strategies strengthen literacy and metalinguistic skills
Learner suitability (intermediate level)	Xu (2009)	Learners at this stage benefit from gradual translation scaffolding	Translation stages match student cognitive development
Cultural understanding and meaning beyond form	Uzer & Uzer (2023); Bertris et al. (2022); Alfariy (2021);	Idiomatic/semantic strategies expose students to cultural	Supports cultural reflection and helps learners interpret

Focus Area	Supporting Literature	Key Points / Findings	Pedagogical Implications
	Wibowo & Supardi (2024)	nuance and support holistic communication	meaning beyond grammar
Practical classroom implementation	Jayanti (2019); Arisandi et al. (2025)	Model can be applied in flexible activities, both individual & group	Encourages autonomy, grammar/vocab practice, and formative assessment
Teacher readiness and autonomy	Ginting et al. (2024); Maharani et al. (2025)	Teachers already familiar with model; need flexible strategy options	Model supports teacher choice based on student/class needs
Implementation challenges	Ngawul et al. (2024); Korompot et al. (2020)	Limited time, lack of training/materials hinder integration	Requires simplified tasks and teacher support for effective use

In alignment with the goals of *Kurikulum Merdeka*, a progressive framework under Indonesia's *Merdeka Belajar* movement, English language instruction is expected to develop not only linguistic competence but also intercultural understanding. As stated by the Ministry of Education (2024), English is a fundamental skill that every Indonesian student should acquire, especially in an increasingly globalized and interconnected world. Within this framework, translation can serve as a powerful pedagogical tool. According to Hariyanto (2017), translation is a language activity that involves not only linguistic and discourse competence but also cultural context, allowing learners to communicate meaningfully across language boundaries. The structured translation process offered by Suryawinata and Hariyanto supports this vision by engaging students in tasks that integrate language awareness, meaning-making, and cross-cultural reflection—essential components in fulfilling the goals of *Kurikulum Merdeka*.

Furthermore, translation supports key literacy skills emphasized in the curriculum, such as reading comprehension, written expression, and understanding of text structure. Structural translation approaches, particularly those involving addition, subtraction, and transposition, encourage learners to examine grammar and syntax in both the source and target languages, enhancing their analytical reading and writing abilities. As noted by Liriwati et al. (2024), translation strategies that emphasize reading, writing, and word-level translation are among the most common methods used in classroom communication. Through such activities, students engage deeply with texts, learn to decode and reconstruct meaning, and develop both language precision and flexibility. Thus, integrating translation in English teaching not only reinforces core linguistic competencies but also nurtures broader communicative and cognitive skills in line with national educational goals.

Indonesian senior high school students are generally positioned at the intermediate level of English proficiency, with many transitioning toward upper-intermediate stages. At this level, learners often face challenges in making noticeable progress and may struggle to move beyond linguistic plateaus (Xu, 2009). The structured translation stages proposed by

Suryawinata and Hariyanto, analysis, transfer, restructuring, and evaluation, are particularly well-suited for this developmental phase, as they offer a clear and manageable framework for language processing. These stages can be introduced gradually, beginning with literal translation for simpler texts and advancing toward idiomatic translation as students' linguistic and cultural competence improves.

The translation model developed by Suryawinata and Hariyanto emphasizes not only structural accuracy but also contextual and semantic understanding, making it particularly suitable for senior high school students who are beginning to engage with foreign cultures. As language is inherently tied to culture (Uzer & Uzer, 2023), translation becomes a meaningful tool for introducing cultural awareness in English classrooms. Through idiomatic translation and semantic strategies, students are exposed to cultural elements embedded in language, such as idioms, proverbs, and culturally bound expressions, forms that often carry meanings beyond their literal definitions and reflect the values of the source culture (Bertris et al., 2022). These translation practices provide opportunities for cross-cultural discussion and critical reflection, especially as English is increasingly viewed as a core subject alongside other academic disciplines in secondary education (Alfarisy, 2021). Furthermore, translation strategies that aim for both acceptability and equivalence in meaning and culture help learners build the skills necessary for navigating language beyond grammatical form, fostering a more holistic understanding of communication across cultures (Wibowo & Supardi, 2024).

The translation model by Suryawinata and Hariyanto is highly practical for classroom application and can be easily integrated into lesson plans. Teachers can implement it through short translation tasks, either as individual exercises or collaborative group work, allowing students to actively engage with vocabulary and grammar in context. Translation also serves as an effective medium for grammar practice and vocabulary enrichment, as learners are encouraged to explore language structures through real examples (Jayanti, 2019). Additionally, teachers can provide students with flexibility to translate words or phrases based on their understanding, promoting learner autonomy and deeper processing of meaning (Arisandi et al., 2025). Beyond serving as a learning activity, translation tasks can function as formative assessment tools that help teachers monitor student progress and identify language areas that need reinforcement, without relying solely on summative exams.

The translation framework proposed by Suryawinata and Hariyanto is relatively well-known among English teachers in Indonesia, as their book is widely used in teacher education and classroom practice. This familiarity provides a strong foundation for teachers to adopt and adapt the model with ease. Moreover, the model's inclusion of both structural and semantic strategies offers flexibility, allowing educators to choose approaches that best align with the learning objectives and the nature of the teaching material. As emphasized by Ginting et al. (2024), teachers must possess a range of instructional strategies and be able to select the most effective one for their students. Additionally, understanding semantic dynamics is crucial in language teaching, as it enables educators to guide students not only in mastering forms but also in grasping meaning in context (Maharani et al., 2025). The adaptability of the Suryawinata

and Hariyanto model thus supports teacher autonomy and responsive pedagogy in diverse classroom settings.

Despite its pedagogical potential, implementing the Suryawinata and Hariyanto translation model in classroom settings is not without challenges. One major concern is the limited classroom time available, as translation activities are often perceived as time-consuming and may not fit neatly within the constraints of the school curriculum (Ngawul et al., 2024). Additionally, not all teachers have received formal training in translation pedagogy, which can limit their confidence and effectiveness in teaching translation skills (Korompot et al., 2020). Another challenge lies in the lack of textbooks or learning materials that incorporate translation strategies aligned with the Suryawinata and Hariyanto model, making it difficult for teachers to implement the approach consistently. Nevertheless, this gap can be addressed by designing simple classroom activities, for example, using descriptive or narrative texts as translation material, to help students practice each step of the model: analysis, transfer, restructuring, and evaluation. With targeted support and adaptation, these challenges can be gradually minimized to make translation instruction more feasible and effective in secondary education.

3.3. Strengths, Challenges, and Opportunities of Classroom Implementation

3.3.1. *Strengths of the Model for Classroom Use*

The Suryawinata and Hariyanto translation model has been widely recognized for its pedagogical utility in language classrooms. Its systematic structure, cultural sensitivity, and adaptability to various text types make it especially relevant for instructional use. The following table summarizes key strengths of the Suryawinata and Hariyanto model as identified in the literature, highlighting how its design supports both linguistic and pedagogical effectiveness in classroom contexts.

Table 3 - Strengths of the Suryawinata and Hariyanto Translation Model for Classroom Use

Strength Area	Supporting Literature	Key Insights	Implications for Classroom Practice
Structured step-by-step process	Rini (2024); Sohail (2017)	The model offers a clear sequence (analysis–transfer–restructuring–evaluation)	Helps students process cognitively and allows teachers to plan instruction effectively
Cultural integration	Sutrisno (2024); Anggreani et al. (2025)	Translation links language with culture, encouraging reflection on meaning	Enhances critical thinking and intercultural awareness in learners
Genre/text adaptability	Juhariyanti & Gusthini (2022); Apriyanti & Shinta (2021)	Can be applied across narrative, descriptive, and academic texts	Supports differentiated instruction using various text types
Metacognitive development	Siregar et al. (2020); Indarti (2024);	Encourages reflection on translation choices and reasoning	Fosters learner autonomy and deeper language awareness

One of the key strengths of the Suryawinata and Hariyanto translation model is its structured and step-by-step approach, which clearly outlines the translation process through four stages: analysis, transfer, restructuring, and evaluation. This logical sequence is particularly beneficial for students, as it guides them through each cognitive step and reduces the tendency to rely on automatic translation tools. By actively engaging with each phase, learners develop greater awareness of language form and meaning, while also improving their ability to revise and assess their own translations (Rini, 2024). For teachers, the clarity of the model offers a practical framework for lesson planning and instructional scaffolding, allowing them to structure classroom activities with pedagogical precision. As Sohail (2017) points out, a well-defined process enhances teachers' ability to expose students to effective strategies while maintaining control over instructional goals. This makes the Suryawinata and Hariyanto model not only accessible but also pedagogically sound for use in English classrooms.

Another strength of the Suryawinata and Hariyanto model is its dual focus on both linguistic precision and cultural understanding. Through the translation process, students are trained not only to choose accurate word equivalents but also to consider the cultural meanings embedded within the source text. As Sutrisno (2024) explains, language serves as the primary medium for transmitting culture across generations, and understanding this relationship helps learners grasp how meaning is shaped by social and cultural practices. By working with idiomatic expressions and culturally loaded phrases, students are encouraged to reflect critically on meaning, form, and context, which fosters the development of critical thinking, an essential skill for academic and personal growth (Anggreani et al., 2025). This integration of linguistic accuracy and cultural sensitivity makes the Suryawinata and Hariyanto model especially relevant for language learners navigating a multilingual, multicultural environment.

The flexibility of the Suryawinata and Hariyanto model allows it to be applied across a wide range of text types, including narrative, descriptive, explanatory, and even academic or scientific texts. This adaptability enables teachers to select diverse materials that align with students' levels and learning goals, making the model highly practical for classroom use. As Juhariyanti and Gusthini (2022) note, written texts come in many forms, from dialogues and speeches to news articles and literary pieces, each requiring different approaches to translation. The ability to apply consistent strategies such as analysis, transfer, and restructuring across these varied genres ensures that students are not only practicing translation techniques but also developing an appreciation for textual features and purpose. Additionally, careful attention to diction and contextual meaning, as emphasized by Apriyanti and Shinta (2021), helps learners interpret texts more effectively, reinforcing their ability to adapt translation strategies to suit different communicative contexts.

Another notable strength of the Suryawinata and Hariyanto model is its ability to foster metacognitive awareness among students. Rather than simply focusing on *what* to translate, the model encourages learners to reflect on *why* and *how* certain translation choices are made,

prompting them to think critically about meaning, context, and appropriateness. As Siregar et al. (2020) highlight, translation involves more than lexical or syntactic substitution; it requires deliberate meaning-making, which is often emphasized in classroom discussions. This reflective process allows students to become more aware of their own thinking and decision-making while translating. According to Indarti (2024), such awareness can be taught and strengthened through strategic modeling, helping students approach translation tasks with greater intentionality. By understanding their own cognitive processes, learners are better equipped to revise their work and develop autonomy. As Ramadhanti and Yanda (2021) suggest, identifying and nurturing students' metacognitive awareness is key to improving learning outcomes in language education.

3.3.2. Challenges in Practical Implementation

While the Suryawinata and Hariyanto model offers notable benefits for translation instruction, several challenges remain in its classroom application. Table 4 outlines key obstacles identified in the literature, along with their implications for secondary-level English teaching.

Table 4 - Challenges in Implementing the Suryawinata and Hariyanto Translation Model in Classroom Settings

Challenge Area	Supporting Literature	Key Issues	Implications for Teaching
Time constraints in the curriculum	Zhao (2023); Tahir et al. (2023)	Limited class time prevents deep engagement with translation stages	Translation tasks need to be simplified or integrated with existing lesson targets
Lack of teacher training	Iswandana et al. (2021); Mohamed et al. (2021)	Teachers lack formal training in translation pedagogy	Professional development is needed to support implementation of structured translation models
Student proficiency gaps	Yulita (2021); Retnomurti et al. (2024)	Varied student abilities hinder standardized translation instruction	Tasks should be differentiated to suit students' diverse skill levels
Insufficient teaching materials	Siregar (2021); Nurkholis & Barati (2022)	Few textbooks provide guided activities aligned with the S&H model	Teachers need support in designing or adapting materials for translation instruction
Underutilization of technology	Lamo et al. (2023)	Digital tools are essential but rarely integrated into translation pedagogy	Training and resources should include strategies for guided tech integration

One of the primary challenges in implementing translation activities in Indonesian secondary classrooms is the limited time allocated within the school curriculum. Teachers are often under pressure to meet various *Kompetensi Dasar* (basic competencies) and *Capaian Pembelajaran* (learning outcomes), leaving little room for extended translation tasks, which are frequently perceived as supplementary rather than essential. As Zhao (2023) points out, teaching translation is inherently demanding and often constrained by time limits, making it difficult for educators to engage students in deeper translation processes that involve analysis, restructuring, and revision. This issue is further complicated when translation tasks involve adapting or interpreting culturally rich texts, which can be time-consuming and require careful attention to detail (Tahir et al., 2023). As a result, translation, despite its pedagogical value, tends to be overlooked in favor of more test-oriented activities that fit better within rigid academic schedules.

Another challenge in implementing translation pedagogy at the secondary level is the lack of formal training among teachers. While the Suryawinata and Hariyanto model is widely referenced in academic settings, many English teachers are still unfamiliar with its theoretical underpinnings or have never applied its structured steps explicitly in the classroom. Teaching translation effectively requires not only language proficiency but also a solid understanding of instructional strategies specific to translation (Iswandana et al., 2021). However, as Mohamed et al. (2021) observe, many translation educators lack the necessary competencies to train teachers effectively, often due to a mismatch between instructional materials and teacher motivation. Without targeted training and support, teachers may struggle to implement translation tasks that go beyond surface-level word replacement, limiting the pedagogical potential of translation in language learning.

Student proficiency gaps present another significant challenge in the classroom application of translation pedagogy. In a typical senior high school setting, students' English skills can vary widely, making it difficult for teachers to apply a one-size-fits-all approach. While some learners may find structured translation tasks too simple, others, particularly those at beginner or lower-intermediate levels, may struggle to engage meaningfully with the process. As Yulita (2021) notes, less proficient students often perceive translation activities as irrelevant or overly difficult, which can affect their motivation and participation. Additionally, Retnomurti et al. (2024) emphasize that many students face ongoing difficulties in developing translation competence in both English and Indonesian, highlighting the need for differentiated instruction. Without adapting translation tasks to match varying skill levels, teachers risk disengaging students or failing to meet their individual learning needs.

A further obstacle to implementing the Suryawinata and Hariyanto model is the limited availability of teaching materials that align with its translation strategies. Most English textbooks used in Indonesian secondary schools rarely include activities that explicitly guide students through structured stages such as analysis, transfer, restructuring, and evaluation. As a result, teachers are often left to adapt or create their own materials, which can be time-consuming and challenging, especially without adequate training. Siregar (2021) notes that many language teachers struggle with selecting appropriate materials and designing effective

learning activities, which may hinder the integration of translation into regular instruction. Additionally, as Nurkholis and Barati (2022) emphasize, effective translation teaching requires materials that support students in understanding both source and target language conventions. Without such resources, teachers may find it difficult to provide meaningful translation practice that develops both linguistic and cultural competence. Moreover, although many instructors recognize the importance of integrating technology into high-quality language instruction, its role in translation pedagogy remains underdeveloped. As Lamo et al. (2023) assert, the use of contemporary technology in English teaching is essential in response to digital advancements across disciplines, yet few resources offer structured guidance on incorporating tools like machine translation into classroom activities.

3.3.3. Opportunities for Integration and Development

Beyond its foundational value, the Suryawinata and Hariyanto model also offers several opportunities for deeper pedagogical integration and future innovation. Table 5 highlights key directions drawn from recent literature, including project-based learning, assessment reform, and interdisciplinary application.

Table 5 - Opportunities for Integration and Development of the Suryawinata and Hariyanto Translation Model

Opportunity Area	Supporting Literature	Key Ideas	Classroom or Research Implications
Project-based and task-based learning	Hariyanto et al. (2023); Apsari et al. (2022); Ahrari & Jamali (2018)	Translation tasks can be structured as collaborative, real-world activities	Encourages autonomy, peer interaction, and cultural discussion
Alternative assessment tool	Nguyen (2024); Nurdin et al. (2024); Rietveld & Hormelen (2019)	Translation reveals learner ability in meaning negotiation and cultural sensitivity	Offers holistic assessment beyond grammar and vocabulary
Cross-curricular integration	Karasaliu (2024); Roza (2014)	Translation supports learning in other subjects through CBI or interdisciplinary work	Enhances real-world language use and critical thinking across disciplines
Pedagogical innovation and future research	Li (2023); Siyaswati & Rochmawati (2019)	Framework supports multimedia-based learning and entrepreneurship modules	Inspires development of new instructional materials and interdisciplinary studies

One promising opportunity for integrating the Suryawinata and Hariyanto model into classroom practice is through project-based or task-based learning frameworks. Translation activities such as rendering articles, dialogues, or culturally rich texts can be designed as collaborative projects, allowing students to apply translation strategies in meaningful, real-world contexts. As Hariyanto et al. (2023) suggest, project-based learning provides a dynamic

platform through which students' translation competence can naturally emerge. Similarly, task-based learning models have proven effective in translation courses, as they guide learners through structured stages like pre-task, task cycle, and language focus, often involving diverse text types such as poems, song lyrics, or film reviews (Apsari et al., 2022). These approaches not only encourage student autonomy and engagement, but also support collaborative learning, which has been shown to reduce learner anxiety and enhance comprehension through peer interaction and use of the mother tongue where appropriate (Ahrari & Jamali, 2018). Incorporating translation into such learner-centered methodologies opens up space for deeper exploration of language, culture, and meaning-making within a communicative and supportive learning environment.

Another opportunity in integrating the Suryawinata and Hariyanto model lies in its potential to support assessment practices that go beyond grammar and vocabulary. Through translation activities, teachers can evaluate deeper aspects of language learning, such as students' ability to negotiate meaning, apply appropriate translation strategies, and reflect on their linguistic and cultural choices. As Nguyen (2024) points out, translation can serve as an effective tool to assess not only students' comprehension but also their overall translation competence. While grammar remains an important component in translation accuracy (Nuridin et al., 2024), focusing solely on form may overlook learners' capacity to interpret and convey meaning across languages and cultures. Tasks that involve translating culturally rich terms or expressions, often referred to as "cultural words" (Rietveld & Hormelen, 2019), further provide insight into students' intercultural understanding and flexibility. Therefore, translation can be a valuable instrument for formative assessment, capturing a more holistic view of students' communicative and cognitive development.

The Suryawinata and Hariyanto translation model also opens up opportunities for cross-curricular integration, allowing English instruction to be meaningfully connected with other subject areas. For instance, students can translate historical texts from social studies (*Ilmu Pengetahuan Sosial*) or scientific explanations from biology, thus reinforcing content knowledge while developing linguistic skills. This interdisciplinary approach not only supports holistic learning but also mirrors real-world applications of translation across fields. As Karasaliu (2024) notes, translation studies have increasingly embraced interdisciplinary strategies to address the demands of global communication and modern education. Moreover, within Content-Based Instruction (CBI), translation serves as a practical tool to combine subject-matter learning with language acquisition, enabling students to engage more deeply with both domains (Roza, 2014). Such integration encourages collaboration among teachers, promotes critical thinking, and enhances students' ability to apply English beyond the language classroom.

The Suryawinata and Hariyanto model also offers rich potential for further research and pedagogical innovation. Its structured and flexible nature provides a strong foundation for developing new teaching modules, instructional media, and classroom strategies tailored to the Indonesian educational context. Teachers and researchers alike can explore how the model can be adapted to support various learner needs, curricular goals, and digital learning

environments. For example, Li (2023) highlights the value of using multimedia to foster creativity and engagement in translation instruction, an area that aligns well with the practical aspects of the Suryawinata and Hariyanto framework. Additionally, initiatives such as the development of entrepreneurship-based translation modules (Siyaswati & Rochmawati, 2019) demonstrate how translation can be integrated with other disciplines and professional competencies. These examples suggest that applying the Suryawinata and Hariyanto theory not only benefits classroom learning but also inspires innovation in language pedagogy and opens pathways for interdisciplinary collaboration and future research.

4. Conclusions

This literature review highlights the pedagogical relevance and applicability of Suryawinata and Hariyanto's translation model in Indonesian senior high school contexts. The study underscores the model's strength in offering a systematic, adaptable framework that supports not only linguistic proficiency but also cultural awareness, critical thinking, and metacognitive development. Its clear stages, analysis, transfer, restructuring, and evaluation, align well with the developmental needs of learners transitioning to upper-intermediate levels, and offer a feasible structure for classroom instruction. Despite challenges such as time constraints, teacher readiness, and limited materials, the model provides substantial opportunities for integration into project-based learning, cross-curricular activities, and formative assessments. By synthesizing national and international sources, this study contributes a contextualized perspective on translation pedagogy and offers a foundation for further research and instructional innovation in Indonesian English language education.

Conflict of Interest

The authors declare no conflicts of interest.

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