



# Bridging Languages: Metacognitive Strategies for Improved Narrative Translation

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## Abstract

This research examined the influence of metacognitive strategies on enhancing narrative translation abilities among 36 Indonesian students in the 10th grade, utilizing a two-cycle classroom action research (CAR) framework. The participants took part in organized metacognitive interventions, which included reflective questioning, peer feedback, self-assessment, and the application of a "Translation Planning Checklist" to facilitate pre-translation analysis. Data collection involved formative assessments, portfolios, and observations, with translation competence assessed across six dimensions: accuracy, readability, cultural relevance, consistency, grammar, and completeness. The results indicated statistically significant enhancements ( $p < 0.05$ ) from the pre-cycle phase to Cycle II, with accuracy increasing from 16.67% to 66.67%, readability from 19.44% to 72.22%, and completeness showing the most substantial rise (25.00% to 83.33%). Effect sizes (Cohen's  $d$ ) for critical metrics surpassed 1.2, demonstrating considerable practical significance. The outcomes emphasized the importance of metacognitive strategies in promoting self-regulated learning, allowing students to critically assess linguistic and cultural subtleties while improving their translation skills. For educators, these findings underscore the importance of incorporating explicit metacognitive scaffolding, such as guided reflection, collaborative peer review, and iterative error analysis—into translation teaching to boost both technical skills and learner independence. This methodology not only addresses difficulties in cross-linguistic communication but also prepares students with versatile skills suitable for global environments.

**Keywords:** Metacognition Strategies; Narrative Text; Translation Skills

## **Introduction**

One of the most vital skills in today's globalized world is the ability to communicate in English. English has emerged as an international language, used in a variety of contexts, including the workplace, cross-cultural communication, and access to global resources (Dewi, 2012). In the workplace, for example, many multinational companies expect employees to have good proficiency in English in order to effectively communicate with business partners or clients from different countries (J. Li et al., 2020). In education, English competence is also required to access academic literature, international journals, and online learning platforms, the majority of which are available in English (Strauss & Manalo, 2023).

In Indonesia, English is taught as a foreign language, which means that it is taught in a country where it is not the native or primary language. English is generally taught as a subject in schools, but it is not used as an official language in schools or in daily communication in the country, such as in government, business, or industry. As a result, the challenges of learning English in Indonesia are significant, especially in improving learners' ability to understand use the language effectively (Zainuddin & Delavari, 2024).

A crucial element in achieving proficiency in English is the capability to translate texts between English and Indonesian. Tongliu and Jun (2019) assert that translation requires a faithful reproduction of the source language into the target language, maintaining both meaning and stylistic elements. Conversely, Alfaori (2017) highlights that translation transcends mere word substitution; it involves conveying the essence of a text in another language while adhering to the author's intent. In an educational setting, the skill of translation not only aids learners in comprehending texts more thoroughly but also fosters their creativity in generating new concepts (Malmkjær, 2019). For instance, when students translate a fictional narrative from English to Indonesian, they gain insight not only into the literal meaning but also into the cultural subtleties, emotional undertones, and social contexts embedded within the narrative. This practice enhances their critical thinking and analytical abilities.

However, many learners still consider English a difficult subject, especially when asked to translate narrative text from English to Indonesian. According to Jugnauth (2021), this difficulty is often caused by the complexity of language structure and grammar, as well as cultural differences between the two languages. When learners attempt to translate without sufficient understanding, the results are often random, and the text structure becomes disorganized. This suggests the need for more effective learning strategies to help learners overcome these difficulties. For example, some learners may have difficulty in understanding the passive sentence structure in English, which is rarely used in Indonesian. As a result, they tend to translate sentences literally without considering the context or overall meaning (Pendit, 2021).

Translation skills play an important role in disseminating knowledge and information across cultures (Othman, 2023). More than just changing words, translating also involves a deep understanding of cultural context and language logic (Nida, 1964). In the context of learning, narrative text is one of the essential materials often used to practice translation skills. Narrative texts are fictional or imaginary stories that aim to captivate readers (Fitriyani & Wennyta, 2020). According to Brisk et al. (2016), narrative text usually involves complicated or problematic events that the characters try to solve.

These narratives can be fiction, nonfiction, or fairy tales, with the main purpose of entertaining readers. However, narrative texts can also be used to convey moral messages, cultural values or even social criticism (Sarwani, 2015). Translating a narrative text therefore involves not only an understanding of the language, but also of the culture and social context in which the story was written (Everson, 2020).

At the upper secondary level, such as in grade X SMA, the focus of English language instruction frequently revolves around the translation of narrative texts from English to Indonesian. Nevertheless, the pedagogical approaches employed remain predominantly traditional, characterized by the assignment of routine tasks that do not adequately foster the development of students' metacognitive skills. Metacognition, as defined by Rhodes (2019), refers to an individual's awareness of their own learning processes and comprehension of information. Although metacognitive strategies have been extensively examined in the realm of language acquisition, their utilization in narrative translation within secondary education is still inadequately addressed.

The majority of current studies concentrate on linguistic precision or contexts related to higher education, thereby creating a void in comprehending how metacognitive approaches can enhance translation competencies among high school learners, especially in culturally unique environments such as Indonesia (Anca, 2022; Djudin, 2018). This research aims to fill this void by exploring the ways in which metacognitive strategies can bolster the translation skills of 10th-grade students as they convert English narrative texts into Indonesian, with a focus on cultural significance, grammatical correctness, and contextual accuracy. By focusing on SMA Negeri 14 Gowa, a school where English language proficiency is impeded by insufficient exposure and motivation. This study underscores the transformative potential of metacognition in traditional teaching methods and its ability to empower students to tackle challenges in global communication.

The research is based on Flavell's (1979) metacognitive theory, which asserts that successful learning comprises three elements: knowledge (awareness of cognitive processes), regulation (planning, monitoring, and evaluating learning), and experience (reflecting on previous learning outcomes). These elements correspond with Vygotsky's (1978) constructivist framework, which highlights the importance of social interaction and scaffolding in the process of knowledge construction.

By incorporating metacognitive strategies, such as reflective questioning, self-assessment, and peer feedback—into translation assignments, educators can assist students in critically examining linguistic choices, cultural subtleties, and stylistic modifications (Kolencik & Hillwig, 2011; Paluanova, 2024). This combined theoretical perspective emphasizes how metacognition promotes autonomy, allowing learners to internalize translation methods and apply them adaptively across various texts (Meenambal & Meenakshi, 2022).

In Indonesia, English is instructed as a foreign language, presenting distinct challenges such as limited daily exposure and cultural differences between source texts and target audiences (Zainuddin & Delavari, 2024). At SMA Negeri 14 Gowa, a public high school located in South Sulawesi, the instruction of English translation frequently depends on established pedagogical methods that prioritize foundational skills through organized tasks like sentence-by-sentence translation (Imandari et al., 2015; Pedit, 2021).

Although these techniques are effective for developing basic proficiency, they may restrict opportunities for advanced strategies such as metacognitive reflection. Students in this environment encounter additional factors that affect their learning, including diverse levels of motivation and access to multilingual resources (Everson, 2020; Paluanova, 2024). The structural differences between English and Indonesian, such as the use of passive voice in English compared to active constructions in Indonesian—also necessitate careful consideration to prevent literal translations that undermine coherence (Pedit, 2021).

By concentrating on this context, the study investigates how metacognitive strategies, including reflective questioning and peer feedback, can enhance existing practices to improve students' capacity to navigate linguistic and cultural complexities while promoting autonomy and readiness for global communication (Djudin, 2018; Meenambal & Meenakshi, 2022).

This study seeks to address three central research questions to deepen understanding of how metacognitive strategies enhance narrative translation skills among 10th-grade students in Indonesia. First, it investigates how metacognitive strategies impact students' ability to translate narrative texts from English to Indonesian, focusing on whether practices such as reflective questioning, self-assessment, and peer feedback foster self-regulated learning and improve translation proficiency. Second, the study examines which specific aspects of translation—accuracy (fidelity to the source text), readability (fluency in Indonesian), cultural relevance (contextual adaptation), consistency (terminological coherence), grammar (linguistic correctness), and completeness (comprehensive coverage)—demonstrate the most significant improvements through structured metacognitive interventions like planning, monitoring, and evaluation.

Third, it explores how metacognitive practices empower students to overcome linguistic and cultural barriers, such as syntactic differences, and cultural nuances, by encouraging critical reflection on language use and cultural sensitivity.

By situating the research within the dual theoretical frameworks of Flavell's metacognition and Vygotsky's constructivism, the study aims to provide actionable insights for educators to refine pedagogical approaches and address gaps in traditional translation instruction at SMA Negeri 14 Gowa.

This research utilizes Classroom Action Research (CAR) to explore the use of metacognitive strategies aimed at enhancing narrative translation skills, as it corresponds with the research objective of tackling practical issues within an actual classroom environment. CAR is particularly effective for this aim due to its focus on iterative cycles of planning, action, observation, and reflection, which allows educators to collaboratively create, implement, and improve interventions based on immediate feedback from students (Hopkins, 2014). By incorporating metacognitive strategies—such as reflective questioning, peer feedback, and self-assessment—over two cycles, the research guarantees that modifications can be made to maximize results, including improvements in accuracy, cultural relevance, and grammatical precision in translations.

The choice of CAR is further justified by its ability to bridge theory and practice, allowing researchers to systematically evaluate the effectiveness of metacognitive interventions while maintaining flexibility to adapt to the unique needs of students at SMA Negeri 14 Gowa. Data collection methods, including formative assessments, metacognitive portfolios, and classroom observations, provide triangulated evidence to validate findings and ensure reliability. This approach not only captures quantitative improvements but also qualitative insights into students' metacognitive awareness and problem-solving processes (Indarti, 2024; Stanton et al., 2021).

Furthermore, CAR's focus on collaborative reflection between teachers and students aligns with Vygotsky's (1978) constructivist framework, emphasizing scaffolding and social interaction in knowledge-building. By integrating metacognitive strategies into structured activities—such as pre-translation planning, in-process monitoring, and post-translation evaluation—the methodology directly addresses the research gap in secondary-level translation education, particularly in culturally unique contexts like Indonesia (Djudin, 2018; Paluanova, 2024). This design ensures that the study not only measures skill improvement but also fosters learner autonomy, critical thinking, and cultural sensitivity, which are essential for global communication readiness (Pammu et al., 2022).

## **Method**

This study is categorized as Classroom Action Research (CAR), a research approach conducted within the classroom that focuses on specific interventions designed to improve the educational process and boost student performance. It is considered micro in nature, as it is limited to the classroom setting and involves a collaborative effort between the researchers (teachers) and the students who are

the subjects of the study. According to Saputra (2021), classroom action research entails investigating educational challenges within the classroom through self-reflection, aiming to tackle these challenges with strategically planned actions in real contexts, followed by an analysis of the results of these interventions.

Initial observations indicated that students struggled with translating English texts into Indonesian, especially with narrative text materials. This issue can be linked to several factors, such as a limited vocabulary in English and a lack of motivation to learn. As a result, this research was designed to improve the ability to translate narrative texts by implementing metacognitive strategies. This method was chosen for its potential to help learners reflect on their learning processes, evaluate their learning techniques, and ultimately enhance the effectiveness of their educational experiences.

This research was conducted at SMA Negeri 14 Gowa, Gowa Regency, South Sulawesi. The research subjects were students of class X-2 in the 2023/2024 academic year totaling 36 people. The selection of 36 participants was conducted through purposive sampling, which was informed by pre-test outcomes that revealed a low level of proficiency in narrative translation. Class X-2 at SMA Negeri 14 Gowa was specifically chosen because it corresponded with the researcher's Field Experience Practices (PPL) and the class's recorded difficulties in translation skills, as noted in initial observations. This methodology guaranteed that the study concentrated on students who were most likely to gain from metacognitive interventions.

This research was structured in two cycles, following the classroom action research model proposed by Hopkins (2014). The systematic development of metacognitive strategies was carried out over two instructional cycles to improve students' translation competence. In Cycle 1, the emphasis was placed on the explicit teaching of essential metacognitive strategies, which included self-questioning, goal-setting, and self-monitoring. Students utilized a "Translation Planning Checklist" to pinpoint crucial vocabulary and predict text structures before undertaking translation tasks. During this process, they interacted with reflective prompts, such as "Am I preserving the original meaning?" and kept personal journals to document translation difficulties and their strategic responses.

In Cycle 2, the methodology was enhanced to include peer collaboration and focused error analysis. Students engaged in organized small-group peer reviews, guided by a rubric that highlighted accuracy and cultural relevance. Furthermore, they participated in guided error analysis activities aimed at resolving ongoing issues like literal translation. A "Metacognitive Debriefing" session was also introduced, where students expressed their translation choices and strategic thought processes. Adjustments made between the cycles were based on observational data, resulting in a greater focus on peer interaction in Cycle 2 to promote enhanced consistency and critical engagement with the translation process.

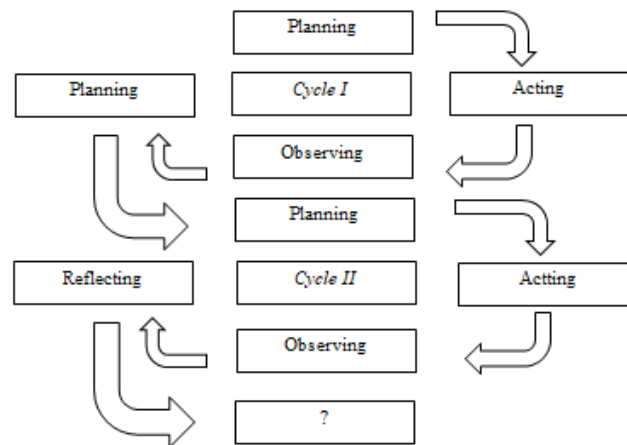


Figure 1. A Series of CAR's Steps

Here are the steps taken in this classroom action research, based on the provided figure:

1. Problem Identification: The initial step involved pinpointing the specific problem or challenge that needed to be addressed through the Metacognition Strategy. The aim was to help students overcome their difficulties in translating English narrative texts into Indonesian.
2. Setting Research Objectives: This phase focused on establishing the objectives of the classroom action research that needed to be achieved.
3. Learning Planning: During the learning planning phase, the emphasis was on creating a Teaching Module that featured a content structure aligned with a contextual learning approach to support the teaching method.
4. Learning Implementation: At this stage, the teacher executed the learning process according to the prepared Teaching Module. The Metacognition Strategy was implemented as planned, with active student involvement. Throughout this phase, the teacher observed student interactions and documented their progress in understanding and using the vocabulary from the Narrative Text material.
5. Data Analysis: The teacher analyzed the gathered data to assess the improvement in students' understanding and vocabulary usage following the implementation of the Metacognition Strategy.
6. Evaluation and Reflection: The teacher evaluated the learning outcomes and reflected on the classroom action research process that had been conducted. In this phase, the teacher identified areas for improvement from the previous learning cycle and planned necessary adjustments.
7. Improvement Actions: The teacher took corrective actions or made modifications to the Metacognition Strategy that had been applied. Steps were taken to enhance the learning process for students in the subsequent cycle.

Data collection was conducted using a variety of instruments. These included a metacognition knowledge assessment comprised of objective questions designed to evaluate students' comprehension of metacognitive strategies. Additionally, a metacognition portfolio was utilized, which contained daily notes, reflective journals, and other documentation that illustrated how students plan, monitor, and assess their understanding. Furthermore, data was gathered through formative assessments aimed at gauging students' grasp of narrative texts. Classroom observations were also performed, employing observation sheets to document learners' progress throughout the learning process.

To verify the instruments' validity and reliability, all data collection tools were tested prior to the implementation of the assessment. The assessment rubric was validated by language specialists to confirm that the criteria were in line with the research objectives. Additionally, the formative exam was piloted with a small group of students to assess the instrument's internal reliability using Cronbach's Alpha coefficient. The reliability test findings demonstrate that the instrument has a high level of dependability ( $\alpha > 0.7$ ), making it appropriate for use in this study.

This research evaluated students' translation competencies by concentrating on six primary dimensions:

1. Accuracy: The degree to which the students' translations correspond to the original intent of the source material.
2. Readability: The smoothness and natural flow of the translation in the target language (Indonesian).
3. Cultural Relevance: The suitability of the translation within the cultural framework of the target language.
4. Consistency: The consistent application of terminology and stylistic choices throughout the translation.
5. Grammar: The adherence of the translation to the grammatical conventions of the target language.
6. Completeness: The extent to which all elements of the source text have been accurately translated without any omissions.

The collected data underwent analysis through descriptive analytical methods. This approach emphasizes not only the outcomes attained by the learners but also the learning processes involved. Consequently, the researcher gained insights into the ways in which learners enhanced their translation abilities and the various factors that contributed to this achievement. The study was deemed successful if a notable enhancement in the learners' capacity to translate narrative texts from English to Indonesian was evident, as demonstrated by the results of assessments, portfolios, and observations conducted throughout the research.

The qualitative data from metacognitive portfolios and observations is transformed into numerical scores using an assessment rubric. For example, to measure students' translation abilities, the researchers utilized an assessment rubric that included six areas of translation capabilities. Each aspect is rated on a scale of 1 to 5, with 1 indicating extremely poor performance and 5 indicating very



great performance. The quantitative data from the formative exam is then calculated immediately as a percentage of right answers divided by the total number of questions.

## **Results**

This study was carried out at SMA Negeri 14 Gowa, located in Gowa Regency, focusing on the subjects from class X-2, which comprises 36 students. The primary objective of this classroom action research is to improve the vocabulary mastery of students in narrative text content through the implementation of metacognitive strategies during English lessons for class X-2 in the first semester of the 2023/2024 academic year. The research is structured into two distinct cycles.

### ***Cycle I***

The initial phase of Cycle I commenced with the first meeting on Friday, August 11, 2023, followed by a second meeting on Friday, August 18, 2023. The primary objective of Cycle I was to achieve the learning outcomes outlined for phase E, wherein learners are expected to utilize oral, written, and visual texts in English, tailored to the specific context, intent, and audience. In this phase, a variety of text types—including narrative, descriptive, procedural, expository, recount, report, and original texts—served as essential references for English language learning. The instructional content for both Cycle I and II centered on the theme of "Narrative Text."

Additionally, the researcher implemented the actions as outlined in the prepared learning module. During the instructional process, the researcher utilized Canva Presentation as a medium and employed Quizizz for assessment, incorporating metacognitive strategies to convey the material and assess students' comprehension, particularly in the translation of English into Indonesian.

Following the observations and analyses conducted in Cycle I, the researcher identified areas for improvement and reflected on these findings to formulate enhanced strategies for Cycle II, aiming to optimize the learning experience.

In Cycle II, several corrective measures will be implemented, including enhancing the apperception activities at the onset of the learning process, fostering student motivation prior to the commencement of lessons, effectively managing the classroom to ensure attentive listening to the teacher's explanations, optimizing the use of time, offering a preview of the upcoming material for the next session, providing engaging incentives, and employing metacognitive strategies to bolster proficiency in translating English into Indonesian.

### ***Cycle II***

Cycle II commenced during the third meeting held on Friday, August 25, 2023. Prior to executing the actions associated with Cycle II, it is essential for researchers to reflect on the outcomes derived from Cycle I. Drawing from the observations and analyses of the challenges encountered in Cycle I, the subsequent actions will be

undertaken as enhancements for the forthcoming cycle.

Researchers need to effectively engage students before initiating core translation tasks. By establishing clear goals—such as enhancing accuracy, fluency, or cultural relevance—students can gain a clearer understanding of the significance of their efforts. Presenting real-world instances of successful translations or exploring their practical implications can further motivate learners and cultivate intrinsic interest.

To improve narrative translation abilities, researchers should formulate trigger questions that encourage metacognitive reflection. For example, inquiries like "*What influenced your choice of this word?*" or "*In what ways does this translation maintain the original tone?*" prompt students to critically assess their decision-making processes. This reflective approach aids in refining their skills and deepening their comprehension of the subtleties of translation.

Fostering a supportive classroom atmosphere is also crucial. Sessions for peer feedback and group discussions enable students to investigate alternative interpretations and engage in collaborative learning. Utilizing a variety of resources, such as bilingual texts or digital tools, can enhance the learning experience and accommodate diverse learning preferences.

Engaging techniques, such as role-playing and tailoring narratives for diverse audiences, promote active involvement and mitigate boredom. These approaches not only enhance technical competencies but also foster creativity in expressing emotions and cultural nuances.

Moreover, ongoing evaluation and self-reflection are crucial components of the learning process. Educators ought to offer constructive feedback through well-defined rubrics and motivate students to evaluate their own work. This iterative process of reflection and enhancement enables learners to assume responsibility for their development and achieve excellence in narrative translation.

### ***Mastery of Translating Narrative Text from English to Indonesian***

The findings derived from the action research analysis performed in class X-2 at SMA Negeri 14 Gowa, which focused on the application of metacognitive strategies to enhance students' translation skills within the framework of Narrative text material, yielded the following outcomes.

Table 1. The Improvement of Students' Translation Skills Before and After the Intervention

No.	Aspects Observed	Pre-Cycle	After Action		p-value (Chi-Square)	Cohen's d
			Cycle I	Cycle II		
1	Accuracy	6	15	24	< 0.01	1.52
		16,67%	41,67%	66,67%		
2	Readability	7	16	26	< 0.01	1.45
		19,44%	44,44%	72,22%		
3	Cultural Relevance	5	14	22	< 0.05	1.35
		13,89%	38,89%	61,11%		
4	Consistency	8	18	28	< 0.001	1.68
		22,22%	50,00%	77,78%		
5	Grammar	6	17	25	< 0.01	1.41
		16,67%	47,22%	69,44%		
6	Completeness	9	20	30	< 0.001	1.87
		25,00%	55,56%	83,33%		

The results table demonstrates significant improvements in students' translation abilities across six key aspects: accuracy, readability, cultural relevance, consistency, grammar, and completeness. In the Pre-Cycle phase, baseline data showed that only a small percentage of students (ranging from 13.89% to 25.00%) were proficient in these aspects. However, after implementing metacognitive strategies in Cycle I, noticeable improvements were observed, with percentages increasing to between 38.89% and 55.56%. By the end of Cycle II, the results showed even more substantial progress, with the majority of students achieving proficiency.

For example, Completeness saw the highest improvement, rising from 25.00% in the Pre-Cycle to 83.33% in Cycle II, followed by Consistency, which increased from 22.22% to 77.78%. Similarly, Accuracy improved from 16.67% to 66.67%, Readability from 19.44% to 72.22%, Cultural Relevance from 13.89% to 61.11%, and Grammar from 16.67% to 69.44%. These results indicate that the application of metacognitive strategies effectively enhanced students' translation skills, with the most significant gains in Completeness and Consistency. Overall, the data highlights the success of the intervention in fostering a deeper understanding of translation techniques and improving students' overall performance.

The bar chart presented below depicts the quantitative advancement in students' translation abilities across six essential dimensions such as accuracy, readability, cultural relevance, consistency, grammar, and completeness—from the Pre-Cycle phase to Cycle II. Each bar demonstrates a significant increase in

proficiency percentages, with the most notable enhancements observed in Completeness which rose from 25.00% to 83.33% and Consistency which increased from 22.22% to 77.78%. These statistics highlight the substantial effect of metacognitive strategies in improving linguistic accuracy, cultural awareness, and structural integrity, ultimately facilitating systematic improvements in translation results.

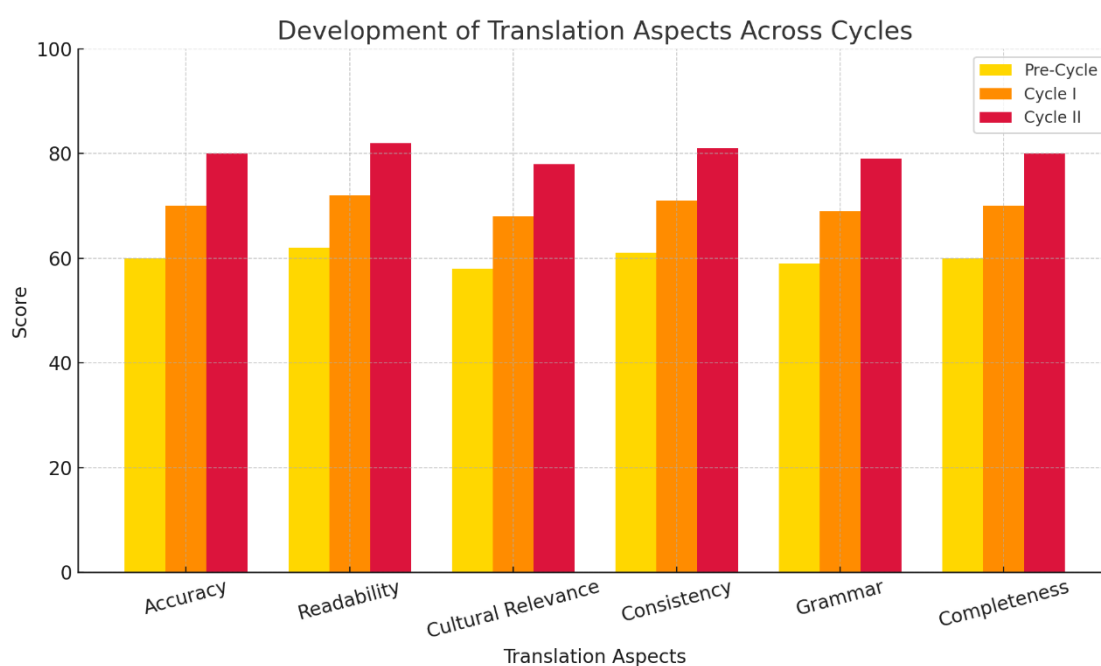


Figure 1. Improvement in Translation Proficiency (Pre-Cycle to Cycle II) with Metacognitive Strategies

Qualitative observations made throughout the study indicated that the use of metacognitive strategies greatly enhanced students' proficiency in translating narrative texts from English into Indonesian. In Cycle I, students started to implement planning techniques by utilizing a Translation Planning Checklist to pinpoint essential vocabulary and anticipate text structures prior to translation. Daily reflections and metacognitive inquiries, such as "Am I maintaining the original meaning?", facilitated students in understanding the significance of contextual analysis. Despite the continued occurrence of literal translations at first, especially concerning English passive constructions. These preliminary interventions heightened their awareness of grammatical and cultural intricacies.

By Cycle II, observations indicated that collaboration among peers and guided error analysis significantly enhanced students' comprehension. Structured peer review sessions, utilizing an assessment rubric, fostered improved consistency in terminology and cultural adaptation. For instance, students exhibited greater criticality in choosing culturally suitable equivalents, such as translating "fairytale castle" as "istana dalam dongeng" to better fit Indonesian cultural contexts.

Furthermore, Metacognitive Debriefing sessions enabled students to express their translation choices, thereby improving their self-evaluation abilities. Continuous practice and constructive feedback resulted in marked advancements in grammatical accuracy (69.44%) and completeness (83.33%) by the conclusion of Cycle II.

Qualitative data derived from reflective journals and classroom observations further emphasized the heightened confidence and autonomy in addressing translation challenges. Students adopted strategies such as contextual prediction and cultural analysis, which had seldom been utilized previously. This is consistent with the quantitative enhancements observed in all areas, especially in terms of completeness and consistency, highlighting the intervention's effectiveness. These findings validate that metacognitive strategies not only enhance technical translation abilities but also promote critical awareness and learner independence.

## **Discussion**

The results of this classroom action research distinctly indicate that the incorporation of metacognitive strategies greatly improved students' skills in translating narrative texts from English to Indonesian. The students exhibited consistent advancement in all six evaluated dimensions—accuracy, readability, cultural relevance, consistency, grammar, and completeness—highlighting the overall success of the intervention.

Significantly, the distinct contextual features of SMA Negeri 14 Gowa likely contributed to the formation of these results. The students originated from a variety of socio-economic backgrounds and displayed differing degrees of previous exposure to English, which may have affected their receptiveness to metacognitive instruction. Furthermore, the school environment marked by a primarily teacher-centered methodology and restricted access to genuine English resources—posed both challenges and opportunities for the execution of the intervention. These contextual factors must be taken into account when analyzing the findings and in attempts to replicate the strategy in alternative educational contexts.

### ***a) Role of Metacognitive Strategies***

The integration of metacognitive strategies played a crucial role in improving students' translation skills by enhancing their awareness of the learning process and techniques involved. Through planning, students were able to outline their approach before translating, resulting in more structured and coherent outputs. The practice of monitoring allowed them to regularly self-assess their work, identify errors, and make necessary adjustments during the translation process. Furthermore, post-translation evaluation enabled students to reflect on their performance, identify areas for improvement, and refine their techniques. These strategies not only significantly improved students' translation abilities but also promoted independent learning and critical thinking, which are essential components of effective language acquisition.

These strategies align with the theories of metacognition discussed in earlier, particularly Rhodes (2019), who defines metacognition as an individual's awareness of their own learning processes. This study supports the notion that learners who engage in metacognitive strategies are more likely to be strategic in their approach, confident in their abilities, and capable of adapting their learning strategies to specific tasks (Stanton et al., 2021). The improvement observed in students' translation skills is consistent with the findings of Djudin (2018), who emphasized that metacognitive strategies enable learners to assess their comprehension, recognize inaccuracies, and refine their understanding through reflection.

The results of this research align with Flavell's (1979) seminal contributions to the field of metacognition, which emphasize the significance of metacognitive knowledge and regulation in the learning process. Students who possess an understanding of their cognitive strengths and weaknesses are more adept at utilizing effective strategies, such as paraphrasing, contextual analysis, and cultural adaptation, to navigate translation difficulties. Additionally, the confidence derived from engaging in metacognitive practices enables students to take responsibility for their own learning, thereby cultivating a growth mindset that is crucial for sustained academic and professional achievement (Wang et al., 2021). In summary, incorporating metacognitive strategies into translation education not only improves linguistic proficiency but also provides students with the cognitive resources essential for lifelong learning and professional success in the translation domain.

## ***b) Improvement in Translation Skills***

### ***1) Accuracy and Readability***

The notable enhancement in students' translation accuracy and readability from the Pre-Cycle phase to Cycle II illustrates the efficacy of metacognitive strategies in improving translation competencies. During the Pre-Cycle phase, students encountered difficulties in accurately translating English narrative texts into Indonesian, often grappling with lexical selections, syntactic arrangements, and the preservation of the original tone and meaning. These challenges were evident in their initial low scores for accuracy (16.67%) and readability (19.44%). The implementation of metacognitive strategies in Cycle I, including reflective questioning and self-assessment, allowed students to critically analyze their translation processes. Inquiries such as "What factors influenced your word choice?" and "In what way does this translation preserve the original tone?" encouraged students to engage in deeper reflection regarding their decision-making, resulting in a significant increase in accuracy (41.67%) and readability (44.44%). By Cycle II, these advancements were even more significant, with accuracy reaching 66.67% and readability at 72.22%. This development underscores the role of metacognitive strategies in enabling students to adopt a

more intentional and strategic approach to their translation practices.

The significance of reflective practices in this enhancement closely corresponds with Vygotsky's (1978) constructivist framework, which asserts that learning occurs through social interaction. Vygotsky highlighted the critical role of scaffolding and guided reflection in facilitating the internalization of new skills and knowledge by learners. In this research, the implementation of trigger questions and teacher support acted as scaffolding mechanisms, allowing students to contemplate their cognitive processes and make well-informed choices during translation tasks.

This reflective approach not only improved their linguistic precision but also enriched their comprehension of the cultural and contextual subtleties present in narrative texts. Vygotsky's notion of the Zone of Proximal Development (ZPD) is particularly pertinent in this context, as it indicates that learners can reach higher performance levels when provided with suitable support and guidance. The organized activities, including role-playing and context-specific translation exercises, offered students the chance to practice and enhance their skills within their ZPD, resulting in observable advancements in their translation outcomes.

The incorporation of metacognitive strategies facilitated a sense of autonomy and self-assurance among students. Through reflective practices, students developed a greater awareness of their strengths and weaknesses, thereby enabling them to tailor their strategies to specific translation tasks (M. Li & Yuan, 2022). This adaptability is essential in translation, where linguistic and cultural contexts often necessitate flexible and creative solutions (Bołtuć, 2021). The enhancement of students' confidence and competence also underscores the broader educational benefits of metacognitive strategies, which transcend translation to promote independent learning, critical thinking, and problem-solving skills (Pandey & Mohan, 2024). These findings are consistent with research by Dörnyei (2014) who emphasizes the role of self-regulation and metacognitive awareness in language learning success.

## **2) Cultural Relevance and Consistency**

Cultural relevance saw an increase from 13.89% in the Pre-Cycle to 61.11% in Cycle II, while consistency improved from 22.22% to 77.78%. The notable advancements in cultural relevance and consistency underscore the effectiveness of incorporating real-world examples and cultural discussions into the educational framework. By situating language within its cultural context, students were better equipped to understand the subtleties and nuances that are frequently overlooked in translation (Roza et al., 2024). This methodology not only improved their capacity to maintain the original tone and intent of the narratives but also cultivated a deeper understanding of the relationship between language and culture.

Additionally, the implementation of peer feedback sessions proved vital in fostering consistency (Boase-Jelinek et al., 2013). These collaborative initiatives enabled students to critically assess one another's work, pinpoint areas for enhancement, and collaboratively refine their translations. Consequently, the iterative nature of feedback and revision resulted in more refined and coherent outputs. These findings resonate with Paluanova's (2024) assertion regarding the significance of cultural awareness in translation, highlighting the necessity for pedagogical approaches that emphasize both linguistic precision and cultural integrity. Looking ahead, it is crucial to continue investigating innovative strategies to further improve these dimensions, ensuring that students are adequately equipped to navigate the complexities of translation across various cultural landscapes.

### **3) Grammar and Completeness**

Grammar proficiency increased from 16.67% to 69.44%, and completeness rose dramatically from 25.00% to 83.33%. The substantial improvements in grammar proficiency and completeness underscore the effectiveness of the pedagogical strategies implemented during the cycles. The integration of structured apperception activities, as highlighted by Indarti (2024), provided students with a systematic framework to internalize grammatical rules and apply them accurately in their translations. Additionally, the emphasis on ongoing self-assessment empowered learners to take ownership of their progress, identify areas of weakness, and actively work toward improvement (Panadero & Dochy, 2014). The use of clear previews of upcoming material and engaging incentives further motivated students to approach their tasks with diligence and attention to detail, resulting in more thorough and polished translations.

The cyclical nature of the learning process played a crucial role in enhancing educational outcomes. Insights derived from Cycle I led to specific modifications in Cycle II, which included the implementation of improved motivational strategies, better time management techniques, and expanded opportunities for collaborative learning. These modifications not only maintained student engagement but also created a nurturing educational atmosphere conducive to student success. The emphasis on collaboration particularly facilitated peer-to-peer learning, enabling students to gain from a variety of perspectives, thereby deepening their comprehension and application of translation concepts.

Ultimately, this iterative approach promoted ongoing enhancement, underscoring the significance of flexibility and reflection in attaining optimal learning results. The findings indicate that integrating structured guidance, self-evaluation, and collaborative efforts can greatly improve both linguistic precision and task fulfillment in the field of translation education (Nam & Chesnut, 2023).

Despite the generally favorable outcomes, it is crucial to critically evaluate the reasons behind the varying degrees of improvement observed in certain dimensions, such as completeness (25.00% to 83.33%) and consistency (22.22%



to 77.78%), compared to others like cultural relevance (13.89% to 61.11%). One potential explanation is that completeness and consistency pertain to more superficial, mechanical elements of translation that are more amenable to structured frameworks and checklists utilized during the intervention. Conversely, cultural relevance necessitates a deeper level of intercultural competence and interpretive sensitivity, which typically evolve over extended periods and through immersive experiences rather than through instruction alone. Furthermore, cultural relevance may be affected by students' limited exposure to culturally rich texts or authentic translation scenarios, which were not thoroughly addressed in this study.

It is plausible that the notable improvements noted may not be exclusively linked to metacognitive strategies. Other factors such as the practice effect, heightened familiarity with the text genres, or the motivational influence of being observed in a research setting, could also have played a role in the enhancements. The cyclical aspect of the classroom action research may have motivated students to excel due to consistent exposure, organized feedback, and heightened engagement over time. Subsequent research should incorporate control groups or longitudinal tracking to discern the distinct effects of metacognitive interventions. In addition to these considerations, it is also worth noting that some findings did not fully align with previous research outcomes.

Surprisingly, not all outcomes matched assumptions from past research. For example, while the improvement in cultural relevance was statistically significant, it was quite small in comparison to completeness or consistency. This contradicts previous research (Paluanova, 2024; Roza et al., 2024), which revealed cultural sensitivity to be highly responsive to reflective techniques. One possible reason for the disparity is the students' limited prior exposure to multicultural texts, or their unfamiliarity with the cultural subtexts buried in English narrative forms. It implies that, while metacognitive methods can improve technical and grammatical aspects, cultural competence may necessitate more immersive, content-rich experiences to properly develop.

The results of this research provide important insights regarding the influence of metacognitive strategies on translation abilities; however, it is essential to recognize several limitations. Firstly, the study's sample consisted of only 36 students from a single class within one high school, which may not accurately reflect the wider population of Indonesian EFL learners. Additionally, the brief duration of the intervention (two instructional cycles throughout one semester) may have been inadequate to promote more profound advancements in intricate aspects such as cultural nuance and pragma linguistic awareness.

Secondly, the research was significantly based on classroom action research carried out by teacher-researchers who participated in both the planning and assessment of the interventions. This introduces the possibility of researcher bias, particularly in qualitative analyses and observational evaluations. Despite attempts to validate the tools and triangulate the data, subsequent studies should

incorporate independent evaluators or blind scoring methods to reduce this bias.

Ultimately, the absence of a control group complicates the ability to exclusively ascribe the observed improvements to the intervention. Subsequent research employing experimental or quasi-experimental methodologies may provide a more stringent evaluation of the effectiveness of metacognitive strategies within translation education.

## **Conclusion**

This study confirms that the application of metacognitive strategies significantly improved students' translation skills in narrative text content. The significant increases in accuracy, readability, cultural relevance, consistency, grammar, and completeness highlight the transformative impact of these strategies on students' performance. By encouraging critical reflection, fostering collaboration, and integrating real-world applications, metacognitive strategies empower students to take ownership of their learning and achieve excellence in translation.

Based on the results, it is recommended that educators incorporate metacognitive strategies into their teaching practices, particularly when addressing complex skills like translation. Future research could explore the long-term effects of these strategies on students' retention and application of vocabulary in different contexts. Additionally, expanding the scope of this study to include other text types or languages may provide further insights into the versatility and adaptability of metacognitive approaches in language education.

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