



From Product-Oriented Learning to Exhibition-Based Exam in Translation Class

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Abstract

Foreign language learners need to be provided with various real experiences to enhance their translation competence. The combination of product-oriented learning and exhibition-based exam is initialized through this research as an attempt to meet the need for translation learning. This research aims to elaborate on the application of product-oriented learning and exhibition-based exam in the translation class. This research was a descriptive study. The data of the research were mostly responses to the activities, so a triangulation of quantitative data and qualitative data was employed. The quantitative data were obtained from the students' questionnaire on the application of product-oriented learning in translation class and the visitors' questionnaire on exhibition-based exam at the end of the course. Whilst, the qualitative data were taken from the lecturer's observation notes. The research results show that the students had attained knowledge and skill in translation, entrepreneurial training, and enjoyment in learning. The students also gave positive responses toward the application of product-oriented learning and exhibition-based exam in translation class. The results proved that product-oriented learning and exhibition-based exam are compatible. The gist of exhibition-based exam supports the goal and process of product-oriented learning.

Keywords

product-oriented learning, exhibition-based exam, translation class

Introduction

Translation is profitable language proficiency for communication and professional practice. Translation nowadays has attracted great attention due to the demands of educational and industrial circles (Jabu, et al., 2021; Pourfarhad, et al., 2018). Translation contributes to the absorption of science and technology especially for non-English speaking countries (Siregar, 2017). Translation can be the expertise of the students who learn a foreign language including English. Translator is usually listed as one of the graduate competences in the English department at higher education institutions. The students are provided with 'translation competence' and prepared to be professional entrepreneurs in the field of translation in addition to English language.

To help the development of translator competence, the learning should be carried out within the context of real translation projects (Bogucki, 2010). As well, a translation class should open a fresh field for the students' developing interest, showing values, accumulating experiences, constructing knowledge, and appreciating the uniqueness of English (Saihanqige, 2017). To provide such a real experience, a breakthrough in translation learning is initiated through this research. Siregar (2017) suggested that a translation course has to be designed in such a way that students practice translating as much as possible; the techniques adopted for teaching translation should be chosen with attention to both sides of the nature of translation.

Some steps of teaching translation are offered by Alkhatnai (2017), namely: 1) interpretation and comprehension of different text types; 2) applying various strategies for the reconstruction of the message; 3) measuring translation quality; 4) enhancing the better results of translation related to the native language of the teacher and the students. Vandepitte (2017) suggested that to provide a fair translation learning assessment, different text types can be set up to communicate criteria to students as well as to introduce the translation jobs liable in the future professional lives. These hints of translation teaching-learning are tried to be accommodated through the initiation of product-oriented learning and exhibition-based exam. Both were extracted from project-based learning.

According to Jefferies (2011), 'product-oriented learning' is an instructional model designed to engage and involve students in the learning process as procedures of knowledge. Through product-oriented learning, the students learn the detailed concepts of knowledge and the ability to connect the concepts with real-world then apply the concepts to create a beneficial-relevant product (CID, 2013). The teaching procedures of production-oriented approach in language learning consist of three phases: motivating, enabling, and assessing (Yin, 2019). The teacher prepares the students for the production task by having them consider authentic situations, encourages them to use the language they had just learned through specific steps, then, uses diagnostic and formative assessment to have a better concept of their progress and achievements.

The existence of an end product in learning is a distinctive feature of product-oriented learning. Zhao (2012) stated a firm criterion of a product in product-oriented learning is that it should have real consumers who can use the product to improve their lives. The

end product should give students options to express the required learning; it should provide challenge, variety, and choice (NEALS, 2015). In this study, the end product consists of two forms namely the translated text and the relevant real-life product/artifact. The translation products/texts are inserted or integrated into various real-life products/artifacts. The process of translating the text and creating the artifact are integral activities exposed to the students to have real experience of translation process.

Other features of product-oriented learning are quite identical to those of project-based learning. Jefferies (2011) explained that product-oriented learning requires input lessons with well-defined plans that turn the learning over to the students. In product-oriented learning, the students are in more control of the project (Zhao, 2012). Similarly, Mitasari & Rusdarti (2018) stated that product-oriented learning emphasizes student-centered learning which aims to explore the students' potential and positive characters. The goal is to help students to develop some skills needed for the world of work, such as 1) knowledge production; 2) collaborative learning and interpersonal development; 3) information management; 4) time and material allocating; 5) systems design and integration; 6) technologies application; 7) self-renewal capacity (Jefferies, 2011).

One additional feature of product-oriented learning is an 'entrepreneurial experience'. Product-oriented learning experiences mimic a typical entrepreneurial activity that includes several steps namely identify needs; come up with an idea; assess strengths and resources; convince someone; make the product; market the product; post-product management (Zhao, 2012). The use of product-oriented learning in this study adjusted a few of those entrepreneurial steps according to the condition of the translation class. The advantage of entrepreneurial experience in product-oriented learning is to develop the students' entrepreneurial spirit and skills (Mitasari & Rusdarti, 2018). The relevant products created by the students as the mainstay of the translation texts in the learning through this research are expected to upgrade the beneficial/economical value of the translation products. The entrepreneur's character is in line with the demand of creative economy (Sukardi, 2017).

Unlike project-based learning, product-oriented learning has not been applied in many language classes. It is mostly adopted for economy/industry and engineering classes (e.g. Mitasari & Rusdarti, 2018; Wijaya, et al., 2019). The application of product-oriented learning in this research is also a kind of initiation in language class (translation subject). Some challenging questions related to product-oriented learning are then included in the discussion of this research report, they are: 1) Is there an infrastructure for students to develop and market products?; 2) Are there relevant policies that govern student products?; 3) What products have students created?; 4) In what ways have the products been used?; 5) To what degree are students engaged in product-oriented learning?; 6) What percentage of student enrichment activities is product-oriented?; 7) Is there an established process for reviewing and improving products? (Zhao, 2012).

Afterward, 'exhibition-based exam' originated from one kind of the end product of project-based learning as well as its evaluation method. Exhibition-based exam is generated as the complement for product-oriented learning specifically as its final

assessment form. Exhibition has been admitted as a learning environment (Hauan & Kolsto, 2014) in which also assessment exists. Assessment could be conducted for purposes of accountability including to establish the students' learning and to inform the design of instruction (Azis, 2015). Authentic assessment which is based on authentic tasks and products can represent the students' real knowledge, skills, and attitude (Sastrikirana, 2015). Thus, it is possible, with certain considerations and settings, to utilize exhibition as an instrument to do an examination. Fortunately, Yildirim & Koklukaya (2018) reported many advantages of project exhibition events.

Several guidelines for assessing project-based learning are also worth to be taken into consideration in exhibition-based exam namely: 1) keep authentic products real; 2) deal with soft skills; 3) use formative strategies; 4) gather feedback fast; 5) focus on teamwork; 6) track progress with digital tools; 7) grow the audiences; and 9) assess better together (UW Extension, 2013). Harmer and Stokes (2014) exposed some examples of assessment in project-based learning in which an exhibition is conducted. The lecturers used an assessment sheet to evaluate project outputs exhibited; there was an assessment of students' presentations to local school children and peer-assessment of videos of the presentations (Harmer & Stokes, 2014). All this review becomes the theoretical and practical basis for conducting the exhibition-based exam.

The combination of product-oriented learning and exhibition-based exam is also an attempt to meet an extra need for translation study proposed by Alkhatnai (2017) that is to link translation teaching to professional practice and market needs. Then, product-oriented learning and exhibition-based examination are applied in Translation II class of an English Education Department. This research is conducted to elaborate on the initial application of product-oriented learning and exhibition-based exam in Translation class. It is expected to contribute to the improvement of translation teaching in the internal institution and propose a new insight for global translation studies. The insight deals with the combination archetype of translation teaching-learning and entrepreneurship training in practice.

Method

The set of product-oriented learning and exhibition-based exam was applied in the Translation II course at the English Education Department of a university in Palopo. The course was provided in the 5th semester in which there were 4 parallel classes. The students' proficiency level in all classes was relatively the same. Thus, a sample class was taken randomly. It was class 5B which consisted of 31 students. The number of meetings for the Translation II course was 15. The product-oriented learning was fully applied in the first eight meetings. In the rest six meetings, several particular translation projects on the determined translation competencies/topics were given without mainstay product creation. The exhibition-based exam was conducted in the last meeting but the information about it had been shared with the students in the course introduction at the first meeting.

This study was a descriptive research. Since it was an initial program, the data of the research were mostly perceptions of the activities. Thus, this research employed a

triangulation of quantitative data and qualitative data. The quantitative data were obtained from the students' questionnaire on the application of product-oriented learning in translation class and visitors' questionnaire on exhibition-based exam at the end of the course. Whilst, the qualitative data were taken from the observation notes made by the lecturer during 8 meetings of product-oriented learning and on the day of exhibition-based exam. A comments board was also provided on the exhibition day in which the visitors wrote additional impressions. The comments were taken as supporting data for this research.

The questionnaire for the students about the application of product-oriented learning was an open-ended questionnaire consisting of 5 questions i.e. 1) what products did you create?; 2) how was the process of the products' creation?; 3) how was the integration or insertion of translation texts in the products; and 4) what benefits you can get from product-oriented learning in translation class (adapted from Zhao, 2012). The questionnaire for the visitors in exhibition-based exam was close-ended with 5 positive statements and Likert scale options. The quantitative data from students' and visitors' questionnaires were analyzed using descriptive statistics. Meanwhile, the qualitative data from the lecturers' notes were analyzed descriptively to validate the quantitative data.

Results

Course Details

Based on the course outline, the course competence of the Translation II subject is to provide the students with the practice of various real-life translation tasks. It is done by reviewing and applying the theories and concepts of translation that have been obtained in the prerequisite subject (Translation I). Further specific translation techniques were given in Translation II subject. The subject provides the students with several soft skills namely: 1) integrity, honesty, and religious attitude; 2) communication and presentation abilities; 3) team working and problem-solving skills; 4) art, creativity, and entrepreneurship. The subject's goal is to achieve cognitive competence, psychomotoric, and affective competencies. It is not only academic ability but also professional and entrepreneurial abilities.

Six basic translation competencies of the subject are: 1) translating technical terms; 2) translating figurative language; 3) translating literary work; 4) translating formal written text; 5) translating academic text; and 6) translating formal oral text. The teaching and learning methods before this study conducted are collaborative learning, discovery learning, and project-based learning. After the revision of the course outline, for the sake of this current study, the portion of project-based learning is greater with the use of product-oriented learning. The final term exam is in the form of an exhibition-based exam. There were 8 meetings of product-oriented learning in which the first three translation competencies were offered. It means that there were 3 translation topics of product-oriented learning.

Then, 5 kinds of translation texts are integrated into 5 kinds of relevant products. Each meeting is allocated for 100 minutes in the class but for the finishing of the products, the students are allowed to do it at home. The translation products are mostly corrected, revised, and assessed in the class then the mark of the students are counted as structured tasks for the subject. Few translation tasks are individual; the rests are group work. Meanwhile, the relevant products in which the translation is inserted/integrated are displayed in the next meeting, a week after the translation task is given. The products are collected and kept for the exhibition day by the chairman of the class. If a student wants to revise the products, she has to ask for the lecturer's permission.

The Application of Product-Oriented Learning

In the first meeting, the students seemed enthusiastic knowing that there would be an activity like craft making in the class accompanying the activity of translating. Some of them were curious and kept on asking about the detail of the products that would be made. What was shared in the outline was only the list of the translation competencies provided in the class. The concern found in the first meeting is that some of the students did not remember the translation theories and concepts given in the prerequisite subject. It makes the lecturer decide to allocate some time for review in some meetings.

The first topic of product-oriented learning was translation of technical terms which was conducted in 4 meetings with 2 output products. The output products after meeting 1 and 2 were English posters for young learners because the topic was more specified on translation of vocabularies for children. The specified topic resulted from the discussion of the students that they want to start with easier translation tasks. While the kind of relevant mainstay product was offered by the lecturer and accepted by the students. In meeting 1, before the discussion of the topic and product, the lecturer had divided the students into 6 groups with 5 students each referring to their ranks in the prerequisite subject (Translation I). The group division was permanent during the 8 meetings.

The product-oriented learning in meeting 1 was relatively flat. After the discussion of the topic and product, the students were directed to recall the principles of word and phrase translation that they have learned in the Translation I subject. It was easy for them; most of them still remember the principles. In groups, the students were asked to choose one theme of children's vocabularies, list the Indonesian glossaries on the theme (like school, family, fruits), and write the equivalent words in English. Most of the groups utilized digital and online dictionaries to help them finish the task. The class had enough time to present the result by moving around from group to group to see the list of vocabulary written in papers. Some of the visiting students corrected the word translation of the visited group. At the end of the meeting, the lecturer summarized the activities without specifically commenting on the translation products which was almost all correct.

In meeting 2, the students were facilitated to create English posters of the list of Indonesian-English vocabularies that they had made in meeting 1. Each group was given one poster paper and the group members deliberately took all their stationery. All groups searched the example of such vocabulary posters on the internet. Again, it was quite easy for them. Some groups upgraded their vocabulary list; others directly worked

on the poster. They wrote, drew, and put color on the paper. After finished, each group came in front of the class to present the poster. The representative of the group presented the poster as a seller to prospective buyers. The class was in uproar for some time until the class was over.

In meetings 3 and 4, the specified topic was translation of technical terms in particular science. The end product was mini dictionary for students in several departments at the university. The specified topic and kind of product were offered by the lecturer to challenge the students after having easier ones in meetings 1 and 2. They accepted the challenge. In meeting 4, the lecturer first gave the theories and the techniques for translating technical terms as closing. The students were then given two different paragraphs in English. One paragraph was about mining and the other one was about traveling. They were asked individually to translate the paragraphs into Indonesian. The lecturer moved around to observe the students and chose two of them to write their translations on the whiteboard. There was a small classroom discussion then.

In meeting 4, the students were given the guideline to create a mini dictionary. In groups, they were asked to go outside the classroom to find some students from other departments on campus. They had to list as many as possible technical terms used in those departments. As they came back to class, they had to find the translation of those terms in English. Unfortunately, the creation of the mini dictionary should be done at home because the time was up. The lecturer quickly re-explained some important details of mini dictionary and told the students that they could consult their product outside the lecture time.

At the beginning of meeting 5, the students were given a short time to show their mini dictionaries assigned in the previous meeting. The topic in meetings 5 and 6 was translation of figurative languages such as idioms, proverbs, and figures of speech. The students seemed interested to start translating some idioms and proverbs raised as examples when the brainstorming of figurative language was done. The lecturer gave the material/the copied pages from Indonesian language textbook for senior high school containing lists of popular idioms, proverb, and figures of speech. The students were instructed to translate that lists of figurative language into English in groups. When the time for translation was up, the lecturer led the class to check and choose the most appropriate translations among the groups.

At the beginning of meeting 6, the students were directed to recall the activities and materials in the previous meeting. Then, they were asked to formulate techniques for translating figurative language based on the previous meeting learning. Next, the students worked on the translation project and created the product individually. Each student wrote his/her favorite quote which contains a figurative form; it could be in Indonesian or English. Some students asked for help from their friends and the lecturer to make sure whether the quote contains a figurative form or not. When everyone was confident of his/her quote, the translation process started. The lecturer allowed the students who want to consult their translation. Before ending the meeting, the lecturer assigned and explained the creation of the relevant product of the day. It was a usable

handicraft made from second-hand material in which the students' favorite quote and its translation were inserted. The process of production was done fully at home.

At the beginning of meeting 7, each student had to display the handicraft on his/her table. In meetings 7 and 8, the topic was translation of literary work. In meeting 7, the students were led to do brainstorming on the basic theories of literary work. One student shouted that it would be difficult to translate a literary work. Fortunately, the lecturer had provided one verse of English poem and its Indonesian translation. The lecturer then explained the technique of translating a literary work while referring to the poem example. Next, the students did translation task on a selected verse of many English poems individually. Each student got a different verse. More students had already finished the translation and consulted the lecturer when the time of the task was out. The lecturer motivated all the students to continue the translation and to make the supporting product at home. The guideline was that each student had to post the verse and its translation on his/her social media then screen-capture it. After that, the student should print the capture and make it as wall drapery/ornament.

At the beginning of meeting 8, each student displayed his/her handicraft. In meeting 8, the material was the lyric of English song. Each group was given a different song to be translated and asked to sing the translated lyric. Each group seemed serious in translating the lyrics but at the same time, some of them found it funny when they tried to sing the translated line. Some students consulted their group lyrics. The lecturer did not give a particular translation choice for the lyric but reminded the general rules in translating and the importance to meet the musical note. None of the groups finished the translation at the end of the meeting. They were allowed to fix and revise the translation at home and to create the relevant product that was making a video of the group singing the translated version of the song. The soft file of the video was submitted in the next two meetings so the students had enough time to practice singing and make the video.

At the time the students submitted the soft file of the video in meeting 10, which was the end of product-oriented learning, the students were asked to fill the questionnaire about the learning. The results of the questionnaires showed the students' positive responses toward product-oriented learning. For question 1: what products did you create?, the students' answers were the same as the details in all meetings described previously. There were 5 kinds of integrated end products namely: 1) vocabulary poster for young learners; 2) mini dictionary for college students of several departments; 3) usable handicrafts like keychain, bookmark, hand fan, tissue box, t-shirt, book folder, stationary canister, mug, and dream catcher; 4) wall drapery of verse and its translation; 5) translated song video.

For question 2: how was the process of the products' creation, most of the students' answers are similar to the stages that have been exposed namely through designing, creating, and finishing. The details of designing from the students' answers were mostly preparing tools, material, and media; learning how to create the product; and learning the translation that would be inserted. The details of creating were working in group, working on the product, and decorating the product. Then, the details for finishing were choosing the best product in group, correcting the wrong translation, and coloring the

product. Almost all students answer quite detailed for question 2 which means that they had got and remembered something from the learning activities.

For question 3: how was the integration or insertion of translation texts in the products, the points of the students' answers were: 1) it was serious but enjoyable learning situation; 2) it makes the students creative; 3) it produces something; 4) it helps to study translation and English language. For question 4: what benefits you can get from product-oriented learning in translation class, the students answered that it raises their creativity and innovation (at most); it facilitates learning English through various good ways; it increases their knowledge of translation; it satisfies the feeling; it makes the learning interesting; it produces useful products.

The Application of Exhibition-Based Exam

Two weeks before the final examination day which was in meeting 13 of the course, the lecturer started to prepare the students for the exhibition-based exam. The students were divided into teams of exhibition committees. The teams were not the same as the groups in the application of product-oriented learning. Team 1 prepared the event banner for the exhibition day and the leaflets to invite the visitors; team2 became the presenters of the products to the visitors in which they had to use full English; team 3 prepared the display of the products and the setting of the classroom in which the exhibition held; team 4 hospitalized the visitors, gave them questionnaire, or asked them to write on comment board; team 4 was documentation and security team. Their activeness in preparing the exhibition was also observed and assessed by the lecturer.

The exhibition was held on the translation course schedule. The students seemed enthusiastic waiting for the visitors at that time. As expected, many students from neighboring classes came to visit the exhibition of the translation product. Few of the lecturers also stopped by to see the products displayed. The teams played their roles in the exhibition especially those who presented the products. Surprisingly, some students-visitors wanted to buy particular products i.e. mini dictionary and handicrafts. The students of the class asked the opinion of the lecturer, but the lecturer said that it depended on the owner of the product.

The exhibition run well with about 63 visitors (based on the number of their filled questionnaires). The students then were busy taking and keeping their products when the lecturer stated that the exhibition was over. While rearranging and cleaning the classroom, some of the students expressed their happiness to conduct such classroom exhibition. They admitted that they had learned many things from the exhibition. They also admitted that the exhibition could be conducted in a better way. Such confession was made when they noticed the comment board. On the comment board, the visitors commonly wrote that the class exhibition was interesting but more preparation was needed.

From the result of the visitors' questionnaire, they gave positive responses toward exhibition-based exam. For statement 1 in the questionnaire, all visitors agreed that exhibition-based exam is fun. For statement 2, 84% of the visitors agreed that exhibition

should become a part of the learning process. For statement 3, 78% of the visitors agreed that it can help the students to understand the lesson. For statement 4, 83% of the visitors agreed that the exhibition offers additional knowledge for them. And for statement 5, 92% of the visitors agreed that the exhibition enhances the students' creativity.

Discussion

The application of product-oriented learning on every translation topic generally consists of two stages namely translation text production and relevant artifact production. The stage of translation text production is done through serial flexible activities namely: 1) introducing the basic translation competence/the topic of the day; 2) reviewing the previous related theories of translation; 3) discussing the specific techniques for the topic of the translation; analyzing the real-life text to be translated; 4) starting the translation process on the students preferred ways; 5) presenting the first translation result; 6) sharing the ideas of the best/preferred translation result on students and teacher's hand; 7) revising the translation result (adapted from Alkhatnai, 2017; Vandepitte, 2017). After the last activities, the lecturer usually gives points for the students' engagement in the learning including for the result of the translation based on the determined rubric of assessment.

The stage of relevant artifact production consists of three fixed parts activities namely: 1) designing; 2) creating; and 3) finishing (adapted from Zhao, 2012; Nurhajati, 2018). In designing, the teacher offers the choices of relevant real-life products then the students discuss the chosen one by considering the translation text that will be integrated into the product. Next, the students gather information and learn how to make the product. In creating, the students prepare the materials and tools needed to make the product then work in groups to make individual or group products based on the design. The students then insert or integrate the texts into the relevant products. In this part, the lecturer helps the students to provide some of the material or suggests them to use second-hand materials to minimize the production cost. In finishing, the students are asked to ensure the quality of their translation texts. If it is still possible, they do correction to the translation text and fix the product as a whole. The students are facilitated to display and present the products in the class. The lecturer gives an extra point for the end product.

Despite some technical challenges, the product-oriented learning can be conducted well in translation class. There are various products from the class which still reflect translation learning. It is the criteria of the end product in product oriented-learning given by NEALS (2015). The course outline shared with the students in the first meeting did not mention the detail of the products that would be made. It is to maintain the paradigm/theory of project-based learning and product-oriented learning that the input lesson is designed based on curriculum then the learning is discussed with the students (Jefferies, 2011; Nurhajati, 2018).

The permanent students' groups were made based on their ranks in the prerequisite subject. Such homogeny grouping was intentionally done to fairly explore all the students' potentials (Mitasari & Rusdarti, 2018). The group with low-rank students should fight to compete with other groups with higher-rank students. This is a hint of product-

oriented learning. The activities in meeting 4 in which the product was mini dictionary are considered as the most representative learning of production-oriented approach proposed by Yin (2019). The activities of the meeting covered preparation by meeting the real users of the translation product, translation of the words they got, and registration of the words-translations into a dictionary. In meeting 6, each student was allowed to choose strategies (Zhao, 2012) for translating his/her favorite quote. It is another hint of product-oriented learning.

Based on the results of the questionnaires, the students gave positive responses toward the application of product-oriented learning. The noticeable answer for question 3 is that the activities of integrating translation texts in the products help the students to study translation and English language. While learning a variety of skills through a project, the students are expected to still have opportunities to address the target language (Hong, 2019). From the diverse answers to question 4, it can be said that the students had a valuable experience through product-oriented learning. They thought that they had got the knowledge and skill in translation, the entrepreneurial training, and such enjoyment in learning. This fact relates to some advantages of product-oriented learning presented earlier.

Likewise, the exhibition-based exam can be conducted well in translation class. The surprising moment in which some visitors were interested to buy the products made the exhibition more real. There was a possibility that an economic transaction occurred. It can be said that the application of product-oriented learning followed by exhibition-based exam in Translation II class has met the need of translation study proposed by Alkhatnai (2017). That is to link translation teaching to professional practice and market needs. Then, based on the students' confession, the exhibition made them have self-learning and reflection. It matches the purpose of the assessment method which is to establish the students' learning (Azis, 2015). The results of the visitors' questionnaires also confirm that exhibition is a fruitful learning environment (Hauan & Kolsto, 2014; Yildirim & Koklukaya, 2018).

The challenging questions related to product-oriented learning by Zhao (2012) exposed in the introduction are discussed in this part. The answer to question 1: there was no infrastructure for students to develop and market products utilize in this application. But through this application, it is realized that some infrastructures on campus can be used like the students' business incubator. The answer to question 2: there has not been any particular policy that governs student products but it can also be initiated. Luckily, the students' products on campus can be registered by the institution to have *HaKI* (intellectual rights) and can be published through the repository of campus library.

The answer to question 3 about the kinds of products created by the students has been identified in the previous part. The answer to question 4: the products would be used in academic life and students' life. It might reflect the prospective market target of the products. The answer to question 5 about the students' engagement in product-oriented learning has also been clear in the previous part. Most of the students engaged in all the stages of the learning. The answer to question 6: the percentage of student enrichment activities was high. It is based on the result of their questionnaire. The answer to question

7: a process for reviewing and improving products existed in the classroom through the learning but there has not been an established program from the institution. That would be one recommendation of this research.

Meanwhile, the challenges of the application of product-oriented learning and exhibition-based exam according to this research observation are: 1) there is a difficulty in determining the suitable real translation material and the relevant supporting product; 2) the students pay more attention to the creation of the product than the integration of the translation text; 3) the lecturer cannot provide enough time for consultation to ensure the quality of the translation and the product; 4) some students use fabricating material goods than raw material to make their product; 5) the students need more time and space to prepare the product exhibition.

Conclusion

The combination of product-oriented learning and exhibition-based exam is proven to be compatible. The gist of exhibition supports the goal and process of product-oriented learning. Both product-oriented learning and exhibition-based exam can be conducted well in translation classes. The students also gave positive responses toward the application of product-oriented learning and exhibition-based exam in translation class. They realized that they have enhanced their translation competence into more real practice. They also admitted that they have attained many other essentials real-life skills through product-oriented learning including creativity which leads to entrepreneurship skills. The students of the translation class and the visitors all agreed that exhibition is a fine learning environment.

For the next application of product-oriented learning and exhibition-based exam in translation class or other language classes, the design of the learning should be validated. The design should well determine the suitable relevant product for each lesson/topic discussion, the ideal proportion of the lesson integration and the end product creation, and the practical procedures of both product-oriented learning and exhibition-based. The design should be shared and explained earlier to the students. For sure, product-oriented learning and exhibition-based exam could be conducted online/virtually. The effectiveness of online product-oriented learning and virtual exhibition-based exam can be further studied.

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