The Realization of EFL Students' Cultural Interpretation About 'Unboxing K-Life' Program Towards Their Performance in Translation Class

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Abstract
Translation become the basis of language teaching for a very long time. These days, translation can be used as a teaching technique or even as the teaching media in the classroom. This research tried to observe about the contribution of EFL students' cultural interpretation related to 'Unboxing K-Life' Program towards their performance in translation class. This research used embedded design strategy which is popular in mix method. Qualitative method used to answer about EFL students' cultural interpretation related to 'Unboxing K-Life' Program, while quantitative method used to answer if there was significant difference before and after students given 'Unboxing K-Life' Program. The results showed that cultural conceptualizations can be varied a lot according to people's conceptual experiences. Students who love to watch Korean dramas or act as K-pop lovers have better understanding in conceptualizing the cultural schemas. It is found that there were three different schemas of cultural conceptualizations through the students' translation result: image schema, proposition schema, and emotion schema. Also, it is found that there was an average difference between students' performance on pre-test and post-test which means there is an effect in the use of 'Unboxing K-Life' Program towards students' performance in translation class related to their cultural interpretation.

Keywords: Arirang TV, Cultural Interpretation, EFL Students, Translation Studies, Unboxing K-Life Program

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Introduction

Speaking of ELT methodologies, translation was become the basis of language teaching for a very long time (Sherzodovich & Kizi, 2020). This statement is in line with what Ergasheva (2016) said about translation as a significant missing part of ELT for a long time. Modern translation activities usually move from the source language (L1) to the target language (L2), although the opposite direction can also be seen in some lessons with more specific aims, have real cognitive depth and clear communicative aims to show high motivation levels as well as to produce impressive communicative results (Calafato, 2021).

Translation teaches learners about language and confined to the two language skills of reading and writing (Gautam, 2019). Moreover, by designed well translation activities in the classroom nowadays can practice the four basic language skills including reading, writing, speaking, and listening. During the translation process, students can enhance their ability to read in details, to understand the meaning of the original text by writing the ideas, to share or discuss the ideas with their partner or other students, and to listen to others' ideas and perceptions (Dose, 2020). Of course, by doing this, all of those basic language skills can be learned simultaneously. For more, the students will also learn about the original culture from the text they've read and translate. Nowadays, culture is also known as the fifth language skill that must be mastered by the students (Kornacki & Pietrzak, 2021). This way, it is hoped that translation can fulfill the impact on learning language: to develop cultural awareness as well as to ensure their cultural competence. In terms of communicative competence, they require accuracy, clarity, and flexibility as Uzbekistan (2022) said: 'Trains the reader to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).'

Thus, it can be clearly said that translation is by its nature a highly communicative activity in learning a language (Frank, 2015). Translating in groups can encourage the students to discuss the meaning and the use of language at the deepest possible levels as they work through the process of understanding and also looking for the equivalency in another language (Paradowska et al., 2021). For more, many students living in either in their own countries or a new country need to translate language on a daily basis, both formally and informally (Nurminen, 2020). That's why translation is increasingly necessary with the growing importance of online information. Whether we encourage it or not, translation today is becoming frequently used strategy for students especially to understand foreign language in a classroom (Alhawamdeh, 2021).

Language translation subject is often considered as a trifling thing by most people in Indonesia. This condition is worsened by people's perspectives that in order to translate from one language to another language, they just need to look for the meaning of the source language in the target language and translate it. In relation to the practice of EFL students in translating the text, there have already been myriad studies done, including a study from Hu (2011) but there is still a few of them focusing on media in which using another language rather than English or in other words, most audio-visual translation focused on these cultural conceptualizations are primarily based on English and context (Petroniene, 2021).

The urgency of this research is to offer a new insight or idea about how to teach translation to EFL students in more entertaining way. Of course, this research is hoped to be implemented in other EFL classroom to promote how that cultural-based learning model may solve some problematic issues in EFL learning. Sari (2021) highlighted that in the era of technology,

students need something that can make them feel more enjoyable and more entertaining while learning language in the classroom. Many researchers around the world agreed that through the use of new media in teaching translation, students will be more interested in learning and it will also very helpful to enhance their motivation and perspective that translation can be such a fun activity in the classroom (Mirek, 2021).

There are several creative ideas that can be used to fulfill these students' need including offering cultural-based learning model in the form of TV programs (Mirek, 2022). A TV program 'Unboxing K-Life' from Arirang TV has been chosen because this program gives new insights from its simplicity and authenticity about Korean culture since it explores some daily activities and products related to Korean culture. Nowadays, there are more and more adolescents love to watch Korean entertainment program due to the massive exposure of Korean culture in Indonesia from K-dramas, K-movies, K-Pop music, K-Fashion, and many others. There are three episodes of 'Unboxing K-Life' Program used in this research because these episodes represent the whole episodes. These three episodes include topics about Korean technology, Korean food, and Korean beauty.

Based on the background of the study above, the researcher is meant to conduct the research with two research problems as follows:

1. Does EFL students' cultural interpretation about 'Unboxing K-Life' Program influences their performance in translation class?
2. How does EFL students' cultural interpretation about 'Unboxing K-Life' Program?

Cultural Conceptualizations

> "Human conceptualizations are as much a cultural as it is an individual phenomenon." (Sharifian, 2017)
>
> "Conceptualization itself is a cover term which refers to fundamental cognitive processes such as schematization and categorization. These cognitive processes naturally lead to the development of schemas." (Langacker, 2017)

Cultural groups are actually not only formed by the physical proximity of individuals, but also by participation of each individual in each other's conceptual world (Tivyaeva, 2021). Of course, there are always interaction happened to those cultural groups. This kind of interaction happened between the members of similar cultural groups and between the members of different cultural groups. Based on what Sharifian (2017) stated that the locus of this conceptualization is on the individual, but it does not mean that the cultural groups did not have the same proportion related to this conceptualization. In other words, cultural conceptualizations can be initiated in individuals' cognition and cultural groups' cognition (Liao & Thomas, 2020).

For more, Sharifian (2017) had also said that everyone has their own cultural conceptualizations. Someone from certain personal or cultural background may have different cultural conceptualizations with someone from other personal or cultural background due to the differences in knowledge, experiences, perspectives, educational background, values, and norms. For instance, a teacher cannot expect his or her EFL students to have the same cultural conceptualizations. When a teacher explained to the students about certain topic without giving any prior knowledge, it is possible that the students will have different cultural conceptualizations and perceptions toward the topic given (Kim, 2020).

Students who are familiar with the topic about feminism and masculinism tend to have different respond to those who are not too familiar with the topic or even those who do not have any idea about the topic.

Furthermore, the choice of 'conceptualizations' here related to the concept in which reflect and highlight the dynamic nature of such cognitive phenomena like the way people see the world (Raeff, 2020). That is why, there were the term cultural schemas and cultural categories to portray this conceptualization. These conceptualizations are negotiated and re-negotiated through time and across generations (Leung, 2015).

Sharifian (2017) explored more about numerous types of schemas in cultural conceptualizations including event schemas, role schemas, image schemas, proposition schemas, and emotion schemas. Event schemas are about people experience of certain events; role schemas are about knowledge of social roles which include sets of behaviors; image schemas are about providing structures for certain conceptualizations; proposition schemas are about models of thought and behavior; and emotion schemas are about social and cognitive in nature including the feeling of 'something' with certain situations.

Translation Studies

In the last few decades, there has been an increasing interest in the translation practice in EFL classroom. And recently, the teachers have also been reviving the use of translation for different learning purposes (Normand et al., 2018). It was found that translation activity could also be used for pedagogical purposes along with other traditional language teaching activities. Translation activity in the classroom can be modified into more interesting activities by combining it with other language skills or with new media. The media can be technological based or culturally based process (Risku & Rogl, 2022). The present study shows that translation has known as a method applied to language teaching practice induces deeper insight into the meaningful contents of the material to be precisely taught (Richards, 2014).

Translation is ultimately a human activity which enables human beings to exchange ideas and thoughts regardless of the different languages used (Lee & Briggs, 2021). Translation is not just about the activity of transferring from one language into another language, but it also involves the activity of understanding the culture of both the source language and the target language. Shreve and Lacruz (2017) views the phenomenon of translation as a legitimate offspring of the phenomenon of language, since originally, when humans spread over the earth, their languages differed and they needed a means through which people speaking a certain language would interact with others who spoke a different language (Xie, 2017).

(Dagilienė, 2012) had once studied about translation as a learning method in English language teaching. This research project focuses on the use of translation in helping learners to acquire, develop, and strengthen their knowledge and competence in the English language through new media called as culturally based media. The problem conducted in this study is about the relevance of translation for enhancing foreign language skills as clearly stated by Mart and Guerra (2022) that 'translation today has become one great strategy to teach language and culture to EFL students.' There are still many learners out there who tend to face some difficulties in mastering foreign language especially for the four basic language skills: speaking, reading, listening, and writing. Translation activity can be one specific way

to help those learners to be able to easily adapt with learning culture in translation class by using culturally based media of "Unboxing K-Life" Program.

Research conducted by (Dolmaya, 2017) in Translation and Interpreting Studies is focused on using 'reacting to the past' as a pedagogical approach of role-playing games into the classroom and demonstrate how it could be adapted for translation studies courses. She uses two games from two different time period: one game is set in England in the early 1500s and focuses on William Tyndale's English translation of the Bible and the other is set in Canada in 2007, focuses on the development of the Canadian standard for translation services.

Methods of the Study

The population from which the sample was drawn in this research is students from English Education Department in the sixth semester with total 44 students. The participants were between 20-25 years old. All those participants were taking 'Visual Translation' class. All participants watched three chosen episodes of "Unboxing K-Life" Program from Arirang TV channel without subtitles except for the Korean dialogue part.

Moreover, this research uses the embedded design strategy which is popular in mix methods (Cresswell & Clark, 2011). This strategy used because the researcher mostly uses qualitative method and at the same time the researcher also takes quantitative data and analyze it in order to develop the result gotten through qualitative method (Creswell, 2011). The data was collected by asking the participants to answer a questionnaire after they have watched three episodes of "Unboxing K-Life" Program. The questionnaire consists of two parts. Part 1 included questions on the participants' perceived understanding of the TV program they have watched. The participants' answers were coded based on two categories: *declared understanding* (when the participants respond 'understand' of the content of the TV program), and *declared non-understanding* (when the participants respond 'do not understand' of the content of the TV program).

The Embedded Design

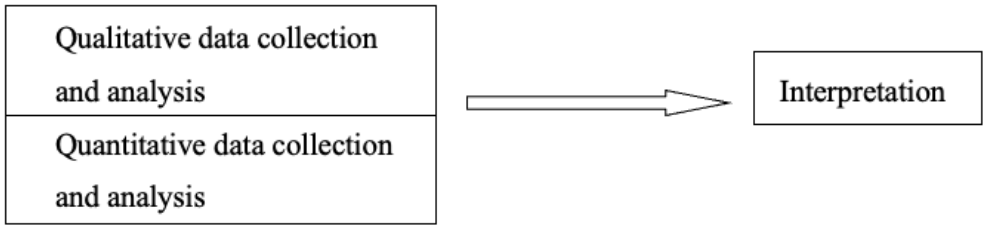

Figure 1: The Embedded Design
(Source: Creswell & Clark, 2011)

Then, part 2 were interpretation questions referring to each scene in which cultural conceptualizations appeared. In this second part, the participants' answers were also categorized into two different coding: *matching* (when the answers matched the previous background information given in the subtitles), and *non-matching* (when the answers do not match or slightly different from the one provided in the subtitles). This activity will create what is called as frequency data in which allowed the researcher to examine patterns of behavior to see if there were any significant differences regarding the participants' understanding related to cultural conceptualizations appeared in that TV program.

For the data analysis technique, after collecting the data from the questionnaire, create the coding, matching and validating the students' responses through personal interview, the researcher started to analyze the data using SPSS to know more about the significant arise in students' score before and after the treatment using 'Unboxing K-Life' Program. Then, it is continued to interpret the data using cultural conceptualizations theory in order to understand more about cultural aspects that may arise in the "Unboxing K-Life" Program in relation to translation pedagogy. These personal interviews were being conducted by taking some samples using convenience sampling method due to limited time.

Results and Discussions

The Use of 'Unboxing K-Life' Program Influences EFL Students' Performance in Translation Class

Paired sample t test is a parametric test that can be used on two paired data. The purpose of this test is to see if there is an average difference between two paired or related samples. In order to answer the second question, paired sample t test is being used because the research compared two variables: pre-test students' scores and post-test students' scores.

Table 1: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	68.22	44	4.832	.728
	Post Test	80.99	44	2.226	.336

Question 1: Does EFL students' cultural interpretation about 'Unboxing K-Life' Program influences their performance in translation class?

To answer this research question, the following tables indicates students' cultural interpretation about 'Unboxing K-Life' Program influences students' performance in translation class. The table shows that mean for pre-test result is 68.22 and mean for post-test result is 80.99. The total participants used in this research is about 44 students. For Std. deviation value in pre-test is 4.832 and in post-test is 2.226. And the last Std. error mean in pre-test is 0.728 and in post-test is 0.336.

Due to the result of mean in pre-test 68.22 < post-test 80.99, it means that descriptively, there is an average difference or effect of students' performance in translation class between pre-test result and post-test result. Next, in order to prove that the difference is quite significant or not, we need to interpret the paired sample t test results.

Table 2: Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	44	.261	.087

The output above shows correlation test results or the relationship between those two data or the relationship between pre-test variable and post-test variable. Based on the output above, it is known that the value of the correlation coefficient is 0.261 with significance value (Sig.) is 0.087. Due to the significance value of 0.087 > probability 0.05, it can be said that there is no relationship between pre-test variable and post-test variable.

Table 3: Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-12.777	4.762	.718	-14.225	-11.329	-17.797	43	.000

This third output is considered to be the most important output because in this part, we can find the answer to the question: Does EFL students' cultural interpretation about 'Unboxing K-Life' Program influences their performance in translation class?

Thus, based on the output table 'Paired Samples Test' above, it is known that Sig. value (2-tailed) is 0.000 < 0.05, H0 rejected and Ha accepted. So, it can be concluded that there is an average difference between students' performance on pre-test and post-test which means there is an effect in the use of 'Unboxing K-Life' Program towards students' performance in translation class about their cultural interpretation.

The output table of 'Paired Samples Test' above also contains information about 'Mean Paired Differences' value is -12.777. This value indicates the difference between pre-test result average and post-test result average or 68.22 – 80.99 = -12.777.

Moreover, this result can be an indicator that students feel a lot more motivated and interested in learning translation because they are now finding the fact that translation can be an entertaining course with the right material that fulfills the students' needs. As translation has become the basic source of language teaching for years, it should be fun. By combining translation studies and cultural studies, it can be such meaningful course in EFL teaching and learning. Once students can feel happy and enjoy in translation class, they might be able to enjoy other English language skills since learning in translation class also means that they also learn reading, writing, listening, and speaking.

EFL Students' Cultural Interpretation About 'Unboxing K-Life' Program

This "Unboxing K-Life" is a television program by Arirang TV South Korea that is aired from 2019. The TV program which had been premiered in Arirang TV used as the media for cultural-based learning model. This Unboxing K-Life program informed the viewers about some of Korean local industries and products through a game of unboxing the box. There are two presenters who are expert in both speaking English and Korean and they will guide the viewers in unboxing the box. Inside the box, there is a paper written about what things they should explore that day.

This Unboxing K-Life program uses English subtitles in which being translated both when the speakers speak English and Korean. Each of the episode of "Unboxing K-Life" Program has the duration of 7-10 minutes and in each episode, it uses two languages: English and Korean. English has been used by the presenters and Korean has been used by the keynote speaker or the guest star from the local industries. For more, there are three episodes that fall under three different topics (Korean technology, Korean food, and Korean beauty) with title '*Unboxing K-Life: Multipurpose Leisure Boat made with Eco-friendly Aluminum*'; '*Unboxing*

K-Life: Tteokbokki Sauce and Convenient Cup Tteokbokki'; and '*Unboxing K-Life: Vegan Product made by Koreas Top-Notch Beauty Company.*'

There are 44 students who joined translation class as the participants to fulfill the questionnaires. After all those students finished watching three episodes of 'Unboxing K-Life' Program, they were given questionnaires and answered the questions related to their understanding and interpretation of the program. The result showed that there are 32 students (72%) who categorized as '*declared understanding*' in part 1 of the questionnaire. The categorization of '*declared understanding*' was given to those who respond 'understand' of the content of the TV program. And there are 12 students (28%) who categorized as '*declared non-understanding*' as they give respond 'do not understand' of the content of the TV program.

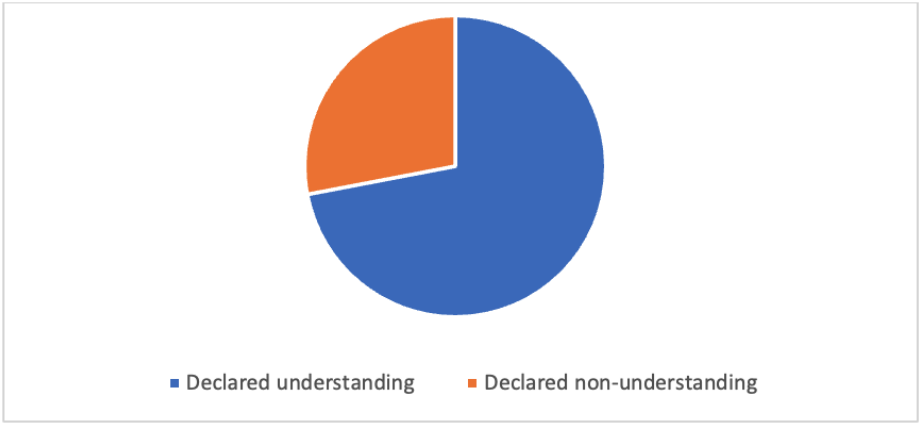

Figure 2: Coding of 1st Section From Questionnaire

Furthermore, in part 2 of the questionnaire, there are about 79% of the total population (35 students) who fall under the coding *'matching*' and 21% of the total population (9 students) are categorized under the coding '*non-matching*' as presented in figure 3 below:

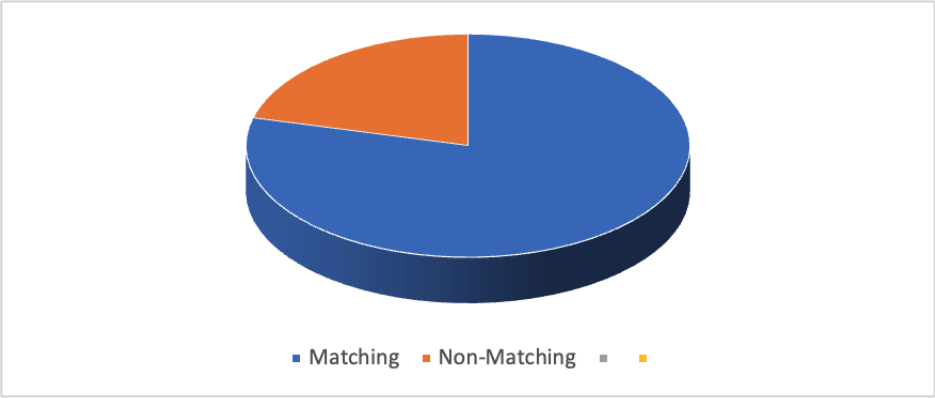

Figure 3: Coding of 2nd Section From Questionnaire

In this section, the students are being asked several interpretation questions referring to each scene in which cultural conceptualizations appeared in the program such as 'the statement related to the cultural reference about Korean culture.' There are two sample comments from the students as follows:

> "I'd just known about this program. I think this is very interesting because it talks about Korean industries but in more fun way. You can see and understand what is behind Korean industries easily. The purpose of those Korean industries is a little bit different from the purpose of our national industries in which the main purpose still referred to the use in the local industry." (Statement from SN)

> "The Unboxing K-Life program gives us new insight into understanding Korean culture in certain ways. This program shows Korean products that are globally recognized and used in some countries. Korean companies were really aware of the quality of their products. These products can be a form of introducing Korean culture to the whole world." (Statement from SR)

Those two sample comments considered to represent most of the sample comments who stated '*declared understanding*' because these comments showed that they are fully understood general content of 'Unboxing K-Life' program as a TV program that tried to promote Korean products and industries to the world. Based on the theory of cultural conceptualizations as proposed by (Sharifian, 2017), the difference in understanding the general content of that TV program is due to the differences in students' cultural backgrounds. In this case, it can be seen from different cultural schemas where certain events of schema such as local industries can also be associated with categories like boat industry. Even though the schema for event of this Korean local industries is similar to Indonesian local industries, but the main purpose of those industries is different. It can be seen from the first video talking about technology in boat industry in South Korea, where the captain of the boat, Im Sung-Sik, explained about what's his company's product about while asking the presenter to join him to try to drive the boat:

> "Aluminum boats are safer for the environment and better as it can be recycled compared to composite boats. The boat has also had super nice well-made look, has simple design, as well as great for fishing with a couple of friends." ('*Multipurpose Leisure Boat made with Eco-friendly Aluminum*' minutes 03:48 – 04:06)

From the first video, it can also be found the fact related to Korean culture that Korean people are supposed to call their original products with the adding of 'K-' in front of the noun (product). It is mentioned in the video the fact that K-boat is fast like the light rail transit with the maximum speed of 80km/h. Moreover, this K-boat is also described to have amazing performance in three points: speeds through the waves, no vibration, speeds up quickly (minutes 05:20). Based on what Sharifian (2017) stated about image schema, people around the world will definitely have the image schema of 'Korean product' to capture their conceptualization of 'K-boat.' The same image schema also appeared in the mind of all students in Translation class. Even though they come from several different cultural backgrounds, they can interpret this image schema of K-product (K-technology).

> "I'm interested in a part of discussing the boat technology which told us a lot of information aluminum boat. It is said that '*aluminum boats are different from FRP (Fiber Reinforced Plastics) in that it can cut through waves, doesn't retain water when it floats and has good mileage. It's light so it has good fuel mileage. It's a lot lighter than boats made with FRP material.*' This part is actually discussing much about Korean recent technology that is tried to affect the world. They tend to build something great that is different from others so that the whole world will know about what is called as K-technology." (Statement from FJ)

When it comes to respond to perception and interpretation, different people will certainly have different opinion regarding their own social and cultural backgrounds (Shafiei, 2022). In translation study, sometimes it is related to culture in some ways, especially when the translators are about to translate the text which was originally from slightly different cultural backgrounds (Andarab, 2015). It is substantial to having the ability to understand both language and culture in those source languages and target languages (Chen & Thuy 2019). At the end of the first video, the presenter gives reviews for global viewers that he would recommend this K-boat and company in which it has been perceived and agreed by those global viewers (students).

Then, there is a statement from the student related to the second video about Korean food as follows:

> "When discussing about K-food (instant Tteokbokki), the presenters said about the 'soul of Korean culture' as can be seen in the statement '*Tteokbokki is a soul food for all Koreans.*' This statement is interesting for me because Tteokbokki is very popular around the world today, but actually this food has already been a part of Korean people since Joseon era." (Statement from MS)

> "My comment about the statement '*Tteokbokki is a soul food for all Koreans*' is that I've just known that this is a soul food for Korean people because as far as I know this food is just like any other Korean food, like *jajjangmyeon, kimchi, bibimbap, eomuk, tokkebi, hotteok, bungeoppang, kimbap*, etc. I mean, this is Korean street food." (Statement from AJ)

From the statement above, it can be related to proposition schema as stated by Sharifian (2017) which defined as abstractions that act as models of thought and behavior. It is about the concepts and the relations which hold among them. The example of proposition schema of '*Tteokbokki is a soul food for all Koreans!*' must be noted that a single sentence like that, is merely partial, linguistic representation of proposition schema. Cultural conceptualizations can be varied a lot according to people's conceptual experiences (Teng & Crezee, 2022).

Students who love to watch Korean dramas or act as K-pop lovers have more understanding in conceptualizing a single sentence like the one formulated above. It is shown in some statements which merely stated that Tteokbokki is considered to be an important part of Korean culture since Joseon era and this food also has historical value with the existence of Tteokbokki museum in Daegu, South Korea. Nowadays, Tteokbokki has been transformed into Korean street food as we can see in most Korean dramas and reality shows. Also, it is shown in the second video that this Tteokbokki has transformed into an instant food today.

> "Now, an instant convenient cup of Tteokbokki has long expiration date of 14 months as well as it is very easy to take when traveling or go camping. This convenient cup of Tteokbokki is the first product manufactured with powdered sauce in six levels of spiciness from the mild flavored to the highest level one." ('*Tteokbokki Sauce and Convenient Cup Tteokbokki*' minutes 02:10 – 02:34)

Furthermore, there is another example of proposition schema found in this video: '*Also, beer and soju are a huge part of Korean culture as well*' in which indicated that this may provide a basis for different patterns of reasoning across cultural groups. In other words, this proposition schema reflects Korean culture and worldview. Thus, it is clear that there is a

difference in understanding about this proposition schema between those who love Korean culture and those who are not aware of it.

Moreover, the third video is talking about K-beauty products of vegan collagen ampoule vitamin shot. The content of the video can be best analyzed using emotion schema of cultural conceptualizations by Sharifian (2017). When it comes to discuss beauty products, of course the term 'trust' should be one of the most essential things to consider. If there is no trust to certain beauty product, people won't use it. The best thing about this vegan collagen ampoule vitamin shot is that it is 100% plant-based product and it is packaged with four variations of collagen extract: avocado to moisturize the skin; green tangerines to maintain water and oil balance; sea buckthorn to give whitening care; and pomegranate to boost the elasticity of the skin. People can choose the product depending on their skin type. Based on the description and review of that vegan collagen ampoule vitamin shot, the company thinks of consumers' trust from the very first time as they promote eco-friendly product with the combination of vitamin and collagen to make positive effect in collagen synthesis. This is proved from the experiment that the company did an efficiency test for the skin elasticity which has been improved in just 4 weeks.

> "This program is great. You can learn about Korean culture through its global products with the English subtitles to make it easier to be understood. For instance, South Korea has already known all around the world about their K-beauty and fashion and one video shows us about vegan collagen and vitamin shot. This product has already had its certification with vegan ampoule of 86% of collagen extract with the variation of Pomegranate, Green Tangerines, Sea Buckthorn, and Avocado. It is discussed the Charmzone as Korea's leading beauty company since 1984. Their vegan collagen ampoule and shot is very unique since serum and shot are packaged separately so that the users can apply it depending on their skin types and skin conditions, also their products are vegan friendly." (Statement from RR)

This concept of 'trust' reflects to the fact that this emotion schema is rooted and associated with certain conceptualizations, which may prove to be culturally specific. Members of cultural group usually possess numerous degrees of awareness of their cultural conceptualizations. As a matter of fact, different cultural groups may produce something unique and authentic for instantiating their own cultural conceptualizations (Frank, 2017). In relation to Korean culture, it is widely known that Confucianism plays a substantial role in South Korea and this Confucianism teaches about trustworthiness. This is considered to be an important value in Korean culture and it affects a lot in most of the societies' life including a virtue of 'remaining true to your words.' Thus, trust always plays an essential role in South Korean and it has been the foundation to the relationship with other people including in business area (Koehn, 2001).

Conclusion

There are myriad researches out there discussing about teaching EFL students in translation classroom, but there are still few of them focusing on media in which using another language rather than English and there are no studies using alternative media like 'Unboxing K-Life' Program. This research offered two research questions: (1) What is the use of 'Unboxing K-Life' Program influences student's translation performances? and (2) How is EFL students' cultural interpretation about 'Unboxing K-Life' Program?

This research used embedded design strategy because it has the main purpose to know more about students' perspectives in learning translation using 'Unboxing K-Life' Program, then trying to conduct personal interviews with the sample students to gain more insight of their responses on the questionnaire's results. This embedded design strategy is used when quantitative and qualitative data are collected simultaneously, however qualitative data is embedded within the quantitative data.

The results showed that there is a significant difference between students' pre-test result average and post-test result average. Also, based on the results of students' questionnaire, most students got the result of 'declared understanding' and categorized as 'matching.' It means that the students feel more motivated and interested in learning translation using 'Unboxing K-Life' Program as new alternative media. This media is proved to help students to understand the material better and help to increase their score in translation.

Then, based on the result of students' personal interviews, it is found the fact that there are three schemas by Sharifian (2017): (1) image schema (in K-technology or K-boat episode), proposition schema (in K-food episode), and (3) emotion schema (in K-beauty episode). In fact, different cultural groups may produce something authentic and unique for instantiating their own cultural conceptualizations (Frank, 2017).

At the end, 'Unboxing K-Life' Program can be a good media to lecturers of English Education Department or English Department to teach other language skills such as listening, writing, reading, and speaking, or even to teach other translation skills like voice-over or dubbing. It would be very beneficial for the development of EFL teaching and learning in the future.

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