

GAME-BASED TRANSLATION OF ENGLISH COMPOUND WORDS: EFFECTIVENESS OF '2P1M' IN THE TRANSLATION CLASSROOM

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ABSTRACT

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Traditional teaching methods have employed more interactive and interesting strategies, including the use of game-based activities. These games are often played in translation classrooms. One example of such games is the self-created game, known as 2P1M (2 Pictures 1 Meaning). The game helps to make learning translation more enjoyable and indirectly enhances translation skills. The game can be utilised by the students to hone their skills in translating English compound words and expressions into the Malay language. This article discusses the use of 2P1M in translation classrooms as well as the effectiveness of the game from the students' viewpoint. A total of 19 students from a public university who enrolled for a translation course were selected for this action-based research. They are assessed based on their translation of English compound words and expressions using 2P1M. A set of questionnaires was distributed to obtain data on the effectiveness of the game from the students' viewpoint. Findings indicate that seven out of 20 items obtain high percentages of correct answers and translations. Data from the questionnaire shows positive feedback on the use of the 2P1M game in translation classes. The findings also indicate that the students enjoy translating compound words and expressions using the 2P1M game. Suggestions from the students show that the game can be enhanced, expanded, and incorporated with more activities. It is hoped that this study will catalyse more engaging and interactive teaching methods in translation classrooms and more opportunities for more research on translation teaching, especially in Malaysia, to be conducted in the future.

Keywords: Translation; translation classroom; language games; 2P1M

1. INTRODUCTION

Language is a fundamental means of communication among humans (Christianto, 2020). As a medium of expression, it allows individuals to share ideas, convey emotions, and build social relationships. Effective communication depends on key linguistic components. One crucial element are words, which are complex due to various forms and functions. Among these is the compound word. Compound words can communicate concepts efficiently and precisely. However, they present notable challenges in translation. Their meanings are not always literal, as the combined form may develop a figurative or idiomatic sense that is culturally bound.

This often results in mismatches when translating into structurally and semantically different languages, such as Malay.

The meaning of compound words are further complicated by the role context plays in interpretation, also poses significant challenges for learners who have not had ample exposure to or training with them (Sudipa et al., 2021). One will find many compound words in English, both in written and spoken language, yet unexpectedly little is done to organise instruction as far as translation goes. These expressions are difficult for many students to translate into English because of an insufficient vocabulary, but also from putting words together in ways they are not used to and because of a lack of needed context. This is further complicated by the fact that phrase structures and compound words differ between languages.

In translation studies, culture-related items such as idioms and cultural equivalence are commonly analysed. However, despite its practical importance, the translation of compound words remains an underexplored area (Zhang & Isahara, 2004). Moreover, in most translation classrooms, it is very common that compound words are considered the main focus of the translation aspects to be taught. It is lumped into general vocabulary lessons, while their unique meanings or how they function in a sentence are not given much attention. Translating is more than simply changing words into another language. It needs to deal with such requirements as navigation from one cultural reference to another, understanding idiomatic use, and variation in contextuality, while keeping the balance between being faithful and creative.

This can be overwhelming for students, especially beginners. The adjustments they have to make include structural divergences and intercultural and linguistic reconciliation. Similarly, teachers are faced with difficulties in introducing different translation alternatives, which is more apparent in collocations, culture-bound terms, and context-based words (Pham et al., 2022).

As the educational theoretical perspective and integration of digital approach have changed, the traditional teacher-centred approach has been persistently dominating in classroom discourses where teachers are positioned at a pivotal centre announcing with authority to obedient passive listeners and students (Liu, 2018). These conventional teaching methods frequently lead to disengagement and boring classrooms. It limits the students' ability to develop practical translation skills (Su et al., 2014). There is a need for more engaging and interactive educational techniques, methods or strategies.

In light of this situation, this study aims to investigate the use of a game-based learning tool, the 2P1M game. This game is designed to allow students to practice translating English compound words into Malay creatively and innovatively. This game integrates features from the Quizziz platform and was used in translation classrooms. It offers students a hands-on, engaging way to practice translating compound expressions. This article discusses both the students' performance in translating compound words using the developed game and their perceptions of using the game as a learning tool during translation exercises.

2. RESEARCH OBJECTIVES

The objectives of this research are as follows:

- i) To evaluate the translations of English compound words into Malay using 2P1M
- ii) To investigate students' perceptions of the effectiveness of the 2P1M game in the translation classrooms
- iii) To explore how students perceive the 2P1M game as a support tool for translation learning

3. LITERATURE REVIEW

3.1 Compound words

There are many important components in language to create successful communication. One of the components is the word (Christianto, 2020). A word can be considered a complex part of language since it has many different forms. A compound word, for example, is the formation of one severance from one lexical item with another, thereby making a new word with its meaning (Christianto, 2020). The product is most often a non-composition word-covering with a different meaning from the mixed-up meaning of the words utilised exclusively. A compound word does not have a meaning that is the sum of the meanings of its parts. For example, in English, *toothbrush* (tooth + brush) refers to an object for cleaning teeth, not just any brush or tooth. Compound words can be nouns (e.g., *classroom*), adjectives (e.g., *bittersweet*), or verbs (e.g., *overcome*). In the Malay language, it is very common that compound words have different meanings from their root words. For example, the word *matahari* (sun) is derived from the words *mata* (eye) and *hari* (day). The meanings of the words interrelate in such a way that a new meaning emerges, which is very different from the meanings of the words in isolation.

Compound words often combine with other lexical categories to produce larger, more complex forms (Damayanti & Seri Malini, 2020). Except for certain well-established or lexicalised compounds, compound words are usually written separately and function as single units. Thus, they do not allow the insertion of any other elements between the components (Karim et al., 2015; Tuan Zakaria et al., 2020). *Kerusi malas* and *notebook*, for example, are regarded as compound words because no word can be inserted between their components.

The formation of compound words in English and Malay follows distinctive structural patterns. Generally, English compound words are categorised into three types: compound nouns, compound verbs, and compound adjectives (Odden, 2003). Whereas in the Malay language, compound words are formed from two components, with the modifier positioned on the right and the head positioned on the left (Tuan Zakaria et al., 2020).

Translating compound words can pose challenges to translators. This is because a compound word imports its new definition and lexicon as a necessary byproduct of being merged into one. Besides, it might be a challenging task to precisely render the compound word, given the differences in linguistic, cultural, and structural aspects between languages. This includes the fact that ideas, concepts, etc., are expressed in different ways between various languages and many linguistic variations (Daghoughi & Hashemian, 2016). As a result, translation is not as simple as being able to write in the target language. It also requires cultural literacy and resolution of the terminology gaps.

3.2 Translation of compound words

Compound words are the result of combining two root elements, which in turn are usually composed of several smaller elements that together (or as individual parts) may not exist in the target language. This structural complexity demands a strong grasp of both languages' morphological and syntactic rules (Komiya et al., 2023; Iordan, 2025). The meaning of a compound word is not always the sum of its parts; it can be idiomatic or culture-specific, requiring translators to understand both literal and figurative meanings (Imami et al., 2021; Komiya et al., 2023).

Compound words are particularly difficult to translate, as they have a proprietary vocabulary and meanings that may never even exist in the target language. A field like translation necessitates a great deal of linguistic understanding and comprehension following the social properties it conforms to, other than good knowledge of source language and target language constructs. The similarity between compound words and phrases is a major issue that may confuse students and translators (Damayanti & Seri Malini, 2020). One study focused on the translation of English compound words into German, showing this to be a problem that plagues translators regardless of the language. The challenge arises from the unique morphological features of a given language and is further compounded by the multiple possible realisations of individual words. This is particularly evident in compound words, where not all components are necessarily expressed through an explicit relational structure (Deilen et al., 2025).

Using a bidirectional corpus, Berg (2017) also explored the translation of German and English compounds. He maintained that in most cases, noun compounds consist of two stems and this is very common in both languages. His findings also show that compound words are always translated as compound words. His study found that English phrases were more frequently translated into German compounds. In contrast, German compounds were often translated into English phrases, underlining structural tendencies specific to each language.

In their study, Al-Smaiheeyen and Bani Abdo (2018) revealed that Arab students face various challenges when translating compound nouns from English into Arabic. One of the greatest difficulties is linguistic differences; students usually translate compound nouns word for word without realising that when combining these words, they can bring different meanings. Similarly, the implications of cultural and linguistic differences on translating compound nouns were considerable for upcoming English graduates at the University of Jordan in Aqaba.

When it comes to English compound words, translating them to Malay provides even more difficulties due to the language having a different structure in the morphological type of word, their order, and association in the two languages. As translation of compound words into other languages has received scholarly attention, studies focusing on English-Malay compound word translation remain limited. So far, no specific study has analysed how translation students translate English compound words into Malay within the classroom setting. Besides, no research has studied the use of classroom games as a method for translating these words. This study also aims to explore students' perceptions of using games to translate compound words, an area that has yet to be addressed through research conducted in Malaysia.

3.3 Games in education

One primary challenge in education today is the lack of student engagement and motivation to be active participants in learning. Studies consistently show strong links between motivation and student engagement. Both are necessary for academic purposes and for the learning experience to take place.

Educators need to utilise various interactive approaches to create an atmosphere that can effectively engage the learners. It plays a crucial role in transforming students into highly motivated and engaged participants in their learning journey (Kiryakova et al., 2014). As a result, educators are adopting innovative techniques and approaches not only to increase involvement but also to foster active participation in educational activities.

One promising approach is the integration of game elements where students receive rewards based on their efforts and achievements. This approach is intended to enhance students' motivation to participate in learning while creating a more dynamic and interactive educational environment (Kiryakova et al., 2014). Whether it is digital or non-digital, game-based learning promotes the growth of students' abilities and knowledge (Wang & Zheng, 2021).

Game-based learning integrates game elements into the learning process when teaching a particular skill or attempting to achieve a specific learning objective (Krath et al., 2021; Ishak et al., 2023). Game-based learning provides a platform for experiential learning (Akpan et al., 2020). Students actively engage in decision-making, problem-solving, and critical thinking. Unlike passive learning approaches, students in game-based learning actively participate in their learning process through involvement in decision-making, problem-solving, and critical thinking (Burhanuddin et al., 2021; Muhajirah, 2020).

Game-based learning has emerged as a dynamic pedagogical approach that incorporates games as a teaching tool, reinforcing various knowledge and skills (Hashim et al., 2019). Over the past two decades, game-based learning has increasingly gained traction (Mee et al., 2020; Subhash & Cudney, 2018) across diverse fields (Topalli & Cagiltay, 2018; Wood & Donnelly-Hermosillo, 2019), including language learning (Alfadil, 2020).

In addition, this approach offers a range of benefits, including increased motivation, positive attitudes, cognitive gains, and greater engagement in academic activities (Rahmani, 2020). Game-based learning is also capable of enhancing students' motivation and aligns with principles of student-centred learning (Hashim et al., 2019; Mallick & Waheed, 2024).

3.4 The use of Quizizz in education

Quizizz is an online platform that provides interactive quizzes, making it ideal for both remote learning and in-person classroom instruction (Berutul & Siregar, 2024). As one of the leading e-learning web applications, Quizizz is widely used by educators to create online quizzes, which have become increasingly popular in modern education (Basuki & Hidayati, 2019). It operates as a competitive game in which students respond to questions designed by their teachers. Students can monitor their progress by attempting the quizzes multiple times, making it a useful tool for self-access learning (Rahayu & Purnawarman, 2019). Students assess their progress and adapt their learning strategies to suit their styles through self-access learning (McMillan & Hearn, 2008).

Quizizz is one of the free and user-friendly platforms that teachers can use to assist students in learning a language (Harahap & Kembaren, 2023; Zhao, 2019). Timely access, study segments, quiz retakes, and the ability to complete multiple quizzes are some of the key features of Quizizz. These features help in teaching and learning grammar (Munuyandi et al., 2021). Quizizz is purposely designed to be a gamified learning platform, with features that are similar to popular games, like instant feedback, gamification techniques such as leaderboards and different quiz modes, etc. Typically heralded as an effective, technology-driven platform for educators to teach various subjects, it piques the curiosity of students, promotes creativity, and fosters peer collaborative learning (Sitompul et al., 2023). With the integration of Quizizz in classrooms, learning gets exciting and fun, which allows students to be focused on the content. The game-like format and simple design give the perceived value to the learning (Lin, 2022).

There are many features in Quizizz which have made it more enjoyable to participate in quizzes; it has the highest levels of engagement. Students also perform from their handsets, pad, as well as smartphones, and are a part of interesting online exercises (Jasmansyah, 2021; Nabila et al., 2023). The use of memes is one of the unique features of Quizizz. They are displayed after students answer each question. There are two types of memes. The meme provides words of appreciation when the students answer correctly. When the students answer incorrectly, motivational memes are triggered to encourage learners (Pitoyo et al., 2020).

Quizizz has emerged as one of the most widely used digital tools in language learning in recent years. It has been observed that the integration of Quizizz into educational settings has increased students' engagement and active participation in lessons (Degirmenci, 2021), simultaneously using smart devices, creating fun and interactive learning experiences (Mei et al., 2020). Quizizz improves students' vocabulary

(Pavita & Nirmala, 2021; Wulandari, 2020). Furthermore, it makes in-class lessons more interesting and enjoyable by introducing multiplayer activities (Zhao, 2019).

4. THEORETICAL FRAMEWORK

Social constructivism supports instructional pedagogy by clearly defining the role of the educator. This approach focuses more on students than teachers. It emphasises (i) learner-centred, (ii) based on natural collaboration, and (iii) guided by instructors to facilitate collaborative learning. This study is grounded in the theoretical framework of social constructivism. This framework highlights that the learners actively construct and develop their understanding through their real-life experiences and interactions (Akpan et al., 2020).

The theory of social constructivism was originally developed by Vygotsky (1962). He introduced the concept of the 'zone of proximal development'. This concept describes the gap between what a learner is able to accomplish independently and what can be achieved with guidance and support (Burhanuddin et al., 2021). It highlights the role of social constructivism in the learning process, which views knowledge as being constructed through social interaction and contextual engagement. Within this framework, social constructivism fosters collaborative learning and encourages learners to participate in knowledge-building activities with the support of facilitators or peers (Mohammed & Kinyo, 2020). There are five characteristics of social constructivism.

- i) Learners actively build knowledge by creating and integrating new information through reasoning, judgment, and prior understanding. New concepts can only be grasped when linked to existing knowledge. Information and ideas acquired from others are transformed and critically evaluated rather than merely absorbed.
- ii) Learning is not only through experience. Learners, especially adults, enhance their academic understanding by drawing on prior experiences to interpret and apply new knowledge.
- iii) Learning is a social activity shaped by interpersonal connections, culture, language, and community support. Engaging with society helps individuals gain knowledge across various subjects, while social interaction provides emotional and intellectual support, enabling learners to overcome challenges and take control of their learning.
- iv) Learning is interconnected with social interaction, emotions, values, and behaviours. Knowledge, ethics, and aesthetics shape human actions, while education provides opportunities for holistic development. The relationship between knowledge and popular culture enriches learning and personal growth.
- v) Inclusive and equitable learning communities address individuals' needs for knowledge and social connection by ensuring that everyone's unique perspectives and ideas are valued. Social constructivism validates instructional pedagogy by defining the educator's role.

This approach prioritises students over teachers, emphasising strategies that are: (a) learner-centred, (b) based on natural collaboration, and (c) guided by instructors to facilitate collaborative learning.

5. METHODOLOGY

5.1 Research process

This research was carried out in one of the classes in a translation course. One of the assessments for this course is Translation Practice. Students were required to translate three English short passages into Malay. Before the practice took place, students were given exercises. They were required to translate short sentences, phrases and terms. This was intended to acquaint them with the practical tasks they will undertake. The exercises were provided either orally, in writing, or through games.

During the classes, language games were played to avoid boredom. It was noticed that students were very excited to practice translation exercises using language games. Therefore, one small-scale study was conducted to analyse the use of translation games in a translation classroom. For this study, a self-designed game, named 2P1M, was used to analyse the use of games in translation classrooms.

This research was classroom-based action research. There were four cycles involved in this study. Figure 1 shows the cycle of this study.

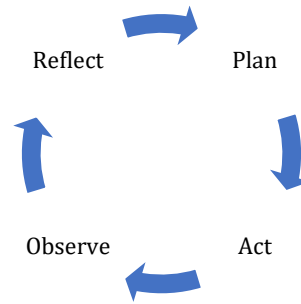


Figure 1: Cycles of action-based research of the study

This study began with the planning of actions aimed at addressing the identified problem and enhancing teaching strategies within the translation classroom. Some aspects that could be improved by implementing the use of games in the translation classroom have been identified. A few questions were raised to ensure that the planning would be successful, such as 'What can be changed or improved from the use of the game? How will it be used?', 'What kind of game to be used?', 'Which platform to be used?', 'What are the contents of the game?' etc.

The second cycle was the 'act' phase, during which the planned actions were implemented. The game was developed using Quizziz as the game platform. This game was intended to be used as an exercise tool for the students to practice their translation skills. This stage was then followed by 'observing' the implementation.

Observation was done during the class when the translation games were played. In addition to the game results, at the end of the class, a set of questionnaires was given to analyse the students' perceptions of the game played. This stage of the cycle involved collecting and analysing data to assess the effectiveness of the action and to determine whether additional steps were needed. It is also essential to reflect on the outcomes of the action taken, considering questions such as, 'How effective was the game for the students?', 'What impact did it have?', and 'What improvements could be made in the future?'

Following the reflection phase, a new cycle could be planned, allowing the process to continue until the study's objectives were met or another endpoint was reached. However, since action research was inherently cyclical, the process does not need to conclude at a fixed stage. The insights gained from this study will be used to explore new research opportunities and enhance the teaching and learning of translation.

5.2 The respondents

Table 1 shows the demographics of the students who were also the respondents of this study.

Table 1: Number of students registered for the translation course

Gender	Frequency	Percentage (%)
Male	5	26.32
Female	14	73.68
Total	19	100

There were 5 male and 14 female students involved in this study. They had registered for a translation course in the Semester of October 2023–February 2024.

5.3 Questionnaires

A set of questionnaires was developed to be used as the instrument of this study. The questionnaire is intended to evaluate the effectiveness of incorporating language games in the translation classroom. The questionnaire is segmented into three sections. Section A gathers information about the students, while Section B is specifically designed to evaluate the students' perceptions of the effectiveness of the 2P1M game in the translation classroom. There are 11 items in this section. All these items are adapted from Selvi and Çoşan (2018). Section C is dedicated to gathering the students' suggestions and opinions on the games used as a learning tool. The questionnaire was distributed to the students after the game had finished.

6. '2P1M': LANGUAGE GAME IN TRANSLATION CLASSROOM

2P1M stands for *2 Pictures 1 Meaning*, translated into Malay as *2 Gambar 1 Makna*. The game is inspired by the popular game *2 Pics 1 Word*. This game is developed using Quizziz. It is used as a learning tool in one of

the translation course classes. In this course, English is the target language, whereas Malay is the target language. Figure 2 shows the front page of the game.

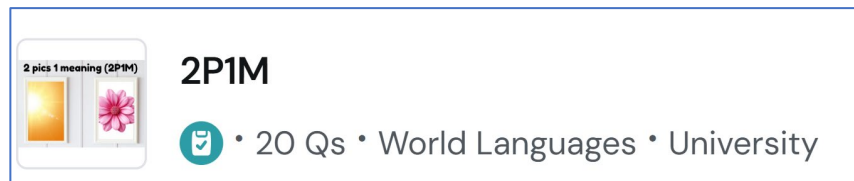


Figure 2: Front page of 2P1M

In 2 Pics 1 Word game, players are shown two images and must deduce a single word that connects or represents both pictures. The word can be something they have in common, such as a theme, concept, or characteristic. It is a puzzle game that tests players' deductive reasoning and vocabulary skills by requiring them to identify the common connection between the two images. Each puzzle provides a set of visual clues, and the player must come up with the correct word based on those clues.

Whereas at 2P1M, students have to find the words that connect the two images to construct a compound word or an expression. The students were given a set of questions containing 20 sets of pictures, each consisting of 2 images. Students needed to (i) provide correct English compound words or expressions based on the given pictures and then (ii) translate the expression into Malay. The allotted time was 45 minutes.

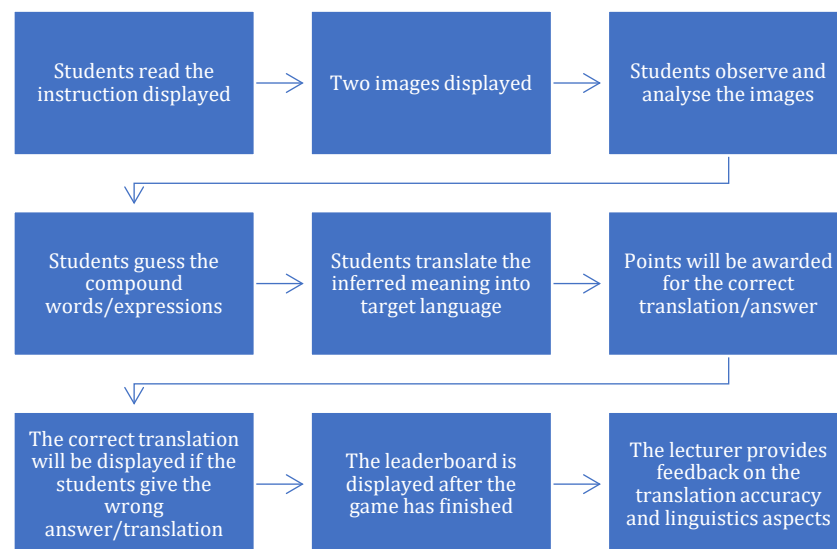


Figure 3: Procedures for playing 2P1M in the translation classroom

Figure 3 shows the procedures for playing the 2P1M in the translation classroom. There are nine procedures to be followed in playing the 2P1M, the translation game in the translation classrooms. Figure 4 shows a sample of images in the 2P1M game.

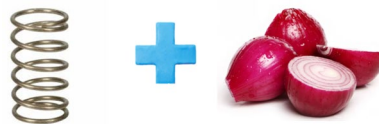


Figure 4: Sample of images in 2P1M

After the instructions of the game are displayed for the students to read, the first pair of images will be displayed. Students have to observe and analyse the images. There are 20 sets of pictures in 2P1M. The pictures serve as visual clues to help students identify compound words or idiomatic expressions. Each answer comprises two words that together form either a compound word or an idiom, which students must guess in

English. This activity helps train students to construct compound words and idiomatic expressions accurately. Some of these expressions also convey cultural meanings.

As seen in Figure 4, two images are displayed. The first image shows a *spring*, and the second image shows *onions*. Therefore, the compound word for this pair of images is *spring onion*. Following the first round, students are given a brief pause before proceeding to the next phase of the activity. Next, students are required to translate the identified expressions or compound words into Malay. The correct translation of this compound word is *daun bawang* (or translated as onion leaf). Each correct answer will be awarded 2 marks. Answers with incorrect spelling will not receive any marks.

Additionally, if an answer contains the correct words but is grammatically incorrect, no marks are awarded. This encourages students to use correct spelling and grammar in both the source and target languages. The language game is allocated 45 minutes. Upon completion, a leaderboard is displayed, allowing students to view their performance and rankings.

7. FINDINGS

7.1 Performance of the students in translating English compound words using 2P1M

Analysis shows that most students can accurately translate expressions or compound words from English to Malay. The following table presents the translation results through the 2P1M language game for 20 picture items by 19 students.

Table 2: Number of correct compound word translations using 2P1M

Item	Number of correct translations	Percentage (%)
Item 1	13	8.97
Item 2	12	8.27
Item 3	1	0.69
Item 4	2	1.38
Item 5	2	1.38
Item 6	9	6.20
Item 7	17	11.72
Item 8	18	12.41
Item 9	9	6.21
Item 10	2	1.38
Item 11	0	0.00
Item 12	5	3.45
Item 13	10	6.90
Item 14	13	8.97
Item 15	6	4.14
Item 16	7	4.83
Item 17	0	0.00
Item 18	1	0.69
Item 19	8	5.52
Item 20	10	6.90
Total	145	100

Table 2 shows the translation results for the 20 picture items in the translation game, 2P1M. Results from the analysis of the 2P1M language game show that half of the class can translate seven English compound words and expressions into Malay correctly. Items No. 8 (12.41%), No. 7 (11.72%), No. 1 (8.97%), No. 14 (8.97%), No. 2 (8.27%), No. 13 (6.90%), and No. 20 (6.90%) are the seven items that are translated correctly by most of the students.

The findings also indicate that 10 items are not translated correctly by most students. The percentage of correct translations for these items is low: Items No. 4 (1.38%), No. 5 (1.38%), No. 10 (1.38%), No. 3 (0.69%), and No. 18 (0.69%). Additionally, there are no correct translations for Items No. 11 and No. 17.



Figure 5: Item no. 8 of 2P1M

The analysis shows that Item No. 8 (Figure 5) received the highest marks from the students. A total of 18 students correctly translated it into Malay. Item No. 8 consists of the pictures *honey* and *moon*, forming the expression *honeymoon*. This was correctly answered as *honeymoon* and correctly translated into the Malay language as *bulan madu*.



Figure 6: Item no. 7 of 2P1M

Item No. 7 (Figure 6) is the second-highest item that was correctly translated by the students. Item No. 7 features the images of a *cup* and a slice of *cake*, forming the word *cupcake*. A total of 17 students answered this item correctly as *cupcake* and translated this item correctly as *kek cawan* in Malay. Additionally, two students mentioned that they did not have time to translate this item.

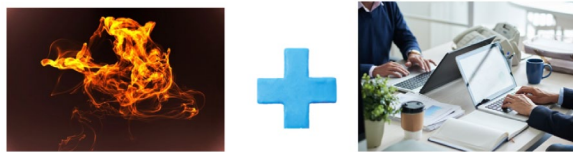


Figure 7: Item no. 1 of 2P1M

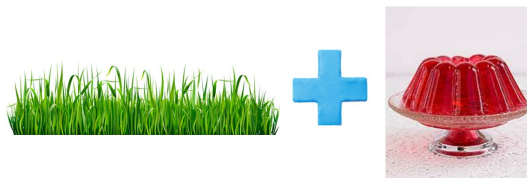


Figure 8: Item no. 14 of 2P1M

The third highest correctly translated items are Items No. 1 (Figure 7) and No. 14 (Figure 8). Item No. 1 shows two images: one of *fire* and one of *work*, which together form *firework*. Item No. 14 shows images of *grass* and a plate of *jelly*, forming *grass jelly*. Analysis shows that 13 students correctly translated these items as *bunga api* and *cincau*.

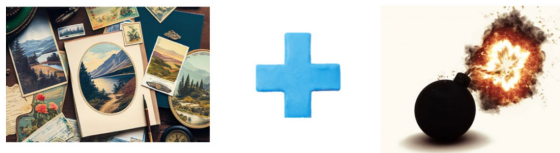


Figure 9: Item no. 11 of 2P1M



Figure 10: Item no. 17 of 2P1M

The analysis findings indicate that no students were able to translate Item No. 11 (Figure 9) and Item No. 17 (Figure 10) correctly. The compound word for Item No. 11 is *photobomb*. It is found that most students translated Item No. 11 as *fotobom*. It should be translated as *tunafoto*. This indirectly reflects the influence of the source language, which is English, among the students. Similarly, for Item No. 17 (sweet potato), none of the students can answer or translate it accurately.



Figure 11: Item no. 3 of 2P1M



Figure 12: Item no. 18 of 2P1M

Items No. 3 (Figure 11) and No. 18 (Figure 12) are the two items that are translated correctly the least frequently. Item No. 3 features images of a bunch of *grapes* and *fruits* forming the compound word *grapefruit*. Meanwhile, Item No. 18 displays images of a *road* and a *show reel*, creating the compound word *roadshow*. Only one student is able to translate *roadshow* as *jerayawara*, and for Item No. 11, only one student successfully translates it as *limau gedang*.

The analysis reveals that some compound words are translated correctly but do not receive marks due to spelling errors. Item No. 6 features images of an *ice cube* and a *bowl of cream*, forming the compound word *ice cream* in English. This item should have been translated as *aiskrim* and written as a single word. However, only nine students can translate this item with the correct spelling.

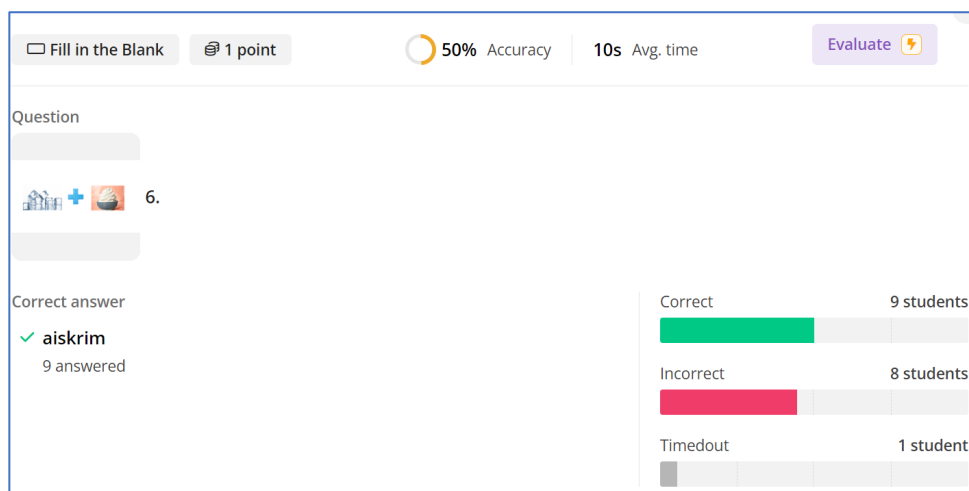


Figure 13: Result of translation of item no. 6

Findings from the analysis show that eight students translated this item, but they did not receive marks because the spelling of *aiskrim* was incorrect. It should have been written as a single word, but all eight students wrote it as two words, *ais krim*.

Based on the results (Figure 13), it can be summarised that all students' translations can be categorised into three types: (i) correct translations, (ii) correct translations but with grammatical errors, and (iii) incorrect translations. This is evident in the answers and translations of Items No. 8, No. 7, No. 1, No. 14, No. 11, No. 3 and No. 6.

7.2 Students' perceptions of the effectiveness of the 2P1M game in the translation classrooms

Section B of the questionnaire is specifically designed to understand the students' perceptions of the effectiveness of the 2P1M game in translation classrooms. The findings of the survey are shown in Table 3.

Table 3: Students' perceptions towards the effectiveness of the 2P1M game in translation classroom

Students' view	Frequency
Translation games allow me to assess my level of understanding	19
Translation games allow me to participate in the lesson	19
Translation games are entertaining	18
Translation games promote knowledge retention	17
Translation games increase my interest in understanding translation	17
Translation games enable me to learn	17
Translation games foster my motivation	16
I do not get bored in the lesson at all	16
Translation games increase my confidence	14
I correct my mistakes based on the games played	11
The design and content of the games are appealing	10

As Table 3 illustrates students appreciated that the use of translation games allows them to assess their level of understanding ($f = 19$) and allows them to participate in the lesson ($f = 19$). Subsequently, the majority of students ($f = 18$) expressed opinions that the games were entertaining. Additionally, students reported that the translation games promoted knowledge retention ($f = 17$), increased their interest in understanding translation ($f = 17$), and enabled them to learn ($f = 17$). In addition, several students shared that the use of translation games fostered their motivation ($f = 16$), and they did not get bored in the lesson at all ($f = 16$), increased their confidence ($f = 14$), enabled them to correct their mistakes ($f = 11$). 11 students shared that the design and content of the games were appealing.

7.3 Students' views on the use of the 2P1M game as a translation learning tool

Several students pointed out the effectiveness of using games during translation activities. Students generally perceived the use of translation games as intellectually engaging and beneficial to their learning. Several students described the activity as mentally stimulating and interesting. One student remarked that they made learning more enjoyable (S1), while another noted that it was not only interesting but also cognitively challenging (S7). It is also found that the students agreed with the educational value of the game. They commented that the game enhanced general knowledge and memory (S9), sharpened intellectual ability (S14), and helped them to retain the correct vocabulary (S16).

In addition to the positive feedback, several students offered constructive suggestions for improving the game design. One student acknowledged that the game was enjoyable but noted that the visual layout could be enhanced (S13). One of the students described the game as easy and engaging but pointed out a technical limitation: if the wrong button is pressed, the game would restart. This would disrupt the learning flow (S18). One student recommended incorporating more of these activities after the lesson to reinforce learning (S2), while another suggested that regular gameplay could help strengthen retention of previously taught content (S3). Another comment emphasised the potential of games to stimulate interest in learning, recommending their integration into the classroom as a learning tool (S8).

The feedback given by the students not only reflects their engagement with the translation games but also offers valuable insights into improving future implementations. Rather than being seen as criticisms, the comments are regarded as constructive suggestions to support ongoing improvement. Beyond assessing the existing features, students were also encouraged to propose ideas for refining language games in future translation classrooms.

During the lessons, it was observed that students responded positively to the use of the translation game, which appeared to enhance their interest in both the topic and the learning process. They demonstrated active participation by collaborating and communicating effectively with their peers. By the end of the session, it became evident that incorporating games into the classroom facilitated a more accessible and engaging learning experience.

As reported by Su et al. (2014), educational games have significant potential to enhance student learning. Their findings indicate that students who engage in game-based learning tend to perform better than those taught through conventional methods. Furthermore, Su et al. (2014) found that students viewed game-based lessons positively, describing them as far more engaging and enjoyable than traditional didactic instruction.

Previous studies have shown that language games serve as innovative and engaging tools to enhance students' linguistic skills and cultural awareness. These games make the learning process more interactive and enjoyable, thereby encouraging learners to think critically and creatively about language use. The same applies to translation classes, where language games can foster deeper engagement and support the development of translation competence through active, learner-centred activities.

It was found that language games, particularly 2P1M, helps the students with translation practice. By incorporating visual aids in the game and encouraging the students to guess and translate, the game can strengthen vocabulary and enhance translation skills. Immediate feedback enables students to reflect on and correct their mistakes within a supportive learning environment. The findings of this study can be utilised by educators to improve teaching strategies in translation classrooms. In addition, students' feedback can also be used to refine the items in the 2P1M game. Students also suggested that the game can be expanded and played in other classes.

8. CONCLUSION

To conclude, it seems that games are amongst the most motivational learning strategies because they include single or team competition elements. This gives students real-life experience, rather than just being told what to do. Findings from the analysis reveal that students enhance their learning experience through these games. In addition, several students indicate that playing games can foster the learning process, allowing them to cope with difficulties, have the opportunity to retry, reinforce content, and conduct self-assessment. The game's objective is clear: to familiarise students with the nuances of translating phrases and compound words through an engaging and interactive process. This study describes the outcomes of a translation classroom performed through the use of the 2P1M game. Findings from this study can be used to provide insights into the ongoing pedagogical discussions with regard to teaching, learning and practising translating skills to be employed in the classrooms. The findings also reveal that the task of translating English compound words into Malay is one of the easier tasks for students. The language games, particularly 2P1M, are not only effective, but can also revolutionise teaching practices in translation education.

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