STUDENTS’ PERCEPTION TOWARDS USE OF TRANSLATION IN GRAMMAR TEACHING/LEARNING

THESIS

Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan

Dewi Haryanti
112015089

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
2018
STUDENTS' PERCEPTION TOWARDS USE OF TRANSLATION IN GRAMMAR TEACHING/LEARNING

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of SarjanaPendidikan

Dewi Haryanti
NIM: 112015089

Approved by:

Elisabet Titik Murtisari, Ph.D.
Supervisor

Antonius Wahyana, MA.
Examiner
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Dewi Haryanti
NIM  : 112015089  Email : 112015089@student.uksw.edu
Fakultas : Bahasa dan Seni  Program Studi: Pendidikan Bahasa Inggris
Judul tugas akhir: STUDENTS’ PERCEPTION TOWARDS USE OF TRANSLATION IN GRAMMAR TEACHING/LEARNING
Pembimbing : Elisabet Titik Murtisari, Ph.D.
Penguji : Antonius Wahyana, MA.

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar kesarjanaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan saduran/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narasumber penelitian.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diajukan yang telah diketahui dan disetujui oleh pembimbing.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyetulkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 3 Mei 2019

[signature]
Dewi Haryanti
COPYRIGHT STATEMENT

This thesis contains no such material as has been submitted for examination in any course or accepted for the fulfillment of any degree or diploma in any university. To the best of my knowledge and my belief, this contains no material previously published or written by any other person except where due reference is made in the text.

Copyright © 2018: Dewi Haryanti and Elisabet Titik Murtisari, Ph.D.

All rights reserved. No part of this thesis may be reproduced by any means without the permission of at least one of the copyright owners or the English Language Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga

Dewi Haryanti:
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:
Nama : Dewi Haryanti
NIM : 112015089 Email : 112015089@student.uksw.edu
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : STUDENTS’ PERCEPTION TOWARDS USE OF TRANSLATION IN GRAMMAR TEACHING/LEARNING

Dengan ini saya menyerahkan hak non-eksklusif* kepada Perpustakaan Universitas – Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

☑ a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA

☐ b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

* Hak yang tidak terbatashanya bagi satu pihak saja. Penguajar, peneliti, dan mahasiswa yang menyerahkan hak non-eksklusif kepada Repositori Perpustakaan Universitas saat mengumpulkan hasil karya mereka masih memiliki hak copyright atas karya tersebut.

** Hanya akan menampilkan halaman judul dan abstrak. Pilihan ini hanya dilakukan dengan penjelasan/ alasan tertulis dari pembimbing TA dan diketahui oleh pihak dinas fakultas (dekan/keprodi).

Demikian pernyataan ini saya buat dengan sebenarnya.

Salatiga, 8 Mei 2019

Dewi Haryanti

Mengetahui,

Elizabeth Titik Murison, PhD

Dr. Antonius Wahyono, MA.
PUBLICATION AGREEMENT DECLARATION

As a member of Universitas Kristen Satya Wacana (UKSW) academic community, I verify that:

Name : Dewi Haryanti
Student Id Number : 112015089
Study Program : English Language Education
Faculty : Language and Arts
Kind of Work : Undergraduate Thesis

in developing my knowledge, I agree to provide UKSW with a non-exclusive royalty free right for my intellectual property and the contents therein entitled:

STUDENTS’ PERCEPTIONS TOWARD USE OF TRANSLATION IN GRAMMAR TEACHING/LEARNING

With this non-exclusive royalty free right, UKSW maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name is still included as the writer.

This declaration is made according to the best of my knowledge.

Made in : Salatiga
Date : 3 Mei 2019

Verified by signee,

Dewi Haryanti

Approved by:

Elisabet Titik Murtisari, Ph.D.
Supervisor

Antonius Wahyana, MA.
Examiner
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGE</td>
<td>ii</td>
</tr>
<tr>
<td>PERNYATAAN TIDAK PLAGIAT</td>
<td>iii</td>
</tr>
<tr>
<td>COPYRIGHT STATEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN AKSES</td>
<td>v</td>
</tr>
<tr>
<td>PUBLICATION AGREEMENT DECLARATION</td>
<td>vi</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>vii-ix</td>
</tr>
<tr>
<td>LIST OF TABLE</td>
<td>x</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>1</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1-2</td>
</tr>
<tr>
<td>LITERATURE REVIEW</td>
<td>3-8</td>
</tr>
<tr>
<td>Translation in a classroom: Pros and Cons</td>
<td>3-4</td>
</tr>
<tr>
<td>The Definition of Translation</td>
<td>4</td>
</tr>
<tr>
<td>Translation in Language Teaching</td>
<td>5-6</td>
</tr>
<tr>
<td>Translation in Grammar Teaching</td>
<td>6-7</td>
</tr>
</tbody>
</table>
Students’ Perception of the Use of Translation in Grammar Teaching……..7-8

THE STUDY.................................................................................................8-10

Context of the Study..................................................................................8
Participants.................................................................................................9
Data Collection Instrument........................................................................9
Data Collection Procedure.........................................................................9
Data Analysis Procedure...........................................................................10

FINDING AND DISCUSSION.......................................................................10-17

Translation in Grammar Teaching...............................................................11-13
Translation in Writing..................................................................................13-15

Students’ Perceptions of Translation in Grammar Learning..................15-17
The Role of GPA in students’ Perceptions of Translation in Grammar Learning/Teaching.................................................................17-18

CONCLUSIONS...........................................................................................19

ACKNOWLEDGEMENTS..........................................................................20

REFERENCES............................................................................................21-22
LIST OF TABLES

Table 1. The Benefit of Translation in Grammar Teaching...............................11-12

Table 2. The Benefit of Translation for Writing..............................................14

Table 3. Students’ Perception of Translation in Grammar Learning ...............16
ABSTRACT

This study investigates students’ perception of the use of translation in grammar learning. The study was conducted in the English Language Education Program (ELEP) of Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga. Seventy-three questionnaires were distributed to the students of batch 2015 of ELEP in the program’s translation course. The data were analyzed and categorized into four themes consisting of translation in grammar teaching, translation in writing, students’ perceptions toward translation in grammar teaching and the role of GPA. The study found that translation was perceived as an effective tool to advance the participants’ understanding of the differences between L1 and L2, meanings, writing, and grammar accuracy. However, the students’ GPA showed that it did not affect the student’s responses in the questionnaire.

Key Words: students perceptions, translation, grammar teaching, language teaching

INTRODUCTION

Many methods are commonly used in learning and teaching a second language. Grammar Translation Method (GTM) is one of the methods considered as a classical (traditional) method. This method was used to teach Greek and Latin in the eighteenth and nineteenth centuries. Many scholars and experts still debate whether the use of translation is an effective/ineffective tool in language learning. It is because of the failure of GTM in the past. According to Elmayantie (2015), the weakness of using the Grammar Translation Method was it taught the students about the language, but it did not help the students to communicate effectively (p.127).
Recently there was a reassessment that translation has the potential to support in grammar teaching/learning. Scheffler (2012) believes that “the teacher could use the students’ L1 to explain the meaning of new lexical items and prepare grammatical explanation” (p.1). Learning grammar would be more difficult if the teacher used the target language to explain unfamiliar words and grammatical rules, especially for lower-proficiency students. It is because every student has their capacity for understanding the lesson of grammar. Also, the teachers believe that the use of L1 would be beneficial for learning unfamiliar words, explaining difficult ideas and grammatical rules (Liao, 2006 & Zarei, 2015). In this case, using translation in grammar teaching/learning in a classroom would increase the students’ understanding of grammatical skill development.

Based on the above researcher about the reassessment of translation, this study aimed to investigate the students’ perception of whether or not translation is an effective or ineffective tool in grammar teaching/learning. Thus, this study would be beneficial for the students and teachers to find out whether or not the translation is a valid method to use in the language classroom.
LITERATURE REVIEW

Translation in a classroom: Pros and Cons

Scholars still debate about the usefulness of translation in language learning whether it influences the sources of learning L2. Lado (1964, p.54) as cited in Vermes (2010) indicate that “translation is a psychologically more complex skill than speaking, listening, reading or writing” (p.88). According to him, translation should be taught after the learners have mastered the target language (English). However, as quoted in Florentina (2007) “translation must take into account several constraints, including context, the rules of grammar of two languages, their writing conventions, and their idioms.” (p.13). Likewise, according to Cook (2001), as cited in Zarei (2015), translation was banned because of its negative meaning in teaching (p.34).

Regarding the reassessment of translation in language teaching/learning, Husain’s research (1995), as cited in Liao (2006), states that the use of translation had a positive influence on different proficiency and intermediate learners (p.196). According to Husain, translation could help the students to increase their understanding of the English language. Moreover, Duff (1944), as cited in (Dagiliene (2012), declares that “translation happens everywhere and all the time” (p.125). Perkins (1985), as cited in Liao (2006) believes that “through translation, instruction will help the ‘advanced learner’ to obtain the different points of L1 or L2 and conflict
on a syntactic, semantic and stylistic level and this may ultimately improve his L2 competence” (p.197).

Meanwhile, Chang (2011) indicates that “every language has a grammar which is language is a building, the words are bricks and grammar is the architect’s plan” (p.14). If the people have million English words, but do not knows how to put them together, they could not speak English well (Brumfit, 2000 (p.14)) as cited in Chang (2012).

The Definition of Translation

Oxford (1990), as cited in Liao (2006) describes translating with ‘changing the L2 expression into the L1 with various levels from words into the whole texts or changing the L1 to L2’ (p.194). Leonardi (2010), as mentioned in Dagiliene (2012), states that a good translation should come naturally, with the new style but still with the same meaning with the original text and following L2 (p.125). Moreover, Klaudy (2003) as cited in Vermes (2010), defines translation into two types, which are pedagogical translation and real translation which have the different function of each other. According to her, pedagogical translation is translating the text that provides translation as a tool that could help the learner’s advance their language skills. On the other hand, real translation is talking about the reality of source text.
Translation in Language Teaching

In language teaching, translation may be a useful tool for students, such as to give the students an explanation (about grammar) and practice. Translation is used in the Interlingual Communication class in this present research’s context and it focuses on the language, structure of grammar, meaning and word choices. Dagiliene (2012, p.125) point out the process of translation in foreign language classroom will become ‘pedagogical translation’, which is seen as an effective tool for language learning and also develop the students’ ability. According to her, the students taught by the pedagogy translation will motivate them to enhance their other skills such as reading, writing, vocabulary, grammar, listening and speaking.

Regarding the skill of translation, this could be beneficial for the students to increase their learning competence in grammar learning/teaching. Furthermore, Ross (2000), as cited in Dagiliene (2012), indicates that translation may be regarded as the fifth skill because it can advance the learners’ social skills in communication and understanding people (p.125). Moreover, Murtisari (2016) mention that translation could enhance the students’ understanding of the differences between L1 and L2 and not translate literally (p.103).

Schaffner (1998) as cited in Dagilienė (2012), mentions the use of translation and related assignment could be advantages for learning the second language: (1) to improve oral agility, (2) to increase students’ vocabulary, (3) to develop their learning
style, (4) to build their understanding about literature of language, (5) to mix target language for active use, (6) to monitor and improve knowledge of L2 (p.125).

Meanwhile, Mahmoud (2006) believes that using L1 will be helpful in language classroom: (1) to explain new words and expression, (2) to solve grammatical problems, (3) to improve pronunciation, (4) to clarify learners’ reading style, (5) to understand tasks of instructions (p.29-30). Thus, the translation would be beneficial for students to understand and produce the complex structure of translating, especially for the lower-proficiency level.

**Translation in Grammar Teaching**

Translation allows students to improve their comprehension of learning grammar. Aqel (2013) mentioned that lately in Jordan the ministry of education for English teachers to use students’ L1 when facing some difficulties in explaining and using grammar (p.2470). Meanwhile, Kalkvist (2008) as cited in Scheffler (2012), summarized that translation assignment would develop the grammatical accuracy (p.6). Thus, the use of translation in grammar teaching could guide the students to master the grammar by using their mother tongue.

Cianflone (2009) as cited in Zarei (2015), mentioned in his research about the use of L1 in English course at University of Messina in Italy, found that the students and teachers preferred to use L1 in explaining the grammar, vocabulary lists,
complicated concepts, and general understanding in his interview (p.34). Additionally, Harmer (2007), as cited in Scheffler (2012), suggested that counseling the teacher about the use of translation to help the students relate between native language and foreign language differences. In other words, translation is a tool that can help the students to apply English grammatical rules in learning grammar easier (p.6). Therefore, teaching/learning grammar through translation could support the students to use English grammatical rules.

**Students’ perception of the use of translation in grammar teaching**

According to Carrere's questionnaires (2006), at the University of Cambridge, over 90% of students agree that translation as a tool in language learning with a higher score of 4.6 from 5. Around 90% of learners see the use of translation is beneficial for learners in learning grammar (96%), and writing (96%).

Meanwhile, translation in learning grammar can also be interpreted as an essential foundation for students to know grammar accuracy. Vaezi and Mirzaei (2010) as cited in Zarei (2015) researched the influence of using a translation (mother tongue) to target language and found that it increased the accuracy of language among EFL students’ (p.34). According to them, using translation improves the scientific efficiency of Iranian EFL learners.
Rolin-lanziti and Varshney (2008), as cited in Zarei (2015), researched Australian University about the use of L1 in the foreign language classroom (p.34). They found that many students recognize that the use of L1 is needed to help them in understanding the explanation of grammar. It concluded that the use of translation in grammar teaching could trigger the students to recognize and remember the structure, pattern and grammar rules in learning the target language.

THE STUDY

Context of the Study

This study was conducted in English Language Education Program (ELEP), Faculty of Language and Arts (FLA), Satya Wacana Christian University, Salatiga, Central Java. This study aims to know the students’ perception towards the use of L1 in learning grammar and practice through interlingual communication course which focuses on language activities. Furthermore, this study focuses on investigating the following research questions:

1. What are the students’ perceptions of the use of translation in grammar teaching?

2. Does GPA (Grade Point Average) affect their perceptions of translation in grammar teaching/learning?
Participants

The participant of this study focuses on Satya Universitas Kristen Satya Wacana especially English Language Education. The numbers of participants were 73 (Male and Female) students who have taken the Interlingual Communication course.

Data Collection Instrument

The questionnaire consisted of both combinations which were 11 close-ended following the open-ended questions. For the open-ended questions, the participants only gave the reasons why they chose the options from close-ended questions. The questionnaires were distributed to the participants, and the supervisor mainly developed in the questionnaires. The items used two languages which are English and Bahasa Indonesia so that the students with different proficiency level could understand the questions.

Data Collection Procedures

The questionnaires used combine questions (closed-ended questions following open-ended questions) to get valid data. Firstly, the researcher distributed the questionnaires to 73 students in Interlingual Communication course. Then, the researcher entered four different classes to distribute the questionnaires.
Data Analysis Procedures

The collected data were analyzed through quantitative analysis of the questionnaire. For the analysis of closed-ended questions, the researcher categorized the participants’ answers into five categories – strongly agree, agree, neutral, disagree, strongly disagree. Then, the participants gave reasons why they chose those options. Meanwhile, the open-ended questions helped the researcher to get specific answers from the participants after they answered the close-ended questions. Their responses from each of the categories were calculated into a percentage to find the most stand-out type. Moreover, the researcher used the SPSS application to calculate the data and checked if the participants’ GPA affects the learners’ responses in the questionnaires.

FINDINGS AND DISCUSSIONS

This section discusses and presents the results of the data analysis of the questionnaires. The gathered data were categorized into four main themes namely: the benefits of translation in grammar teaching and writing, students’ perception, and the effect of GPA towards the perception.
A. Translation in Grammar Teaching

Table 1 summarizes the participants’ responses in terms of how effective translation in grammar teaching/learning that could help the students in developing their understanding of learning a second language. The findings from the questionnaire data showed that high percentages of participants gave positive responses. The detailed results were presented below.

Table 1
The Benefits of Translation in Grammar Teaching

<table>
<thead>
<tr>
<th>QI</th>
<th>Statements</th>
<th>Answers</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The use of translation in Interlingual Communication course helps me to improve my understanding of grammatical differences between English and Indonesian.</td>
<td>39.70%  54.80%  5.50%  -  -</td>
<td>3.23%</td>
</tr>
<tr>
<td>11</td>
<td>Learning grammar through translation in Interlingual Communication encourages me to pay attention to meaning while producing grammatical forms.</td>
<td>31.50%  58.90%  8.2%  1.40% -</td>
<td>3.05%</td>
</tr>
<tr>
<td>4</td>
<td>The use of translation in grammar teaching in Interlingual Communication helps me to produce a correct grammatical sentence which is more natural.</td>
<td>24.70%  53.40%  20.50%  1.40% -</td>
<td>2.62%</td>
</tr>
</tbody>
</table>
Learning grammar through translation in Interlingual Communication helps me to monitor my grammatical mistakes more easily.

| 8 | Learning grammar through translation in Interlingual Communication helps me to monitor my grammatical mistakes more easily. | 13.70% | 56.20% | 21.90% | 8.20% | - | 2.40% |

*QI: Questionnaire Items

Overall, table 1 indicates that translation is a tool to monitor students’ knowledge in learning grammar. Strongest responses from the students were given to S6 (understanding grammatical differences between English and Indonesian) and S11 (focus on meaning). With 94.5% of participants had chosen “strongly agree” or “agree” to S6, it declared the participants’ belief that translation could enhance the students’ understanding of the structure of grammar completely. Supporting this, one student said that “it is because when I translate the two versions of the language, it makes me understand the differences between two languages”. Another student also had the same idea “through translation (English-Indonesian/ Indonesian-English) I can distinguish the grammar”. This is in line with what Gisela (2007), believes that translation has an important role in foreign language learning/teaching that used as a means of conveying the meaning of the word and grammatical form or a sentence pattern (p.10). In other words, the translation could be beneficial for the teacher to explain the new material or check students’ intelligence.

Furthermore, with 90.4% participants had chosen “strongly agree” or “agree” for S11. The participants’ believed that using translation in learning grammar could assist the students in focusing on meaning while producing grammatical forms.
Batstone (1994, as cited in Chang, 2011, p.14) defines grammar as “multi-dimensional” which has multi-meanings. In other words, grammar is commonly understood as a set of rules for selecting and putting the words together to make the sentence makes sense. Supporting translation, one student said “I agree that, because when translating the text, it must be suitable with the meaning not word by word”. Another student also said that “it is because when producing the wrong grammar, then the meaning will be different.” Then, the participants’ responses to S4 and S8 were moderate. However, it showed that translation was believed to help participants produce and monitor their grammatical mistakes more naturally and easily.

**B. Translation in writing**

Regarding translation, as writing will help the participants’ to increase their skill in grammar, most of the participants’ gave strongly positive responses toward the benefits of translation for developing their ability in writing. For the detailed results, table 2 presents the findings from participants
Table 2

*The Benefits of Translation for Writing*

<table>
<thead>
<tr>
<th>Q1*</th>
<th>Statements</th>
<th>Answers</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>10</td>
<td>Learning grammar through translation in Interlingual communication helps me to improve my writing.</td>
<td>27.40%</td>
<td>64.40%</td>
</tr>
<tr>
<td>5</td>
<td>The use of translation in grammar teaching in Interlingual Communication course helps me to become more intelligent in expressing ideas.</td>
<td>11.00%</td>
<td>50.70%</td>
</tr>
<tr>
<td>3</td>
<td>The use of translation in grammar teaching in Interlingual Communication Course encourages me to translate the language forms literally (word to word).</td>
<td>5.50%</td>
<td>38.40%</td>
</tr>
</tbody>
</table>

*Q1: Questionnaire Items

Among the three benefits of translation, the strongest responses were given to S10 (writing improvement). With 91.8% of participants agreeing with S10, it showed that the use of translation was regarded as effective to improve the participants’ writing. According to Dagiliene (2012, p.125), the students could develop their writing skills through translation because it translates from one language to another. Responding to the questionnaire which is most of the students said that “they could write because they understood grammar, so it made them confident.” Other students
also student also have the same response “yes, since we do a lot of practice, so it improves my writing.”

Next, 61.7% of participants agreed with S5 and point out that the benefit of translation could develop the participants’ ability in expressing an idea. Then, the following finding was for S3, with 43.9% had chosen “strongly agree” or “agree”. It indicates that the participants did not agree using translation literally in writing (translate word to word) because it makes the meaning of sentences weird. The responses to the questionnaire showed that most of the students said that “if they translate word by word, it would make their translation unnatural”. Therefore, Gisela (2007) believes that translating is not about taking a pen and translated word by word or sentences by sentences, but it should have the procedures (p.22).

C. Students’ perceptions of translation in grammar learning

Going into the discussion about students’ perception toward translation in grammar learning, table 3 points out the participants’ responses towards the students’ perceptions. The students also gave a various responses which included strongest and moderate. The detailed results were presented below.
Table 3
Students’ perception of translation in grammar learning

<table>
<thead>
<tr>
<th>Q1*</th>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The use of translation in grammar teaching in Interlingual Communication Course helps me understand the pattern of English grammar more easily.</td>
<td>26%</td>
<td>61%</td>
<td>5.50%</td>
<td>6.80%</td>
<td>-</td>
<td>3.03%</td>
</tr>
<tr>
<td>2</td>
<td>The use of translation in grammar teaching in Interlingual Communication Course helps me to apply English grammatical rules.</td>
<td>23.30%</td>
<td>52.10%</td>
<td>21.90%</td>
<td>2.70%</td>
<td>-</td>
<td>2.55%</td>
</tr>
<tr>
<td>7</td>
<td>The use of translation in grammar teaching in Interlingual Communication course helps me to improve my grammar accuracy.</td>
<td>17.80%</td>
<td>58.90%</td>
<td>21.90%</td>
<td>1.40%</td>
<td>-</td>
<td>2.51%</td>
</tr>
<tr>
<td>9</td>
<td>Learning grammar through translation in Interlingual Communication helps me to understand complex grammatical forms more easily.</td>
<td>8.20%</td>
<td>47.90%</td>
<td>34.20%</td>
<td>9.60%</td>
<td>-</td>
<td>1.96%</td>
</tr>
</tbody>
</table>

*Q1: Questionnaire Items

As shown in Table 3, the strongest responses were given to S1 (understand the pattern of grammar). With 87% of students choosing “strongly agree” or “agree,” it showed that translation was strongly believed to enhance the students understanding of the pattern of English grammar more easily. Furthermore, moderately responses were given to S2 (apply grammatical rule), S8 (increasing grammar accuracy) and S9 (understanding grammatical forms). With 75.4% of participants (strongly agree or
agree) agreed with S2, it showed that translation could significantly aid the participants to apply the English grammatical rules. There were 76.7% (strongly agree or agree) participants responding agree on S7 which identified the participants’ belief that translation could help them on improving the grammar accuracy. The lowest response showed that translation is not assisted the participants in perceiving the complex grammatical form efficiently.

The Role of GPA in Students’ Perceptions of Translation in Grammar Learning/Teaching

Overall, there were 11 statements in the questionnaire which was investigated students’ perception toward the use of translation in grammar teaching. The variable can be said reliable if the value of Cronbach’s alpha is > 0.6. The data is valid because it has the value of Cronbach's alpha 0.669

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.669</td>
<td>12</td>
</tr>
</tbody>
</table>
The researcher using SPSS application (ANOVA) to know the result whether the GPA influence students answers in the questionnaires. Then, the result indicates that GPA did not affect students’ responses toward the statements in the questionnaires. Furthermore, to be significant, the value must be greater than 0.05. Therefore, the participants’ responses from all statements were positive regardless of students’ GPAs because there are no differences between students who have higher and lower GPAs.
CONCLUSIONS

This study showed that translation was perceived to be useful in grammar teaching. It was found that translation in grammar teaching was felt to be more helpful for the participants to obtain more understanding of meaning, differences between L1 and L2, writing and grammar accuracy. The participants also perceived translation as a useful tool in learning a second language.

Furthermore, answering the question of participants’ perception toward the use of translation in grammar teaching, it was found that translation was seen to be very helpful for students to know the structure of grammar effectively. The participants also thought that translation was beneficial for students (all levels) to use to comprehend their knowledge of grammar teaching/learning. Last but not least, based on the SPPS application the GPA does not affect the students’ answer. This means that students with a high and low grade have similarly positive responses.

Hopefully, this research could be helpful to use by the lecturers of the Faculty of Language and Arts UKSW. It is because, translation received as a useful tool in learning/teaching grammar. Therefore, this research still can be improved with a new method or any suggestion to make students easier in learning grammar in the future.
ACKNOWLEDGEMENTS

Firstly, I am deeply grateful to Jesus Christ who has been blessing me with strength a long process of writing and studying. Besides that, to finish this thesis has been quite challenging and it was impossible without the support and prays from people around me.

1. Thank you for my mom (Li Hwa) and dad (Beng Kiong) who always give spirit to me. Then, thank you for listening to my problems and give suggestion to me when doing this thesis. Also, my brother (Andy Franjaya) and my sister (Heny Haryanti) that supports me to finish this study this year. The last but not the least, for my boyfriend (Joseph Japardi) who inspires me to complete my thesis this semester. Thank you so much for understanding and giving knowledge for my thesis.

2. My thesis supervisor, Ibu Elisabet Titik Murtisari, Ph.D., I am very thankful for the time you have been willing to help and guide me while doing my proposal and thesis. You are the best supervisor, and please take care of yourself.

3. Then, also my thesis examiner, Bapak Antonius Wahyana, MA. Thank you for your help to evaluate my thesis. Best!
REFERENCES


APPENDIX KUESIONER

My name is Dewi Haryanti. Now I am collecting data for my thesis on students’ perception towards the use of translation in grammar teaching integrated in the Interlingual Communication Course through its translating and language focus activities. Therefore, I am asking for your help to answer the questionnaire with some statements that I have provided below. Please answer the questions **honestly** based on your opinions and experiences in the course. Your answer will not affect your grades.

Thank you very much

Information:

SA : Strongly Agree   N : Neutral       SD : Strongly Disagree
A : Agree            D : Disagree

Answer the questions by checking (√) one of the columns and the reason and why you choose it.

<table>
<thead>
<tr>
<th>No.</th>
<th>The Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The use of translation in grammar teaching in Interlingual Communication Course helps me understand the pattern of English grammar more easily.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Penggunaan terjemahan dalam pengajaran tata bahasa di mata kuliah Interlingual Communication membantu saya memahami pola tata bahasa Inggris dengan lebih mudah)</td>
<td></td>
</tr>
<tr>
<td>Reason:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **2.** The use of translation in grammar teaching in Interlingual Communication course helps me to apply English grammatical rules.  
(Penggunaan terjemahan dalam pengajaran tata bahasa dalam mata kuliah mata kuliah *Interlingual Communication* membantu saya untuk menerapkan aturan gramatikal bahasa Inggris) |
| **3.** The use of translation in grammar teaching in Interlingual Communication course encourages me to translate the language forms literally (word for word).  
(Penggunaan terjemahan dalam pengajaran tata bahasa dalam mata kuliah *Interlingual Communication* mendorong saya untuk menerjemahkan bentuk bahasa secara harafiah (kata per kata) |
| **4.** The use of translation in grammar teaching in Interlingual Communication helps me to produce a correct grammatical sentence which is more natural.  
(Penggunaan terjemahan dalam pengajaran tata bahasa dalam *Interlingual Communication* membantu saya untuk menghasilkan kalimat dengan grammar yang benar yang lebih terdengar wajar. |
| **5.** The use of translation in grammar teaching in interlingual communication course helps me to become more intelligent in expressing ideas.  
(Penggunaan terjemahan dalam pengajaran tata bahasa dalam mata kuliah *Interlingual Communication* membantu saya untuk menjadi lebih pandai dalam mengungkapkan ide-ide) |
| Reason: |
|   | 6. The use of translation in interlingual communication course helps me to improve my understanding of grammatical differences between English and Indonesian.  
(Penggunaan terjemahan dalam mata kuliah *Interlingual Communication* membantu saya untuk meningkatkan pengertian tentang perbedaan gramatika antara Inggris dan Indonesia) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason:</td>
<td></td>
</tr>
</tbody>
</table>

|   | 7. The use of translation in grammar teaching in interlingual communication course helps me to improve my grammar accuracy.  
(Penggunaan terjemahan dalam pengajaran tata bahasa dalam mata kuliah *Interlingual Communication* membantu saya meningkatkan keakuratan tata bahasa saya) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason:</td>
<td></td>
</tr>
</tbody>
</table>

|   | 8. Learning grammar through translation in Interlingual Communication helps me to monitor my grammatical mistakes more easily.  
(Mempelajari tata bahasa melalui terjemahan dalam Interlingual Communication membantu saya untuk memantau kesalahan tata bahasa saya dengan lebih mudah) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason:</td>
<td></td>
</tr>
</tbody>
</table>

|   | 9. Learning grammar through translation in Interlingual Communication helps me to understand complex grammatical forms more easily.  
(Mempelajari tata bahasa melalui terjemahan dalam Interlingual Communication membantu saya untuk dapat mengerti bentuk tata bahasa Inggris yang kompleks dengan lebih mudah.) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning grammar through translation in Interlingual Communication helps me to improve my writing.</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>(Mempelajari tata bahasa melalui terjemahan dalam Interlingual Communication membantu saya untuk meningkatkan kemampuan menulis saya)</td>
</tr>
<tr>
<td>Reason:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Learning grammar through translation in Interlingual Communication encourages me to pay attention to meaning while producing grammatical forms.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Mempelajari tata bahasa melalui terjemahan dalam Interlingual Communication mendorong saya untuk lebih memperhatikan arti ketika menuliskan suatu bentuk gramatika)</td>
</tr>
<tr>
<td>Reason:</td>
<td></td>
</tr>
</tbody>
</table>