EFL STUDENTS’ USE OF TRANSLATION AS A LANGUAGE LEARNING TOOL

THESIS
Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan

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ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
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2016
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Translation as an English learning strategy: The use of translation as an English learning tool by senior students of English Department.

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EFL STUDENTS’ USE OF TRANSLATION AS A LANGUAGE LEARNING TOOL

Febrian Ch. Nara Djo

Abstract

The use of translation as a learning strategy as well as a teaching technique has received different compliments and criticism throughout EFL’s long history. Even though many teachers do not embrace the idea of utilizing translation in their teaching, students, on the other hand, are believed to frequently use translation to help them understand better about many aspects of the target language. This descriptive quantitative study attempts to discover EFL students’ beliefs about translation and the way they use translation. Two questionnaires were filled out by 102 senior students of English Department of Satya Wacana Christian University. The result showed that the majority of the students believed that translation was considered as a significant and helpful tool in their English learning and they used translation for several purposes such as accomplishing assignment and understanding teachers` instruction.

Keywords: students’ beliefs, translation, English learning tool, English learning strategy

Introduction

Translation as an English teaching strategy has been abandoned due to the rise of Communicative Language Teaching (CLT) (Marqués-Aguado, Teresa, Solís-Becerra, Juan, 2013). Throughout many English classroom settings, translation is prohibited based on the teachers’ assumption that referring back to the L1 can cause interference in the target language learning (Cunningham, 2000, Dagilienė, 2012, Talebinejad, 2013). Teachers that embraced the approach of CLT mainly believe that learners need to think in the target
language instead of reprocessing it into the learners` L1 first. However, there are several
findings proving that there are students that still use translation as their learning strategy, and
if used properly, it could be a great aid in English teaching and learning (ELT) (Fernández-
Guerra, Ana. 1983). Tsagari and Floros (2013) also note that “it is promising to apply
translation tasks to improve L2 learner proficiency in language control and reading skills”.
Liao (2006) also states that translation is used in students` L2 learning as a tool to
comprehend, remember and produce L2. This might prove that translation is still an
important strategy for many learners. The importances of the use of translation as an ELT
strategy has been topic of research for years; however, questions emerged: does translation as
learning strategy is as important as those previous findings suggest? Does translation is as
important as it has been indicated for the senior students in English Department? Another
question is, if it is true that translation is an important learning tool, how do the senior
students of English Department (ED) use translation in their learning process? From these
questions, it is important to find out whether the senior ED students perceive translation
useful and if so, how do they use translation. In spite of the questions that emerged however,
due to practical constraints, this paper cannot provide a comprehensive review of all the
questions. The specific objective of this study will be limited only to investigate the beliefs of
the students about the use of translation. Yet in order to gain more data, it is important to also
find out the pattern of use of translation from the perspective of the ED senior students.
Hopefully the finding of this research can answer how important translation is for the senior
students and also the pattern of use of translation in their learning.
Literature review

I. Definition of translation

In a broader sense, translation is viewed as a process of converting ideas and messages from one language to other languages. Translation can be possibly defined as a process to transfer equivalent meaning of ideas, either in written or oral form, from one language into another language. Newmark (1988) defines translation “... rendering the meaning of a text into another language in the way that the author intended the text.” Similarly, Nugroho (n.d) stated that “Translation is an effort of finding equivalent meaning of a text into the second language” (Nugroho, n.d, p.1). Aside from those common definitions, translation can also be defined as a foreign language learning tool. Hosseini-Maasoum (n.d, p.2) makes a statement that translation “helps learners to establish a better connection between their own language and the target language”. Chamot (1987) as cited in Liao (2006) described the translation strategy as ‘using the first language as a base for understanding and/or producing the second language’.

II. Translation as Learning Strategy

Compared to other subjects such as chemistry, biology or mathematic that have steady way of teaching and learning, English teaching and learning strategies have been on a constant debate since the early years of ELT development. Contradictive to lessons that have steady ways and strategies, ELT is in the state of ever-changing environment, as Celce - Murcia (2001) states, “language teaching is a field in which fads and heroes have come and gone”. Hosseini-Maasoum stated that translation is a legitimate pedagogical tool of language learning. Studies attempted on researching English learning, especially from students’ perspective, have not received considerable amount of attention as many as teaching strategies because of the wide variety of strategies students use on their learning. Among this wide variety of learning strategies, translation is one of the strategies that have been used for
many years (Talebinejad, 2013). Even though for over a long period of time translation has been banished and banned by numerous teachers in ELT (Fazel and Bagheri, 2011, Hosseini-Maasoum, n.d. p.2), there are facts that show the resilience of translation use among students (Popovic, 2001, p.1., Fasel and Bagheri, 2011).

Translation as an ELT strategy has been concluded as a cognitive type of learning strategy. There are 11 cognitive learning strategies and compared to the other strategies translation has a high percentage of use, rated 11.3% (O’Malley et al., 1985b, cited in Liao, 2006). Even though the percentage still underrated in contrast of the use of repetition (19.6%), note taking (18.7%) and imagery (12.5%) it shows that translation as learning strategy is still usable. Ashouri and Fotovatnia (2010) carried out a study on 120 Iranian learners to investigate their belief about translation and the effect of two variables of students’ individual differences; risk-taking and tolerance of ambiguity. Their finding indicated that EFL learners had a positive attitude toward translation; the learners belief that translation has a positive role in their English learning. In the case of advanced English learners, Husain (1995) believes that translation could not provide benefit. Husain believes that learners that gained most from translation in learning are the beginner and intermediate level learners. So the advanced learners gain little or no profit from translation. This result however, was contradicted with the finding of Perkins (1985) and Titford (1985, cited in Liao, 2006). Perkins (1985) argue that ‘the advanced learner will always gain some insight into points of L1-L2 difference and conflict on a syntactic, semantic and stylistic level and this may ultimately improve his L2 competence’ (p. 53). Perkins’ finding is consistent with the study by Titford (1985). Titford (1985) proposes that translation can be problem-solving and cognitive exercises for the advanced learners. He also proposes that advanced learners whom already know the underlying rule of their target language and the use of translation in advance learning can help the learners to question and elaborate on the translation of, for
instance, expressions, from their L1 into the target language and the other way around. In
addition he also states that referring to the L1 also helps the advance learners to clarify
similarities and differences of the target language and their L1 thus helps them in extending
their language learning.

III. Students’ perception about translation

Although translation has been widely used by the students, there have been limited
numbers of research on students’ perception about translation as English learning tool.
Regardless of the level of the learners, it is undeniable that students have various views to the
use of translation in their learning (Bagheri and Fazel, 2011). The higher level students might
use direct method, using English in doing tasks or assignment so they would be able to think
in English. As highlighted by Kobayashi and Rinnert (1992) in their finding in a research of
Japanese students’ preferred writing method, 88% of the higher-proficiency participants
prefer direct use of English over translation. Wen and Jhonson (1997) in-depth qualitative
study on 10 Chinese students revealed that low achievers students think that translation will
not hinder their learning. The lower level students might reprocessing their tasks into the L1
first rather than directly use English because of several reasons. Hsieh (2000, Cited in
Bagheri 2011) suggests the reasons. In his study of Taiwanese students, he found out that
translation helps the students; 85% of the participant stated that translation helped them in
concentrating on coherence and contextualization of English while 73% learned the
importance of their mother tongue through translation; 65% had their awareness raised on
multiple meaning of English words; 62% think translation is helpful in their vocabulary
extension and reading skills.
Methodology of data collection

The main tool of this quantitative study is two sets of questionnaires; the first questionnaire was Inventory for Beliefs about Translation (IBT), consisted of 19 questions. The second questionnaire was Inventory for Translation as a Learning Strategy (ITLS), consisted of 20 questions. The questionnaires were made in concern about beliefs on translation, strategy use, and personal background information. The questions were adapted from Liao (2006).

Participants

The participants of this study were 102 English Department students from the batch year of 2012 and 2011. The participants for IBT were 51 students, whose average lengths of English learning are 12.7 years. The participants for the ITLS were 51 students, whose average length of English learning are 13.7 years. The reason to choose the students from these years was because they are the students with more English learning experiences compared to those from latter batch years. The participants were selected by attending their classes and the distributions of the questionnaires were conducted on those particular classes.

Instrument

The instruments used in this study were two questionnaires. Due to the focus of the study, the primary data were taken from the first questionnaire (Table 1) concerning the beliefs about translation. The first questionnaire were made using Inventory for Beliefs about Translation (IBT), adapted from Liao (2006), to investigate and find the beliefs of the students regarding translation. For the sake of brevity, the Mean and Percentage of the Inventory for Beliefs about Translation IBT were grouped based on their functionality as Learning Tool (LT) and as Personal Beliefs (PB) and discussed under these two categories. The items that were listed as LT were items of Statement (S) 1 to 10, 12 and 13, (Table 1.1)
because these items was aimed to ask the participants about their agreement toward how translation can help in English learning process. Statements 11 and 14 to 19 (Table 1.1) were categorized as PB, because the aim of these items was focused to the participants’ beliefs and preferences in using translation. In addition to finding the students’ beliefs, it is also necessary to see the students’ use of translation to see the correlation between their beliefs and their use of translation. Thus, a secondary questionnaire was made, based on Inventory for Translation as a Learning Strategy (ITLS), and also adapted from Liao (2006).

**Data Collection**

The first questionnaire was distributed in several classes attended by the target participants. The second questionnaire was distributed in similar manner.

**Data Analysis Procedure**

The data were assessed through quantitative descriptive analysis. The descriptive data such as means and percentage of participants’ choices were assessed through computerized program, SPSS to better see the correlation between students’ beliefs and their use of translation. The data findings were used to better understand the beliefs of the students regarding translation and the pattern of translation use and to address the research question.

**Discussion and Interpretation: Descriptive analysis of IBT and ITLS**

The data of the participants’ responses to IBT and ITLS were scaled using Likert scale ranged from 1 to 4, 1 indicating the strong disagreement, 2 for disagreement, 3 for agree and 4 for the strong agreement to the items in the questionnaire.

**Descriptive analysis of IBT**

The findings regarding students’ beliefs about translation demonstrate that they still overwhelmingly believe that translation is a helpful tool in their English Learning and not a
hindrance in any way. These findings confirm the statement of Ashouri and Fotovatnia (2010) about Iranian students` beliefs on the positive role of translation in their learning. However, the findings in this study contradict with the statement of Husain (1995), about his belief that advanced learners gained little benefit from translation, the findings of this research suggests otherwise. Below, the Mean and participants` choices percentage will be shown, and then followed by the discussion of the result.

Table 1.1 IBT

<table>
<thead>
<tr>
<th>N o</th>
<th>Questions</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Translating helps me understand textbook readings</td>
<td>9.8%</td>
<td>9.8%</td>
<td>72.5%</td>
<td>17.6%</td>
<td>90.2%</td>
</tr>
<tr>
<td>2.</td>
<td>Translating helps me write English composition</td>
<td>17.6%</td>
<td>17.6%</td>
<td>74.5%</td>
<td>11.8%</td>
<td>86.3%</td>
</tr>
<tr>
<td>3.</td>
<td>Translating helps me understand spoken English</td>
<td>11.8%</td>
<td>11.8%</td>
<td>76.5%</td>
<td>11.8%</td>
<td>88.3%</td>
</tr>
<tr>
<td>4.</td>
<td>Translating helps me speak English</td>
<td>25.5%</td>
<td>25.5%</td>
<td>70.6%</td>
<td>3.9%</td>
<td>74.5%</td>
</tr>
<tr>
<td>5.</td>
<td>Translating helps me memorize English vocabulary</td>
<td>3.9%</td>
<td>3.9%</td>
<td>66.7%</td>
<td>29.4%</td>
<td>96.1%</td>
</tr>
<tr>
<td>6.</td>
<td>Translating helps me understand English grammar rules</td>
<td>37.3%</td>
<td>37.3%</td>
<td>52.9%</td>
<td>9.8%</td>
<td>62.7%</td>
</tr>
<tr>
<td>7.</td>
<td>Translating helps me learn English idioms and phrases</td>
<td>2.0%</td>
<td>25.5%</td>
<td>27.5%</td>
<td>56.9%</td>
<td>15.7%</td>
</tr>
<tr>
<td>8.</td>
<td>*Translating does not help me make progress in learning English</td>
<td>5.9%</td>
<td>2.0%</td>
<td>7.9%</td>
<td>76.5%</td>
<td>15.7%</td>
</tr>
<tr>
<td>9.</td>
<td>Translation helps me understand my teacher's English instructions</td>
<td>3.9%</td>
<td>3.9%</td>
<td>86.3%</td>
<td>9.8%</td>
<td>96.1%</td>
</tr>
<tr>
<td>10.</td>
<td>Translation helps me interact with my classmates in English Class to complete assignments</td>
<td>11.8%</td>
<td>11.8%</td>
<td>78.4%</td>
<td>9.8%</td>
<td>88.2%</td>
</tr>
<tr>
<td>11.</td>
<td>The more difficult the English assignments are, the more I depend on Indonesian translation</td>
<td>2.0%</td>
<td>35.3%</td>
<td>37.3%</td>
<td>54.9%</td>
<td>7.8%</td>
</tr>
<tr>
<td>12.</td>
<td>Using Indonesian translation helps me finish my English assignments more quickly and save time</td>
<td>2.0%</td>
<td>49.0%</td>
<td>51.0%</td>
<td>47.1%</td>
<td>2.0%</td>
</tr>
<tr>
<td>13.</td>
<td>Using Indonesian translation while studying helps me better remember the content of a lesson later</td>
<td>2.0%</td>
<td>25.5%</td>
<td>27.5%</td>
<td>68.6%</td>
<td>3.9%</td>
</tr>
<tr>
<td>14.</td>
<td>I like to use Indonesian translation to learn English</td>
<td>5.9%</td>
<td>43.1%</td>
<td>48.0%</td>
<td>51.0%</td>
<td>51.0%</td>
</tr>
<tr>
<td>15.</td>
<td>*The use of Indonesian translation may interfere (menghambat) with my ability to learn English well.</td>
<td>2.0%</td>
<td>33.3%</td>
<td>35.3%</td>
<td>62.7%</td>
<td>2.0%</td>
</tr>
<tr>
<td>16.</td>
<td>*Indonesian translation diminishes</td>
<td>41.2%</td>
<td>41.2%</td>
<td>56.9%</td>
<td>2.0%</td>
<td>58.8%</td>
</tr>
<tr>
<td></td>
<td>the amount of English input I receive.</td>
<td></td>
<td></td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td><em>I will produce Indonesian-style English if I translate from Indonesian to English.</em></td>
<td>3.9%</td>
<td>54.9%</td>
<td>58.8%</td>
<td>37.3%</td>
<td>3.9%</td>
</tr>
<tr>
<td>18.</td>
<td>I feel pressure when I am asked to think directly in English.</td>
<td>5.9%</td>
<td>66.7%</td>
<td>72.5%</td>
<td>27.5%</td>
<td>27.5%</td>
</tr>
<tr>
<td>19.</td>
<td><em>When using English, it is best to keep my Indonesian out of my mind.</em></td>
<td>5.9%</td>
<td>62.7%</td>
<td>68.8%</td>
<td>31.4%</td>
<td>31.4%</td>
</tr>
</tbody>
</table>

*These items were coded in reversed value

From the 19 Statements of *Inventory for Beliefs about Translation*, thirteen Statements from Table 1.1 were shown to be the common beliefs of the students. They consist of Statement (S)1, S2, S3, S4, S5, S6, S7, S9, S10, S11, S13, S17 and S19. These statements had the highest Mean of 2.92 and high percentage of agreement as well. Based on the Mean and Percentage of the students’ common beliefs, it is clear that translation is a significant learning tool in the following language areas: understanding textbook readings (72.5 %), writing English composition (74.5%), understanding spoken English (76.5 %), speaking English (70.6 %), memorizing English vocabulary (66.7 %), understanding grammar rules (52.9 %), learning idioms and phrases (56.9 %), making progress in English learning (76.5 %), understanding teachers’ instruction (86.3%), interacting with peers on completing an assignment (86.3 %). However, there is a slight inconsistency between students’ responses to statement 10 and 13. As many as 49 % of the student disagreed that translation can help save time in completing assignments (S13) although 86.3 % of the students agreed that translation help them in communicating with peers in order to complete assignment(S10). This inconsistency of the students’ responses might be caused by the difficulty level of the assignment that they are dealing with. Based on statement 11, 62.7% of the students agreed that the harder the assignment, the more they relied on translation, the inconsistency that happened probably because the students have to process the already difficult assignment in two different language back and forth thus took more time to be
completed. This issue, however, was not further investigated in this study because of time limitation and the vast probability of different answers that will certainly follow.

The students had several beliefs regarding translation. Most of the students believed that the use of translation is determined by the difficulty level of their assignment (S11), the harder the assignment, the more they will use translation. Students also believed that it is important to use Indonesian in their English learning (S13). Furthermore, students believed that translation plays a little role in interfering with their English learning, and did not reduce the input of English that they received. Students also disagreed with the idea that translation will make them produce Indonesian-style English (S17). Another finding was, the students actually felt under pressure when asked to directly think in English (S18) and believed that it is better to keep their mother tongue inside their mind rather than to keep it out and think directly in English (S19). This particular finding suggested that most of the students used their mother tongue (Indonesian) as a preferable tool in their language learning and also demonstrated that for cognitive functions, the use of their mother tongue played a more dominant role.

The common beliefs of the students lead to conclusion that translation does have a positive role in students’ English learning experience. This indicates that overall, the students believed that translation can be a helpful tool in many aspects of their English learning process such as, reading, writing, speaking, grammar and vocabulary.
**Descriptive analysis of ITLS**

The ITLS will be analyzed in similar way; however, since the purpose of this questionnaire is to find the means of use of translation, only the items with highest Mean and percentage will be discussed.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Never</th>
<th>Rarely</th>
<th>Often</th>
<th>Always</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>When reading difficult English text, I first translate it into Indonesian in my mind to help me understand its meaning.</td>
<td>2.0%</td>
<td>35.3%</td>
<td>37.3%</td>
<td>43.1%</td>
<td>19.6%</td>
</tr>
<tr>
<td>2.</td>
<td>After I read English articles, I use an available Indonesian translation to check if my comprehension is correct.</td>
<td>9.8%</td>
<td>52.9%</td>
<td>62.7%</td>
<td>29.4%</td>
<td>7.8%</td>
</tr>
<tr>
<td>3.</td>
<td>To write in English, I first brainstorm about the topic in Indonesian.</td>
<td>13.7%</td>
<td>47.1%</td>
<td>60.8%</td>
<td>31.4%</td>
<td>7.8%</td>
</tr>
<tr>
<td>4.</td>
<td>When I write in English, I first think in Indonesian and then translate my ideas into English.</td>
<td>3.9%</td>
<td>43.1%</td>
<td>47.1%</td>
<td>37.3%</td>
<td>15.7%</td>
</tr>
<tr>
<td>5.</td>
<td>I write Indonesian drafts for my English compositions.</td>
<td>21.6%</td>
<td>52.9%</td>
<td>74.5%</td>
<td>13.7%</td>
<td>11.8%</td>
</tr>
<tr>
<td>6.</td>
<td>When I listen to English, I first translate the English utterances into Indonesian to help me understand the meanings.</td>
<td>9.8%</td>
<td>49.0%</td>
<td>58.8%</td>
<td>33.3%</td>
<td>7.8%</td>
</tr>
<tr>
<td>7.</td>
<td>When I watch English TV or movies, I use Indonesian subtitles to check my comprehension.</td>
<td>5.9%</td>
<td>29.4%</td>
<td>35.3%</td>
<td>54.9%</td>
<td>9.8%</td>
</tr>
<tr>
<td>8.</td>
<td>I listen to or read Indonesian news first in order to understand English radio/TV news better.</td>
<td>35.3%</td>
<td>43.1%</td>
<td>78.4%</td>
<td>17.6%</td>
<td>3.9%</td>
</tr>
<tr>
<td>9.</td>
<td>When speaking English, I first think of what I want to say in Indonesian and then translate it into English.</td>
<td>3.9%</td>
<td>39.2%</td>
<td>43.1%</td>
<td>49.0%</td>
<td>7.8%</td>
</tr>
<tr>
<td>10.</td>
<td>If I forget certain English words or expressions in the middle of conversation, I translate from Indonesian into English to help me keep the conversation going.</td>
<td>17.6%</td>
<td>17.6%</td>
<td>72.5%</td>
<td>9.8%</td>
<td>82.3%</td>
</tr>
<tr>
<td>11.</td>
<td>I memorize the meaning of new English vocabulary words by remembering their Indonesian translation.</td>
<td>37.3%</td>
<td>37.3%</td>
<td>52.9%</td>
<td>9.8%</td>
<td>62.7%</td>
</tr>
<tr>
<td>12.</td>
<td>I use Indonesian translation of grammatical terms such as parts of speech, tenses, and agreements to help me clarify the roles of the grammatical parts of English</td>
<td>5.9%</td>
<td>56.9%</td>
<td>62.7%</td>
<td>33.3%</td>
<td>3.9%</td>
</tr>
</tbody>
</table>
sentences.

<table>
<thead>
<tr>
<th></th>
<th>13. I learn English idioms and phrases by reading their Indonesian translation.</th>
<th>7.8%</th>
<th>45.1%</th>
<th>52.9%</th>
<th>45.1%</th>
<th>2.00%</th>
<th>47.1%</th>
<th>2.41</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14. I use English-Indonesian dictionaries to help myself learn English.</td>
<td>2.0%</td>
<td>9.8%</td>
<td>11.8%</td>
<td>60.8%</td>
<td>27.5%</td>
<td>3.14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15. I use Indonesian-English dictionaries to help myself learn English.</td>
<td>13.7%</td>
<td>13.7%</td>
<td>54.9%</td>
<td>31.4%</td>
<td>86.3%</td>
<td>3.18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16. I use an electronic translation machine to help myself learn English.</td>
<td>3.9%</td>
<td>17.6%</td>
<td>21.6%</td>
<td>45.1%</td>
<td>33.3%</td>
<td>78.4%</td>
<td>3.08</td>
</tr>
<tr>
<td></td>
<td>17. If I do not understand something in English, I will ask other people to translate it into Indonesian for me.</td>
<td>5.9%</td>
<td>23.5%</td>
<td>29.4%</td>
<td>54.9%</td>
<td>15.7%</td>
<td>70.6%</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>18. I ask questions about how a Indonesian expression can be translated into English.</td>
<td>5.9%</td>
<td>45.1%</td>
<td>51.0%</td>
<td>41.2%</td>
<td>7.8%</td>
<td>49.0%</td>
<td>2.51</td>
</tr>
<tr>
<td></td>
<td>19. I practice mentally translating my thoughts from Indonesian to English in various situations.</td>
<td>3.9%</td>
<td>17.6%</td>
<td>21.6%</td>
<td>64.7%</td>
<td>13.7%</td>
<td>78.4%</td>
<td>2.88</td>
</tr>
<tr>
<td></td>
<td>20. I take notes in Indonesian in my English class.</td>
<td>29.4%</td>
<td>43.1%</td>
<td>72.5%</td>
<td>25.5%</td>
<td>2.0%</td>
<td>27%</td>
<td>2.00</td>
</tr>
</tbody>
</table>

From Table 2.1, there are several statements that received high Mean and percentage, such as statement 1, 10 and 11. These statements demonstrated that students tend to use translation when dealing with receptive skills such as, reading and checking comprehension. As many as 62.7% (S1) of the students used translation in order to have better understanding of their reading materials and to check their reading comprehension. Students also used translation to retrieve vocabularies, as many as 82.3% (S10) of the students admitted that they often used translation to recall certain vocabularies and expressions in the middle of conversation. The students often used translation in their vocabularies learning as well, by using certain tool to find the equivalent meaning of certain word. As many as 62.7% (S11) of the students use translation to memorize new vocabularies, students also used a variety of tools to help them in translating, 78.4% (S16) of them used electronic translation machine while 60.8% (S14) of the students used English-Indonesian dictionary and 54.9% (S15) used Indonesian-English dictionary. From the table 2.1, in Statement 19, 78.4% of the students
tended to practice mentally translating their thoughts from Indonesian to English in various conditions.

In contrast with those Statements above, Statements 8 and 20 scored low \textit{Mean} around 1.90, these two Statements showed that students rather listened to news in either Indonesian only or English only and it also show that students rarely took notes in Indonesian in their classes. All the Statements but number 8 and 20, have high \textit{Mean}, 2.40, which lead to a conclusion that overall the students still use translation in the form of dictionaries (Statement 14, 15, and 16). had high \textit{Mean}, 2.40, which lead to a conclusion that overall the students still use translation in the form of dictionary (Statement 14, 15, and 16). Students also reported to mentally translate (translating inside their mind) and also orally translate (asking peers or teachers) when they encountered difficulties in understanding or finding equivalent words or phrases of the English words and phrases.

Overall, when students encounter difficulties in understanding reading materials and extracting meaning from words or phrases, they will often use translation to enable them to have better comprehension and to derive meaning of the difficult words and or phrases.

\textit{Conclusions}

The aims of this study were to find the beliefs and means of translation use among the English Department senior students. Most of the students mainly believed that translation is significantly useful, especially in understanding difficult reading materials, vocabulary learning and retrieving meaning. The students also believed that translation can be a useful tool in completing assignment and to better understand the content of a specific learning material. To find out how the senior students used translation as a learning aid, the \textit{Inventory for Translation as a Learning Strategy} questionnaire was used to find the frequency of use and the way of how translation is used. Based on the \textit{Mean} and percentage calculated, the
students used translation as an aid in not one single but rather in several forms. The first form is probably the most common related to the use of dictionaries. The students used dictionaries to find equivalent meaning from English to the mother tongue and vice versa. The other form is oral form; it is the form of translation which students asked peers and or teacher to explain meaning from one language to another. The last one is mental form, in which case students rather rehearse about using specific phrase or sentence back and forth using the English input to find its meaning inside their mind. This form of translation usually used when students lost meaning of a certain words or phrases in the middle of a conversation.

To conclude, the senior students of English Department of Satya Wacana Christian University agreed that translation is still a legitimate learning tool, despite the popular belief that translation is outdated. Translation as a learning strategy could be a great aid in students’ learning (Fernández-Guerra, Ana. 1983) and this is not only applicable to beginner learner, advanced learner such as the senior students of English Department (ED) can also gain various benefits by using translation in their learning process despite the statement from Husain (1995) that only the beginner learners do. The beliefs of the students about translation are overwhelmingly positive and thus it might be a helpful tool for both the teachers and the students in their teaching and learning process. The implications of the finding in this study should give the teachers insights about the role of translation and thus help the teacher to find a way to integrate the students’ learning style into their teaching. another implication is that translation can be a valuable tool that can help the students develop different language skills such as: reading, writing, communicating with peers and maintaining the flow of a conversation.

The beliefs of the students also suggested that translation should be integrated in teaching and learning strategy for senior students, because they use translation in many aspects of their learning and the proper use of translation might be very helpful.
This study, however, were limited only on the senior students of English Department. For future research, similar study about the beliefs of the junior students can be done to find the beliefs of all the ED students regarding translation.
Acknowledgement

My deepest gratitude is for God Almighty, for His blessing and guidance and never ending love. I would never be able to make it this far in my study without him holding my hands and show me the righteous path.

This thesis would have never been completed without the help, support and attention from many great individuals. I wish to thank my two supervisors, Mrs. Titik Murtisari, P.Hd and Mrs. Frances Sinanu, S.Pd who provide me with supportive critics and corrections, and their abundant knowledge and patience to help me finish my thesis.

My gratitude, love and eternal thanks would go to my beloved parents, my father, for his never ending support and constant push to finish my study. Thank you for believing in me even when I doubt myself. My sincerest gratitude also goes to my mother, whose unconditional love keeps me going through hardest of time, thank you for always listening and understanding me. Thank you my dearest friends, who meant not only friends but also brothers and sisters to me. Lesty, Putra “uta”, Putra “ceper”, Ricky “Ichy”, Samuel, Filemon, Jefry, Adhy, Fandy, Robb and Janter. Thank you for all the togetherness and memories. Special thanks to Jenitha, Adi “Codot”, Nisa and Aghasty “Bagong” for being very attentive not only to my study but also for my well-being, thanks for accepting me as one of your family. My beloved one, Olivia “Lumba”, whose constant nagging forcefully help me finish this thesis. To Komisi Advokasi FBS 2015, thanks also for helping me getting a very critical class.

There are a lot of people I cannot mention one by one even though I really wish I could. Many thanks to you, thanks for helping and supporting me from the very beginning to the end of my study.
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APPENDIX

Table 1

Inventory for Beliefs about Translation

<table>
<thead>
<tr>
<th>Sex</th>
<th>Male / Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Number</td>
<td></td>
</tr>
<tr>
<td>GPA (Optional)</td>
<td></td>
</tr>
<tr>
<td>Length of Studying English</td>
<td></td>
</tr>
</tbody>
</table>

Dear colleague,

My name is Febrian Djo, I am currently researching about the use of translation as English learning tool by senior students in English Department of Satya Wacana Christian University. The purpose of my research is to find how important translation for the senior students. I do appreciate your cooperation in answering the questionnaire. The questionnaire can be answered by putting a tick mark on the chosen columns.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Translating helps me understand textbook readings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Translating helps me write English composition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Translating helps me understand spoken English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Translating helps me speak English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Translating helps me memorize English vocabulary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Translating helps me understand English grammar rules.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Translating helps me learn English idioms and phrases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Translating does not help me make progress in learning English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Translation helps me understand my teacher's English instructions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Translation helps me interact with my classmates in English Class to complete assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The more difficult the English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
assignments are, the more I depend on Indonesian translation.

12 Using Indonesian translation helps me finish my English assignments more quickly and save time.

13 Using Indonesian translation while studying helps me better remember the content of a lesson later.

14 I like to use Indonesian translation to learn English.

15 The use of Indonesian translation may interfere (menghambat) with my ability to learn English well.

16 Indonesian translation diminishes the amount of English input I receive.

17 I will produce Indonesian-style English if I translate from Indonesian to English.

18 I feel pressure when I am asked to think directly in English.

19 When using English, it is best to keep my Indonesian out of my mind.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Translating helps me understand textbook readings</td>
<td>9.8%</td>
<td>9.8%</td>
<td>72.5%</td>
<td>17.6%</td>
<td>90.2%</td>
</tr>
<tr>
<td>2.</td>
<td>Translating helps me write English composition.</td>
<td>17.6%</td>
<td>17.6%</td>
<td>74.5%</td>
<td>11.8%</td>
<td>86.3%</td>
</tr>
<tr>
<td>3.</td>
<td>Translating helps me understand spoken English.</td>
<td>11.8%</td>
<td>11.8%</td>
<td>76.5%</td>
<td>11.8%</td>
<td>88.3%</td>
</tr>
<tr>
<td>4.</td>
<td>Translating helps me speak English.</td>
<td>25.5%</td>
<td>25.5%</td>
<td>70.6%</td>
<td>3.9%</td>
<td>74.5%</td>
</tr>
<tr>
<td>5.</td>
<td>Translating helps me memorize English vocabulary.</td>
<td>3.9%</td>
<td>3.9%</td>
<td>66.7%</td>
<td>29.4%</td>
<td>96.1%</td>
</tr>
<tr>
<td>6.</td>
<td>Translating helps me understand English grammar rules.</td>
<td>37.3%</td>
<td>37.3%</td>
<td>52.9%</td>
<td>9.8%</td>
<td>62.7%</td>
</tr>
<tr>
<td>7.</td>
<td>Translating helps me learn English idioms and phrases.</td>
<td>2.0%</td>
<td>25.5%</td>
<td>27.5%</td>
<td>56.9%</td>
<td>15.7%</td>
</tr>
<tr>
<td>8.</td>
<td>Translating does not help me make progress in learning English.</td>
<td>5.9%</td>
<td>2.0%</td>
<td>7.9%</td>
<td>76.5%</td>
<td>15.7%</td>
</tr>
<tr>
<td>9.</td>
<td>Translation helps me understand my teacher's English instructions.</td>
<td>3.9%</td>
<td>3.9%</td>
<td>86.3%</td>
<td>9.8%</td>
<td>96.1%</td>
</tr>
<tr>
<td>10.</td>
<td>Translation helps me interact with my classmates in English Class to complete assignments.</td>
<td>11.8%</td>
<td>11.8%</td>
<td>78.4%</td>
<td>9.8%</td>
<td>88.2%</td>
</tr>
</tbody>
</table>
11. The more difficult the English assignments are, the more I depend on Indonesian translation.  
   | 2.0% | 35.3% | 37.3% | 54.9% | 7.8% | 62.7% | 2.68 |

12. Using Indonesian translation helps me finish my English assignments more quickly and save time.  
   | 2.0% | 49.0% | 51.0% | 47.1% | 2.0% | 49.0% | 2.49 |

13. Using Indonesian translation while studying helps me better remember the content of a lesson later.  
   | 2.0% | 25.5% | 27.5% | 68.6% | 3.9% | 72.5% | 2.75 |

14. I like to use Indonesian translation to learn English.  
   | 5.9% | 43.1% | 48.0% | 51.0% | 51.0% | 2.45 |

15. The use of Indonesian translation may interfere (menghambat) with my ability to learn English well.  
   | 2.0% | 33.3% | 35.3% | 62.7% | 2.0% | 64.7% | 2.35 |

16. Indonesian translation diminishes the amount of English input I receive.  
   | 41.2% | 41.2% | 56.9% | 2.0% | 58.8% | 2.35 |

17. I will produce Indonesian-style English if I translate from Indonesian to English.  
   | 3.9% | 54.9% | 58.8% | 37.3% | 3.9% | 41.2% | 2.59 |

18. I feel pressure when I am asked to think directly in English.  
   | 5.9% | 66.7% | 72.5% | 27.5% | 27.5% | 2.22 |

19. When using English, it is best to keep my Indonesian out of my mind.  
   | 5.9% | 62.7% | 68.8% | 31.4% | 31.4% | 2.75 |

If you are willing to provide me further information, please provide the following:

Phone Number / Email :
Dear colleague,

My name is Febrian Djo, I am currently researching about the use of translation as English learning tool by senior students in English Department of Satya Wacana Christian University. The purpose of my research is to find how important translation for the senior students. I do appreciate your cooperation in answering the questionnaire. The questionnaire can be answered by putting a tick mark on the chosen columns.

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Never</th>
<th>Rarely</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When reading difficult English text, I first translate it into Indonesian in my mind to help me understand its meaning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>After I read English articles, I use an available Indonesian translation to check if my comprehension is correct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>To write in English, I first brainstorm about the topic in Indonesian.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>When I write in English, I first think in Indonesian and then translate my ideas into English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I write Indonesian drafts for my English compositions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>When I listen to English, I first translate the English utterances into Indonesian to help me understand the meanings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>When I watch English TV or movies, I use Indonesian subtitles to check my</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2

*Inventory for Translation as a Learning Strategy (ITLS).*

Sex : Male / Female

Student Number :

GPA (Optional) :

Length of Studying English :
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>I listen to or read Indonesian news first in order to understand English radio/TV news better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>When speaking English, I first think of what I want to say in Indonesian and then translate it into English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>If I forget certain English words or expressions in the middle of conversation, I translate from Indonesian into English to help me keep the conversation going.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I memorize the meaning of new English vocabulary words by remembering their Indonesian translation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I use Indonesian translation of grammatical terms such as parts of speech, tenses, and agreements to help me clarify the roles of the grammatical parts of English sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I learn English idioms and phrases by reading their Indonesian translation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I use English-Indonesian dictionaries to help myself learn English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I use Indonesian-English dictionaries to help myself learn English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I use an electronic translation machine to help myself learn English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>If I do not understand something in English, I will ask other people to translate it into Indonesian for me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I ask questions about how a Indonesian expression can be translated into English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I practice mentally translating my thoughts from Indonesian to English in various situations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I take notes in Indonesian in my English class.

If you are willing to provide me further information, please provide the following:

Phone Number / Email :

Table 2.1 ITLS Result and Mean

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>N</th>
<th>R</th>
<th>O</th>
<th>A</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>When reading difficult English text, I first translate it into Indonesian in my mind to help me understand its meaning.</td>
<td>2.0%</td>
<td>35.3%</td>
<td>37.3%</td>
<td>43.1%</td>
<td>19.6%</td>
</tr>
<tr>
<td>2.</td>
<td>After I read English articles, I use an available Indonesian translation to check if my comprehension is correct.</td>
<td>9.8%</td>
<td>52.9%</td>
<td>62.7%</td>
<td>29.4%</td>
<td>7.8%</td>
</tr>
<tr>
<td>3.</td>
<td>To write in English, I first brainstorm about the topic in Indonesian.</td>
<td>13.7%</td>
<td>47.1%</td>
<td>60.8%</td>
<td>31.4%</td>
<td>7.8%</td>
</tr>
<tr>
<td>4.</td>
<td>When I write in English, I first think in Indonesian and then translate my ideas into English.</td>
<td>3.9%</td>
<td>43.1%</td>
<td>47.1%</td>
<td>37.3%</td>
<td>15.7%</td>
</tr>
<tr>
<td>5.</td>
<td>I write Indonesian drafts for my English compositions.</td>
<td>21.6%</td>
<td>52.9%</td>
<td>74.5%</td>
<td>13.7%</td>
<td>11.8%</td>
</tr>
<tr>
<td>6.</td>
<td>When I listen to English, I first translate the English utterances into Indonesian to help me understand the meanings.</td>
<td>9.8%</td>
<td>49.0%</td>
<td>58.8%</td>
<td>33.3%</td>
<td>7.8%</td>
</tr>
<tr>
<td>7.</td>
<td>When I watch English TV or movies, I use Indonesian subtitles to check my comprehension.</td>
<td>5.9%</td>
<td>29.4%</td>
<td>35.3%</td>
<td>54.9%</td>
<td>9.8%</td>
</tr>
<tr>
<td>8.</td>
<td>I listen to or read Indonesian news first in order to understand English radio/TV news better.</td>
<td>35.3%</td>
<td>43.1%</td>
<td>78.4%</td>
<td>17.6%</td>
<td>3.9%</td>
</tr>
<tr>
<td>9.</td>
<td>When speaking English, I first think of what I want to say in Indonesian and then translate it into English.</td>
<td>3.9%</td>
<td>39.2%</td>
<td>43.1%</td>
<td>49.0%</td>
<td>7.8%</td>
</tr>
<tr>
<td>10.</td>
<td>If I forget certain English</td>
<td>17.6%</td>
<td>17.6%</td>
<td>72.5%</td>
<td>9.8%</td>
<td></td>
</tr>
</tbody>
</table>
words or expressions in the middle of conversation, I translate from Indonesian into English to help me keep the conversation going.

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<tbody>
<tr>
<td>11</td>
<td>I memorize the meaning of new English vocabulary words by remembering their Indonesian translation.</td>
<td>37.3%</td>
<td>37.3%</td>
<td>52.9%</td>
<td>9.8%</td>
</tr>
<tr>
<td>12</td>
<td>I use Indonesian translation of grammatical terms such as parts of speech, tenses, and agreements to help me clarify the roles of the grammatical parts of English sentences.</td>
<td>5.9%</td>
<td>56.9%</td>
<td>62.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td>13</td>
<td>I learn English idioms and phrases by reading their Indonesian translation.</td>
<td>7.8%</td>
<td>45.1%</td>
<td>52.9%</td>
<td>45.1%</td>
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<tr>
<td>14</td>
<td>I use English-Indonesian dictionaries to help myself learn English.</td>
<td>2.0%</td>
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<td>21.6%</td>
<td>45.1%</td>
</tr>
<tr>
<td>17</td>
<td>If I do not understand something in English, I will ask other people to translate it into Indonesian for me.</td>
<td>5.9%</td>
<td>23.5%</td>
<td>29.4%</td>
<td>54.9%</td>
</tr>
<tr>
<td>18</td>
<td>I ask questions about how a Indonesian expression can be translated into English.</td>
<td>5.9%</td>
<td>45.1%</td>
<td>51.0%</td>
<td>41.2%</td>
</tr>
<tr>
<td>19</td>
<td>I practice mentally translating my thoughts from Indonesian to English in various situations.</td>
<td>3.9%</td>
<td>17.6%</td>
<td>21.6%</td>
<td>64.7%</td>
</tr>
<tr>
<td>20</td>
<td>I take notes in Indonesian in my English class.</td>
<td>29.4%</td>
<td>43.1%</td>
<td>72.5%</td>
<td>25.5%</td>
</tr>
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