

**Students' Beliefs and Use about Translation as A Strategy in
Learning English: Indonesian Undergraduate Students**

MAKALAH

Diajukan kepada Lembaga Penjaminan Mutu IAIN Jember untuk
dipresentasikan dalam seminar diskusi periodik dosen



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CHAPTER I

INTRODUCTION

A. Background of Study

Translation as a learning strategy is still long standing issue and ongoing controversy in language learning. It has a long history in language learning and instruction. It is because translation is viewed as an inappropriate way in learning foreign language. It becomes increasingly clear for the beginning of translation studies, such as Grammar Translation Method (GTM) and now communicative language teaching methodologies (CLT), which is considered as troublesome in learning foreign language.

Nowadays, translation seems to be neglected by foreign language teachers but one is not able to deny that translation is utilized by foreign students to encourage or facilitate in learning a target language, which is English. It is viewed as a good helper in the understanding of the target language (Wiersema, 2005). Additionally, translation remains disputable whether the use of translation should be encouraged or not. Some teachers consider it as a way to help students' learning while others neglect the use of translation strategy in the class. Both controversial perspectives may come from the basic approach of translation. For example, the GTM views translation crucial for foreign language instructional strategy although the English teachers have not implemented it for many years. In contrast, in the most recent popular approach, which is CLT, translation is banned. Teachers who favor CLT approach claim that the appropriate way to be native-like is better to directly communicate in the target language and to avoid translate the learned language into first language and it is

Despite recent objection related to the implementation of translation in the process of foreign language instruction, translation is believed to be widely used throughout students' learning process. It is because language learning is not merely a translation from the foreign language to the native language but translation is used by language learners as a learning strategy. Translation is an activity that means to encourage the language (written or oral) construct through transferring the information obtained in native language (L1) by means of an

equivalent target language (TL).

In this respect, some researchers aired different viewpoints concerning the use of translation and opened new paradigms, which showed that a wise use of translation is not only strengthening, but it also provides students to have a more useful inter relation between their own language and the learned language. Karimian (2013) finds in her research that Translation becomes one of students' learning strategies which help them in learning English. Hence, translation is a useful aid in language instruction to help the students to learn and to develop their target language learning. That is to say students applied translation strategy in language instruction to help and to increase their English experiences and to solve their English tasks.

The newest one comes from Aktein & Glienecki (2015), for instance, reports that translation assumes a significant facilitative part in students' English learning experiences. It can be said that translation is able to be a great tool for students to grasp meaning of their foreign language.

Applying translation as learning strategy in EFL is also caused by students' beliefs. The researchers winded up, as beliefs on language learning can influence the use of strategies and vice versa. (Aktein & Glienecki,2015; Huang and Tzeng,2000) also confirm that students believed on translation in learning their target language, they generally demonstrated that the translation makes them easier to learn English for Intermediate level, and considered translation is important for them to understand context, to remember more complex concepts or words, and to build better English, to help them more comfortable in acquiring English skills, and to be a big help in completing various English tasks.

Due to the point as reviewed above, despite number of studies have recognized the induction of applying translation in the process of language learning, a gap seems noticeable that none of recent publication has indicated a renew attention of applying translation in language learning particularly students' beliefs and the frequency use about translation as strategy in English learning Indonesian EFL context. Most studies in translation strategy have only been carried out to examine the students' beliefs of using translation in English learning applied in small number of Asian or Western students and none of Indonesian students as the subjects of the study.

Therefore, it turns into a good opportunity for researcher to grasp this challenge. The current study reports Indonesian students' beliefs on translation use as an English learning strategy and their frequent use of it.

B. Statement of the Problems

Numbers of studies in the domain of EFL have considered translation as the facilitative learning strategy in language instruction, but limited attention has been given to Indonesian EFL students' beliefs and their frequency use about translation as a strategy in English instruction. Hence, I conducted a study which focused on Indonesian EFL students' beliefs on translation use as an English learning strategy and their frequent use of it. I narrowed the general purpose of this study to specific problems. This raises the following problems:

1. What are Indonesian undergraduate students' beliefs on applying translation to learn English?
2. What strategies involving translation do Indonesian undergraduate students' use in the instructional English process?

C. Objectives of the Study

In accordance with the statement of the problems states above, it is needed to state the objectives of the study in order to measure the research whether it would be achieved or not. The objectives of the study are stated as follows:

1. To reports Indonesian undergraduate students' beliefs on applying translation to learn English.
2. To reports the strategies that involving translation Indonesian students' use in the instructional English process.

CHAPTER II

MAIN TEXT

A. Beliefs and Translation Learning Strategy

According to Ellis (2008) 'beliefs' establish an individual difference variable which is changing and situated. He also noted 'beliefs' impact both the process and result of learning. It is generally admitted that language learners enter the classroom with diversity of beliefs about their target language.

Beliefs is not only able parallel with students' reflection based on their experiences in the classroom, but also is the base to choose and to motivate different learning strategies. Effective and successful language learners tend to have appropriate beliefs and the ability to put them into appropriate learning strategies to assist their process of language learning in acquiring English as their target language. In brief, language learning belief and strategy are key points for both language learners and language teachers to pay attention to.

Translation is the task that deals with two different kinds of languages. The first is the first language (L1) that is the language that is about to translate, and the second is target language (TL/ Foreign Language) or the form of language that become the target. In line with this, translation in the current study deals with the act or the process of use one language as a basis or an assisting tool for communicating meaning to develop their understanding, remembering, or producing another language, and in either guidance from one language to another.

B. Method

In this study, I used two adaptation questionnaires regarding students' beliefs and translation as learning strategy. Those instruments were adapted from Liao (2006) They were the Inventory for Beliefs about Translation (IBT) for beliefs measurement (see appendix 1) and the Inventory for Translation as a Learning Strategy (ITLS) for the measurement of strategy use (see appendix 2). I modified the instruments into Indonesia. Both questionnaires originally written in English and Chinese. So, I needed to translate the into Indonesia to avoid misunderstanding between participants and researcher.

In fact, this study was conducted at one of University in Jember. The spread of questionnaires actually has been targeted for 128 participants (students) across two levels. However, only 117 participants (students) responded completely. Most of the respondents preferred not to write their name and remain anonymous. A total of 117 subjects were undergraduate students in English Department.

C. Result and Discussion

Regarding the first research question about students' beliefs about translation as English leaning strategy, data assembled through the both IBT and ITLS questionnaires were subjected to frequency data and mean score of each category. Particularly, the participants' responses for each individual item were added up to get the highest mean of each indicator (i.e. the number of times that a particular response occurs). These responses to the questions, which are quantified, are then presented in tabular form (see appendix 1). The categorization of average score can be interpreted as low when the range of mean refers to 1.00 and 2.44, moderate refers 2.45 and 3.44, and high refers 3.45 and 5.00.

Of 24 questions for IBT variable, the average score is high. Total of 17 questions get high means, while 7 others are moderate. It means that 70.8% participants have high beliefs in translation as a learning strategy, while the rest 29.2% place their beliefs in moderate level. The complete result can be seen in the table IBT result on appendix 3

It also can be seen that the participants' responses are calculated into mean scores and are presented in the same table. The items are rearranged in order from the highest to the lowest mean. The original order of each item can be seen in Appendix 1. The largest number of those participants endorse the view that translation has a big role when it comes to their current English learning experiences. 17 items of 24 choice items (items 1 to 17) have the highest means ($M > 3.45$). They are the most common beliefs occupied by the participants. The finding of this part can be split into three categories. The first category is students overwhelmingly believe that translation as learning strategy enables as a

great helper for them acquire English language skills and complements such as both productive and receptive skills, building vocabulary, comprehending idioms and phrases. It was showed on items 1, 2, 6, 7, 9 and 10. Besides, translating in reading has the highest means (4.33) of students' beliefs about using translation as their English learning strategy. It means that students believe that translation helps them understand English texts or books when they are reading.

The second part is students believe that translation assists them to learn English. The finding demonstrates that students employ translation to help them understand their teacher's English instruction. Moreover, they use translation to help them to complete their assignments. They claim that translation helps them finish their assignments faster and save time. It is also supported that the students believe about their dependency on translation. In other words, the more complicated the English achievements, the more they depend on Indonesian translation. Those are proved by items 3, 4, 5, 8, and 11 that belonged high means of students beliefs.

The third part is plenty number of students denoted that they believe they cannot learn without Indonesian translation. However, they also realize that they will produce Indonesian style English if they use translation. Yet, they still use translation because they feel pressured and frustrated when they are forced to think English directly. Those are belonged items (12, 13, 14, and 15).

The rest items (18 to 24) receive relatively moderate means at $2.45 < M < 3.44$. They become the least common beliefs. The finding of those items shows that they have moderate beliefs about translation. It might be believed that translation sometimes helps them understanding the grammar rules or sometimes not. In addition, it also happens at the other items that belong to moderate means. Overall, it can be inferred, students believe that the role of translation plays an important and facilitative learning strategy for undergraduate students' English learning experiences.

The result indicates that Indonesian students most believed to use translation to read English, to learn English vocabularies, and to write. Generally, the participants strongly believe that doing translation supports them learning English language skills such as receptive skill i.e reading, both productive skills (writing and speaking), vocabulary, idioms, and phrases. Most of them perceived

that translation helps them much in reading English particularly. It shows in table IBT result on appendix 3 which reading has the highest mean than other skills. The findings on the students' beliefs of the students about translation are consistent with the past studies of Liao. Liao (2006) found that they believed translation assists them acquire three English language skills such as reading, writing, and speaking skill. Besides, it also helps building vocabulary, comprehending idioms, and phrases.

Indonesian students have the lowest beliefs on keeping out their Indonesian of their mind. It means that they tend to use Indonesian translation as the way of their thinking English or their strategy in English learning. Considering the use of translation are still debatable with the students' beliefs, it is suggested that teachers help students raise lit their awareness up about the advantages and disadvantages of doing translation" (Liao, 2006). From this thought, teachers need to encourage and motivate students to take positive action by applying translation as their helpful English learning strategy, but to decide it by paying attention rather than take any risks, as an Excessive dependency on translation may prevent their progress in learning English.

In other words, the Indonesian students' positive beliefs about translation as English learning strategy also consistent with the newest published research conducted by Aktekin & Glienecki (2015), they found that lots of their participants endorsed that they assume that translation play an important role in their English learning process. This current study proved that the Indonesian students indicated that the role of translation plays so important in their English learning process by facilitating them as an English learning strategy.

Dealing with another research question is about the strategies involving translation Indonesian students' apply in the process of English learning, the participants of this study were also asked to rate their level of agreements with the some statements on five Likert scale which relevant to research questions and then their responses were added up and averaged. This way provides an insight into how frequently they reported applying translation as their learning strategy.

ITLS questionnaire consists of 28 questions (see appendix 2) and from that number, 13 are high in response, 12 are moderate, and 3 are low. It means that 46.4% participants have high frequency use in translation as learning strategy, 42.9% participants place their frequency use of translation on moderate level, and the rest 10.7% participants endorse the low frequency of using translation as learning strategy. The highest number of answers “always or almost always true of me” for item 1 (40.2%), item 2 (35.9%) and item 28 (10.3%). Another response is “Generally true of me”

The means of each ITLS item is displayed in appendix 4. Among 28 items, Thirteen most frequently used strategies (items 1 to 13) got high means ($M > 3.45$). The other twelve items (14 to 25) have moderate means at $2.45 < M < 3.44$, while 3 items (items 26, 27 and 28) appear least strategies used ($M < 2.44$) by the participants in this study.

There are two parts are the most frequent strategies that Indonesian students use in learning English. The first part is Enhancing English skills. Translation is believed by students to help them build English vocabulary, comprehend reading text, Understand English phrases, Extend English idioms, and grammar. They also use mental translation in order to determine both comparison between English and their Indonesian language. Also, students tend to use it to recall their schemata or background knowledge in case of the meaning of difficult English words, to comprehend English reading texts, and to accurate their comprehension.

The next part is using learning and technology aids. Students used translation to support them in learning English as their foreign language and to understand the meaning or the concept of English words, they look up bilingual dictionary, English-Indonesia and Indonesia-English dictionaries.

The least frequently strategies that Indonesian students apply in learning English are, first, dealing with Indonesian language. In order to master the English skills, Indonesian students sometimes have direct connection to their Indonesia

language, and try to look at the English words to their equivalents in Indonesia. Second is avoiding using Indonesian in an English classroom when speaking English, Indonesian students refuse to think directly in Indonesian as their native language. Correspondingly, they do not think directly to Indonesian equivalents of English words when reading English.

The result shows that undergraduate Indonesian students most commonly used translation to learn English vocabulary words, to read, and to write. The participants apply translation as a learning strategy to comprehend the language, remember the new words, and produce English. The commonly used cognitive strategy among students such as they first translate English reading text into Indonesian to help them understand its meaning. It seems to be consistent with Karnal and Pereira's study (2015) in which he reported that when students were using the translation strategy, they developed a pattern that was referring to a lexical item that prevented comprehension which resulted in the use of the translation as a learning strategy. After translating, participants expressed success in reading comprehension. Moreover, memorization is one of the most frequently used strategies. Using translation to learn English grammatical structures and specifically building vocabularies, idioms and phrases is also as another most frequently employed strategy by students. Thus, students use translation to cover their weaknesses of English knowledge and to guide their self-checking of their English tasks. The general impression in the result shows that the participants have been depending heavily on translation as a helpful way to learn English and in the learning process.

Generally, the positive views of applying translation is that translation can help students English reading comprehension. Besides, translation can assist students to confirm whether their comprehension is correct or not. Related to memorizing English vocabulary, translation eases the complexity of memorizing more English words, idioms, grammar, and sentence structures. In various situations, they did mental activity such as reprocessing their background knowledge and to ask for help to find the answers for better understand English words and phrases in their own language. Moreover, they use translation as a strategy to compare and make any distinctions and similarities between

Indonesian as their first language and English through translation. They also attempted grasp the meaning of what they read without first thinking of the Indonesian equivalent when reading and speaking English,

Specifically one of receptive skill which is reading skill, translation seems to be an effective aid and can play an useful role in Indonesian EFL students' reading comprehension process. They frequently use translation to help themselves expand their English words, idioms, phrases, and grammar, to read, write, and to have high performance speaking English, and to check their reading and listening comprehension. These findings were consistent with Karimian (2013) shows that Iranian students as the participants use translation as one of their learning strategies to help them in English language learning.

In addition, there are several tools which they used as their aids, such as dictionaries, electronic and online devices to check their English comprehension when learning process. In some vary situations; they did mental activity such as reprocessing their background knowledge and to ask for help to find the answers to extend their knowledge of English words and phrases in their own language. Moreover, they use translation as a strategy to compare and make any distinctions and similarities between Indonesian as their first language and English through translation. They also attempted to grasp the meaning of what they read without first thinking of the Indonesian equivalent when reading and speaking English. Besides, they use other ways by asking other classmates or other people as their problem solver when they have difficulty with their English. It perhaps because of their anxiety with any language task in English, so they rely on doing those tasks in their Indonesia language, which is believed to inspire them read English, compose English text, organize ideas, form sentences, and then employ translation to achieve the outcome of the tasks easily and correctly. Another probability comes from threir habit. It means that they are probably not accustomed to doing their assignment directly in English and they are still comfort to use translation as their strategy in learning as well as it is.

Probably, insufficient support of a good English environment in which Indonesian students should actively exposure their English at a the university level by staying away from translation tends to alienate their capability to freely perform English both written and orally without dictionaries to find the meaning.

In regards to the use of translation as Indonesian students' learning strategy, the undergraduate university students applied extensive selection of learning strategies that involved translation to improve their English performance and to solve language problems well. Hence, translation is able to be powerful for students to clarify their English comprehension, to develop the thoughts in their first language, and to stimulate their learning progress in English.

CHAPTER III CONCLUSION AND SUGGESTION

A. Conclusion

This current study makes emphasis on greater understanding on translation as a strategy for English learning by putting the students' perception and strategies ahead. The result of this study is not oriented to prepare best professional translators or interpreter, yet to build better foreign language learning through translation.

The findings of the research obviously report that students who are at the early steps of learning specifically, likely prefer to translate into their first language to determine whether their comprehension is fully satisfying. It is also important to recall their background knowledge they already possessed to make learning significant.

On the whole, it can be concluded that Indonesian students most believe and frequently use strategies implicating translation to learn English. However, students should gradually forbear from tendency of translating into their first language in their increasing learning progress. It is because translation might cause interference of Indonesian into English and vice versa, inhibits their thinking in English, and become a trap in their progress in English learning.

Dealing with the position of the frequency use of translation as a strategy to learn English were found to have a moderate to high level. Students implemented various learning strategies creatively involving translation to strengthen their English skills and become their problem solver.

Therefore, teachers need to be more pay attention to students' selection of learning strategies involved the use of translation in instructional activities, because Most students already use translation in their own learning strategy. Translation may not be banned for students and teachers should be able to ensure that the students raise their self-awareness of the instances when translation can be useful for their students as they improve their English language skills and competencies.

At the university level, it is potential and even needed to avoid translation to students' English because they are believed to have well enough capability in

English to develop their skills without their first language being used. This perspective, however, becomes students' antipathy with their beliefs. It can be seen from this study found that students utilize knowledge of their native language and rely on translation as their learning need to discover the complexities of English. The finding of this study indicated, the use of translation could be a meaningful resource or tool that can support the undergraduate students to the development of language learning activities. More specifically, the use of L1 in English instruction would be helpful in improving students' reading comprehension and handling the flow of their oral activities and writing English tasks. Besides, Students' beliefs about learning English are often based on limited knowledge and lack of experience, and these beliefs likely tend to influence students' learning strategy selection which affect effectiveness in their learning. Thus, it is necessary to foster that EFL teachers have dominant roles in scaffolding students to be effective learners.

In addition, seeing that students have some inconsistent beliefs about using translation, teachers need to make students more aware of the benefits and the damages of translation, about the pros and cons of translating and to use it cautiously and judiciously, and to encourage them to drive them have perspective that is translation as an effective and efficient English learning strategy by let them take care gradually of their own selection learning strategy. They should be advised of the possible risks of L1 interference and another interlanguage errors.

B. Suggestion

Relied on the foregoing on theoretical framework and the research findings, it was intended to offer some suggestion which were primarily addresses to students, teachers and further researchers.

The result of this study is also dedicated to shifting of EFL teachers' perceptions toward their students' use of translation as English learning strategy. It is recommended to conduct extend research regarding on English teachers' beliefs about using translation as a learning strategy and or to compare between both teacher's beliefs and their students'. It is because English students' views teachers' views may differ from those of students about translation. In addition, it perhaps more meaningful to examine further the way students translate to help

them learn English skills. For example, asking students to tell or think aloud how they enact when they are comprehending or producing an English text. It may provide deep insights into the implementation and contribution of translation in foreign language learning.

Moreover, foreign language teachers cannot be able to neglect these beliefs if they expect their students to be freely receive to particular teaching methods and the maximum benefit from them. They should convey to their students the mostly common error or mistake about translation is that there exists an interlanguage between any two languages. Hence, students should have careful consideration applying translation in learning English.

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APPENDICES

Appendix 1

**The Inventory for Beliefs about Translation (IBT)
(Indonesian Version)**

Table Descriptive Statistics of IBT

No	Statements	Frequency					Mean	Rating
		5	4	3	2	1		
1	Menerjemahkan membantu saya memahami buku teks bahasa Inggris	57 (48.7%)	42 (35.9%)	18 (15.4%)	0 (0%)	0 (0%)	4.33	High
2	Menerjemahkan membantu saya menulis komposisi bahasa Inggris	49 (41.9%)	48 (41%)	11 (9.4%)	9 (7.7%)	0 (0%)	4.17	High
3	Terjemahan membantu saya memahami instruksi bahasa Inggris guru saya	49 (4.9%)	35 (29.9%)	30 (25.6%)	3 (25.6%)	0 (0%)	4.11	High
4	Menggunakan terjemahan bahasa Indonesia membantu saya menyelesaikan tugas lebih cepat dan menghemat waktu.	36 (30.8%)	53 (45.3%)	26 (22.2%)	2 (1.7%)	0 (0%)	4.05	High
5	Semakin sulit tugas bahasa Inggris, semakin saya bergantung pada terjemahan bahasa Indonesia.	43 (36.8%)	40 (34.2%)	29 (24.8%)	5 (4.3%)	0 (0%)	4.03	High
6	Menerjemahkan membantu saya memahami idiom dan frasa bahasa Inggris	43 (36.8%)	36 (30.8%)	30 (25.6%)	7 (6%)	1 (0.9%)	3.97	High
7	Menerjemahkan membantu saya berbicara bahasa Inggris	39 (33.3%)	45 (38.5%)	20 (17.1%)	9 (3.4%)	4 (3.4%)	3.91	High
8	Menggunakan terjemahan bahasa Indonesia membantu saya menyelesaikan tugas lebih cepat dan menghemat waktu	35 (29.9%)	51 (46.3%)	18 (15.4%)	10 (8.5%)	3 (2.6%)	3.90	High
9	Menerjemahkan membantu saya mengingat kosakata bahasa Inggris	35 (29.9%)	41 (35%)	32 (27.4%)	9 (7.7%)	0 (0%)	3.87	High
10	Menerjemahkan membantu saya memahami bahasa Inggris lisan	42 (35.9%)	34 (29.1%)	29 (24.8%)	7 (6%)	5 (4.3%)	3.86	High

		%)))			
11	Terjemahan membantu saya berinteraksi dengan teman sekelas saya di kelas bahasa Inggris untuk menyelesaikan tugas	25 (21.4%)	57 (48.7%)	14 (12%)	21 (17.9%)	0 (0%)	3.74 High
12	Saya akan menghasilkan bahasa Inggris ala Indonesia jika saya menerjemahkan terlebih dahulu dari bahasa Indonesia ke bahasa Inggris	32 (27.4%)	38 (32.5%)	33 (28.2%)	11 (9.4%)	3 (2.6%)	3.73 High
13	Saya merasa tertekan ketika diminta untuk berpikir langsung dalam bahasa Inggris	30 (25.6%)	43 (36.8%)	26 (22.2%)	16 (13.7%)	2 (1.7%)	3.71 High
14	Pada tahap pembelajaran ini, saya tidak bisa belajar bahasa Inggris tanpa terjemahan bahasa Indonesia	27 (23.1%)	46 (39.3%)	28 (23.9%)	12 (10.2%)	4 (3.4%)	3.68 High
15	Saya cenderung frustrasi ketika mencoba berpikir dalam bahasa Inggris	21 (17.9%)	51 (43.6%)	27 (23.1%)	17 (14.5%)	1 (0.9%)	3.63 High
16	Saya suka menggunakan terjemahan bahasa Indonesia untuk belajar bahasa Inggris	18 (15.4%)	56 (47.9%)	23 (19.7%)	20 (17.1%)	0 (0%)	3,62 High
17	Saya yakin seseorang perlu mendalami budaya berbahasa Inggris selama beberapa waktu sebelum ia dapat berpikir dalam bahasa Inggris	17 (14.5%)	49 (41.9%)	26 (22.2%)	25 (21.4%)	0 (0%)	3.50 High
18	Penggunaan terjemahan bahasa Indonesia dapat mengganggu kemampuan saya untuk belajar bahasa Inggris dengan baik	26 (22.2%)	33 (28.3%)	34 (29.1%)	20 (17.1%)	4 (3.4%)	3.49 Moderat e
19	Menerjemahkan membantu saya memahami aturan tata bahasa Inggris	25 (21.4%)	42 (35.9%)	15 (12.8%)	26 (22.2%)	9 (7.7%)	3.41 Moderat e
20	Menerjemahkan tidak membantu saya membuat kemajuan dalam belajar bahasa Inggris	16 (13.7%)	43 (36.8%)	24 (20.5%)	23 (19.7%)	11 (9.4%)	3.26 Moderat e
21	Saya pikir setiap orang harus menggunakan terjemahan bahasa Indonesia pada tahap pembelajaran ini	13 (11.1%)	32 (27.4%)	25 (21.4%)	45 (38.5%)	2 (1.7%)	3.08 Moderat e
22	Saya lebih suka guru bahasa Inggris saya selalu menggunakan bahasa Inggris untuk mengajari saya	25 (21.4%)	27 (23.1%)	16 (13.7%)	30 (25.6%)	19 (16.2%)	3.08 Moderat e
23	Terjemahan bahasa Indonesia mengurangi jumlah masukan bahasa Inggris yang saya terima	8 (6.8%)	34 (29.1%)	20 (17.1%)	29 (24.8%)	26 (22.2%)	2.74 Moderat e

24 Saat menggunakan bahasa Inggris, yang terbaik adalah menjauhkan bahasa Indonesia dari pikiran saya	13 (11.1%)	12 (10.3%)	34 (29.1%)	41 (35%)	17 (14.5%)	2.68	Moderate
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Catatan

Pilihan '1' bermakna 'Sangat tidak setuju.

Pilihan '2' bermakna 'Tidak Setuju.

Pilihan '3' bermakna 'Netral'

Pilihan '4' bermakna 'Setuju.

Pilihan '5' bermakna 'Sangat setuju "

Appendix 2

The Inventory for Translation as a Learning Strategy (ITLS) Indonesian Version

Table Descriptive Statistics of ITLS

N	Statements	Frequency					Mean	Rating
		5	4	3	2	1		
1	Saya menghafal arti kosakata bahasa Inggris baru dengan mengingat terjemahannya dalam bahasa Indonesia.	47 (40.2%))	42 (35.9%))	25 (21.4%))	3 (2.6%)	0 (0%)	4.14	high
2	Saya belajar idiom dan frase bahasa Inggris dengan membaca terjemahannya dalam bahasa Indonesia.	42 (35.9%))	39 (33.3%))	27 (23.1%))	28 (23.9%))	1 (0.9%)	3.97	high
3	Saya bertanya tentang bagaimana ekspresi bahasa Indonesia jika diterjemahkan ke dalam bahasa Inggris.	28 (23.9%))	49 (41.9%))	31 (26.5%))	8 (6.8%)	1 (0.9%)	3.81	high
4	Saya membaca terjemahan bahasa Indonesia di buku referensi kursus untuk membantu saya lebih memahami artikel bahasa Inggris di buku teks	31 (26.5%))	47 (40.2%))	23 (19.7%))	13 (11.1%))	3 (2.6%)	3.77	high
5	Setelah saya membaca artikel berbahasa Inggris, saya menggunakan terjemahan bahasa Indonesia yang tersedia untuk memeriksa apakah pemahaman saya benar	34 (29.1%))	38 (32.5%))	22 (18.8%))	21 (17.9%))	2 (1.7%)	3.69	high
6	Saat membaca teks bahasa Inggris, pertama-tama saya menerjemahkannya ke dalam bahasa Indonesia di pikiran saya untuk membantu saya memahami artinya	23 (19.7%))	51 (43.6%))	26 (22.2%))	14 (12.0%))	3 (2.6%)	3.66	high
7	Ketika saya menonton TV atau film berbahasa Inggris, saya menggunakan subtitle bahasa Indonesia untuk mengecek pemahaman saya	19 (16.2%))	47 (40.2%))	43 (36.8%))	8 (6.8%)	0 (0%)	3.66	high
8	Untuk menulis dalam bahasa Inggris, saya melakukan brainstorming terlebih dahulu tentang topik tersebut dalam bahasa Indonesia	23 (19.7%))	46 (39.3%))	32 (27.4%))	15 (12.8%))	1 (0.9%)	3.64	high
9	Ketika guru menugaskan artikel bahasa Inggris untuk dibaca, saya bekerja dengan orang lain untuk menerjemahkannya.	22 (18.8%))	45 (38.5%))	35 (39.9%))	15 (12.8%))	0 (0%)	3.63	high
1	Saya mencoba menjelaskan perbedaan dan	31	39	19	26	2	3.61	high

0	persamaan antara bahasa Indonesia dan bahasa Inggris melalui terjemahan	(26.5%)	(33.3%)	(16.2%)	(22.2%)	(1.7%)		
1	Saya menulis terjemahan bahasa Indonesia di buku teks bahasa Inggris saya	21 (17.9%)	44 (37.6%)	25 (21.4%)	24 (20.5%)	3 (2.6%)	3.48	high
1	Saya menggunakan kamus Inggris-Indonesia untuk membantu diri saya sendiri belajar bahasa Inggris	12 (10.3%)	50 (42.7%)	40 (34.2%)	12 (10.3%)	3 (2.6%)	3.48	high
1	Saya membuat catatan dalam bahasa Indonesia di kelas bahasa Inggris saya	18 (15.4%)	49 (41.9%)	21 (17.9%)	28 (23.9%)	1 (0.9%)	3.47	high
1	Ketika saya menulis dalam bahasa Inggris, pertama-tama saya berpikir dalam bahasa Indonesia dan kemudian menerjemahkan ide-ide saya ke dalam bahasa Inggris	20 (17.1%)	43 (36.8%)	24 (20.5%)	29 (24.8%)	1 (0.9%)	3.44	moderate
1	Saat berbicara bahasa Inggris, pertama-tama saya memikirkan apa yang ingin saya katakan dalam bahasa Indonesia dan kemudian menerjemahkannya ke dalam bahasa Inggris	12 (10.3%)	49 (41.9%)	38 (32.5%)	14 (12.0%)	4 (3.4%)	3.44	moderate
1	Saya menulis garis besar bahasa Indonesia untuk komposisi bahasa Inggris saya	11 (9.4%)	47 (40.2%)	43 (36.8%)	13 (11.1%)	3 (2.6%)	3.43	moderate
1	Jika saya lupa kata atau ungkapan bahasa Inggris tertentu di tengah percakapan, saya menerjemahkan terlebih dahulu dari bahasa Indonesia ke bahasa Inggris untuk membantu saya menjaga percakapan tetap berjalan	23 (19.7%)	40 (34.2%)	25 (21.4%)	22 (18.8%)	7 (6%)	3.43	moderate
1	Saya menggunakan mesin terjemahan elektronik untuk membantu diri saya sendiri belajar bahasa Inggris	8 (6.8%)	47 (40.2%)	45 (38.5%)	16 (13.7%)	1 (0.9%)	3.39	moderate
1	Saya menggunakan terjemahan bahasa Indonesia dari istilah gramatikal seperti part of speech, tenses, dan agreement untuk membantu saya mengklarifikasi peran bagian gramatikal kalimat bahasa Inggris	17 (14.5%)	39 (33.3%)	26 (22.2%)	31 (26.5%)	4 (3.5%)	3.29	moderate
2	Saya belajar tata bahasa Inggris melalui penjelasan bahasa Indonesia tentang aturan tata bahasa Inggris	11 (9.4%)	34 (29.1%)	42 (35.9%)	27 (23.1%)	3 (2.6%)	3.20	moderate
2	Ketika saya mendengarkan bahasa Inggris, pertama-tama saya menerjemahkan ucapan-	13 (11.1%)	29 (24.8%)	32 (27.4%)	41 (35%)	2 (1.7%)	3.09	moderate

ucapan tersebut ke dalam bahasa Indonesia untuk membantu saya memahaminya)))				
2 Saya menggunakan kamus Indonesia-Inggris	13	28	38	31	7	3.08	moderat
2 untuk membantu diri saya belajar bahasa Inggris	(11.1%)	(23.9%)	(32.5%)	(26.5%)	(6%)		e
))))			
2 Jika saya tidak mengerti sesuatu dalam bahasa Inggris, saya akan meminta orang lain untuk menerjemahkannya ke dalam bahasa Indonesia untuk saya	15	27	25	45	5	3.02	moderat
3	(12.8%)	(23.1%)	(21.4%)	(38.5%)	(4.3%)		e
))))			
2 Saya berlatih menerjemahkan pikiran saya secara mental dari bahasa Indonesia ke bahasa Inggris dalam berbagai situasi	20	13	34	41	9	2.95	moderat
4	(17.1%)	(11.1%)	(29.1%)	(35%)	(7.7%)		e
)))				
2 Saya membaca naskah terjemahan bahasa Indonesia sebelum saya mendengarkan kaset atau CD instruksional berbahasa Inggris	9	27	26	53	2	2.90	moderat
5	(7.7%)	(23.1%)	(22.2%)	(45.3%)	(1.7%)		e
)))				
2 Ketika berbicara bahasa Inggris, saya memikirkan apa yang ingin saya katakan dalam bahasa Inggris tanpa berpikir dulu dalam bahasa Indonesia	1	11	49	48	8	2.43	low
6	(0.85%)	(9.4%)	(41.9%)	(41.02%)	(6.8%)		
))))			
2 Saya mendengarkan atau membaca berita berbahasa Indonesia terlebih dahulu agar lebih memahami berita radio / TV berbahasa Inggris	12	9	16	59	21	12	moderat
7	(10.3%)	(7.7%)	(13.7%)	(50.4%)	(17.9%)		e
)))))		
2 Saat membaca bahasa Inggris, saya mencoba memahami arti dari apa yang saya baca tanpa memikirkan padanan bahasa Indonesia	12	9	16	59	21	2.42	low
8	(10.3%)	(7.7%)	(13.7%)	(50.4%)	(17.9%)		
)))))		

Catatan

- Pilihan '1' bermakna 'Sangat tidak setuju.
 Pilihan '2' bermakna 'Tidak Setuju.
 Pilihan '3' bermakna 'Netral'
 Pilihan '4' bermakna 'Setuju.
 Pilihan '5' bermakna 'Sangat setuju "