

EFL Learner's Beliefs about Strategy Use of Translation in English Learning

Thesis

Presented to Department of English Language Education as Partial Fulfillment of
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2021**

APPROVAL SHEET

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English Learning**

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RATIFICATION SHEET

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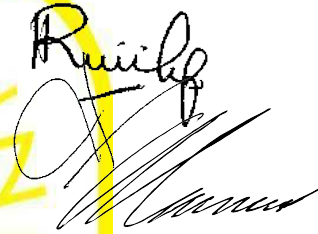
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STATEMENT WORK ORIGINALITY

Honestly, I declare that my thesis is done by my own work, so there are no contents that worked by the other people, except the quotation, reference and scientific paper should.

Yogyakarta, March, 16 2021



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TABLE OF CONTENTS

APPROVAL SHEET	1
RATIFICATION SHEET	2
STATEMENT WORK ORIGINALITY	3
TABLE OF CONTENTS	4
LIST OF TABLE	6
LIST OF FIGURE	7
LIST OF APPENDICES	8
MOTTO	9
DEDICATION	10
ACKNOWLEDGEMENT	11
ABSTRACT	12
CHAPTER 1	13
INTRODUCTION	13
1.1. Background of study	13
1.2. Identification of problem	15
1.3. Problem Formulation	15
1.4. The Objective of study	15
1.5. Significance of The Study	15
CHAPTER 2	15
LITERATURE REVIEW	16
2.1. Translation as strategy in Language learning	16
2.2. Learners' belief on translation in language learning	18
2.3. Previous studies	19
2.4. Theoretical Framework	21
CHAPTER 3	22
METHODOLOGY	22
3.2. Population and sample	22
3.2.1. Population	22
3.2.2. Sampling	22
3.3. Data collection techniques	23

3.3.1. Instrument	23
3.3.2. Validity.....	23
3.3.3. Reliability.....	24
3.5. Data Analyse techniques.....	26
3.5.1. Data Indicator.....	26
3.5.2. Steps of data analysis technique.....	26
CHAPTER 4.....	27
RESULT AND DISCUSSION	27
4.1. Research Finding	27
4.1.1. Descriptive Analysis Results of the Data.....	27
4.1.2. General Data Result.....	27
A. The role of translation.....	29
B. The effect of translation.....	30
C. The difficulties of translation	31
D. Translation as a skill	32
4.2. Discussion.....	33
CHAPTER 5.....	36
CONCLUSION AND RECOMMENDATION	36
5.1 Conclusion.....	36
5.2. Recommendation.....	36
REFERENCES.....	37
APPENDICES.....	39



LIST OF TABLE

3.1 Validity table.....	24
3.2 Table r Coefficient Correlation (Validity).....	22
3.3 Table of Cronbach's Alpha Interpretation.....	23
3.4 Table of Case Processing Summary.....	23
3.5 Table of Reliability Statistics.....	24
3.6 Table Descriptive Statistic of the data.....	27



LIST OF FIGURE

Figure 1: Chart the Characteristics of Respondents by Gender	27
Figure 2: Chart of Mean Questionnaire	29
Figure 3: Chart of Standard Deviation of Questionnaire	29
Figure 4: Chart the role of translation	30
Figure 5: Chart the effect of translation	31
Figure 6: Chart of translation difficulties.....	32
Figure 7: Chart of translation as a skill.....	33



LIST OF APPENDICES

Appendix 1. Table of mean and standard deviation.....	39
Appendix 2. Kuesioner Penelitian	42
Appendix 3. The table of validation data.....	47



MOTTO

“Give me six hours to chop down a tree and I will spend the first four sharpening the axe.”

(Abraham Lincoln)

“Education is not the learning of facts, it’s rather the training of the mind to think”

(Alberts Einstein)



DEDICATION

I dedicated this thesis to:

1. My beloved parents: Keskik Dwi Joko Susanto and Sudarmi S.Pd., M.Pd.
2. My academic supervisor lecturer and also the head of English Language Education Department Mrs. Irma Windy Astuti S.S., M.Hum.
3. My Thesis supervisor Mrs. Rizki Farani S.Pd., M.Pd.
4. My beloved lover Tri Nur Dwi Asih S.Pd.
5. All of my friends at English Education Department batch 2017 that I cannot write their name one by one who has participated in my research.
6. The whole of my best friends who, always motivated and help me to solve all of my problems during studying at Islamic University of Indonesia.



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During the research and writing of this thesis there were many obstacles natural writer, but thanks to the help, encouragement, and guidance of various parties, finally, this thesis can be completed properly. Therefore, I place on record, sincerely thanks to my beloved thesis supervisor Rizki Farani S.Pd., M.Pd for the guidance in finishing this thesis.

The researcher realizes that there are still many shortcomings in this research. So that, the author apologizes profusely in deep. Hopefully, this research can be well received and useful for everyone.



EFL Learners' Belief About Strategy Use of Translation in English Learning

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ABSTRACT

This study aims to identify EFL learners' beliefs about strategy use of translation in English learning. The research design of this research is quantitative research with a survey study method. This research uses a students and teacher' belief toward translation as a technique used in language learning questionnaire, adopted from Artar (2017). There were 88 students, involved in this research as respondents. They were selected randomly from English Education Department in one of Islamic Higher Education in Yogyakarta. All respondents were final year students who have experienced translation as a strategy during their study. Based on the results, the highest score refers to the statement "Translation activities improve my English vocabulary knowledge" (means= 3,47 and SD= 0,524). Meanwhile, di lowest score is the statement "It is better to write in Indonesian first and then translate into English instead of direct writing in English" (means= 2,69 and SD= 0,778). The data indicates that most learners believe that the translation can enhance their vocabulary knowledge and prefer to write in English directly than doing translating.

Keyword: Translation, language learning, Learners' belief, ELT

CHAPTER 1

INTRODUCTION

1.1. Background of study

Translation is a common strategy used by foreign language learners in the learning process, considering that they often use English text material. Translation becomes an important tool for teaching and assessing language competence in various types of education (Tsagari, 2003). It indicates that translation is needed in language learning since it helps the students to understand English text. The studies from Aktekin and Gliniecki (2015), Al-Musawi (2014), Daligiene (2012), Guerra (2014), Karimian and Talebinejad (2013), Mutlu et al. (2015) found that the learners who use translation frequently in language learning, beliefs that translation can helpful as a tool in language learning (as cited in Milawati, 2019). Nevertheless, the students do not support their belief with sufficient language knowledge and information about the culture of the text, so they still have a problem in translating the text. As the impact, students have different translation abilities due to language knowledge differences. In addition, Bahumaid (2010) also explains that the students have difficulties on the translation process because they have limited knowledge and information about the culture to target language, source of target language and translation procedure (cited in, Soler, 2018). From the studies and explanation above, it reinforces that learners need more effort to strengthen their belief by improving knowledge, experiences and information toward target language.

In practice, translation plays a role in the process of forming student understanding in language learning. Cummins (2007) translation is mainly to create bilingual identity texts written by students in their target language and their first language (as cited in, Belier, 2019). This underlies that in practice, translation is not only used as a tool to share information from foreign languages into the students 'mother tongue, but also shapes the students' knowledge about the identity from different language. Canagarajah (2013) states that there is a lot of practice-based learning with a focus on strategies for producing and receiving texts (Cited in, Belier, 2020). Even though, in practice students and students tend to use machine translation, but in fact translation is not only used to define unfamiliar words into the mother language, and also presents grammatical structure from different language. The current studies on the use of translation in EFL shows that teachers use translation in classes (Milawati, 2019) to provide grammar rules and the example (Chang, 2011) cited in Elmayanti (2019). This method helps learner to pay attention with their learner's language development (Richards et al, 2002) so that the translation assist learners to monitor their language development. In summary, translation still used as strategy in the English language learning process, even though it is not new language learning method.

Referring to that information , the researcher wants to investigate the students' belief on strategy the use translation in language learning. The setting of the research is translation application in higher education context, especially for students in English Education Department. Most students in the department have language education background, so it is assumed that they understand the process of language learning and

translation used in the classroom, as general instruction in introducing the material and new vocabularies.

1.2. Identification of problem

EFL Learners have positive belief on the use translation in language learning based their experience on the use translation in English learning, nevertheless they still have lack language knowledge, culture to target language, source of target language and translation procedure, so they still difficult to do translating.

1.3. Problem Formulation

What are the EFL learners' belief on strategy the use of translation in language learning?

1.4. The Objective of study

The researcher wants to identify EFL learners' belief on the use of translation as strategy in language learning.

1.5. Significance of The Study

The outcome of this research is one of references for students on how to understand their belief specifically to support their effort in expanding their knowledge about target language. In addition, the result also provides data for the department to facilitate translation curriculum based on students' belief.

CHAPTER 2

LITERATURE REVIEW

2.1. Translation as strategy in Language learning

In many studies about language learning, translation was carried as the strategy in the language learning process. Supported by Calis and Dikilitas (2012) The utilization of translation as a strategy in language learning is familiar among the foreign language learners (Cited in, Saleh, 2020). Moreover, in the process of foreign language learning, the students need to help them in the process to producing L2, so translation is needed. Wharton (2007) students are provided Communicative goals and production of L2 by L1 (as cited in, Saleh, 2020). However, Baw (2002) it probably made the learners refuse the new learning approach (as cited in, Saleh, 2020). Considering with study from Yau-hau Tse (2011) found that Translation strategies in language learning are preferred by students who focus on grammar instruction based on translation and deduction-based learning strategies (as cited in, Saleh, 2020). Considering with study from Yau-hau Tse (2011) found that Translation strategies in language learning are preferred by students who focus on grammar instruction based on translation and deduction-based learning strategies (as cited in, Saleh, 2021). Contrary with Kerr (2016) that there are several reasons why translation is not necessary in language learning:

1. For most students Translation is less important than the 4 main skills in language learning such as reading, writing, listening and speaking.

2. Students need to familiarize themselves with English without involving their mother tongue.
3. Learn to think in English and use one's own language to prevent language problems.
4. The wrong belief that there is a word-for-word similarity between languages, and leads to language interference problems caused by the use of mother language.

In contrast, Taghinezhad and Sadighi (2017) said that the translation is needed in language learning with several reasons:

1. Translation to be able to remove psychological barriers that students may take against the learning environment;
2. Can be used to teach some complex grammar structures for students not yet adept at coping with L2 explanations,
3. As an alternative other practical techniques fail, for example to memorize difficult words,
4. translation needed in reading and writing.

The research conducted by Karimian and Talebinejad (2013) found that the use of translation strategy is helped them during the process of language learning (Cited in, Kuluşaklı, 2018). Related with Mutlu, Bayram and Demirbüken (2015) found that the use of translation establish learning writing and reading in EFL easier among Turkish' preparatory students. Supported with Ramachandran and Rahim (2004) The translation helps the students recalling their memories vocabularies knowledges (as cited in, Mutlu,

2015). Mutlu (2015) reveal that the Turkish students will still need to do translating for enhance their language knowledge ability. It does mean even the EFL learners have foreign enough language ability, but they don't have enough foreign vocabularies, so they need to translate it.

2.2. Learners' belief on translation in language learning

There are many studies about the learners' belief on translation in language learning. Atekin and Usyal (2015) the students' belief that translation has important role in language learning process. Supported by Galali and Cinkara (2017) believe that process of obtaining and mastery EFL among students helped by the translation (as cited in, Putrawan, 2019). The other study from Liao (2006) EFL learners believed translation is important in language learning (as cited in, Putrawan, 2019). The study about the students' belief about the use translation in language learning conducted by Putrawan (2019) found that the students' beliefs that translation is important in learning process, they often use translation during language learning, and their learning strategy is affected by their belief. It means that all of the learners have different experience on learning process, especially in strategy.

The learners' belief in this research obtained based on relationship between translation and language learning which, mentioned in abstract model of translation in language learning by Pym et al (2013) which is, translation and language learning are

opposite, translation and language learning are complement each other and translation is inherent in language learning. There are the meaning from all of the, preposition of translation in language learning considering with the students belief. The first model means that the students' beliefs that the teacher no need to use translation if their students have good language ability. The second model means the students beliefs that not all the people can understand the foreign language so, they need translation . The third model means that the students belief that translation needed as language skill. The main focus on this study is to discover the EFL learners' belief on the use translation as one of strategy in language learning.

2.3. Previous studies

The use of translation in language learning among EFL learners has been studied by many researchers. The study from Payne (2016) about Ecuadorian Students' Perception on the Use of Translation in the EFL Classroom. The similarity with my research is EFL context and the investigation of the student's believe on translation in language learning . The differences are the limitation on the study in the classroom and the different EFL country. This research used the adopting questionnaire Student's believe toward beliefs translation as a technique used in language learning Questionnaire from Artar (2017). The finding of that research is 90% the students who have the low language ability and 10 % for the student's with higher language ability only 10% they will be comfortable learn foreign language if the teacher use L1 as the medium instruction. From the data above, we can indicate that the students with low language

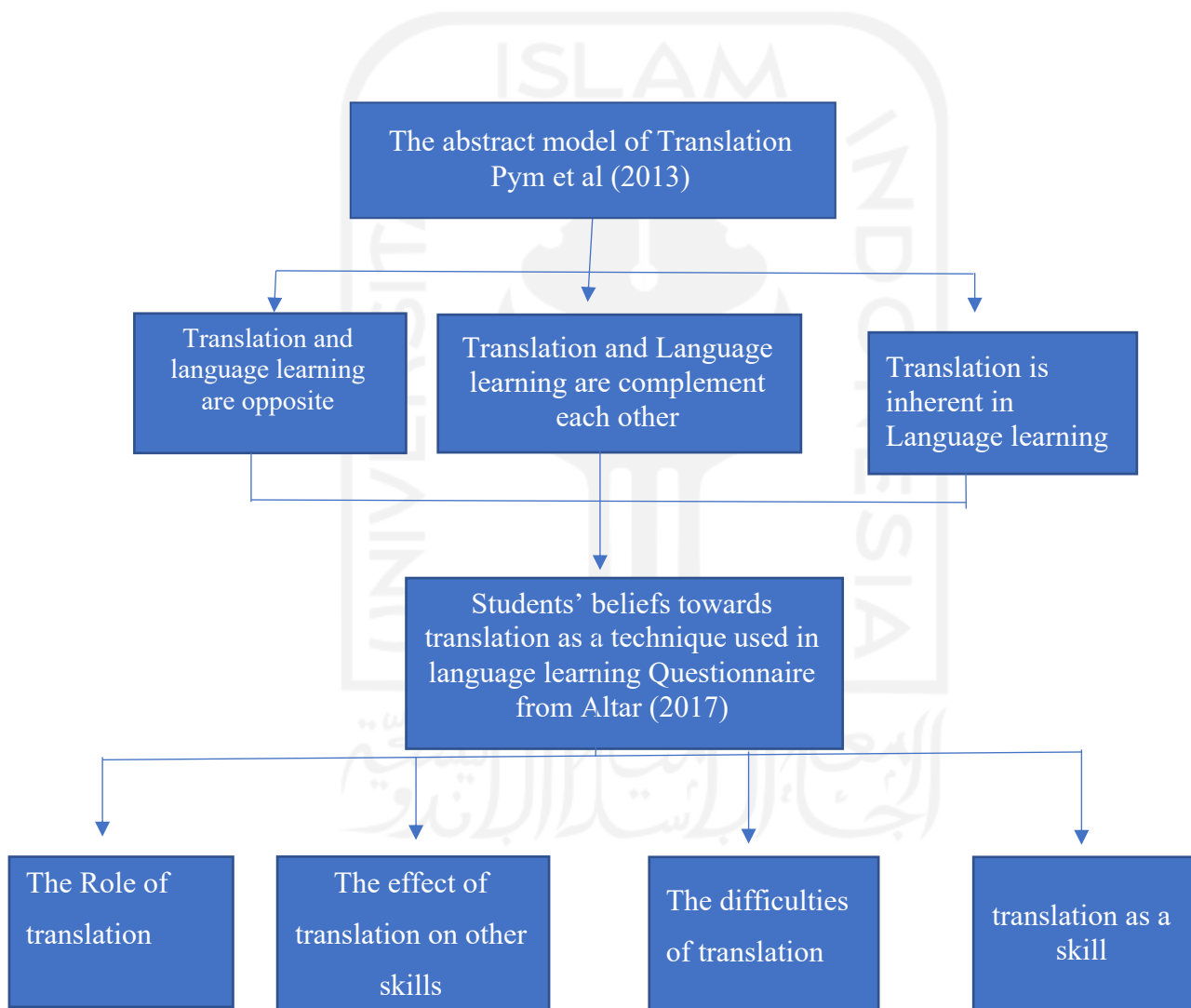
ability will more easy to study foreign language if the teacher used L1 for teaching. It supported with the 2 data from different studies.

The first is concerning on the use of translation in language learning is Exploring the Undergraduate Students Perception on Translation - A Preliminary Step to Teach Translation in EFL Classes (2018) conducted by Siregar. In this research, the researcher conducting 59 undergraduate students which is, 32 from economics and 27 from engineering departments as the participants. This study do a survey to obtain the data with using online questionnaire. The finding is the most participant`s believe that the translation is needed for language learning, especially in writing and reading.

The second is from The Effect of Translation as a Noticing Strategy on Learning Complex Grammatical Structures by EFL Learners (Soleimani, 2017). The result shows that translation affects the student`s language construction. It shows that the translation has an effect on language learning, especially for the student`s language construction skills. Nevertheless, in study about Task-based and Grammar Translation Teaching Methods in Teaching Reading Comprehension to nursing students: An Action Research, conducted by Mesbah and Faghani (2015) which is compared between 2 group that used task based-method and translation with the result the group used task based-method is obtain the higher score rather than the group which uses translation . It demonstrates that the use of task-based methods is better able to improve students' vocabulary skills.

2.4. Theoretical Framework

This study uses the abstract model of translation in language learning (Pym et.al, 2013) and a questionnaire (Artar, 2017) to identify students' belief of the Department of English Language Education batch 2017 at one of Islamic Universities in Yogyakarta.



CHAPTER 3

METHODOLOGY

3.1. Research Design

This research is a survey study about students' belief on strategy the use of translation as a strategy in language learning. Researcher uses survey study because the focus of this research is mapping EFL learners' belief in general without investigating additional factors.

3.2. Population and sample

3.2.1. Population

Population is all object from the target for research (Cresswell, 2012). There are 88 students of English Language Education Department in one of Islamic Universities in Yogyakarta as the population in this study. The students are from senior students (six semester) which has already finished the class that use translation strategy during learning process such as basic English grammar, advance English grammar, essay writing, argumentative writing and second language acquisition.

3.2.2. Sampling

Cresswell (2012) sample is part of the target population that will be the target of data collection. The determine of sample is refers to Arikunto (2013) that if the respondents less than 100 person, the researcher must conducting the all of the researcher, but if the respondents is more than 100 , the researcher must take 10-15 % or 20-25 %. In this research the population is 88 students. Therefore, the researcher uses simple random sampling because, all population have the opportunity to contribute to data collection.

3.3.Data collection techniques

This part describes data collection techniques including : Instrument, validity and reliability.

3.3.1. Instrument

The researcher using adopted version from Artar (2017) named students' beliefs towards translation as a technique used in language learning with 50 items as the instrument .The researcher find 23 un-valid items, then the researcher drop them. So that there are 27 items and the division based on four domains are: the role of translation (1,2,3,16,17,18,27) the effect of translation(5,7,15,21,22), the difficulties of translation (6,9,11,13,14,19,23,24) and the translation as a skill (4,8,10,11,20,25,26)with uses Likert-scale 1= strongly disagree, 2=disagree, 3=Agree, and 4= Strongly agree in the questionnaire.

3.3.2. Validity

Sugiyono (2017) said that the validity shows the precision between the actual data and the object of the data collected by the researcher. The validation of this research uses content validation. Arikunto (2013) Content validity is a kind of validation to count the relevance of instrument with thing that will be researching. The researcher utilizes content validity by consulting the content of the instrument to obtain expert judgment and measure it by using SPSS with coefficient correlation validity. Firstly the researchers do validity with send to the lecturer, then the researcher do the validation with using SPSS. From the validation the researcher finds that there are 5 items are invalid because the question confusing the respondents and . Then the researcher gather the data and count it with use

3.3 Table of Cronbach's Alpha Interpretation

Raw Score	Interpretation
0.8 – 1.0	Very high
0.6 – 0.8	High
0.4 – 0.6	Moderate
0.2 – 0.4	Low
0.0 – 0.2	Very Low

Sugiyono (2015)

3.4. Table of Case Processing Summary

		N	%
Cases	Valid	88	100,0
	Excluded	0	,0
	Total	88	100,0

- a. Listwise deletion based on all variables in the procedure.

From the table of case processing summary above, the researcher indicates that all of data that obtained from 88 respondents are valid with the percentage 100 %.

3.5 Table of Reliability Statistics

Cronbach's Alpha	N of Items
,895	27

From the table of reliability statistic, it demonstrates that 27 items that used by the researcher are valid and the reliability from the instrument is 0,895. It indicates that the instrument is valid and reliable to be use by the researcher to gaining the data.

3.5.Data Analyse techniques

3.5.1. Data Indicator

The data were analysed based on the highest and lowest average value of each domain. The highest mean score indicates that the students' beliefs that the translations can enhance their vocabularies knowledge, meanwhile the lowest score indicates that the students more like to write in English directly than doing translating.

3.5.2. Steps of data analysis technique

1. Adapted the students and teachers' belief towards translation as a technique questionnaire from Artar (2017) with several process: Analyse the domains and the items of questionnaire to know all of domains and items don't have any problem, translating it into Indonesian, contextualized the items related to the conditions of the respondents and filtering some items that not valid .
2. Translating the questionnaire into Bahasa Indonesia.
3. Check every single items to make sure it can be understand by the respondents.
4. After translating the questionnaire, the researcher do validity and reliability.
5. Arrange the questionnaire via google form and share it through a group line of English education department batch 2017.
6. The data that has been gathering convert to Microsoft excel. Then, the data will analysed by using SPSS to identify the mean, average, and standard deviation.

CHAPTER 4

RESULT AND DISCUSSION

4.1. Research Finding

This finding describes the result from the data analyze.

4.1.1. Descriptive Analysis Results of the Data

3.6 Descriptive Statistic of the data

	N	Means	Std. Deviation
Total	88	87,63	8,053
Valid N	88		

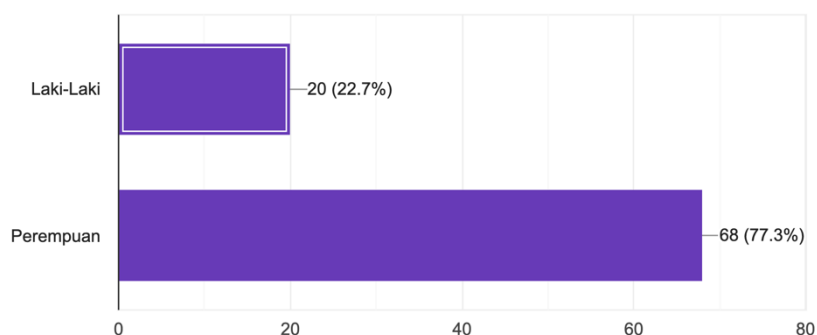
From the table above, it indicates that all of the data obtained are valid. In addition, the means from all of the valid items is 87,63 with the standard deviation is 8,053.

4.1.2. General Data Result

The characteristics of general respondent shown in table below:

Figure 1: Chart the Characteristics of Respondents by Gender

Jenis kelamin
88 responses



Based on the diagram above we can indicate that the population of English education department is female with 77.3% and the percentage of male only 22.7%. It means that the most students in English education department batch 2017 are female.

From the data analysis result, the researcher found that the highest score refers to the statement “*Aktifitas menerjemahkan meningkatkan pengetahuan kosa-kata bahasa Inggris saya*”, with the result of means= 3,47 and SD= 0,524. Meanwhile the lowest score is the statement “*Lebih baik menulis teks dalam bahasa Indonesia terlebih dahulu dan kemudian menerjemahkannya ke dalam bahasa Inggris daripada menulisnya secara langsung dalam bahasa Inggris.*”, with the result of means= 2,69 and SD= 0,778. Furthermore, to make this result more detailed, the researcher shows the diagram below:

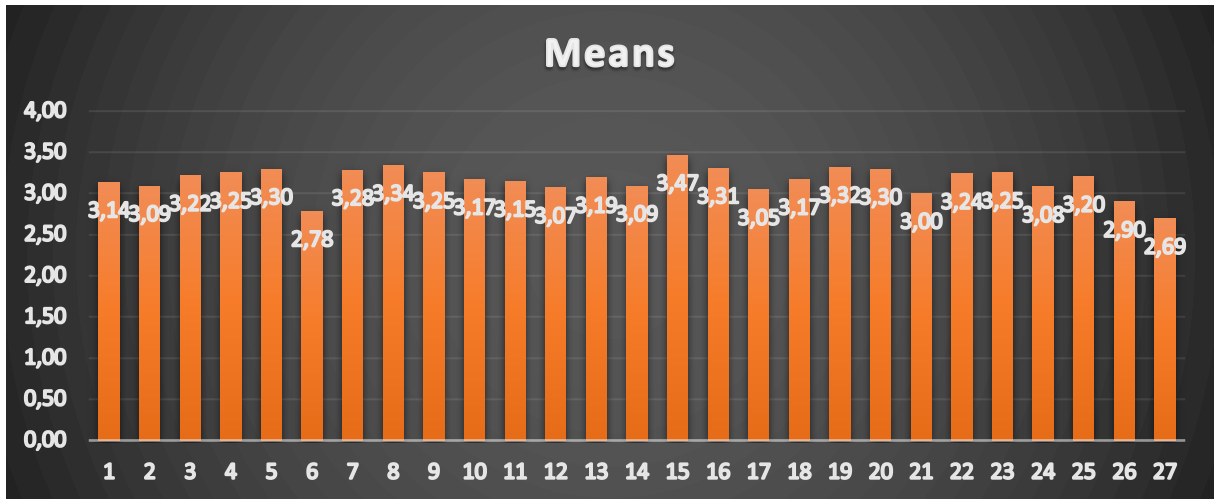


Figure 2: Chart of Mean Questionnaire

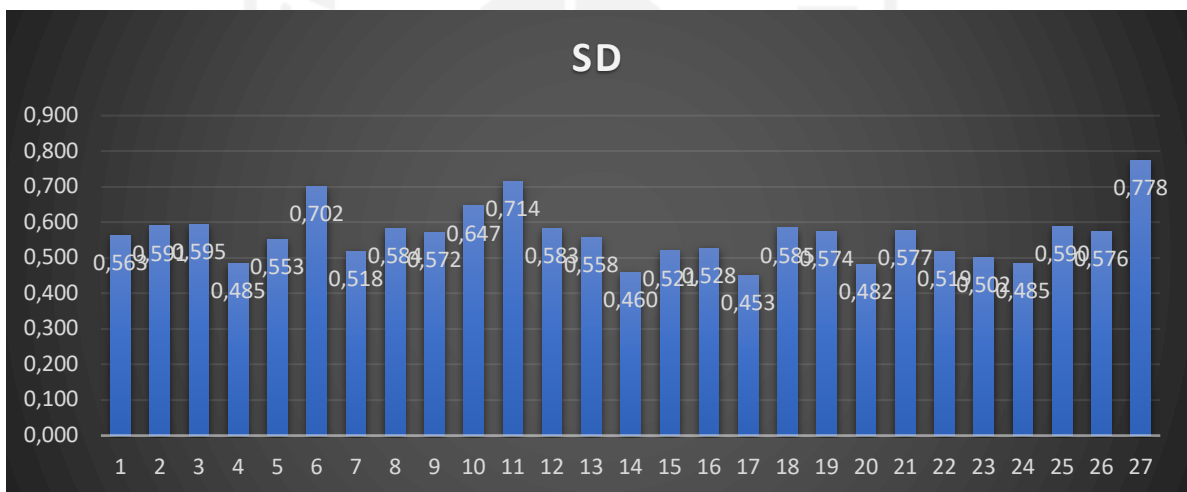


Figure 3: Chart of Standard Deviation of Questionnaire

A. The role of translation

From the research found that in domain of “the role of translation” the highest score is the statement “*Mata kuliah yang bernama “Teknik Penerjemahan bisa sangat berguna untuk studi akademik seperti mengerjakan tugas, menulis skripsi atau membuat presentasi.”*” with the result, means= 3,31 and SD=0,53. It indicates that most of the students agree with the role of translation needed in the process on the finishing of the

academic duty. In other sides, the lowest score is the statement “*Lebih baik menulis teks dalam bahasa Indonesia terlebih dahulu dan kemudian menerjemahkannya ke dalam bahasa Inggris daripada menulisnya secara langsung dalam bahasa Inggris.*” with means= 2,69 and SD= 0,77. It means the most of the students are disagree that the role of translation in the using of translating from the first language into the second language to support writing skill.

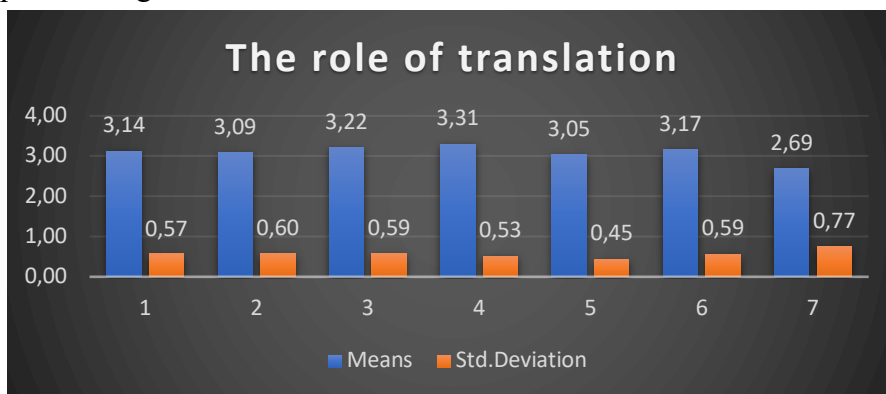


Figure 4: Chart the role of translation

B. The effect of translation

From the research, in the domain the effect of translation, the highest score is the statement “*Aktifitas penerjemahan membantu saya meningkatkan keterampilan menulis saya ketika belajar bahasa inggris*” with means= 3,47 and SD=0,52. It represent that the most of them agree that the translations can enhance their English vocabularies’ knowledge. Then the lowest score is “*Menerjemahkan bahasa Inggris ke bahasa Indonesia meningkatkan kemampuan menulis bahasa Indonesia saya.*”. With means= 3,00 and SD= 0,58. So that it demonstrates the students, belief the translation cannot help on their learning writing process specially in L1 writing. It shows that the most students agree that do translating from foreign language into the target of language in language

learning situation can more enhance the writing skill than do translation apart from foreign language learning situation.

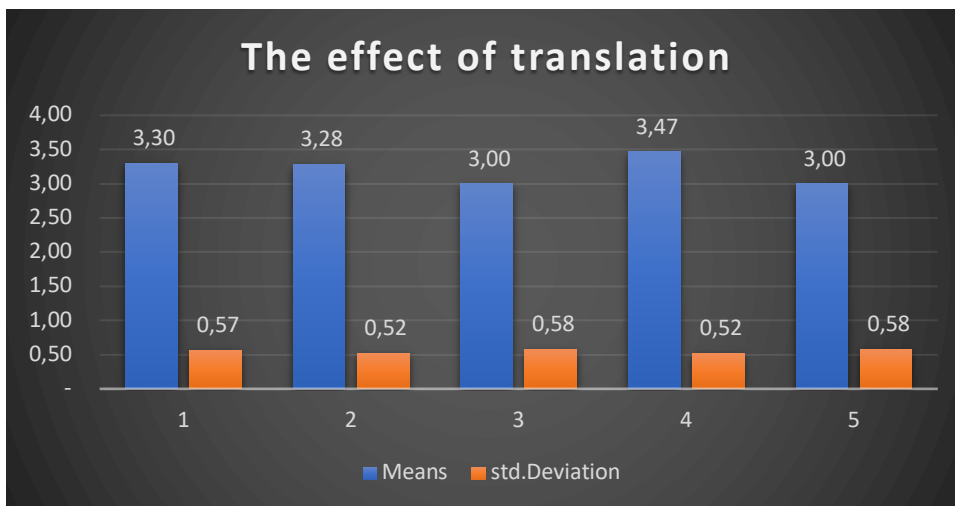


Figure 5: Chart the effect of translation

C. The difficulties of translation

From the research, in the domain the difficulties of translation, the highest score is on the statement “*Tugas , aktifitas dan project yang melibatkan aktifitas penerjemahan sangat membantu dalam pembelajaran bahasa.*” with means=3,25 and SD= 0,57. It does mean that the most of them agree the basic knowledge of the text is important in the translation process. While, the lowest score is “*Saya bisa menerjemahkan teks bahasa inggris yang sesuai dengan level saya dari bahasa inggris kebahasa Indonesia secara lebih mudah*”. With the means=3,08 and SD= 0,48. Based on the higher and lowest data above, we obtain the

information that they disagree that the basic knowledge of the target language of language cannot help in the process of translating.

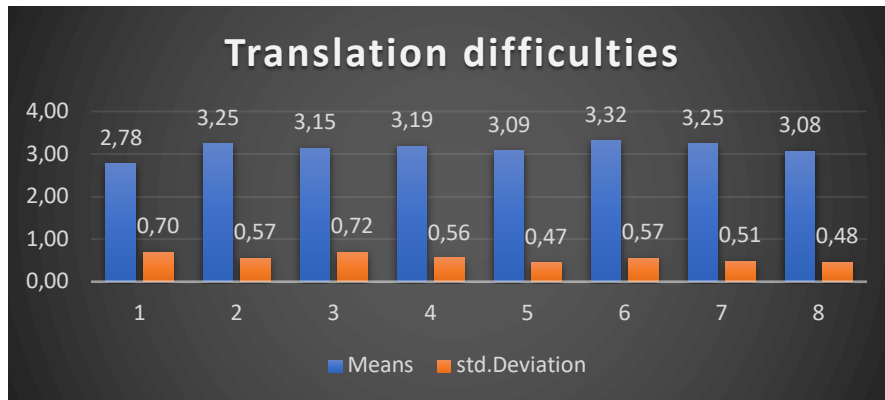


Figure 6: Chart of translation difficulties.

D. Translation as a skill

From the research domain of translation as a skill, the highest score is “*Penerjemahan adalah keterampilan yang harus ditingkatkan ketika belajar bahasa asing.*” with means=3,34 and SD=0,58. From that data found that the most students agree that the translation is the skill that must be improved when learning foreign language. The other sides, the lowest score is “*Semua orang yang bisa berbicara bahasa asing dapat menerjemahkan bahasa tersebut dari bahasa asing ke bahasa ibu, maupun sebaliknya.*” with means=2,90 and SD 0,58. Therefore, most of them belief that the translation is sill that must be improved in learning process, considering even the people can use foreign language, it cannot ensure that they can do a translating.

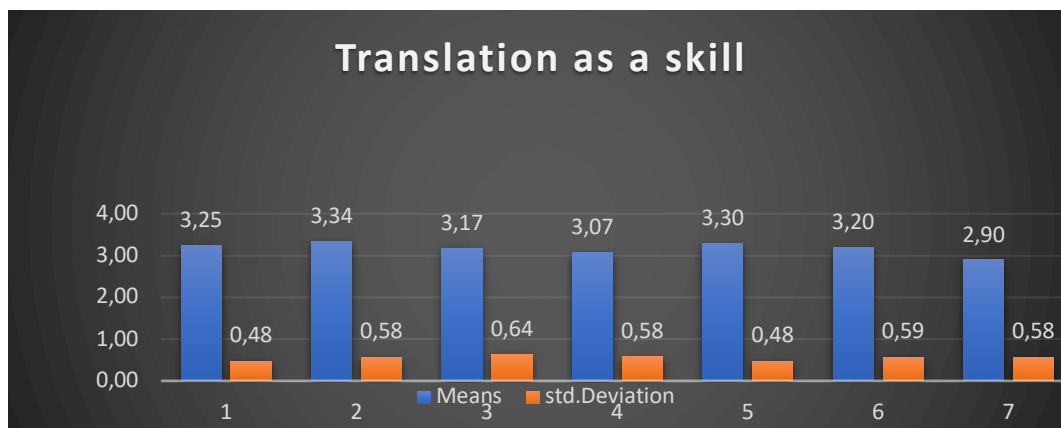


Figure 7: Chart of translation as a skill

4.2. Discussion

Based on the research, the higher percentage is the statement “*Aktifitas menerjemahkan meningkatkan pengetahuan kosa-kata bahasa Inggris saya*” With means 3,47 and SD=0,524. Meanwhile the lowest is the statement “*Lebih baik menulis teks dalam bahasa Indonesia terlebih dahulu dan kemudian menerjemahkannya ke dalam bahasa Inggris daripada menulisnya secara langsung dalam bahasa Inggris*” With means 2,69 and SD = 0,778. Thus, even though the translation can enhance their vocabularies knowledges, but the students more like to read the text in foreign language directly than doing translating. Based on the theory from Pym et it related to the first preposition, because it shows that the students’ belief that they don’t have to do translation because they have good ability in English language. Whereas, According to Nation (2001) The vocabulary and language learning are completed each other, because the people can use the language when they know the vocabulary and they can enhance vocabulary with uses it (cited in, Alqathani, 2015). Therefore, the students need to have vocabulary knowledge when they learning foreign language. In the other words by Renandya (2015) Translation is a process used by the beginner students naturally when

they study foreigner languages. The reason is the beginner students will meet many difficult words during foreigner language learning, so they need to do translating. Supported by Payne (2016) the translation is needed for the students who have low foreigner language ability. Therefore, the translation can enhance the vocabulary knowledge that is an important part in reading and writing.

From all of the information, it indicates that the findings on this study also linked with the research conducted by Siregar (2018) that the translation is needed reading and writing. In that research indicates in reading, the students will meet some difficult vocabularies, so they need to do translating. However, the research that conducted by Mesbah and Faghani (2015) that the direct method is better than Grammar translation method to improve vocabulary knowledge, but based on Widdowson (2003) and Cook (2007) that in naturally the students will do translating when they meet some difficult word or sentences (cited in, Soleimani, 2017). It corresponded with the statement "*Saya menerjemahkan kalimat sulit ke dalam Bahasa Indonesia di dalam pikiran saya ketika membaca teks Bahasa Inggris yang sulit*" with means= 3,22 and Std= 0,596. Vygotsky (1986) revealed in the process of reading, readers turn the words in the text into their minds. So that, the using translation in language learning is still needed by the students to help them to learning Foreign language, especially in reading process.

However, most of the respondents prefer to write in foreign language directly than doing translating, but in fact the translation has role on the teaching grammatical structure that important in writing. Supported with Soleimani (2017) Translation has an impact on the students' second language proficiency. The language construction including vocabulary and grammar. It linked with the research findings in the statement

“Aktifitas penerjemahan membantu saya meningkatkan keterampilan menulis saya ketika belajar bahasa Inggris.” Which obtain high enough means=3,30 and Std= 0,571. In the writing activities, the students must have good grammatical structure knowledge and ability to implement it in writing process. Related with the statement “*Penerjemahan adalah keterampilan yang harus ditingkatkan ketika belajar bahasa asing.*” With the means=3,34 and SD=0,58. It proven that most of the students’ beliefs that the translation is one of skill that must be improved during language learning because it can enhance their writing and reading ability.

Based on the explanation above, we know the translation is a skill that must be improved to support the language learning process. It related to the statement “*Tugas, aktifitas dan project yang melibatkan aktifitas penerjemahan sangat membantu dalam pembelajaran bahasa*” with means =3,25 and SD= 0,57. The reason is translation skill can help the process of transferring the information in foreigner language. In addition, involve translation in language learning activity also can improve the translation skill. Supported by the statement “*Penerjemahan adalah kemampuan yang hanya dapat ditingkatkan dengan praktek*” with means=3,20 and SD= 0,59. with gives the activity that involving translation can help the students in language learning process.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The summary of this study is the most students' belief that the using translation can help them in their academic learning process, improve their English vocabularies even though, they like to write in English directly than doing translating. The higher statement with means= 3,47 and SD=0,524 is "*Aktifitas menerjemahkan meningkatkan pengetahuan kosa-kata bahasa Inggris saya*". Whereas, the statement "*Lebih baik menulis teks dalam bahasa Indonesia terlebih dahulu dan kemudian menerjemahkannya ke dalam bahasa Inggris daripada menulisnya secara langsung dalam bahasa Inggris*" has the lowest score with means= 2,69 and SD= 0,778. That means they need translation to enhance the students' vocabulary knowledge, even though they like writing directly in the target of languages than doing translate first. Based on the information, the researcher belief that translation is part of English skill which needed by the foreign language students.

5.2. Recommendation

Based on the research result and discussion, the researcher recommend for further research, to investigate more about students' belief on the use of translation as strategy in language learning by using different method or wider data especially in reading and writing deeply, and for the lecturer they should give the activity that including the translation activity in an example, give the text which contains more foreign term, so the students will need to do translating and ask them to conclude with their own language.

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APPENDICES

Appendix 1. Table of mean and standard deviation

Descriptive statistic				
NO	Items name	N	Mean	Std. Deviation
1	Aktifitas penerjemahan seharusnya dimasukkan kedalam kurikulum pembelajaran Bahasa.	88	3,14	,571
2	Menerjemahkan kalimat dari Bahasa Indonesia ke Bahasa Inggris ketika menulis sebuah text berbahasa inggris membuat saya dapat mengekpresikan kalimat kompleks dengan lebih baik.	88	3,09	,600
3	Saya menerjemahkan kalimat sulit ke dalam Bahasa Indonesia di dalam pikiran saya ketika membaca teks Bahasa Inggris yang sulit	88	3,22	,596
4	Penerjemahan adalah keterampilan yang dapat ditingkatkan dengan aktifitas yang komunikatif.	88	3,25	,485
5	Aktifitas penerjemahan membantu saya meningkatkan keterampilan menulis saya ketika belajar bahasa inggris.	88	3,30	,571
6	Lebih sulit menerjemahan teks dari bahasa Indonesia ke bahasa Inggris	88	2,78	,702
7	Aktifitas penerjemahan meningkatkan pengetahuan tata bahasa Inggris saya.	88	3,28	,524
8	Penerjemahan adalah keterampilan yang harus ditingkatkan ketika belajar bahasa asing.	88	3,34	,585
9	Tugas , aktifitas dan project yang melibatkan aktifitas penerjemahan sangat membantu dalam pembelajaran bahasa.	88	3,25	,572

10	Penerjemahan merupakan sebuah keterampilan Bahasa, sama seperti membaca, menulis, mendengarkan dan berbicara.	88	3,17	,647
11	Sesuatu yang paling menantang dalam menerjemahkan bahasa Inggris ke dalam bahasa Indonesia adalah kalimat yang Panjang dan kompleks.	88	3,15	,720
12	Penerjemahan adalah keterampilan yang dapat diujikan dalam pembelajaran bahasa.	88	3,07	,583
13	Saya menggunakan alat penerjemahan elektronik atau online untuk menerjemahkan.	88	3,19	,564
14	Saya bisa menerjemahkan teks bahasa Inggris yang sesuai dengan level saya dari bahasa Indonesia ke dalam bahasa Inggris dengan lebih mudah	88	3,09	,471
15	Aktifitas menerjemahkan meningkatkan pengetahuan kosa-kata bahasa Inggris saya. Mata kuliah yang bernama	88	3,47	,524
16	“Teknik Penerjemahan” bisa sangat berguna untuk studi akademik seperti mengerjakan tugas, menulis skripsi atau membuat presentasi.	88	3,31	,533
17	Penerjemahan komunikatif seharusnya digunakan dalam pengajaran bahasa asing	88	3,05	,453
18	Saya memerlukan penerjemahan ketika mempersiapkan tugas, menulis skripsi dan memberikan presentasi	88	3,17	,592
19	Sangat penting untuk memiliki pengetahuan dasar terkait konten teks agar dapat menerjemahkan dari bahasa Indonesia ke Inggris.	88	3,32	,578
20	Penerjemahan adalah keterampilan yang dapat ditingkatkan selama pembelajaran bahasa.	88	3,30	,483
21	Menerjemahkan bahasa Inggris	88	3,00	,587

	ke bahasa Indonesia meningkatkan kemampuan menulis bahasa Indonesia saya. Aktifitas Penerjemahan			
22	memberikan dampak positif terhadap kemampuan berbicara saya dalam bahasa Inggris. Sangat penting untuk memiliki latar belakang pengetahuan	88	3,24	,525
23	tentang sebuah teks untuk dapat menerjemahkannya dari Bahasa Inggris ke Bahasa Indonesia.	88	3,25	,509
24	Saya bisa menerjemahkan teks bahasa Inggris yang sesuai dengan level saya dari bahasa Inggris ke bahasa Indonesia secara lebih mudah	88	3,08	,485
25	Penerjemahan adalah kemampuan yang hanya dapat ditingkatkan dengan praktek menerjemahkan bahasa tersebut	88	3,20	,590
26	Semua orang yang bisa berbicara bahasa asing dapat dari bahasa asing ke bahasa ibu, maupun sebaliknya.	88	2,90	,588
27	Lebih baik menulis teks dalam bahasa Indonesia terlebih dahulu dan kemudian menerjemahkannya ke dalam bahasa Inggris daripada menulisnya secara langsung dalam bahasa Inggris.	88	2,69	,778
Total		88	87,63	8,053
Valid N (listwise)		88		

Appendix 2. Kuesioner Penelitian

Kuesioner Penelitian

Assalamualaikum wr, wb

Nama saya Guntur Aditya, dari Jurusan Pendidikan Bahasa Inggris, Universitas Islam Indonesia, angkatan 2017. Saat ini, saya sedang melakukan penelitian yang berjudul “Students’ belief on The Use of Translation as a technique in Language Learning”. Metode penelitian saya adalah penelitian kuantitatif dalam bentuk Survei sehingga saya melakukan pengambilan data melalui penyebaran kuesioner. Responden penelitian saya adalah mahasiswa/i Prodi Pendidikan Bahasa Inggris Angkatan 2017 yang telah melalui pembelajaran Bahasa Inggris dengan menggunakan Translation .

Dalam rangka mengumpulkan data, saya meminta kesediaan dari saudara/i untuk mengisi kuesioner “Students’ belief towards translation as a technique questionnaire” sebagai bagian dari penelitian saya. Hasil pengisian kuesioner ini akan menjadi data utama untuk memetakan *students’ belief* terkait *Translation* . Kerahasiaan responden dalam kuesioner ini akan dijaga. Selain itu, informasi yang diperoleh melalui kuesioner ini murni untuk kepentingan akademis. Terima Kasih atas partisipasi saudara/i.

Wassalamualaikum wr, wb

A. Data Pribadi Responden

Jenis Kelamin:

1. Perempuan
2. Laki-Laki

B. Instruksi Pengisian Kuesioner:

Pilihlah salah satu dari Skala dibawah ini yang menggambarkan diri saudara/i

STS = Sangat Tidak Setuju

TS = Tidak Setuju

S= Setuju

SS= Sangat Setuju

No	Pernyataan	Skala
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1	Aktifitas penerjemahan seharusnya dimasukkan kedalam kurikulum pembelajaran Bahasa.	STS	TS	S	SS
2	Menerjemahkan kalimat dari Bahasa Indonesia ke Bahasa Inggris ketika menulis sebuah text berbahasa inggris membuat saya dapat mengekpresikan kalimat kompleks dengan lebih baik.	STS	TS	S	SS
3	Saya menerjemahkan kalimat sulit ke dalam Bahasa Indonesia di dalam pikiran saya ketika membaca teks Bahasa Inggris yang sulit	STS	TS	S	SS
4	Penerjemahan adalah keterampilan yang dapat ditingkatkan dengan aktifitas yang komunikatif.	STS	TS	S	SS
5	Aktifitas penerjemahan membantu saya meningkatkan keterampilan menulis saya ketika belajar bahasa inggris.	STS	TS	S	SS
6	Lebih sulit menerjemahan teks dari bahasa Indonesia ke bahasa Inggris	STS	TS	S	SS
7	Aktifitas penerjemahan meningkatkan pengetahuan tata bahasa Inggris saya.	STS	TS	S	SS

8	Penerjemahan adalah keterampilan yang harus ditingkatkan ketika belajar bahasa asing.	STS	TS	S	SS
9	Tugas , aktifitas dan project yang melibatkan aktifitas penerjemahan sangat membantu dalam pembelajaran bahasa.	STS	TS	S	SS
10	Penerjemahan merupakan sebuah keterampilan Bahasa, sama seperti membaca, menulis, mendengarkan dan berbicara.	STS	TS	S	SS
11	Sesuatu yang paling menantang dalam menerjemahkan bahasa Inggris ke dalam bahasa Indonesia adalah kalimat yang Panjang dan kompleks.	STS	TS	S	SS
12	Penerjemahan adalah keterampilan yang dapat diujikan dalam pembelajaran bahasa.	STS	TS	S	SS
13	Saya menggunakan alat penerjemahan elektronik atau online untuk menerjemahkan.	STS	TS	S	SS
14	Saya bisa menerjemahkan teks bahasa Inggris yang sesuai dengan level saya dari bahasa Indonesia ke dalam bahasa Inggris dengan lebih mudah	STS	TS	S	SS

15	Aktifitas menerjemahkan meningkatkan pengetahuan kosa-kata bahasa Inggris saya.	STS	TS	S	SS
16	Mata kuliah yang bernama “Teknik Penerjemahan” bisa sangat berguna untuk studi akademik seperti mengerjakan tugas, menulis skripsi atau membuat presentasi.	STS	TS	S	SS
17	Penerjemahan komunikatif seharusnya digunakan dalam pengajaran bahasa asing	STS	TS	S	SS
18	Saya memerlukan penerjemahan ketika mempersiapkan tugas, menulis skripsi dan memberikan presentasi	STS	TS	S	SS
19	Sangat penting untuk memiliki pengetahuan dasar terkait konten teks agar dapat menerjemahkan dari bahasa Indonesia ke Inggris.	STS	TS	S	SS
20	Penerjemahan adalah keterampilan yang dapat ditingkatkan selama pembelajaran bahasa.	STS	TS	S	SS
21	Menerjemahkan bahasa Inggris ke bahasa Indonesia meningkatkan kemampuan menulis bahasa Indonesia saya.	STS	TS	S	SS
22	Aktifitas Penerjemahan memberikan dampak positif terhadap kemampuan berbicara saya dalam bahasa Inggris.	STS	TS	S	SS

23	Sangat penting untuk memiliki latar belakang pengetahuan tentang sebuah teks untuk dapat menerjemahkannya dari Bahasa Inggris ke Bahasa Indonesia.	STS	TS	S	SS
24	Saya bisa menerjemahkan teks bahasa Inggris yang sesuai dengan level saya dari bahasa Inggris ke Bahasa Indonesia secara lebih mudah	STS	TS	S	SS
25	Penerjemahan adalah kemampuan yang hanya dapat ditingkatkan dengan praktek	STS	TS	S	SS
26	Semua orang yang bisa berbicara bahasa asing dapat dari bahasa asing ke bahasa ibu, maupun sebaliknya.	STS	TS	S	SS
27.	Lebih baik menulis teks dalam bahasa Indonesia terlebih dahulu dan kemudian menerjemahkannya ke dalam bahasa Inggris daripada menulisnya secara langsung dalam bahasa Inggris.	STS	TS	S	SS

Appendix 3. The table of validation data

Correlations

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Total
Q1 Pearson Correlation	1	.501**	.183	.332**	.298**	-.098	.292**	.410**	.422**	.310**	.230*	.351**	.238*	.424**	.285**	.314**	.198	.305**	.180	.269*	.309**	.465**	.277**	.376**	.223*	.042	.147	.576**
Sig. (2-tailed)		.000	.088	.002	.005	.365	.006	.000	.000	.003	.031	.001	.025	.000	.007	.003	.064	.004	.093	.011	.003	.000	.009	.000	.037	.698	.172	.000
N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q2 Pearson Correlation	.501**	1	.234*	.316**	.189	-.062	.319**	.369**	.402**	.197	.288**	.245*	.287**	.418**	.083	.271*	.112	.150	.214*	.224*	.294**	.295**	.226*	.291**	.174	.092	.036	.502**
Sig. (2-tailed)	.000		.028	.003	.077	.566	.002	.000	.000	.066	.006	.021	.007	.000	.441	.011	.300	.162	.045	.036	.005	.005	.034	.006	.105	.395	.740	.000
N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q3 Pearson Correlation	.183	.234*	1	.248*	.216*	.225*	.280**	.347**	.244	.201	.380**	.189	.285**	.216*	.226*	.079	.091	.286**	.099	.255*	.131	.091	.275**	.218*	.461**	.228*	.244	.501**
Sig. (2-tailed)	.088	.028		.020	.043	.037	.008	.001	.022	.060	.000	.078	.007	.043	.034	.467	.399	.007	.361	.017	.222	.401	.010	.041	.000	.033	.022	.000
N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q4 Pearson Correlation	.332**	.316**	.248*	1	.394**	.295**	.395**	.506**	.434**	.448**	.288**	.305**	.115	.151	.350**	.367**	.105	.290**	.328**	.367**	.323**	.395**	.256*	.256*	.261*	.131	.114	.612**
Sig. (2-tailed)	.002	.003	.020		.000	.005	.000	.000	.000	.000	.007	.004	.284	.160	.001	.000	.332	.006	.002	.000	.002	.000	.016	.016	.014	.224	.290	.000
N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q5 Pearson Correlation	.298**	.189	.216*	.394**	1	.333**	.216*	.521**	.475**	.360**	.116	.526**	.356**	.241*	.226*	.303**	.259*	.428**	.269*	.347**	.412**	.299**	.297**	.247*	.228*	-.012	.310**	.630**
Sig. (2-tailed)	.003	.077	.043	.000		.002	.043	.000	.000	.001	.280	.000	.001	.024	.034	.004	.015	.000	.011	.001	.000	.005	.005	.021	.033	.914	.003	.000
N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q6 Pearson Correlation	-.098	-.062	.223*	.295**	.333**	1	.137	.181	.021	.107	.178	.261*	.280**	.025	.152	.056	.067	.283**	.228*	.156	.223*	-.015	.121	-.050	.274**	.141	.214*	.353**
Sig. (2-tailed)	.365	.566	.037	.005	.002		.202	.091	.843	.320	.098	.014	.008	.815	.159	.603	.533	.007	.033	.146	.037	.893	.263	.642	.010	.191	.045	.001
N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q7 Pearson Correlation	.292**	.319**	.280**	.395**	.216*	.137	1	.580**	.412**	.364**	.436**	.350**	.123	.220*	.308**	.302**	.090	.213*	.381**	.300**	.224*	.294**	.248*	.272*	.336**	.021	.301**	.578**
Sig. (2-tailed)	.006	.002	.008	.000	.043	.202		.000	.000	.000	.000	.001	.253	.039	.004	.004	.403	.047	.000	.004	.036	.005	.020	.010	.002	.848	.004	.000
N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q8 Pearson Correlation	.410**	.369**	.347**	.506**	.521**	.181	.580**	1	.635**	.391**	.316**	.470**	.146	.304**	.226*	.251*	.071	.229*	.389**	.412**	.268*	.331**	.251*	.268*	.295**	.036	.384**	.681**
Sig. (2-tailed)	.000	.000	.001	.000	.000	.091	.000		.000	.000	.003	.000	.174	.004	.034	.019	.511	.032	.000	.000	.012	.002	.018	.012	.005	.741	.000	.000
N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q9 Pearson Correlation	.422**	.402**	.244*	.434**	.475**	.021	.412**	.635**	1	.380**	.244*	.396**	.098	.384**	.259*	.311**	.266*	.076	.313**	.436**	.239*	.373**	.257*	.425**	.187	.111	.226*	.639**
Sig. (2-tailed)	.000	.000	.022	.000	.000	.843	.000	.000		.000	.022	.000	.364	.000	.015	.003	.012	.479	.003	.000	.025	.000	.016	.000	.081	.303	.034	.000
N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q10 Pearson Correlation	.310**	.197	.201	.448**	.360**	.107	.364**	.391**	.380**	1	.315**	.426**	.129	.326**	.373**	.313**	.169	.314**	.191	.352**	.212*	.319**	.218*	.176	.299**	.137	.242*	.597**
Sig. (2-tailed)	.003	.066	.060	.000	.001	.320	.000	.000	.000		.003	.000	.231	.002	.000	.003	.114	.003	.074	.001	.048	.002	.041	.101	.005	.203	.023	.000
N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q11 Pearson Correlation	.230*	.288**	.380**	.288**	.116	.178	.436**	.316**	.244*	.315**	1	.277**	.212*	.299**	.212*	.330**	.050	.156	.300**	.369**	.216*	.058	.181	.131	.280**	.389**	.307**	.555**
Sig. (2-tailed)	.031	.006	.000	.007	.280	.098	.000	.003	.022	.003		.009	.043	.005	.048	.005	.646	.146	.005	.000	.042	.593	.082	.225	.008	.000	.004	.000
N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88

Q12	Pearson Correlation	.351**	.245**	.189	.305**	.526**	.261*	.350**	.470**	.396**	.426**	.277**	1	.169	.354**	.158	.265*	.075	.166	.208	.417**	.470**	.284**	.136	.143	.260*	.155	.350**	.625**
	Sig. (2-tailed)	.001	.021	.078	.004	.000	.014	.001	.000	.000	.000	.009		.115	.001	.141	.013	.486	.123	.052	.000	.000	.007	.208	.183	.015	.150	.001	.000
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q13	Pearson Correlation	.238*	.287**	.285**	.115	.256**	.280**	.123	.146	.098	.129	.212*	.169	1	.108	.159	.297**	.145	.417**	.056	.083	.208	.075	.110	-.015	.225*	.233*	.163	.400**
	Sig. (2-tailed)	.025	.007	.007	.284	.001	.008	.253	.174	.364	.231	.048	.115		.325	.140	.005	.177	.000	.604	.440	.052	.485	.307	.891	.035	.029	.130	.000
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q14	Pearson Correlation	.424**	.418**	.216*	.151	.241*	.025	.220*	.304**	.384**	.326**	.299**	.354**	.106	1	.292**	.392**	.250*	.191	.104	.335**	.208	.423**	.480**	.623**	.263*	.325**	.171	.613**
	Sig. (2-tailed)	.000	.000	.043	.160	.024	.815	.039	.004	.000	.002	.005	.001	.325		.006	.000	.019	.074	.336	.001	.052	.000	.000	.000	.013	.002	.111	.000
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q15	Pearson Correlation	.285**	.083	.236*	.380**	.226*	.152	.308**	.226*	.259*	.373**	.212*	.158	.159	.292**	1	.511**	.297**	.371**	.264*	.358**	.149	.385**	.334**	.305**	.236*	.119	.073	.510**
	Sig. (2-tailed)	.007	.441	.034	.001	.034	.159	.004	.034	.015	.000	.048	.141	.140	.006		.000	.005	.000	.013	.001	.165	.000	.001	.004	.021	.269	.501	.000
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q16	Pearson Correlation	.314**	.271*	.079	.367**	.303**	.056	.302**	.251*	.311**	.313**	.330**	.265*	.297**	.392**	.511**	1	.132	.197	.202	.447**	.294**	.392**	.307**	.349**	.200	.248*	.036	.555**
	Sig. (2-tailed)	.003	.011	.467	.000	.004	.603	.004	.019	.003	.003	.002	.013	.005	.000	.000		.220	.066	.059	.000	.005	.000	.004	.001	.062	.020	.742	.000
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q17	Pearson Correlation	.198	.112	.091	.105	.259*	.067	.090	.071	.266*	.169	.050	.075	.145	.250*	.297**	.132	1	.271*	.208	.201	.043	.292**	.400**	.402**	.266*	.061	.073	.342**
	Sig. (2-tailed)	.064	.300	.399	.332	.015	.533	.403	.511	.012	.114	.646	.486	.177	.019	.005	.220		.011	.052	.061	.689	.006	.000	.000	.012	.573	.501	.001
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q18	Pearson Correlation	.305**	.150	.286**	.296**	.428**	.283**	.213*	.229*	.076	.314**	.156	.166	.417**	.191	.371**	.197	.271*	1	.142	.143	.099	.127	.277**	.193	.294**	.051	.190	.467**
	Sig. (2-tailed)	.004	.162	.007	.006	.000	.007	.047	.032	.479	.003	.146	.123	.000	.074	.000	.066	.011		.187	.182	.357	.240	.009	.072	.005	.639	.077	.000
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q19	Pearson Correlation	.180	.214*	.099	.328**	.269*	.228*	.381**	.389**	.313**	.191	.300**	.208	.056	.104	.264*	.202	.208	.142	1	.359**	.237*	.277**	.391**	.032	.110	-.072	-.010	.431**
	Sig. (2-tailed)	.093	.045	.361	.002	.011	.033	.000	.000	.003	.074	.005	.052	.604	.336	.013	.059	.052	.187		.001	.026	.009	.000	.769	.307	.504	.923	.000
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q20	Pearson Correlation	.269*	.224*	.255*	.367**	.347**	.156	.300**	.412**	.436**	.352**	.369**	.417**	.083	.335**	.358**	.447**	.201	.143	.359**	1	.324**	.353**	.398**	.389**	.350**	.269*	.183	.625**
	Sig. (2-tailed)	.011	.036	.017	.000	.001	.146	.004	.000	.000	.001	.000	.000	.440	.001	.001	.000	.061	.182	.001		.002	.001	.000	.000	.001	.011	.089	.000
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q21	Pearson Correlation	.399**	.294**	.131	.323**	.412**	.223*	.224*	.298*	.239*	.212*	.218*	.470**	.208	.208	.149	.294**	.043	.099	.237*	.324**	1	.298**	.269*	.121	.232*	-.133	.025	.479**
	Sig. (2-tailed)	.003	.005	.222	.002	.000	.037	.036	.012	.025	.048	.042	.000	.052	.052	.165	.005	.689	.357	.026	.002		.005	.011	.261	.030	.216	.816	.000
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q22	Pearson Correlation	.465**	.295**	.091	.395**	.299**	-.015	.294**	.331**	.373**	.319**	.058	.284**	.073	.423**	.385**	.392**	.292**	.127	.277**	.353**	.298**	1	.420**	.466**	.212*	.043	.012	.527**
	Sig. (2-tailed)	.000	.005	.401	.000	.005	.893	.005	.002	.000	.002	.593	.007	.485	.000	.000	.000	.006	.240	.009	.001	.005		.000	.000	.048	.691	.908	.000
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q23	Pearson Correlation	.277**	.226*	.275**	.256*	.297**	.121	.248*	.251*	.257*	.218*	.181	.136	.110	.480**	.334**	.307**	.400**	.277**	.391**	.398**	.269*	.420**	1	.431**	.249*	.086	-.036	.509**
	Sig. (2-tailed)	.009	.034	.010	.016	.005	.263	.020	.018	.016	.041	.092	.208	.307	.000	.001	.004	.000	.009	.000	.000	.011	.000		.000	.019	.423	.737	.000
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
Q24	Pearson Correlation	.376**	.291**	.218*	.256*	.247*	-.050	.272*	.268*	.425**	.176	.131	.143	-.015	.623**	.305**	.349**	.402**	.193	.032	.389**	.121	.466**	.431**	1	.224*	.110	.126	.505**

	Sig. (2-tailed)	.000	.006	.041	.016	.021	.642	.010	.012	.000	.101	.225	.183	.891	.000	.004	.001	.000	.072	.769	.000	.261	.000	.000	.056	.310	.241	.000	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	
Q25	Pearson Correlation	.223*	.174	.461**	.261*	.228*	.274**	.330**	.295**	.187	.299**	.260*	.260*	.225*	.263*	.246*	.200	.266*	.294**	.110	.350**	.232*	.212*	.249*	.224*	1	.293**	.263*	.536**
	Sig. (2-tailed)	.037	.105	.000	.014	.033	.010	.002	.005	.081	.005	.008	.015	.035	.013	.021	.062	.012	.005	.307	.001	.030	.048	.019	.036	.000	.013	.000	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	
Q26	Pearson Correlation	.042	.092	.228*	.131	-.012	.141	.021	.036	.111	.137	.389**	.155	.233*	.325**	.119	.248*	.061	.051	-.072	.269*	-.133	.043	.086	.110	.293**	1	.182	.329**
	Sig. (2-tailed)	.698	.395	.033	.224	.914	.191	.848	.741	.303	.203	.000	.150	.029	.002	.269	.020	.573	.639	.504	.011	.216	.693	.423	.310	.006	.090	.002	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	
Q27	Pearson Correlation	.147	.036	.244*	.114	.310**	.214*	.301**	.384**	.226*	.242*	.307**	.350**	.163	.171	.073	.036	.073	.190	-.010	.183	.025	.012	-.036	.126	.263*	.182	1	.410**
	Sig. (2-tailed)	.172	.740	.022	.290	.003	.045	.004	.000	.034	.023	.004	.001	.130	.111	.501	.742	.501	.077	.923	.089	.816	.908	.737	.241	.013	.090	.000	
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	
Total	Pearson Correlation	.576**	.502**	.501**	.612**	.630**	.353**	.578**	.681**	.639**	.597**	.555**	.625**	.400**	.613**	.510**	.555**	.342**	.467**	.431**	.625**	.479**	.527**	.509**	.505**	.536**	.329**	.410**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.002	.000	.000
	N	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).





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