

**A SURVEY ON TRANSLATION AS A LEARNING STRATEGY BY EFL
HIGHER EDUCATION STUDENTS IN ENGLISH LEARNING**

A THESIS

**Presented to the Department of English Language Education as Partial
Fulfilment of the Requirements to Obtain the *Sarjana* Pendidikan Degree in
English Language Education**



Conveyed by:

Alfira Dewi Edelia

17322056

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA**

APPROVAL SHEET

**A SURVEY ON TRANSLATION AS A LEARNING STRATEGY BY EFL
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By

Alfira Dewi Edelia

17322056



Approved on April 4th, 2022

By

Supervisor:

A handwritten signature in black ink, appearing to read 'Ista Maharsi', is written over a horizontal line.

Dr. Ista Maharsi, S.S., M.Hum

NIP. 056130501

RATIFICATION SHEET

**A SURVEY ON TRANSLATION AS A LEARNING STRATEGY BY EFL
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By

Alfira Dewi Edelia

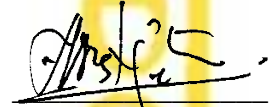
17322056

Defended before the Head of Examiners on March 24th, 2022 and

Declared Acceptable.

Board of Examiners


Chairperson : Dr. Ista Maharsi, S.S., M.Hum.



First Examiner : Adam Anshori, S.S., M.A.



Second Examiner : Nizamuddin Sadiq, S.Pd., M.Hum., Ph.D.



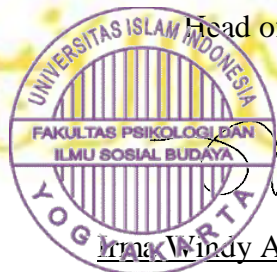
Yogyakarta, April 4th, 2022

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Universitas Islam Indonesia

Head of Department



Irma Windy Astuti, S.S., M.Hum.

NIP. 06221600

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis was written entirely by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, 7 Maret 2022

The Writer



Alfira Dewi Edelia

17322056

MOTTO

“We are not perfect, always remember that. We are young, we will be wrong, but we will learn from it.” – Jake Sim

DEDICATION

Gratefully and thankfully, I would like to dedicate my thesis to me, my beloved parents, family, lecturers, friends for great support and motivation.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Yogyakarta, 7 Maret 2021



Alfira Dewi Edelia
17322056

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A SURVEY OF EFL HIGHER EDUCATION STUDENTS' STRATEGY USE OF TRANSLATION IN ENGLISH LEARNING

Alfira Dewi Edelia

17322056

ABSTRACT

This study explores translation as a learning strategy in English learning of EFL higher education students in a private university. A survey study was employed by adapting the Inventory for Translation as a Learning Strategy (ITLS) questionnaire from Liao (2002). The questionnaire consist of 27 items. In conducting this study, SPSS and Microsoft Excel were used to analyze the data to obtain descriptive statistics calculation. The participants were 97 students enrolling in English Education majors batch 2018 at a Private University. They were selected randomly. Based on the findings, the participant's response to the ITLS items revealed the most frequent strategy use of translation is the use of machine translation and English-Indonesia and Indonesia-English dictionaries ($M=4.15$ and $SD= 0.91$). Meanwhile, the least frequent strategy use of translation is to ask each other questions and work together to discover the meaning of idioms and phrases ($M=2.63$ and $SD=1.14$).

Keywords: Translation, leaners strategy, EFL, language learning, translation as a learning startegy

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, objective of the study, the significance of the study, problem identification, problem formulation, and problem limitation.

1.1 Background of the Study

Translation is a process used by foreign students to transfer meanings and messages from one language to another. Al-Musawi (2014) points out the major role of translation is the linguistic, semantic, and pragmatic transmission of the appropriate meaning of the word or a sentence. Despite the fact that translation plays a different role in different language teaching methods, Liao (2006) argued that some foreign language educators believe that translation as a tool for learning in ensuring student comprehension and essential writing exercises, but other teachers may completely prohibit or prevent the use of native languages and translations in the classroom. Moreover, Al-Musawi (2014) states that the majority of teachers agrees that it is a powerful tool for helping their students understand foreign words and expressions and express themselves more confidently in the language that they are learning. In addition, the use of translation as a learning strategy is also reported by Iranian students to help them in their English learning (Karimian and Talebinejad, 2013). This strategy should be permitted to be used to assist new EFL learners in learning English. They are required to think directly in English when they achieve a higher level of EFL proficiency in order to improve

their overall English abilities (Tan, 2015). Therefore, the use of translation in English learning has an important role in EFL students' language learning.

One of the previous studies from Al-Musawi (2014) about translation as a learning strategy in language learning stated that the most common strategies used by Arab students to learn English are used online translation tools to learn new vocabulary words, phrases, idioms, and grammar in English in order to remember the meaning of English need and to check if they properly understood the material. Also, Arab students attempt not to think in Arabic as their native language when speaking English. Meanwhile, the least common strategies that Arab students rarely used are try to link the English words to their Arabic equivalents and they ask each other questions and try to figure out the meaning of idioms and expressions collectively. In other words, Arab students still use translation as a process to help their understanding in learning English.

In Indonesia, there were two studies about translation as a learning strategy. The first study was conducted by Putrawan (2019), The findings of this study revealed that translation as a learning strategy in English learning as a foreign language is still widely used by EFL students in Indonesia. According to the findings of the study, participants continue to use an EFL learning strategy involving translation to improve their English skills (reading, writing, listening, and speaking). The use of translation also reported by participants in conversation activity to keep their conversation going and understandable. They also use an online translation tools and an English-Indonesian dictionary. The second study was conducted by

Putrawan, Mustika, and Riadi (2019). The study results indicated that participants frequently use bilingual dictionaries and an online translation tools to study EFL. In addition, translation is also used by students as a strategy of learning to help them learn EFL skills such as speaking, reading, and listening comprehension. Hence, Just like Arab students, Indonesian students also still use translation as a process to assist them in learning English. The two studies above show that translation still exists.

Several studies have been conducted in other countries such as Taiwan)Liao , 2006), Iran (Asgarian & Musayeva Vefali, 2014) and Iraq (Al-Musawi, 2014) to investigate translation strategies in language learning. Meanwhile, in Indonesia, studies are still being conducted in a limited number. Therefore, there should be more studies to identify EFL students' translation as a learning in Indonesia context.

1.2 Identification of the Problem

Regarding the background of the study, translation may be recognized by some foreign language educators as an important means of ensuring students' comprehension and as a critical writing exercise, whereas other teachers may completely prohibit or discourage the use of native language and translation in the classroom. Based on preliminary research data conducted with three students, it showed that students find it difficult to do Indonesian-English text writing. Students felt less confident with the answers they wrote because of the lack of vocabulary and grammar used when they had to translate Indonesian-English text. However, when doing reading, they felt more confident because if there was an unknown

vocabulary, they looked at the whole sentence to understand the text. In addition, they agreed that the use of translation in language learning helped them to better understand the material being studied, whether it was from online translation tools or dictionaries. So this study was conducted to identify EFL students' translation as a learning strategies in understanding the foreign language.

1.3 Formulation of the Problem

This study was conducted in order to find an answer to the question:

1. In what way translation as a learning strategies applied by students of English education?

1.4 Objective of the Study

Based on the problem of the study, this study aims to identify EFL students' translation as a learning strategies in understanding the foreign language.

1.5 Significance of the Study

Hopefully, this study will provide benefits in terms of empirical evidence such as the following :

1. This study will give some information about types of students' translation as a learning strategies in language learning.
2. This study can be one of the references for further research of EFL students' strategy use of translation.

CHAPTER II

LITERATURE REVIEW

This chapter is divided into three parts, which are as follows: literature review, review on relevant studies, and theoretical framework of the research.

2.1 Translation As a Learning Strategy in Language Learning

In this modern era, translation has become increasingly common for conveying meanings and messages. Al-Musawi (2014) defined translation as an activity aimed at facilitating communication by transferring one language into another and vice versa. Likewise, Liao (2006) described the definition of translation as “generating targeted language, source language to other languages using one basic language for understanding and memory, both at the lexical level and the syntactic level”. Furthermore, Al-Basrah and Abdul Ridha (2014) said that translation is the process of dealing with two different types of language. The source language (the language to be translated) is the first, and the target language is the second (the target language form). It means that translation is an interpretation facility that helps learners to interpret the information between two languages or more.

The translation use in facilitating language learning and acquisition of new languages is still widely used by foreign language learners (Al-Musawi, 2014). Also, Asgarian and Musayeva Vefali (2015) aimed that translation plays an important role in facilitating language learning for learners in their language

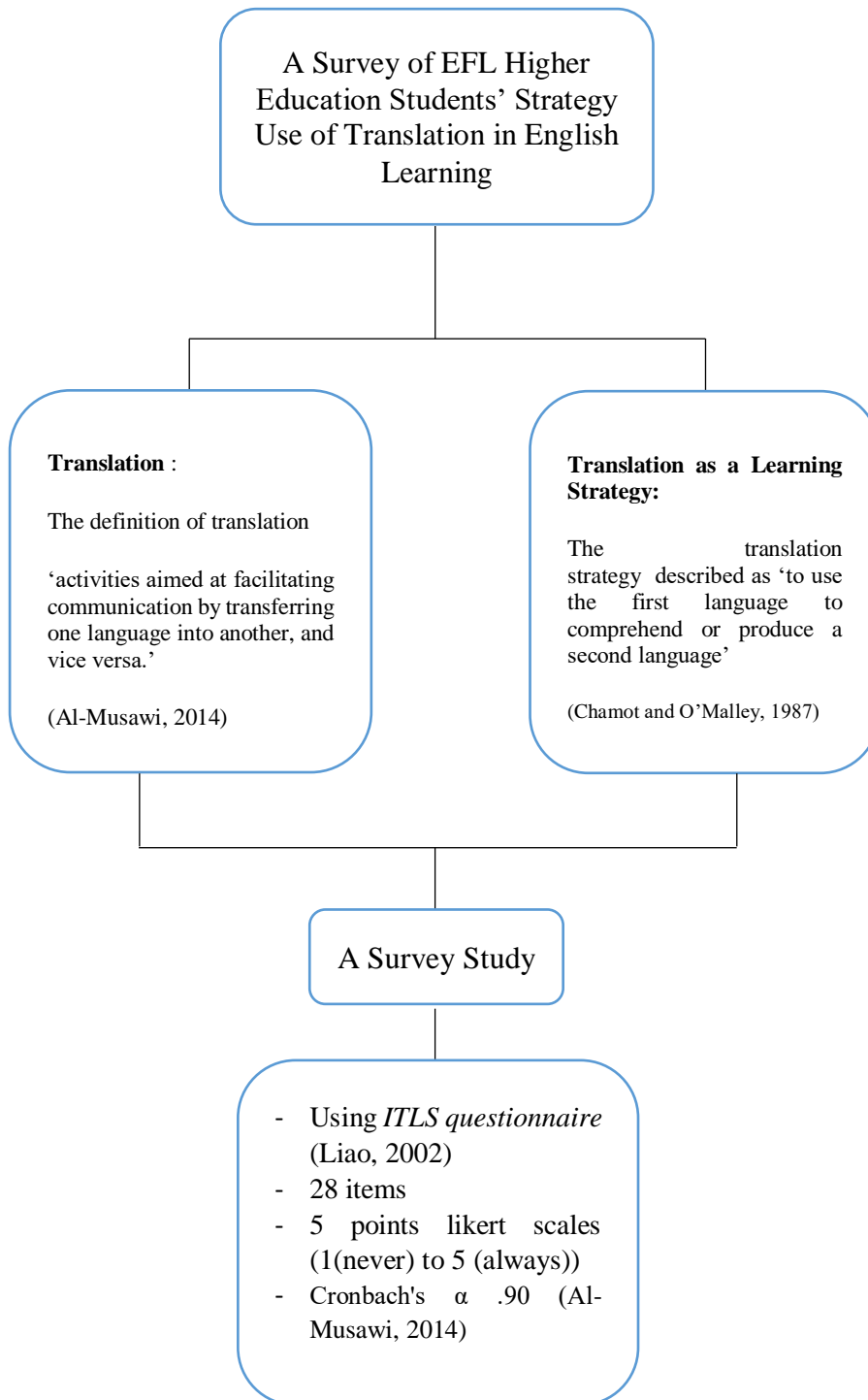
acquisition environment where the learner's exposure to the target language is minimal.

Chamot and O'Malley (1987) defined translation as a learning strategy as 'to use the first language to comprehend or produce a second language'. In addition, Al-Musawi (2014) said that translation can be used to help learners develop their communication skills. Asgarian and Musayeva Vefalı (2015) state that developing an adequate translation as a learning strategy is important to the progress of English as a Foreign Language (EFL) learners in conveying messages through source and target languages. Al-Musawi (2014) aims that translation has played a different role in multiple language teaching approaches that are accommodated for learners from various social backgrounds. Translation has become a process recognized by teachers as a powerful process to help learners gain confidence in understanding new words, foreign expressions and expressing ideas in the target language.

As research has been undertaken on language learning strategies and different classifications of these strategies, translation is commonly favored by foreign language learners as a type of cognitive strategy (Assist and Mutlu, 2018). Cognitive strategies are mainly used by foreign language learners as one of language learning strategies. Chamot and O'Malley (1987) aimed that the meaning of cognitive strategies: learners verbally associate new information with previously learned information, and they can also physically group materials to be studied, take notes, or write summaries to help them remember important information. Students identify and learn what is required in the linguistic component to use a second

language, which is a critical cognitive component in assisting students' learning progress (O'Malley et al., 1988). According to Al-Musawi (2014), translation as a learning strategy may be a useful tool to enhance learners' communication abilities. It is also a cognitive activity for learners to help students in the acquisition of new words and expressions in the language they are learning. It is also a problem-solving activity that helps students improve their language analysis and processing skills. It means that translation is still employed to learn a language (Putrawan, Mustika, and Riadi, 2019).

2.3 Research Flow



CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the research methodology that contained research design, data preparation, research participant, data collecting technique, and data analysis.

3.1 Research Design

The purpose of this study was to identify the EFL translation as a learning strategy by EFL learners in language learning in the English Education year 2018 at a private university in Indonesia. This research was designed as a survey study, which provided a quantitative description of a population's trends, opinions, or attitudes by studying its sample (Creswell, 2014).

3.2 Population and Sample

This study included 128 undergraduate students enrolled at an Private University. All of the participants were English Education majors who often read articles and do English assignments. This study employed Slovin formula to calculate the minimum number of samples needed when the population sample size is known. Where the purpose of employing this formula is to produce as few samples as possible while yet representing the entire population (Karim, 2021). Thus, in order to achieve a 95 % confidence level, this study used Slovin's formula to calculate the total sample from the population. This study used Slovin's formula to calculate the total sample from the population. The Slovin's formula is shown below:

$$n = \frac{N}{1 + Ne^2}$$

Explanation :

n = Number of Sample

N = Population

e = Error rate (5% = 0,05)

To determine the number of samples to be used, the researcher used the Slovin's formula by the error rate of 5%. The estimated amount of this study is 128, the estimation results from the above calculation are as follows:

$$n = \frac{128}{1 + (128)(0,05^2)}$$

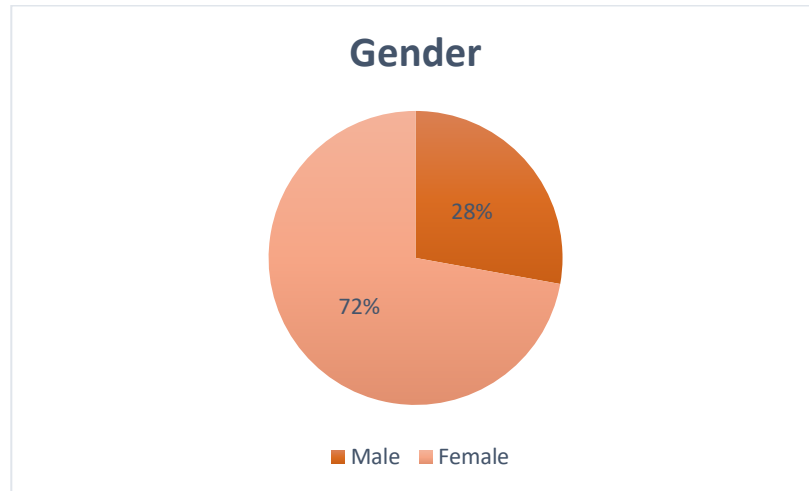
$$n = \frac{128}{1,32}$$

$$n = 96,969 \text{ or } 97 \text{ students}$$

The numbers of samples in this study were 97 participants.

The questionnaire consists of participants' personal information and the types of EFL strategy use of translation. The following are the data results of the participants' personal information:

Figure 3.1 Chart of Participant's Gender



The questionnaire was completed by a total of 97 students. According to the statistics in Figure 4.1, the data result, female participants was dominated with 70 participants or 72% of the total participants, and male participants was dominated with 27 participants or 28% of the total participants.

Figure 3.2 Chart of Participant's Age

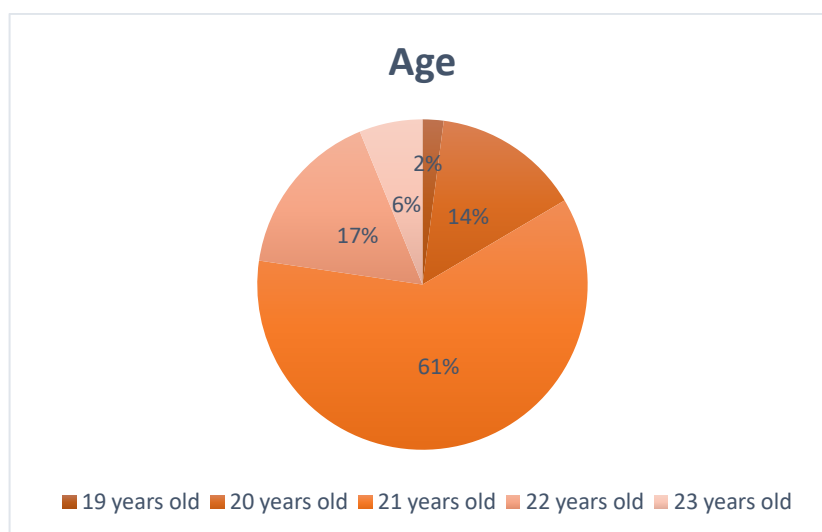


Figure 4.2 showed that the majority of participants are 21 years old with 59 participants or 61% from the total participants. Meanwhile, 16 participants or 17% from total participants are 22 years old, 14 participants or 14% from total participants are 20 years old, 6 participants or 6% from total participants are 23 years old, and 2 participants or 2% from the total participant are 19 years old.

3.3 Data Collecting Techniques

This subchapter discussed data collection techniques which include instrument, validity, and reliability.

3.3.1 Instrument

When conducting this study, a questionnaire was used for data collection. The questionnaire was adapted from Liao (2002), and it is called the Inventory for Translation as a Learning Strategy (ITLS). The questionnaire assessed how often students use different translation as a learning strategy in English learning. The ITLS consists of 28 items. The higher the overall sum, the more frequently participants use translation as a strategy of learning English (Liao, 2002). The ITLS assesses five major kinds of translation strategies (composite strategy variables) in EFL learners (Liao, 2006), including: (12 items): strategies for enhancing English skills; (3 items): strategies for learning English forms and structures in areas including vocabulary, idioms, phrases, and grammar; strategies to avoid employing the first language (L1) when doing mental translation in English; (3 items) strategies for clarifying the differences and similarities between Indonesian and English; (3 items): strategies for

interacting with others; and (5 items): strategies for using dictionaries and taking notes as learning aids.

The questionnaire was adopted from Liao (2002). The ITLS was translated into Indonesian by the researcher and submitted to the supervisor for validation before distribution and the Chinese context in the questionnaire was changed to Indonesian. The researcher adapts the tapes/CDs to audios/videos in item 8 of the questionnaire.

Table 3.1

Distribution of Questionnaire Item

Items	Statement
1	When reading an English text, I first translate it into Bahasa Indonesia in my mind to help me understand its meaning
2	I read Indonesia translations in the course reference book to help me better understand English articles in the textbook
3	After I read English articles, I use an available Indonesia translation to check if my comprehension is correct
4	To write in English, I first brainstorm about the topic in Indonesia
5	When I write in English, I first think in Indonesia and then translate my ideas into English
6	I write Indonesia outlines for my English compositions
7	When I listen to English, I first translate the English utterances into Indonesia to help me understand the meanings
8	I read the Indonesia translation scripts before I listen to instructional English audios or videos

9	When I watch TV shows or movies in English, I use Indonesia subtitles to check my comprehension
10	I listen to or read Indonesia news first in order to understand English radio/TV news better
11	When speaking English, I first think of what I want to say in Indonesia and then translate it into English
12	If I forget certain English words or expressions in the middle of conversation, I translate from Indonesia into English to help me keep the conversation going
13	I memorize the meaning of new English vocabulary words by remembering their Indonesia translation
14	I learn English grammar through Indonesia explanations of the English grammatical rules
15	I use Indonesia translation of grammatical terms such as parts of speech, tenses, and agreements to help me clarify the roles of the grammatical parts of English sentences
16	I learn English idioms and phrases by reading their Indonesia translation
17	I use English-Indonesia dictionaries to help myself learn English
18	I use Indonesia-English dictionaries to help myself learn English
19	I use an electronic translation machine to help myself learn English
20	If I do not understand something in English, I will ask other people to translate it into Indonesia for me
21	I ask questions about how a Indonesia expression can be translated into English
22	When the teacher assigns English articles for reading, I work with others to translate them
23	I practice mentally translating my thoughts from Indonesia to English in various situations

24	I take notes in Indonesia in my English class
25	I write Indonesia translations in my English textbooks
26	I try to clarify the differences and similarities between Indonesia and English through translation
27*	When reading English, I try to grasp the meaning of what I read without thinking of Indonesia equivalents
28*	When speaking English, I think of what I want to say in English without thinking first in Indonesia

The ITLS consisted of 28 items on a 5-point Likert scale, each statement was rated by the participant on a scale of one point (never) to five points (always). The data scale used in this questionnaire was the Likert scale, with scoring techniques as follows :

Table 3.2

<i>The Score for Likert-scale</i>	
Likert-scale	Score
Never	1
Seldom	2
Sometimes	3
Often	4
Always	5

In this research, the questionnaire was adopted from Liao (2002) by having it translated from English into Bahasa Indonesia. and submitted to the supervisor for validation before distribution and the Chinese context in the questionnaire was changed to Indonesian. The researcher adapts the tapes/CDs

to audios/videos in item 8 of the questionnaire. Participants will be given a questionnaire form and they could administer the survey of EFL translation strategy through an online Google Form. Due to COVID-19, researchers would send the questionnaire link through Email or personal chat.

3.3.2 Validity & Reliability of The Instrument

In quantitative study, validity is a visual representation of a concept. Validity is a term used to describe something that is adequate and valid for measuring data. If the data generated by a valid instrument is also valid, then the instrument is also valid (Widoyoko, 2012). Furthermore, the validity of instruments was calculated using SPSS 26 . Based on the results of the calculation of the validity of the ITLS questionnaire that consists 28 items are as follows:

Table 3.3 Validity Test

Items	Pearson Correlation	R-Table 5% (N=97)	Criteria
ST.1	0.614	0.195	Valid
ST.2	0.558	0.195	Valid
ST.3	0.633	0.195	Valid
ST.4	0.587	0.195	Valid
ST.5	0.688	0.195	Valid
ST.6	0.653	0.195	Valid
ST.7	0.693	0.195	Valid
ST.8	0.585	0.195	Valid
ST.9	0.661	0.195	Valid
ST.10	0.523	0.195	Valid
ST.11	0.703	0.195	Valid
ST.12	0.676	0.195	Valid
ST.13	0.495	0.195	Valid

ST.14	0.670	0.195	Valid
ST.15	0.464	0.195	Valid
ST.16	0.423	0.195	Valid
ST.17	0.377	0.195	Valid
ST.18	0.389	0.195	Valid
ST.19	0.347	0.195	Valid
ST.20	0.400	0.195	Valid
ST.21	0.611	0.195	Valid
ST.22	0.546	0.195	Valid
ST.23	0.369	0.195	Valid
ST.24	0.457	0.195	Valid
ST.25	0.549	0.195	Valid
ST.26	0.615	0.195	Valid
ST.27	0.306	0.195	Valid
ST.28	-0.098	0.195	Invalid

Machali (2015) defines that the calculated value is used to make a valid decision. (Pearson Correlation) > R-table of 0,195 (N =97). Thus, 27 of the questionnaire items are valid and 1 is invalid.

Meanwhile, Sujarweni (2019) defines that if the Cronbach alpha value is more than 0.6, the questionnaire can be confirmed reliable. Based on the SPSS 26 output below, the Cronbach alpha value is 0.899 of the total 28 items. This indicates that the questionnaire items are highly reliable.

Table 3.4 Reliability test

Case Processing Summary

		N	%
Cases	Valid	97	100.0
	Excluded ^a	0	.0
	Total	97	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.899	28

3.4 Data Analysis Technique

The data analysis technique used the computational calculation program of SPSS Statistics 25 and Microsoft Excel 365. Descriptive statistics such as frequencies, means, and standard deviations were computed to summarize the participants' responses to the ITLS. These descriptive analyses could help identify the overall patterns of students' learning strategy used involving translation. Data obtained from the analysis through the following steps:

- a. Reviewed the ITLS questionnaire
- b. Adapted ITLS as the instrument and translated it into Bahasa Indonesia
- c. Checked the translated items
- d. Checked validity of ITLS Indonesian Version
- e. Checked reliability of ITLS Indonesian Version
- f. Distributed 27 items questionnaire to 97 students of English Education through Google Form
- g. Used Microsoft Excel 365 and SPSS 26 to analyze the questionnaire data into a Standard Deviation and Mean in the statistical package

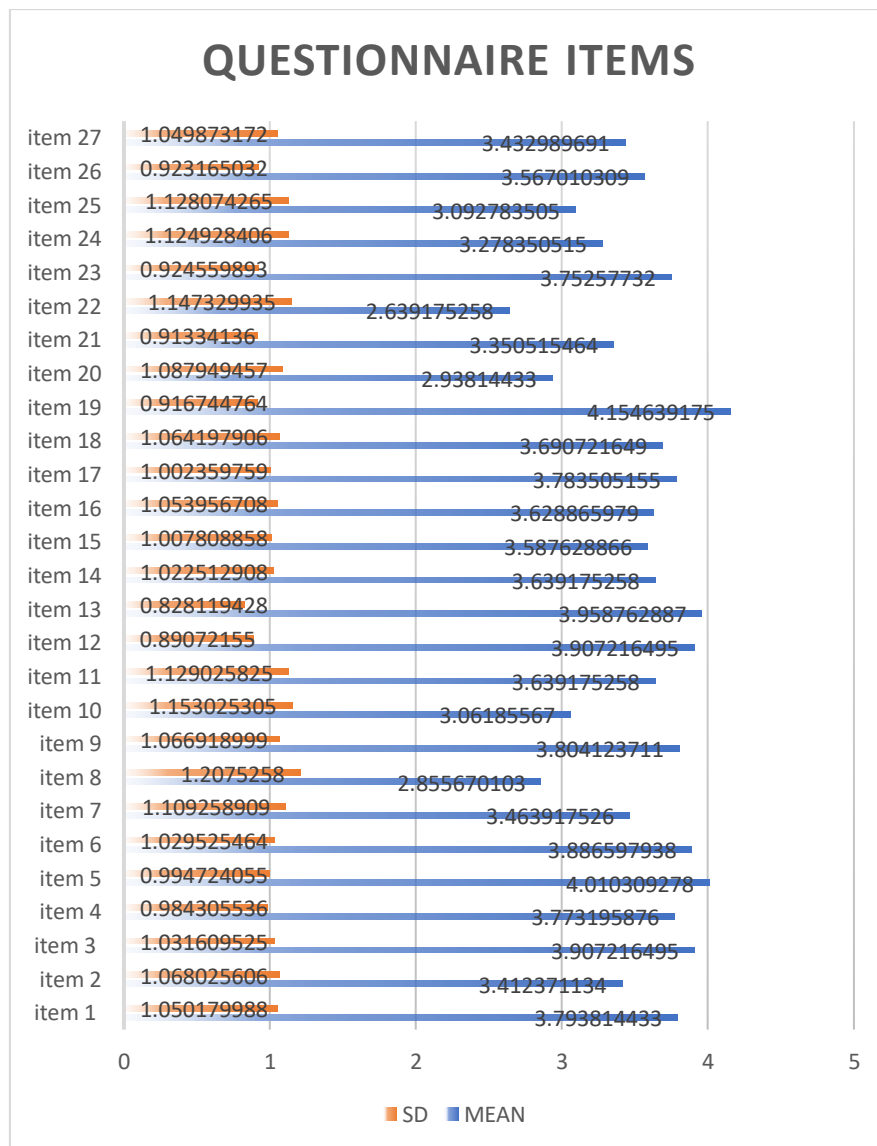
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings obtained from the questionnaire to identify the EFL strategy use of translation in language learning by students in the English Education year 2018 at a private university in Indonesia.

4.1 Research Finding

Figure 4.1 Result of Each Item



Based on Table 4.3, the most frequently used strategies are shown in following items: 19, 5, 3, 12, 13, 6, 9, 1, 4, 17, 23, 11, 14, 16, 18, 15, 26, 2, 7, 27, 21, 24, 10, and 25 receive high means ($M > 3.5$) and there are three items: items 20, 8 and 22 that are the least used strategy ($M < 3$).

According the data above from 97 participants, the result shows the most frequently used strategies found in item 19 (*Saya menggunakan mesin terjemahan elektronik untuk membantu diri saya belajar bahasa Inggris*) with mean ($M=4.15$) and standard deviation ($SD= 0.91$). The second frequently strategy is found in item 5 (*Ketika saya menulis dalam bahasa Inggris, saya pertama berpikir dalam bahasa Indonesia dan kemudian menerjemahkan ide-ide saya ke dalam bahasa Inggris*) with mean ($M=4.01$) and standard deviation ($SD=0.99$). The third frequently strategy is found in item 13 (*Saya menghafal arti kosakata bahasa Inggris yang baru dengan mengingat terjemahan bahasa Indonesianya*) with mean ($M=3.95$) and standard deviation ($SD=0.82$).

Meanwhile, the least frequently used strategies found in item 22 (*Ketika guru menugaskan artikel berbahasa Inggris untuk dibaca, saya bekerja dengan orang lain untuk menerjemahkannya*) with mean ($M=2.63$) and standard deviation ($SD=1.14$). The second least frequently strategy is found in item 8 (*Sebelum mendengarkan instruksi audio/video berbahasa Inggris saya terlebih dahulu membaca naskah terjemahan berbahasa Indonesianya*) with mean ($M=2.85$) and standard deviation ($SD=1.20$). The third least strategy is found in item 20 (*Jika saya tidak mengerti sesuatu dalam bahasa Inggris, saya akan meminta orang lain untuk*

menerjemahkannya ke dalam bahasa Indonesia untuk saya) with mean (M=2.93) and standard deviation (SD=1.08).

4.2 Discussion

Based on the findings above, the finding showed the most frequently used strategies and the least use strategy by EFL learners in English learning. The most frequently strategies used by EFL learners in English learning are : enhancing English skill, strategies for using dictionaries and taking notes as learning aid, and avoid employing the first language (L1) when doing mental translation in English. Meanwhile, for the least strategies used by EFL learners in English learning are: clarifying the differences and similarities between Indonesian and English and interacting with others.

In addition to the findings above, the results of the questionnaire also show that participants frequently use electronic and bilingual dictionaries to assist them in learning English. Furthermore, they also use translation to enhance their English skills, such as vocabulary, phrases, idioms, and grammar, as well as to read, write and verify their reading and listening comprehension. The finding of this study is similar to the finding from Liao (2006). The study was designed to find out the types of learning strategies that Taiwanese students use. In central Taiwan, a five-year junior college enrolled 351 students (eight classes). According to the findings, translation is most frequently used by students to acquire English vocabulary, idioms, phrases, and grammar, as well as to read, write, and assess reading and listening comprehension.

In the present study, the three highest mean score of the Inventory for Translation as a Learning Strategy (ITLS) are item 19 (*Saya menggunakan mesin terjemahan elektronik untuk membantu diri saya belajar bahasa Inggris*) with mean (M=4.15) and standard deviation (SD= 0.91). It shows that the majority of participants agree that using an online translation tools and a bilingual dictionary is beneficial to their EFL study. Many previous research have been conducted to investigate how translation technology may benefit translators in general (Désilets, Melançon, Patenaude & Brunette, 2009) . In addition, Ninõ (2009) aimed that some foreign language (FL) students do, in fact, use free online machine translation (MT) for their translation and writing assignments in the foreign language. The following are five advantages that may encourage students to use free online MT: it is widely available online, it is instantaneous, it is also available in many different language pairs and enables users to convert a single text into many languages, it is good at lexical translation, and it is good with repetitive, simple-structured texts. Meanwhile, the disadvantages involve: literal translation, many grammatical errors, discursive inaccuracies, spelling errors, inability to account for cultural references, and "unnatural" writing. Despite all arguments, all of the students believed that the advantages of translation technology outweighed the disadvantages (Halim, 2019). Thus, it is clear that the majority of participants rely on online translation tools to help them learn English.

Next, participants answered item 5 about (*Ketika saya menulis dalam bahasa Inggris, saya pertama berpikir dalam bahasa Indonesia dan kemudian menerjemahkan ide-ide saya ke dalam bahasa Inggris*) with mean (M=4.01) and

standard deviation (SD=0.99) and item 13 about (*Saya menghafal arti kosakata bahasa Inggris yang baru dengan mengingat terjemahan bahasa Indonesianya*) with mean (M=3.95) and standard deviation (SD=0.82). It shows that participants mostly tend to clarify the similarities and differences between English and their native language. They also use translation to learn English vocabulary words, phrases, idioms, and grammar, as well as to read and write. Furthermore, students in an EFL context tend to employ mental translation to memorize the meaning of English words, comprehend English texts, and evaluate if they correctly interpret the articles and reading materials in English. It also proves that students frequently employ translation to expand their vocabulary in learning new words (Ramachandran and Rahimi, 2004). This result is similar to the results of the previous study conducted by Gülten, Kuluşaklı, and Boynukara (2018), the result showed that learners heavily rely on their first language in their foreign language studies. According to Chamot (1987), it might be claimed that the learner's first language is the most important instrument for constructing meaning and developing their own foreign-language productions. Besides, translation plays an important role in helping students in learning English (Aktekin & Gliniecki, 2015). They further state that translation is a beneficial learning resource for students who want to improve their English comprehension, memorization, and production, as well as complete various English tasks. Mutlu, Bayram, & Demirbuken (2015) also state that adult English learners use translation to help in improving their reading, listening, writing, speaking, and vocabulary skills in English. Thus, the findings

show that translation is still widely used by EFL students to help them in learning languages.

Meanwhile, the lowest mean score are item 22 (*Ketika guru menugaskan artikel berbahasa Inggris untuk dibaca, saya bekerja dengan orang lain untuk menerjemahkannya*) with mean (M=2.63) and standard deviation (SD=1.14) and item 8 (*Sebelum mendengarkan instruksi audio/video berbahasa Inggris saya terlebih dahulu membaca naskah terjemahan berbahasa Indonesianya*) with mean (M=2.85) and standard deviation (SD=1.20) It shows that participants rarely ask question to each other and seek to find the meaning of idioms and phrases in a collective way. This result is similar to the previous study conducted by (Al-Musawi, 2014) the study shows that Arab students rarely ask each other questions and work together to discover the meaning of idioms and phrases. Thus, it shows that participants prefer to use online translation tools and bilingual dictionaries to help them in English learning.

CHAPTER V

CONCLUSION AND RECOMEDATION

5.1 Conclusion

The aim of this study is to identify types of EFL translation as a learning strategies applied by students of English majors enrolled at an Islamic Private University batch 2018. Based on the data analysis, researcher found that the most frequently strategy use of translation by EFL leaners are item 19, it is followed by item 5 and item 13.

In conclusion, it is evident that the majority of participants employ a translation strategy and find it useful and significant, especially when they think in their mother tongue first and translate their thoughts, as well as brainstorming in English to appropriately comprehend the text. The study indicates that to find the meaning of words, translation provides benefits for EFL learning in various forms such as online translation tools or bilingual dictionaries. In addition, they also use translation to help them memorize vocabulary (Ramachandran & Rahimi, 2004). Thus, the use of translation as a learning strategy in English learning is still there and also really helps students to better understand and memorize new vocabulary. Meanwhile, the least strategy showed that participants prefer to use online translation tools and bilingual dictionaries to help them in English learning as they rarely ask questions to each other and seek the meaning of idioms and expressions in a collective way.

5.2 Recommendation

The present study offers some recommendations for further study. Firstly, there is still a gap on the result of types of translation as a learning strategies in English learning. Thus, researcher recommends that further research need to be conducted. Secondly, this present study more focus on the most frequently strategy use by EFL leaners in English Learning, researcher recommend that further study conduct more about EFL translation as a learning strategy in English learning. In the future, the researcher recommends to do the research in the high school. In order to observe differences in the use of translation as a learning strategy strategies among learners of various levels.

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APPENDIXES

1. Validity Test

Items	Pearson Correlation	R-Table 5% (N=125)	Criteria
ST.1	0.614	0.195	Valid
ST.2	0.558	0.195	Valid
ST.3	0.633	0.195	Valid
ST.4	0.587	0.195	Valid
ST.5	0.688	0.195	Valid
ST.6	0.653	0.195	Valid
ST.7	0.693	0.195	Valid
ST.8	0.585	0.195	Valid
ST.9	0.661	0.195	Valid
ST.10	0.523	0.195	Valid
ST.11	0.703	0.195	Valid
ST.12	0.676	0.195	Valid
ST.13	0.495	0.195	Valid
ST.14	0.670	0.195	Valid
ST.15	0.464	0.195	Valid
ST.16	0.423	0.195	Valid
ST.17	0.377	0.195	Valid
ST.18	0.389	0.195	Valid
ST.19	0.347	0.195	Valid
ST.20	0.400	0.195	Valid
ST.21	0.611	0.195	Valid
ST.22	0.546	0.195	Valid
ST.23	0.369	0.195	Valid
ST.24	0.457	0.195	Valid
ST.25	0.549	0.195	Valid
ST.26	0.615	0.195	Valid
ST.27	0.306	0.195	Valid
ST.28	-0.098	0.195	Invalid

2. Questionnaire of the Inventory for Translation as a Learning Strategy (ITLS).

Directions : Pilihlah salah satu dari Skala dibawah ini yang menggambarkan seberapa sering saudara/i menggunakan translation dalam pembelajaran bahasa:

- (1) Tidak Pernah
- (2) Jarang
- (3) Kadang-kadang
- (4) Sering
- (5) Selalu

Items	Statement	Scale				
		1	2	3	4	5
ST.1	Saat membaca teks bahasa Inggris, saya terlebih dahulu menerjemahkannya ke dalam bahasa Indonesia dalam pikiran saya untuk membantu saya memahami artinya	1	2	3	4	5
ST.2	Saya membaca terjemahan bahasa Indonesia di buku referensi mata kuliah untuk membantu saya memahami artikel berbahasa Inggris di dalam buku teks dengan lebih baik	1	2	3	4	5
ST.3	Setelah saya membaca artikel berbahasa Inggris, saya menggunakan terjemahan bahasa Indonesia yang tersedia untuk memeriksa apakah pemahaman saya benar	1	2	3	4	5
ST.4	Untuk menulis dalam bahasa Inggris, saya pertama kali melakukan brainstorming tentang topik dalam bahasa Indonesia	1	2	3	4	5
ST.5	Ketika saya menulis dalam bahasa Inggris, saya pertama berpikir dalam bahasa Indonesia dan kemudian menerjemahkan ide-ide saya ke dalam bahasa Inggris	1	2	3	4	5
ST.6	Saya menggunakan bahasa Indonesia lebih dahulu untuk membuat kerangka tulisan berbahasa Inggris	1	2	3	4	5
ST.7	Ketika saya mendengarkan dalam bahasa Inggris, saya terlebih dahulu menerjemahkan ucapan bahasa Inggris ke dalam bahasa Indonesia untuk membantu saya memahami artinya	1	2	3	4	5

ST.8	Sebelum mendengarkan instruksi audio/video berbahasa Inggris saya terlebih dahulu membaca naskah terjemahan berbahasa Indonesianya	1	2	3	4	5
ST.9	Ketika saya menonton TV atau film berbahasa Inggris, saya menggunakan subtitle bahasa Indonesia untuk memeriksa pemahaman saya	1	2	3	4	5
ST.10	Saya mendengarkan atau membaca berita berbahasa Indonesia terlebih dahulu untuk memahami berita radio/TV berbahasa Inggris dengan lebih baik	1	2	3	4	5
ST.11	Ketika berbicara bahasa Inggris, pertama-tama saya memikirkan apa yang ingin saya katakan dalam bahasa Indonesia dan kemudian menerjemahkannya ke dalam bahasa Inggris	1	2	3	4	5
ST.12	Jika saya lupa kata atau ungkapan bahasa Inggris tertentu di tengah percakapan, saya menerjemahkan dari bahasa Indonesia ke bahasa Inggris untuk membantu saya menjaga percakapan tetap berjalan	1	2	3	4	5
ST.13	Saya menghafal arti kosakata bahasa Inggris yang baru dengan mengingat terjemahan bahasa Indonesianya	1	2	3	4	5
ST.14	Saya belajar tata bahasa Inggris melalui penjelasan dalam bahasa Indonesia tentang aturan tata bahasa Inggris	1	2	3	4	5
ST.15	Saya menggunakan terjemahan bahasa Indonesia dari istilah gramatikal seperti jenis-jenis kata, tata bahasa, dan agreement untuk membantu saya memperjelas peran bagian gramatikal kalimat bahasa Inggris	1	2	3	4	5
ST.16	Saya belajar idiom dan frase bahasa Inggris dengan membaca terjemahan bahasa Indonesianya	1	2	3	4	5
ST.17	Saya menggunakan kamus bahasa Inggris-Indonesia untuk membantu diri saya belajar bahasa Inggris	1	2	3	4	5
ST.18	Saya menggunakan kamus Indonesia-Inggris untuk membantu diri saya belajar bahasa Inggris	1	2	3	4	5
ST.19	Saya menggunakan mesin terjemahan elektronik untuk membantu diri saya belajar bahasa Inggris	1	2	3	4	5
ST.20	Jika saya tidak mengerti sesuatu dalam bahasa Inggris, saya akan meminta orang lain untuk menerjemahkannya ke dalam bahasa Indonesia untuk saya	1	2	3	4	5

ST.21	Saya mengajukan pertanyaan tentang bagaimana sebuah ekspresi dalam bahasa Indonesia dapat diterjemahkan ke dalam bahasa Inggris	1	2	3	4	5
ST.22	Ketika guru menugaskan artikel berbahasa Inggris untuk dibaca, saya bekerja dengan orang lain untuk menerjemahkannya	1	2	3	4	5
ST.23	Saya berlatih secara mental menerjemahkan pikiran saya dari bahasa Indonesia ke Bahasa Inggris dalam berbagai situasi	1	2	3	4	5
ST.24	Saya membuat catatan dalam bahasa Indonesia di kelas bahasa Inggris saya	1	2	3	4	5
ST.25	Saya menulis terjemahan bahasa Indonesia di buku teks bahasa Inggris saya	1	2	3	4	5
ST.26	Saya mencoba mengklarifikasi perbedaan dan persamaan antara bahasa Indonesia dan bahasa Inggris melalui terjemahan	1	2	3	4	5
ST.27	Saat membaca bahasa Inggris, saya mencoba memahami arti dari apa yang saya baca tanpa memikirkan padanan dalam bahasa Indonesia	1	2	3	4	5
ST.28	Ketika berbicara bahasa Inggris, saya memikirkan apa yang ingin saya katakan dalam bahasa Inggris tanpa berpikir terlebih dahulu dalam bahasa Indonesia	1	2	3	4	5

3. Permission Letter



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kaliurang km 14,5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
F. (0274) 898444 ext. 2106
E. fpsb@uii.ac.id
W. fpsb.uii.ac.id

Tanggal : 01 Oktober 2021
Nomor : 2985/DPS/70/DURT/X/2021
Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Di tempat.

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa : Alfira Dewi Edelia
Nomor Induk Mahasiswa : 17322056
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Ista Maharsi S.S., M.Hum
Judul Skripsi :

**"A SURVEY OF EFL HIGHER EDUCATION STUDENTS' STRATEGY USE OF TRANSLATION
IN ENGLISH LEARNING."**

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dosen Pembimbing Skripsi

Ista Maharsi S.S., M.Hum