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1st INTERNATIONAL CONFERENCE

ON ENGLISH LANGUAGE TEACHING AND LEARNING

30th NOVEMBER - 1st DECEMBER 2018

PROCEEDINGS

*"EFL Teaching and Learning in Digital Era
and New Orientation of Language Assessment"*

INSTITUTE FOR RESEARCH AND COMMUNITY SERVICE
UNIVERSITY OF LAMPUNG



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ORGANIZED BY:

INSTITUTE FOR
RESEARCH AND COMMUNITY SERVICE
UNIVERSITY OF LAMPUNG

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG

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Preface

The English Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung was honored to host the 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL) in the heart of the city of Bandar Lampung from 30 November – 1 December 2018. The conference chair, Dr Ari Nurweni, delivered her welcome address, followed by the conference official opening by the Dean of the Faculty of Teacher Training and Education on Friday morning 30 November 2018.

The conference theme “EFL Teaching and Learning in Digital Era and New Orientation of Language Assessment” was an invitation to discuss English language teaching and learning-related issues (including blended learning, communicative competence in EFL context, ICT in EFL teaching and learning, TBLT, English curriculum and material development, teaching methodology, communication strategies of EFL learners, learning style, learning strategy, translation in EFL teaching and learning, literature in EFL teaching and learning, culture in EFL teaching and learning, and other relevant topics) in today’s advancement of digital era. The aim of the conference was to bring together academics, researchers, teachers, and students to exchange ideas, experiences, and research findings in the field of English language and assessment to make better, more efficient and impactful teaching and learning.

The conference was attended by 162 participants and 31 presenters from all over Indonesia. Two invited keynote papers were delivered on the first day of the conference, the first was presented by Eric L. Campbell (Director of CONNECT, USA) in the morning and the second was presented by Dr Vahid Aryadoust (National Institute of Education, Singapore) in the afternoon. On the second day, other two invited keynote papers were also presented by Prof. John Read (University of Auckland, New Zealand) and Prof. Patuan Raja (University of Lampung, Indonesia). In addition, 31 papers were also presented by registered presenters in the parallel sessions of the conference.

The conference program represents the efforts of many individuals. Therefore, we would like to express our gratitude to the members of the organizing committee for putting much effort into ensuring the success of day-to-day operation of the conference and the reviewers for their hard work in reviewing submissions. We also thank the four invited keynote speakers for sharing their

insights with us. Finally, the conference would not be possible without the excellent papers contributed by authors. We thank all authors for their contributions and participation in the 1st ICON-ELTL 2018.

We hope that this conference will further stimulate research on English language teaching and learning in today's advancement of digital era and provide academics, researchers, teachers, and students with better understanding, knowledge, and ideas for further research. We feel honored to serve the best recent scientific knowledge and development in the field of English language teaching and learning. In addition, we also hope that these proceedings will furnish scholars from all over the world with an excellent reference book.

Realizing that there were still some weaknesses during the conference, we do have an apology to make to everyone and we hope we will be able to hold better international conferences in the future. Finally, it was with great pleasure that we had the opportunity to host such a conference. Thank you.

Ari Nurweni
Conference Chair

Gede Eka Putrawan
Conference Co-Chair

CONFERENCE SCHEDULE AT-A-GLANCE

THE 1ST INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE TEACHING AND LEARNING
UNIVERSITY OF LAMPUNG

Fri – Sat, 30 November – 1 December 2018, Bandar Lampung, Indonesia

Time	Activity	Speaker/PIC	Location
Friday, 30 November 2018			
08.00 – 08.50	Conference Registration	Dr. Feni Munifatullah, M.Hum.	Lobby, Hall K, 2 nd Floor
09.00 – 09.05	Opening	MC	Hall K, 2 nd Floor
09.05 – 09.15	National anthem of Indonesia	Amiswari and PSPBI Choir	
09.15 – 09.25	Welcome dance	PSPBI Dancers	
09.25 – 09.35	Chair's report	Dr. Ari Nurweni, M.A.	
09.35 – 09.50	Welcome remarks from Rector of the University of Lampung and opening	Prof. Dr. Ir. Hasriadi Mat Akin, M.P.	
09.50 – 10.00	Prayers	Hendi Nur Pratama	
10.00 – 10.30	<i>Coffee and refreshment break</i>	Khairun Nisa, S.Pd., M.Pd.	
10.30 – 11.30	Keynote Speaker 1: Eric L. Campbell <i>The LESYNOS Three-Dimensional Model for Spoken Language Assessment</i>	PIC: Dr. Flora, M.Pd.	Hall K, 2 nd Floor
11.30 – 13.00	<i>Networking luncheon</i>	Khairun Nisa, S.Pd., M.Pd.	
13.00 – 15.00	Parallel Sessions	Moderators	K1-5, 1 st Floor
15.00 – 15.30	<i>Coffee and refreshment break</i>	Khairun Nisa, S.Pd., M.Pd.	Hall K, 2 nd Floor
15.30 – 16.30	Keynote Speaker 2: Dr Vahid Aryadoust <i>Language Assessment Research by Employing Neuro-imaging and Eye-tracking Method</i>	PIC: Prof. Bambang Setiyadi, M.A.	Hall K, 2 nd Floor
Saturday, 1 December 2018			
08.15 – 09.15	Keynote Speaker 3: Prof. John Read <i>Vocabulary Assessment in the Digital Era</i>	PIC: Hery Yufrizal, PhD	Hall K, 2 nd Floor
09.15 – 09.45	<i>Coffee and refreshment break</i>	Khairun Nisa, S.Pd., M.Pd.	Hall K, 2 nd Floor
09.45 – 10.45	Parallel Sessions	Moderators	K1-5, 1 st Floor
10.45 – 11.45	Keynote Speaker 4: Prof. Dr. Patuan Raja <i>Writing Assessment</i>	PIC: Mahpul, PhD	Hall K, 2 nd Floor
11.45 – 12.00	Wrapping Up and Closing	Dean of Teacher Training and Education Faculty, Prof. Dr. Patuan Raja, M.Pd.	Hall K, 2 nd Floor
12.00 – 13.00	<i>Networking luncheon</i>	Khairun Nisa, S.Pd., M.Pd.	Hall K, 2 nd Floor

CONFERENCE SCHEDULE
THE 1ST INTERNATIONAL CONFERENCE ON
ENGLISH LANGUAGE TEACHING AND LEARNING (1st ICON-ELTL 2018)
UNIVERSITY OF LAMPUNG
Fri – Sat, 30 November – 1 December 2018, Bandar Lampung, Indonesia

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10	11.30 – 13.00	<i>Networking luncheon</i>	Khairun Nisa, S.Pd., M.Pd.	
Parallel Sessions				
No.	Time	Title	Presenter	Location
Panel 1 ICT in EFL Teaching and Learning <i>Moderator: Annely Prima Santoso</i>				Room K1, 1 st Floor
1	13.00 – 13.40	Canvas: A Digital Tool in ELT	Ratu Sarah Pujasari <i>Siliwangi University</i>	
2		The Influence of Blog Wordpress Towards Students’ Writing Ability on Recount Text	Fitri Nur Asy-Syifa, Yudi Juniardi <i>University of Sultan Ageng Tirtayasa</i>	
Panel 2 English Language Teaching and Learning, Curriculum, and Material Development <i>Moderator: Annely Prima Santoso</i>				
3	13.40 – 15.00	TINKERBEL: The Bloom-Anderson-Krathwohl’s Cognitive Levels and K 13 Text Based English Teaching in Vocational Schools	Nina Fatriana <i>SMKN 2 Kalianda</i>	
4		Students’ Difficulties in Describing Something	Dewi Sri Kuning <i>STKIP Muh. Kotabumi</i>	
5		Error Analysis in Subject-Verb Agreement of English Department Graduate Student’s Thesis as EFL Learners based on Surface Strategy Taxonomy	Khairun Nisa <i>University of Lampung</i>	

No.	Time	Activity	Speaker/PIC	Location
6		Altruism in English Language Teaching and Learning Documents in Indonesia	Ratna Dewanti <i>UNJ</i>	
Panel 3 English Language Teaching and Learning, Curriculum, and Material Development <i>Moderator:</i> Hendi Nur Pratama				Room K2, 1 st Floor
1	13.00 – 14.00	The influence of using realia to improve students' Vocabulary	Alanda Liantara <i>UM Metro</i>	
2		An English Teaching Model for Non-English Students in One of State Universities: Indonesian Context	Ujang Suparman <i>University of Lampung</i>	
3		An analysis of negotiation of meaning at the first year students of SMAN 4 Bandar Lampung	Novita Nurdiana <i>University of Lampung</i>	
4	14.00 – 15.00	Error made by Fourth semester students of English study program in Pronouncing English Voiced and Unvoiced Fricative Dental	Hengki <i>Universitas Negeri Papua</i>	
5		Implementing Content Language Integrated Learning (CLIL) at a Higher Education Institution in Indonesia	Huzairin <i>University of Lampung</i>	
6		Students' Difficulties of Writing an Essay	Rulik Setiani <i>STKIP Kotabumi</i>	
Panel 4 English Language Teaching and Learning, Curriculum, and Material Development <i>Moderator:</i> Eka Riski				Room K3, 1 st Floor
1	13.00 – 14.20	The Concept of Meaning	Cucu Sutarsyah <i>University of Lampung</i>	
2		Hypno-teaching in English Language Classroom: Theoretical Issues and Practical Guides	Ruslan <i>Siliwangi University</i>	
3		Enhancing Speaking Fluency through 4/3/2 Technique of EFL Students in Indonesia	Hery Yufrizal <i>University of Lampung</i>	
4		Teachers' perception toward English teaching in full day school in Yogyakarta in the academic year of 2017/2018	Bambang Widi Pratolo <i>University of Ahmad Dahlan</i>	
Panel 5 Language Assessment <i>Moderator:</i> Eka Riski				
5	14.20 – 15.00	Employing Self-Assessment Technique to Promote Student's Writing Ability in Composing Cause-Effect Essay at Universitas Muhammadiyah Gorontalo	Indah Wardaty Saud <i>Muh. University of Gorontalo</i>	

No.	Time	Activity	Speaker/PIC	Location
6		Challenges in Assessing Young Language Learners in The Indonesian Context	Nury Supriyanti <i>Yogyakarta State University</i>	
Panel 6 Learning Styles, Strategies, and Interaction <i>Moderator: Desi Setia N.</i>				Room K4, 1 st Floor
1	13.00 – 14.00	Gender Differences in Written Discourse Competence	Dian Agustina Purwanto Wakerkwa <i>Universitas Sebelas Maret</i>	
2		How successful language learners use strategies in learning speaking	Umi Rokhyati <i>University of Ahmad Dahlan</i>	
3		(Re)Constructing Students' Identity in EFL Classroom Interactions	Meinarni Susilowati <i>UIN Maulana Malik Ibrahim, Malang</i>	
Panel 7 Translation, Literature, and Culture in EFL Teaching and Learning <i>Moderator: Desi Setia N.</i>				
4	14.00 – 15.00	Translation as a learning strategy by EFL learners in a public university in Indonesia	Gede Eka Putrawan <i>University of Lampung</i>	
5		Analyzing Cultural Transfer in ELT Class of Senior High School Teachers	M. Sukirlan <i>University of Lampung</i>	
6		The use of long functional texts with Lampung local wisdom in English language teaching	Agatha Nila Sukma M. <i>SMPN 20 Bandar Lampung</i>	
7		An Analysis of Theme and Rheme in Advertisement in English of Forbes Magazine Indonesia Edition Volume 8 Issue 11 Page 78 on November 2017	Yanuarius Yanu Dharmawan <i>UBL</i>	
8		Gender and Cultural Familiarity in Reading Material	Elis Susanti <i>STKIP Muh. Kotabumi</i>	
9	15.00 – 15.30	<i>Coffee and refreshment break</i>	Khairun Nisa, S.Pd., M.Pd.	Hall K, 2 nd Floor
10	15.30 – 16.30	Keynote Speaker 2: Dr Vahid Aryadoust <i>Language Assessment Research by Employing Neuro-imaging and Eye-tracking Method</i>	PIC: Prof. Bambang Setiyadi, M.A.	Hall K, 2 nd Floor
Saturday, 1 December 2018				
1	08.15 – 09.15	Keynote Speaker 3: Prof. John Read <i>Vocabulary Assessment in the Digital Era</i>	PIC: Hery Yufrizal, PhD	Hall K, 2 nd Floor
2	09.15 – 09.45	<i>Coffee and refreshment break</i>	Khairun Nisa, S.Pd., M.Pd.	Hall K, 2 nd Floor
Parallel Sessions				
Panel 8 Blended Learning				

No.	Time	Activity	Speaker/PIC	Location
Moderator: Resti Rahmawati				Room K1, 1 st Floor
1	09.45 – 10.45	Collaborative Blended Learning Activities to Improve Extrovert and Introvert Students’ Argumentative Essay Writing Ability and Their Perception	Ani Novitasari <i>University of Lampung</i>	
2		The Effect of Blended Learning Activity in Improving the Students’ English-Speaking Skill in the Context of English as a Foreign Language	Rachma Vivien Belinda <i>University of Lampung</i>	
3		Mobile Learning: The Impact of WhatsApp Usage in English Language Learning	Berlinda Mandasari <i>Universitas Teknokrat Indonesia</i>	
Panel 9 Blended Learning Moderator: Dias Fatmasari				Room K2, 1 st Floor
1	09.45 – 10.45	The Effect of Instagram on the Students’ Writing Ability at Undergraduate Level	Achmad Yudi Wahyudin <i>Universitas Teknokrat Indonesia</i>	
2		Undergraduate Students’ Attitudes to the Implementation of WhatsApp Group As Their Learning Media in the EFL Classroom	Fatimah Mulya Sari <i>Universitas Teknokrat Indonesia</i>	
3		Cartoon Films and Its Correlation of Students Vocabulary Mastery	Dedy Subandowo Meilani Ambariyani <i>UM Metro</i>	
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1	09.45 – 10.45	Enhancing Students’ Reading Skills in the Digital Era through Problem Solving Based-Reading	Ari Nurweni <i>University of Lampung</i>	
2		The Urgency of Digital Learning to Create Global Citizens	Hermi Yanzi <i>University of Lampung</i>	
3		Ethnic Snake Game: A Study on the Use of Multimedia in Speaking Class for Electrical Engineering Students	Lulud Oktaviani Universitas Teknokrat Indonesia	
4	10.45 – 11.45	Keynote Speaker 4: Prof. Dr. Patuan Raja <i>Writing Assessment</i>	PIC: Mahpul, PhD	Hall K, 2 nd Floor
5	11.45 – 12.00	Wrapping Up and Closing	Dean of Teacher Training and Education Faculty, Prof. Dr. Patuan Raja, M.Pd.	Hall K, 2 nd Floor
6	12.00 – 13.00	<i>Networking luncheon</i>	Khairun Nisa, S.Pd., M.Pd.	Hall K, 2 nd Floor
THANK YOU				

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TRANSLATION AS A LEARNING STRATEGY BY EFL LEARNERS IN A PUBLIC UNIVERSITY IN INDONESIA

Gede Eka Putrawan

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ABSTRACT

In recent years, there have been many papers describing the importance of translation in EFL teaching and learning. Although translation has been very controversial in EFL teaching and learning for decades, some experts advocate the inclusion of translation in EFL teaching and learning, but some others do not. Thus, this study was aimed at investigating the use of translation and in what EFL aspects and skills translation is used as a learning strategy by EFL learners in a public university in Indonesia. The data in this study were collected through a survey questionnaire, the *Inventory for Translation as a Learning Strategy (ITLS)*. A total of 68 first year university students majoring in English Education were selected to take part in this study. They were considered as intermediate EFL learners since they have been studying English since they were in elementary school. The results show that the first-year university students majoring in English Education still make frequent use of translation in their EFL learning. They use translation to improve their English skills in terms of reading, writing, listening and speaking, English vocabulary, phrases, grammar, to clarify the similarities and differences between Indonesian and English, to interact with other, and as their learning aids which include the use of English – Indonesian dictionary, Indonesian – English dictionary, and electronic translation machine.

Keywords: *translation, learning strategy, English, EFL*

I. INTRODUCTION

In recent years, there have been many papers describing the importance of translation in English as a foreign language (EFL) teaching and learning. Although, translation has been very controversial in EFL teaching and learning for decades, some experts advocate the inclusion of translation in EFL teaching and learning, but some others do not. In other words, some of them advocate the use of monolingual approach, while some others propose the use of translation as an aid to EFL teaching and learning.

The use of translation as a teaching tool in language classrooms is associated with the so-called ‘Grammar Translation Method’. This method views that translation is

crucial for foreign language teaching and learning, however, it is now said that this method is no longer used in foreign language teaching and learning. Foreign language teachers at the present time believed and are suggested to apply the most famous teaching approach, that is Communicative Language Teaching (CLT). Through CLT, learners' native language is no longer used in the classroom and neither is translation. In addition, learners are also required to think in the language being learned to achieve native-like control of the language without the use of translation. Simply put, translation should be ignored and avoided in EFL teaching and learning since it is not a useful tool for acquiring a foreign language.

Some arguments and assumptions against the use of translation in language teaching and learning are proposed by several scholars. They state that translation is not a communicative act and has nothing to do in a communicative approach with language teaching (Duff, 1989:6). Translation is also said as an artificial exercise that focuses on reading and writing, thus students do not practice oral skills (Zabalbeascoa, 1990:76). In addition, translation tasks are said to be useless and do not resemble real world practice (Carreres, 2006), have nothing to do with the way in which a mother tongue is learnt that it does not promote a natural foreign language learning (Sankey, 1991:418), and it provides a false belief that there is a perfect one-to-one relationship between the native language and the foreign language (Malmkjaer, 2010:186). Other scholars also argue that translation causes students to receive insufficient foreign language input and makes learners view the foreign language through their native language in which this can cause interference between the two languages involved (Pan and Pan, 2012:4). Translation can be a boring and non-stimulating task (Duff, 1989) and can be frustrating and de-motivating for students (Carreres, 2006). Translation is also said to be not suitable for all learners since it can only work well with those interested in literature or with those who have already acquired a significant level of proficiency in the foreign language (Mogahed, 2011) (as cited in Guerra, 2014). Translation is not the aim of language learning, it is the aim of translator training and both are independent fields of study (Vermes, 2010).

However, a large body of research findings concerning the importance of translation in EFL teaching and learning has been reported. It means that translation is believed to play an important role in EFL teaching and learning. It is reported that Iranian students employ translation as a learning strategy to help them learn English during the process of language learning (Karimian & Talebinejad, 2013). This strategy should not be ignored because it helps new EFL learners learn English, however, as they reach higher level of EFL proficiency, they are required to think directly in English to improve their overall English abilities (Tan, 2015). Although it is believed that a lot of foreign language teachers no longer make use of translation in their classrooms, however, translation actually still exists in EFL instructions in Indonesia.

If we further see from foreign language learners' perspective, translation is still widely used to help them comprehend the foreign language being learned more easily (Aktekin & Gliniecki, 2015; Al-Musawi, 2014; Dagilienė, 2012; Karimian & Talebinejad, 2013; Liao, 2006; Mutlu, Bayram, & Demirbukan, 2015; Tan, 2015; Ying, Hoon, Halim, & Majtanova, 2018).

Therefore, this study was urgent to conduct to scientifically find out if translation learning strategy still exists among EFL learners in a public university in Lampung Province, Indonesia, as reported by other studies. Therefore, the research question of the present study is as follows:

1. In what EFL aspects and skills is translation used as a learning strategy by EFL learners in a public university in Indonesia?

II. METHODS

Participants

There were 71 first year university students majoring in English Education who took part in this study. However, only 68 of them returned the questionnaire distributed to them. They were considered as intermediate EFL learners since they have been studying English since they were in elementary school.

Instruments

The participants in this study were required to fill out a questionnaire developed by Liao (2006). The *Inventory for Translation as a Learning Strategy (ITLS)* questionnaire was used to measure the participants' use of translation in their EFL learning and in what EFL aspects and skills translation is used as a learning strategy by them. It comprises 28 items measuring how translation is used to learn English skills and aspects on a 5-point Likert scale following each item ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was translated from English into Indonesian so that the statements and/or questions in the questionnaires could be easily understood by the participants.

Data Analyses

The collected data in this study were analyzed quantitatively by using SPSS software through *descriptive statistics* which was used to summarize the participants' responses to the ITLS to look at in what EFL aspects and skills translation is used as a learning strategy by EFL learners in a public university in Indonesia. The patterns of translation as learning strategy were analyzed by examining the frequency, mean, and standard deviation within the whole participant group. Correlation coefficients were used to assess the validity of the ITLS ($0.00 < 0.05$), and Cronbach's was used to determine the measure's reliability ($0.907 > 0.05$). The criteria to describe the use of translation as a learning strategy were as follows: total mean score $M > 3.5$ = High, $M \geq 3 - 3.5$ = Medium, and $M < 3$ = Low.

III. RESULTS AND DISCUSSION

Participants' Demographic Information

The participants in this study were 68 EFL learners who were in the very first semester. As shown in the Table 3.1 below, 20 students are male (29.4%) and 48 of them are female (70.6%).

Table 3.1 Number of participants who took part in this study

No.	Sex	Frequency	Percent
1.	M	20	29.4
2.	F	48	70.6
Total		68	100.0

M: Male, F: Female

In addition, most of the participants have learned English for 12 years (36.8%). The minimum length of exposure to English learning is six years (2.9%), the maximum is 16 years (1.5%), and the mean of the participants' length of exposure to English learning is 10.93 years as shown in the Table 3.2 below.

Table 3.2 Participants' length of exposure to English learning (year)

No.	Length of exposure	Frequency	Percent
1.	6	2	2.9
2.	7	1	1.5
3.	8	2	2.9
4.	9	8	11.8
5.	10	19	27.9
6.	11	1	1.5
7.	12	25	36.8
8.	13	7	10.3
9.	14	2	2.9
10.	16	1	1.5
Total		68	100.0
Mean		10.93	
Minimum		6	
Maximum		16	

Descriptive Analysis of the ITLS

The participants in this study were required to rate 28 statements on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Their scores were then

calculated through *Descriptive Statistics* to look at if the participants frequently make use of translation as their learning strategy. The means and standard deviations for the ITLS items are shown in Table 3.3 below. Out of 28 items in the ITLS, the 21 most frequently used strategies (Items 17, 18, 19, 12, 3, 13, 15, 1, 5, 4, 14, 7, 2, 11, 23, 9, 16, 26, 6, 21, and 20) receive high means ($M > 3.5$), six items (Items 27, 22, 25, 10, 8, and 28) fall into medium use of strategies ($M \geq 3 - 3.5$), and one item (Item 24) is the least used strategy ($M < 3$).

Table 3.3 Means and standard deviations for the ITLS items

No.	Item Description	N	Mean	SD
1.	When reading an English text, I first translate it into Indonesian in my mind to help me understand its meaning.	68	3.96	.984
2.	I read Indonesian translations in the course reference book to help me better understand English articles in the textbook.	68	3.82	.752
3.	After I read English articles, I use an available Indonesian translation to check if my comprehension is correct.	68	4.04	.871
4.	To write in English, I first brainstorm about the topic in Indonesian.	68	3.87	.809
5.	When I write in English, I first think in Indonesian and then translate my ideas into English.	68	3.90	1.010
6.	I write Indonesian outlines for my English compositions.	68	3.66	1.074
7.	When I listen to English, I first translate the English utterances into Indonesian to help me understand the meanings.	68	3.84	.956
8.	I read the Indonesian translation scripts before I listen to instructional English tapes or CDs.	68	3.04	.937
9.	When I watch English TV or movies, I use Indonesian subtitles to check my comprehension.	68	3.76	.979
10.	I listen to or read Indonesian news first in order to understand English radio/TV news better.	68	3.21	.986
11.	When speaking English, I first think of what I want to say in Indonesian and then translate it into English.	68	3.81	1.055
12.	If I forget certain English words or expressions in the middle of conversation, I translate from Indonesian into English to help me keep the conversation going.	68	4.13	.771
13.	I memorize the meaning of new English vocabulary words by remembering their Indonesian translation.	68	3.97	.846
14.	I learn English grammar through Indonesian explanations of the English grammatical rules.	68	3.85	.833
15.	I use Indonesian translation of grammatical terms such as parts of speech, tenses, and agreements to help me	68	3.96	.762

	clarify the roles of the grammatical parts of English sentences.			
16.	I learn English idioms and phrases by reading their Indonesian translation.	68	3.75	.780
17.	I use English-Indonesian dictionaries to help myself learn English.	68	4.32	.800
18.	I use Indonesian-English dictionaries to help myself learn English.	68	4.25	.904
19.	I use an electronic translation machine to help myself learn English.	68	4.22	.895
20.	If I do not understand something in English, I will ask other people to translate it into Indonesian for me.	68	3.54	.905
21.	I ask questions about how an Indonesian expression can be translated into English.	68	3.60	.883
22.	When the teacher assigns English articles for reading, I work with others to translate them.	68	3.46	.800
23.	I practice mentally translating my thoughts from Indonesian to English in various situations.	68	3.78	.826
24.	I take notes in Indonesian in my English class.	68	2.94	.912
25.	I write Indonesian translations in my English textbooks.	68	3.28	.960
26.	I try to clarify the differences and similarities between Indonesian and English through translation.	68	3.69	.815
27*.	When reading English, I try to grasp the meaning of what I read without thinking of Indonesian equivalents.	68	3.47	1.000
28*.	When speaking English, I think of what I want to say in English without thinking first in Indonesian.	68	3.01	1.044

N: Population Size, SD: Standard Deviation

**The scores of the items 27 and 28 are reversed.*

According to the results shown in Table 3.3 above, it can be said that most of the EFL learners in Indonesia still make use of translation as their EFL learning strategy frequently. To make it clear and more logical, based on the ITLS items, five composite strategy variables are constructed and summarized (Liao, 2006:14) as follows.

Table 3.4 Composite Strategy Variables

Variable	Description
S1	Strategies to enhance English skills.
S2	Strategies to learn English forms and structures such as vocabulary, idioms, phrases, and grammar.
S3	Strategies to avoid the use of the first language (L1) when using English, to practice translating, and to clarify the differences and similarities between Indonesian and English.
S4	Strategies to interact with other people.

S5	Strategies to use learning aids such as dictionaries and to take notes.
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Based on Table 3.4 above, it can be said that EFL learners make use of translation as their learning strategy to enhance their English skills, to learn English forms and structures, to avoid the use of L1 when using English, to practice translating and to clarify the differences and similarities between Indonesian and English. In addition, they also use translation for learning English through bilingual dictionaries and notes as well as to interact with other people. The following are the results of descriptive statistics of each composite strategy variable.

Table 3.5 S1 Composite Strategy Variables

	N	Mean	Std. Deviation
1. When reading an English text, I first translate it into Indonesian in my mind to help me understand its meaning.	68	3.96	.984
2. When I write in English, I first think in Indonesian and then translate my ideas into English.	68	3.90	1.010
4. To write in English, I first brainstorm about the topic in Indonesian.	68	3.87	.809
7. When I listen to English, I first translate the English utterances into Indonesian to help me understand the meanings.	68	3.84	.956
2. I read Indonesian translations in the course reference book to help me better understand English articles in the textbook.	68	3.82	.752
11. When speaking English, I first think of what I want to say in Indonesian and then translate it into English.	68	3.81	1.055
23. I practice mentally translating my thoughts from Indonesian to English in various situations.	68	3.78	.826
9. When I watch English TV or movies, I use Indonesian subtitles to check my comprehension.	68	3.76	.979
3. I write Indonesian outlines for my English compositions.	68	3.66	1.074
10. I listen to or read Indonesian news first in order to understand English radio/TV news better.	68	3.21	.986
8. I read the Indonesian translation scripts before I listen to instructional English	68	3.04	.937

tapes or CDs.	
Valid N (listwise)	68

According to Table 3.5 above, it can be said that translation is used as a learning strategy to enhance English skills in terms of reading, writing, listening, and speaking. They also practice mental translations from Indonesian into English in various situations. Translation as a learning strategy which is most frequently used to enhance English skills by the EFL learners is stated in Items 1, 5, 4, 7, 2, 11, 23, 9, and 6. These nine items receive high means ($M > 3.5$).

Table 3.6 S2 Composite Strategy Variables

	N	Mean	Std. Deviation
13. I memorize the meaning of new English vocabulary words by remembering their Indonesian translation.	68	3.97	.846
14. I learn English grammar through Indonesian explanations of the English grammatical rules.	68	3.85	.833
16. I learn English idioms and phrases by reading their Indonesian translation.	68	3.75	.780
Valid N (listwise)	68		

In addition, in Table 3.6 above, it is stated that translation as an EFL learning strategy is also frequently used to help them memorize the meaning of new English vocabulary words, learn English grammatical rules, and learn English idioms and phrases (Items 13, 14, and 16). All of the items are the most frequently used strategies to learn English forms and structures, they receive high means ($M > 3.5$).

Table 3.7 S3 Composite Strategy Variables

	N	Mean	Std. Deviation
12. If I forget certain English words or expressions in the middle of conversation, I translate from Indonesian into English to help me keep the conversation going.	68	4.13	.771
3. After I read English articles, I use an available Indonesian translation to check if my comprehension is correct.	68	4.04	.871
15. I use Indonesian translation of grammatical terms such as parts of speech, tenses, and agreements to help me clarify the roles of the grammatical	68	3.96	.762

	parts of English sentences.			
26.	I try to clarify the differences and similarities between Indonesian and English through translation.	68	3.69	.815
27.	When reading English, I try to grasp the meaning of what I read without thinking of Indonesian equivalents.	68	3.47	1.000
28.	When speaking English, I think of what I want to say in English without thinking first in Indonesian.	68	3.01	1.044
Valid N (listwise)		68		

They also practice translating from Indonesian into English when they forget certain English words or expressions in the middle of a conversation, use an available Indonesian translation to check and clarify if their comprehension about English articles is correct. For learning English grammar, they also use Indonesian translation of grammatical terms to help them clarify the roles of the grammatical parts and the differences and similarities between Indonesian and English. However, to avoid using Indonesian in EFL learning, they try not to think first in their native language, Indonesian, when reading English. Similarly, when speaking English, they try not to think first in Indonesian (Items 27 and 28). In these composite variables, translation as a learning strategy is most frequently used to keep the conversation going (Item 12), to check if their comprehension is correct (Item 3), to learn English grammar and to clarify the differences and similarities between Indonesian and English (Items 15 and 26). These four items received high means ($M > 3.5$).

Table 3.8 S4 Composite Strategy Variables

	N	Mean	Std. Deviation
21. I ask questions about how an Indonesian expression can be translated into English.	68	3.60	.883
20. If I do not understand something in English, I will ask other people to translate it into Indonesian for me.	68	3.54	.905
22. When the teacher assigns English articles for reading, I work with others to translate them.	68	3.46	.800
Valid N (listwise)	68		

Moreover, as Table 3.8 above shows, they also interact with other people through translation in EFL learning. They ask other people how an Indonesian expression is translated into English and vice versa. They also work together collaboratively to learn English as a foreign language (Items 21, 20, and 22). The most frequently used

translation as learning strategies to learn English through interaction with other people include Items 21 and 20. These two items receive high means ($M > 3.5$).

Table 3.9 S5 Composite Strategy Variables

	N	Mean	Std. Deviation
17. I use English-Indonesian dictionaries to help myself learn English.	68	4.32	.800
18. I use Indonesian-English dictionaries to help myself learn English.	68	4.25	.904
19. I use an electronic translation machine to help myself learn English.	68	4.22	.895
25. I write Indonesian translations in my English textbooks.	68	3.28	.960
24. I take notes in Indonesian in my English class.	68	2.94	.912
Valid N (listwise)	68		

In order to help them learn English as a foreign language in Indonesia, As shown in Table 3.9 above, they also resort to electronic translation machines and Indonesian – English and English – Indonesian dictionaries (Items 17, 18, 19). They also write Indonesian translations in their English books during their EFL learning (Item 25). Here, the most frequently used translation strategies include Items 17, 18, and 19) which means that they cannot avoid bilingual dictionaries for EFL learning. These three items receive high means ($M > 3.5$). However, they do not practice note taking in Indonesian when learning English in the classroom very much (Item 24) – this is the least used strategy by the EFL learners in Indonesia.

Based on the results above, it can explicitly be stated that translation as an EFL learning strategy is still frequently used by EFL learners in Indonesia. This study reveals that participants still make use of EFL learning strategy involving translation to enhance English skills (reading, writing, listening, and speaking). In addition, the strategy is also used to learn forms and structures such as vocabulary, idioms and phrases, and grammar.

The participants also report using translation to keep their conversation going, to check if their comprehension is correct, to clarify the grammatical parts of English sentences and to clarify the differences and similarities between Indonesian and English. Besides, they further report using translation to interact with other people and as their learning aids which include their use of English – Indonesian dictionary, Indonesian – English dictionary, and electronic translation machine.

These findings are consistent with findings stated by Liao (2006) that students most frequently use translation to learn English vocabulary, idioms, phrases, and grammar, to read, write, speak, and to check their reading and listening comprehension. In

addition, translation can help students improve their reading, speaking, writing, vocabulary, and grammar understanding (Dagilienė, 2012). These research findings are also in line with findings of other studies. Karimian & Talebinejad (2013) state that translation is used as a learning strategy by students to comprehend, remember, and produce English. Al-Musawi (2014) also states that Arab students most frequently use strategies involving translation to learn English vocabulary, to read, and to write, to check reading and listening comprehension. They also use translation for learning aids and to interact with other people in their L1 to better understand English. Besides, translation plays a vital role in students' English learning (Aktekin & Gliniecki, 2015). They further state that translation is a positive learning resource for students to comprehend, memorize, and produce better English, to acquire English skills, and to complete various English tasks. Mutlu, Bayram, & Demirbeken (2015) also state that adult English learners use translation to develop their English skills such as reading, listening, writing, speaking, and to learn English vocabulary.

Therefore, it can without any doubt be stated to confirm other findings that translation still exists in ELF learning, especially in Indonesia. It is still used most of the time for learning and comprehending English.

IV. CONCLUSION AND SUGGESTIONS

This present study only looks at EFL learners' use of translation in their EFL learning in Indonesia.

Indonesian EFL learners make use of translation as their learning strategy for learning EFL. They still make use of EFL learning strategy involving translation to enhance English skills (reading, writing, listening, and speaking). In addition, the strategy is also used to learn forms and structures such as vocabulary, idioms and phrases, and grammar. They also report using translation to keep their conversation going, to check if their comprehension is correct, to clarify the grammatical parts of English sentences and to clarify the differences and similarities between Indonesian and English. Besides, they further report using translation to interact with other people and as their learning aids which include the use of English – Indonesian dictionary, Indonesian – English dictionary, and electronic translation machine.

These findings are in line with many other similar studies conducted in other settings. Thus, the empirical evidence explicitly explains that translation still exists and cannot be avoided in EFL learning as a means to learn the language.

This study also has implications for EFL teaching and learning based on the empirical evidence and findings. Therefore, translation or inclusion of learners' first language should be allowed to involve at their initial stages of EFL learning in order for them to be able to comprehend English much more easily. Teachers should also

provide space for translation in teaching English skills, vocabulary, grammar, and idioms and phrases, especially to elementary EFL learners.

This study, however, also has some limitations. Although this study is able to describe EFL learners' use of translation as their EFL learning strategy, this study was carried out in a small sample size (n=68). Therefore, adequate number of subjects from different proficiency levels and background are required for future research to provide more precise conclusions. In addition, more advanced statistical analyses with more various variables are also required to provide more reliable findings. To support the quantitative data, qualitative instruments such as interviews may be effective to get a deeper overview on the use of translation in EFL learning.

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