

# EFL learners' beliefs about positive and negative effects of translation as a learning strategy in Indonesia

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**EFL learners' beliefs about positive and negative effects of translation as a learning strategy in Indonesia**Gede Eka Putrawan  
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The use of translation as a learning strategy has been extensively studied, but less attention has been paid to beliefs about the positive and negative effects of translation in EFL learning. This study attempts to describe EFL learners' beliefs about positive and negative effects of translation as a learning strategy by adopting a quantitative approach in which the data were collected by using questionnaires. The findings reveal that Indonesian EFL learners believe translation can help them learn EFL and that despite some potential negative effects, translation will not inhibit their learning. Beliefs about positive and negative effects of translation simultaneously affect the use of translation as a learning strategy to help EFL learners learn EFL, but the belief about positive effects of translation makes a significant contribution to it. The study's implications and limitations with some recommendations for future research are also discussed.

**Key words:** beliefs about translation; EFL learning; use of translation; learning strategy; EFL learners; Indonesia

**Introduction**

Learning strategies are methods or techniques used by language learners to facilitate the comprehension, retention, retrieval, and application of information in second or foreign languages. They can contribute greatly to language learning success if used appropriately (Setiyadi, Sukirlan, & Mahpul, 2016; Sheu, Wang, & Hsu, 2013). They are closely related to language achievement and help learners take responsibility for their own learning thus fostering learner independence and autonomy (Oxford & Nyikos, as cited in Domakani, Roohani, & Akbari, 2012). In recent years, there has been wide research interest in translation as a learning strategy in second or foreign language learning and it is widely used in the teaching and learning of foreign languages in many parts of the world (see, for example, Carreres, 2006; Mogahed, 2011; Ying, Hoon, Halim, & Majtanova, 2018).

Translation as a learning strategy for EFL learning is widely reported as assisting students in learning more about English (Al-Musawi, 2014; Dagilienè, 2012; Joyce, 2018; Karimian & Talebinejad, 2013; Liao, 2006; Putrawan, 2018; Putrawan, Mustika, & Riadi, 2019; Tan, 2015) as well as learning the language (Aktekin & Gliniecki, 2015; Al-Musawi, 2014; Dagilienè, 2012; Fernández-Guerra, 2014; Karimian & Talebinejad, 2013; Lee, 2013; Liao, 2006; Mutlu, Bayram, & Demirbuken, 2015).

However, it is possible that translation might have negative impacts on language learning by interfering with learners' ability to learn English and making them too dependent on translation. It might also slow down students' English comprehension and production (Liao, 2006). There is no clear evidence about the impact of learners' beliefs about translation on their use of it. The research reported here focused on the beliefs about

translation as a learning strategy of Indonesian university EFL students and whether those beliefs affect the use of translation in their learning.

## Literature review

### *Beliefs about translation in EFL learning*

Language learners are said to “possess a set of beliefs about the nature of language learning” (Erlenawati, 2002, p. 323) and “a sort of logic, determining – consciously or unconsciously – what they [do] to help themselves learn English” (Wenden, as cited in Erlenawati, 2002, p. 326). In the context of this paper the beliefs about translation refer to EFL learners’ feeling that translation helps them learn English in terms of English skills such as reading, writing, listening and speaking; and language aspects such as vocabulary, grammar, idioms, phrases and expressions. That is, they believe they can improve their English knowledge and skills through the inclusion of their first language and translation.

Liao (2006) found in his study that EFL learners believed translation was vital for their EFL learning. However, he also found that advanced English learners (who were majoring in English) tended to have negative beliefs about translation and did not use translation when learning EFL as often as those whose major was not EFL.

Similar findings appear from other studies showing that many students believe that translation plays an important role in their English learning (Aktekin & Gliniecki, 2015; Al-Musawi, 2014; Dagilienė, 2012; Fernández-Guerra, 2014; Karimian & Talebinejad, 2013; Mutlu et al., 2015; Putrawan et al., 2019). These studies show that the students’ beliefs about translation influence their use of learning strategies involving translation. The above studies clarify that translation as an EFL learning strategy is considered important by the learners in those contexts to help them learn, improve, and develop their English language skills.

### *Translation as a learning strategy in EFL learning*

Language learning strategies may be influenced by learners’ beliefs or opinions that are shaped by their previous experiences and cultural backgrounds (Horwitz; and Wenden both cited in Asgarian & Vefali, 2015). Oxford (1989, p. 235) defines them as specific “behaviours or actions” employed by learners “to make language learning more successful, self-directed, and enjoyable”. These strategies can be both direct and indirect. The former are specific means of language use which include memory, cognitive, and compensation strategies, while the latter support language learning indirectly through metacognitive, affective, and social strategies (Habók & Magyar, 2018). Translation can be considered as a cognitive learning strategy (Liao, 2006).

Research about the use of translation in EFL learning is reported in varying contexts (Al-Musawi, 2014; Dagilienė, 2012; Joyce, 2018; Karimian & Talebinejad, 2013; Liao, 2006; Putrawan et al., 2019; Tan, 2015). Liao (2006) found that students most frequently use translation to learn English vocabulary, idioms and phrases, grammar, English language skills (reading, writing, speaking), and to check their reading and listening comprehension. Joyce (2018) reports the use of translation is preferable for vocabulary expansion. Others also suggest that translation can be a good tool for the enhancement of EFL learners’ skills (see, for example, Dagilienė, 2012; Putrawan et al., 2019; Tan, 2015). This view is in line with the findings of Karimian and Talebinejad (2013) that Iranian learners use translation as a strategy to help them learn and develop their knowledge of English. Specifically, they use translation to help them enhance their English reading,

writing, listening, and idioms and expressions. The students in that study used bilingual dictionaries to learn English both in and out of the classroom; and used their L1 to discuss differences between it and the L2 with their friends. Similarly, Al-Musawi (2014) found that translation as a learning strategy can be used as an effective medium for developing learners' communicative competence. The Arab students in his study frequently used translation as their learning strategy to learn English vocabulary, to enhance their English reading and writing, and to check their reading and listening comprehension. Those students also practiced mental translation and asked questions in their L1 to help them better understand English words.

### Research questions

This study investigates EFL learners' beliefs about positive and negative effects of translation and whether those beliefs affect their use of translation as a learning strategy in Indonesia. It addresses the following questions:

1. What are EFL learners' beliefs about positive effects of translation in EFL learning in Indonesia?
2. What are EFL learners' beliefs about negative effects of translation in EFL learning in Indonesia?
3. Do EFL learners' beliefs about positive and negative effects of translation affect their use of translation as a learning strategy?

### Methodology

#### Participants

A total of 165 undergraduate students whose major was English Education in a public university in Lampung Province, Indonesia, took part in this study in 2018. Twenty-one (12.7%) out of the 165 participants were male, the rest (87.3%) were female. All were in the age range of 17 to 23 years old with 55 (33.3%) aged 20. The mean of the participants' ages was 19.93.

#### Instruments

The participants completed two questionnaires, the *Inventory for Beliefs about Translation* (IBT, see Appendix 1) which was used to look at participants' beliefs about translation, and the *Inventory for Translation as a Learning Strategy* (ITLS, see Appendix 2) which was used to investigate participants' use of translation as their learning strategy. Both the IBT and ITLS questionnaires were developed by Liao (2006). However, in this study, the IBT, which originally consisted of 24 items was modified to 13 items which focused only on the categories of beliefs about positive effects (11 items) and beliefs about negative effects of translation (2 items).

The ITLS, which originally consisted of 28 items, was modified to 26 items which focused on the use of translation as a learning strategy. The ITLS measures five broad categories of strategies (composite strategy variables) involving translation in EFL learning (Liao, 2006), which include: strategies to enhance English skills (12 items); strategies to learn English forms and structures in areas such as vocabulary, idioms, phrases, and grammar (3 items); strategies to avoid the use of the first language (L1) when using English to practice mentally translating; strategies to clarify the differences and similarities between Indonesian and English (3 items); strategies to interact with other

people (3 items); and strategies to use learning aids such as dictionaries and to take notes (5 items).

Both the modified IBT and ITLS questionnaires used a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaires were translated into Indonesian so that the participants were able to understand the statements in the questionnaires more easily. An Indonesian faculty member with expertise in English Education who was highly proficient in both English and Indonesian was asked to look at the translated Indonesian version for naturalness, clarity, and readability.

### Data Analyses

To ensure that the two questionnaires were valid and reliable a pilot test was conducted with 50 students. Using SPSS 23 the validity was tested using Spearman's rho ( $p < 0.05$ ). The validity of the modified IBT and the modified ITLS were acceptable ( $0.00 < 0.05$ ). To determine if the items were consistent in measuring the variables under investigation, the internal consistency of the items was measured through a single correlation coefficient (Cronbach's Alpha). By this measure, if alpha is high ( $> 0.60$ ), the items are reliable and internally consistent. All items in both questionnaires were found to be reliable (see Table 1).

Table 1. Internal reliability coefficients of the modified IBT and ITLS items

Variables	No. of Items	Cronbach's Alpha (n=165)
Beliefs about positive and negative effects of translation (IBT)	13	.817
Use of translation as a learning strategy (ITLS)	26	.864

The data collected from participants in the study were analysed quantitatively using SPSS 23 to provide descriptive statistics to summarize the participants' responses to the modified IBT (total mean score  $M > 3.5$  = High,  $M \geq 3 - 3.5$  = Medium, and  $M < 3$  = Low). Finally, a regression analysis was also undertaken to find out if EFL learners' beliefs about positive and negative effects of translation had any effects on their use of translation as a learning strategy.

### Findings

Participants' beliefs about the positive effects of translation in EFL learning (RQ1) are shown in Table 2. Eight of the 11 items have high mean scores ( $M > 3.5$ ), while the remaining two have medium mean scores ( $M \geq 3 - 3.5$ ).



Table 2. Means and standard deviations for beliefs about positive effects of translation

Item Description	N	Mean	SD
Translating helps me ...			
understand textbook readings.	165	4.15	.813
memorize English vocabulary.	165	4.01	.883
write English composition.	165	3.92	.768
speak English.	165	3.75	.940
understand spoken English.	165	3.75	.874
understand my teacher's English instructions.	165	3.67	.791
learn English idioms and phrases.	165	3.66	.966
interact with my classmates in English class to complete assignments.	165	3.53	.785
understand English grammar rules.	165	3.45	.984
Using Indonesian translation while studying helps me better recall the content of a lesson later.	165	3.42	.790
Using Indonesian translation helps me finish my English assignments more quickly and save time.	165	3.29	.812

The participants' responses about the negative effects of translation (RQ2) are shown in Table 3. C<sub>24</sub> item has a low mean score ( $M < 3$ ), while the other has a medium mean score ( $M \geq 3-3.5$ ).

Table 3. Means and standard deviations for beliefs about negative effects of translation

Item Description	N	Mean	SD
The use of Indonesian translation may interfere with my ability to learn English well.	165	2.88	.844
I will produce Indonesian-style English if I translate from Indonesian to English.	165	3.08	1.048

To find out whether EFL learners' beliefs about positive and negative effects of translation affect the use of translation as a learning strategy and to identify which belief about translation best predicts the use of translation as a learning strategy (RQ3), a regression analysis was run.

Table 4 shows that beliefs about the positive effects of translation significantly affect the use of translation as a learning strategy to enhance English skills in which the Sig. value is lower than 0.05 and  $t_{\text{value}}$  is higher than  $t_{\text{table}}$  ( $7.292 > 1.974$ ). However, the beliefs about the negative effects of translation are not statistically significant ( $p > 0.05$ ,  $0.345 <$

1.974). In addition, the independent variables of beliefs about positive and negative effects of translation have simultaneously explained 27.1% of the variance in the dependent variable, in which the Sig. value is lower than 0.05 and the  $F_{\text{value}}$  is higher than  $F_{\text{table}}$  ( $30.067 > 3.05$ ).

Table 4. Regression analysis of beliefs about positive and negative effects of translation as a learning strategy to enhance English skills

Model	Coefficients		ANOVA		R Square
	T	Sig.	F	Sig.	
Positive effects	7.292	.000	30.067	.000	.271
Negative effects	.948	.345			

Table 5 shows that the independent variable of belief about positive effects of translation is the only significant predictor ( $p < 0.05$ ,  $3.496 > 1.974$ ). However, the independent variables of beliefs about positive and negative effects of translation have simultaneously explained 8.0% of the variance in the dependent variable, in which the Sig. value is lower than 0.05 and the  $F_{\text{value}}$  is higher than  $F_{\text{table}}$  ( $7.047 > 3.05$ ).

Table 5. Regression analysis of beliefs about positive and negative effects of translation as a learning strategy to learn English forms

Model	Coefficients		ANOVA		R Square
	t	Sig.	F	Sig.	
Positive effects	3.496	.001	7.047	.001	.080
Negative effects	.555	.580			

Table 6 shows that the independent variable of belief about negative effects of translation is the only significant predictor ( $p < 0.05$ ,  $2.694 > 1.974$ ) that affects the use of translation as a learning strategy to practice mental translation and to clarify similarities and differences between Indonesian and English. However, the independent variables of beliefs about positive and negative effects of translation have simultaneously explained 8.1% of the variance in the dependent variable, in which the Sig. value is lower than 0.05 and the  $F_{\text{value}}$  is higher than  $F_{\text{table}}$  ( $7.096 > 3.05$ ).

Table 6. Regression analysis of beliefs about positive and negative effects of translation as a learning strategy to practice mentally translating and for clarifying

Model	Coefficients		ANOVA		R Square
	t	Sig.	F	Sig.	
Positive effects	1.968	.051	7.096	.001	.081
Negative effects	2.694	.008			

Table 7 shows that the independent variable of belief about positive effects of translation is the only significant predictor ( $0.019 < 0.05$ ,  $2.374 > 1.974$ ) in predicting the use of translation as a learning strategy to interact with other people. Although it is not statistically significant in which the Sig. value is higher than 0.05 ( $0.058 > 0.05$ ) and the  $F_{\text{value}}$  is lower than  $F_{\text{table}}$  ( $2.905 < 3.05$ ), the independent variables of beliefs about positive and negative effects of translation have simultaneously explained 3.5% of the variance in the dependent variable.

Table 7. Regression analysis of beliefs about positive effects and negative effects of translation towards translation as a learning strategy to interact with other people

Model	Coefficients		ANOVA		R Square
	t	Sig.	F	Sig.	
Positive effects	2.374	.019	2.905	.058	.035
Negative effects	-.124	.902			

Finally, it can be seen in Table 8 that both independent variables of belief about positive effects and belief about negative effects of translation are not significant predictors, in which  $0.216 > 0.05$ ,  $1.242 < 1.974$  and  $0.651 > 0.05$ ,  $0.453 < 1.974$  respectively. Although it is not statistically significant in which the Sig. value is higher than 0.05 ( $0.352 > 0.05$ ) and the  $F_{\text{value}}$  is lower than  $F_{\text{table}}$  ( $1.050 < 3.05$ ), the independent variables of beliefs about positive and negative effects of translation have simultaneously explained 1.3% of the variance in the dependent variable of use of translation as learning strategy through learning aids.

Table 8. Regression analysis of beliefs about positive effects and negative effects of translation towards translation as a learning strategy through learning aids

Model	Coefficients		ANOVA		R Square
	t	Sig.	F	Sig.	
Positive effects	1.242	.216	1.050	.352	.013
Negative effects	.453	.651			



## Discussion<sup>48</sup>

The goal of this study is to examine Indonesian EFL learners' beliefs about the positive effects and negative effects of translation, and how those beliefs impact on the use of translation as a learning strategy.

Based on the empirical data and analyses presented here, it can be seen that EFL learners in Indonesia believe that translation as a learning strategy can help them learn English. This is in line with the findings of others (see, for example, Al-Musawi, 2014; Liao, 2006; Mutlu et al., 2015; Putrawan et al., 2019). The EFL learners in this study believe that translation can help them understand textbook readings, memorize English vocabulary, write English composition, speak English, understand spoken English, understand teachers' instructions, learn English idioms and phrases, and interact with their classmates to complete assignments. The findings are also in line with those of Dagilienė (2012) whose participants believed that translation is important for the language learning process; and of Aktekin and Gliniecki (2015) study in which most of the participants believed that translation plays a positive role in their English learning process.

This study also reveals that the EFL learners do not believe that translation interferes with their EFL learning and will not inhibit their progress. This is interesting because it confirms their belief that translation is helpful and cannot be avoided in their EFL learning.

Based on the results of the regression analyses, the beliefs about positive effects of translation are only statistically significant in predicting the use of translation as a learning strategy to (1) enhance English skills, (2) learn English forms and structures in areas such as vocabulary, idioms, phrases, and grammar, and (3) interact with other people in the English classroom to complete assignments. However, this independent variable does not affect the use of translation to (1) avoid the use of L1 when using English, practice mentally translating, clarify the differences and similarities between Indonesian and English, and (2) help them learn through learning aids such as bilingual dictionaries, electronic machine translation, and note-taking. In addition, the findings show that the beliefs about negative effects of translation are the only significant predictor that affects the use of translation as a learning strategy to practice mental translation and to clarify similarities and differences between Indonesian and English. However, it does not significantly have effects on the use of translation as a learning strategy to (1) enhance English skills such as reading, writing, listening, and speaking, (2) learn English forms and structures such as vocabulary, idioms, phrases, and grammar, and (3) interact with other people in the English classroom to complete assignments, and (4) help learners learn EFL through learning aids such as bilingual dictionaries, electronic machine translation, and note-taking. Thus, it can be argued that beliefs about negative effects of translation do not affect EFL learners' use of translation as a learning strategy ( $p > 0.05$ ).

It is also found that both beliefs about positive effects and negative effects of translation have significantly and simultaneously explained the use of translation as a learning strategy to enhance English skills ( $R^2 = 27.1\%$ ,  $p < 0.05$ ), learn English forms and structures such as vocabulary, idioms, phrases, and grammar ( $R^2 = 8\%$ ,  $p < 0.05$ ), avoid the use of L1 when using English, practice mentally translating, clarify the differences and similarities between Indonesian and English ( $R^2 = 58.1\%$ ,  $p < 0.05$ ). They also have simultaneously, but not significantly, explained the use of translation as a learning strategy to interact with other people in the English classroom to complete assignments ( $R^2 = 3.5\%$ ,  $p > 0.05$ ) and to help learners learn EFL through learning aids such as bilingual dictionaries, electronic machine translation, and note-taking ( $R^2 = 1.3\%$ ,  $p > 0.05$ ). It can be inferred that although the participants in this study major in EFL, they

still believe that translation <sup>47</sup> positive effects to the extent that they use translation as their EFL learning strategy. This finding is not in line with Liao's (2006) work in which learners whose major is EFL tended to believe that translation would generate negative effects on their English learning to the extent that they avoided using translation in their learning <sup>44</sup>

The findings of this study demonstrate that, within the context of the study, translation is important in foreign language learning and the beliefs about positive effects of translation statistically contribute significantly to the use of translation as a learning strategy. This implicitly supports Leonardi's (2011) finding that translation is a cognitive activity that occurs naturally when learning a foreign language <sup>49</sup> he also states that it is wrong to assume that translation is aimed at teaching learners how to translate, but is a means to help them develop their knowledge and competence in foreign language (Leonardi, 2010 as cited in Leonardi, 2011).

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### Conclusion

Based on the results of this study, it can be argued that EFL learners in Indonesia believe that the inclusion of L1 translation can help them learn English. They positively believe that translation can help them understand textbook readings, memorize English vocabulary, write English composition, speak English, understand spoken English, understand teachers' instructions, learn English idioms and phrases, and interact with their classmates to complete assignments. They do not believe that translation inhibits their EFL learning. While their <sup>14</sup> beliefs about both positive and negative effects of translation simultaneously affect their use of translation as a learning strategy to help them learn EFL, the beliefs <sup>45</sup> about positive effects make a more significant impact on their use of translation. The findings in this study have important implications for EFL teaching and learning. The inclusion of L1 translation <sup>43</sup> could not be avoided but should be used appropriately to develop knowledge of EFL. It would also be useful to extend this research to studies with larger sample sizes across different geographical areas with diverse cultural and linguistic backgrounds to understand whether its findings are globally applicable.

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**Appendix 1: Questionnaire 1 (after Liao, 2006)**

**Inventory for Beliefs about Translation (IBT)**

**Respondent's Information**

Name :  
 Sex : M / F  
 Age :  
 Semester :  
 Major :  
 Student's Reg. No. :  
 GPA :  
 Length of Learning English : ..... years.

**Directions**

- ✓ You will find some statements about beliefs about translation in learning English. The responses you supply will be used in conjunction with other information to help English instructors, teachers, lecturers, and practitioners modify and improve their English teaching.
- ✓ Please take the time to read each statement carefully and respond with your honest feedback.
- ✓ These evaluations are independent.
- ✓ Your information will be kept strictly confidential.
- ✓ The information you provide is NOT associated with your name.
- ✓ Place an X in the appropriate box to indicate your response.
- ✓ **Answer Scale**
  - 5: Strongly Agree
  - 4: Disagree
  - 3: Neither agree nor disagree/Undecided
  - 2: Disagree
  - 1: Strongly disagree
- ✓ Then, please indicate how much you agree or disagree with each of the following statements.

Statements	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. Translating helps me understand textbook readings. (menerjemahkan membantu saya memahami buku bacaan)	1	2	3	4	5
2. Translating helps me write English composition. (menerjemahkan membantu saya menulis karangan dalam bahasa Inggris)	1	2	3	4	5
3. Translating helps me understand spoken English. (menerjemahkan membantu saya memahami bahasa Inggris lisan)	1	2	3	4	5
4. Translating helps me speak English. (menerjemahkan membantu saya berbicara dalam bahasa Inggris)	1	2	3	4	5
5. Translating helps me memorize English vocabulary.	1	2	3	4	5

<i>(menerjemahkan membantu saya menghafalkan kosa kata bahasa Inggris)</i>					
6. Translating helps me understand English grammar rules <i>(menerjemahkan membantu saya memahami tata bahasa Inggris)</i>	1	2	3	4	5
7. Translating helps me learn English idioms and phrases. <i>(menerjemahkan membantu saya mempelajari idiom dan frasa bahasa Inggris)</i>	1	2	3	4	5
8. Translating does not help me make progress in learning English. <i>(menerjemahkan tidak membantu saya dalam mempelajari bahasa Inggris)</i>	1	2	3	4	5
9. Translation helps me understand my teacher's English instructions. <i>(penerjemahan membantu saya memahami instruksi yang disampaikan dalam bahasa Inggris oleh guru/dosen saya)</i>	1	2	3	4	5
10. Translation helps me interact with my classmates in English class to complete assignments. <i>(penerjemahan membantu saya dalam berinteraksi dengan teman sekelas pada kelas bahasa Inggris untuk mengerjakan tugas)</i>	1	2	3	4	5
11. The more difficult the English assignments are, the more I depend on Indonesian translation. <i>(semakin sulit tugas bahasa Inggris yang diberikan, saya semakin bergantung pada terjemahan bahasa Indonesianya)</i>	1	2	3	4	5
12. Using Indonesian translation helps me finish my English assignments more quickly and save time. <i>(menggunakan terjemahan bahasa Indonesia membantu saya menyelesaikan tugas bahasa Inggris lebih cepat dan menghemat waktu)</i>	1	2	3	4	5
13. Using Indonesian translation while studying helps me better recall the content of a lesson later. <i>(menggunakan terjemahan bahasa Indonesia ketika belajar Bahasa Inggris membantu saya mengingat isi pelajaran di kemudian hari)</i>	1	2	3	4	5
14. I like to use Indonesian translation to learn English. <i>(saya suka menggunakan terjemahan dalam bahasa Indonesia untuk belajar bahasa Inggris)</i>	1	2	3	4	5
15. The use of Indonesian translation may interfere with my ability to learn English well. <i>(penggunaan terjemahan dalam bahasa Indonesia dapat mengganggu kemampuan saya untuk belajar bahasa Inggris dengan baik)</i>	1	2	3	4	5
16. Indonesian translation diminishes the amount of English input I receive. <i>(terjemahan bahasa Indonesia mengurangi jumlah input bahasa Inggris yang saya terima)</i>	1	2	3	4	5



17. At this stage of learning, I cannot learn English without Indonesian translation. <i>(pada tahap belajar bahasa Inggris saat ini, saya tidak bisa belajar bahasa Inggris tanpa menggunakan terjemahan dalam bahasa Indonesia)</i>	1	2	3	4	5
16 18. I think everyone has to use Indonesian translation at this stage of learning. <i>(saya rasa setiap orang harus menggunakan terjemahan dalam bahasa Indonesia pada tahap belajar bahasa Inggris saat ini)</i>	1	2	3	4	5
19. I will produce Indonesian-style English if I translate from Indonesian to English. <i>(saya akan menghasilkan bahasa Inggris ala Indonesia jika saya menerjemahkan dari bahasa Indonesia ke bahasa Inggris)</i>	1	2	3	4	5
20. I prefer my English teachers always use English to teach me. <i>(saya lebih suka ketika guru/dosen bahasa Inggris saya menggunakan bahasa Inggris untuk mengajar saya)</i>	1	2	3	4	5
5 21. I feel pressure when I am asked to think directly in English. <i>(saya merasa tertekan ketika saya diminta untuk berpikir langsung dalam bahasa Inggris)</i>	1	2	3	4	5
22. I tend to get frustrated when I try to think in English. <i>(saya cenderung merasa frustrasi ketika saya mencoba Berpikir langsung dalam bahasa Inggris)</i>	1	2	3	4	5
15 23. When using English, it is best to keep my Indonesian out of my mind. <i>(ketika menggunakan bahasa Inggris, cara terbaik adalah dengan membuang bahasa Indonesia dari pikiran)</i>	1	2	3	4	5
24. I believe one needs to be immersed in an English-speaking culture for some time before he/she is able to think in English. <i>(saya percaya seseorang harus hidup dan belajar langsung dalam budaya berbahasa Inggris untuk beberapa lama sebelum dia dapat berpikir langsung dalam bahasa Inggris)</i>	1	2	3	4	5

Thank you for your participation and contribution. We wish you every success in the future.



## Appendix 2: Questionnaire 2 (after Liao, 2006)

## Inventory for Translation as a Learning Strategy (ITLS)

Statements	Strongly disagree <sup>31</sup>	Disagree	Neither agree nor disagree	Agree	Strongly agree
<p>1. When reading an English text, I first translate it into Indonesian in my mind to help me understand its meaning. (Ketika membaca teks bahasa Inggris, saya pertama-tama menerjemahkannya<sup>25</sup> dalam bahasa Indonesia dalam pikiran saya untuk membantu saya memahami maknanya)</p>	1	2	3	4	5
<p>2. I read Indonesian translations in the course reference book to help me better understand English articles in the textbook. (Saya membaca terjemahan bahasa Indonesia dalam buku referensi mata pelajaran untuk membantu saya lebih memahami artikel bahasa Inggris dalam buku tersebut)</p>	1	2	3	4	5
<p>3. After I read English articles, I use an available Indonesian translation to check if my comprehension is correct. (Setelah saya membaca artikel bahasa Inggris, saya menggunakan terjemahan bahasa Indonesia yang ada untuk memastikan apakah pemahaman saya sudah benar atau belum)</p>	1	2	3	4	5
<p>4. To write in English, I first brainstorm about the topic in Indonesian. (Untuk menulis dalam bahasa Inggris, saya pertama-tama melakukan brainstorming dalam bahasa Indonesia tentang topik yang akan ditulis)</p>	1	2	3	4	5
<p>5. When I write in English, I first think in Indonesian and then translate my ideas into English. (Ketika menulis dalam bahasa Inggris, saya pertama-tama berpikir dalam bahasa Indonesia dan kemudian menerjemahkan ide tersebut ke dalam bahasa Inggris)</p>	1	2	3	4	5
<p>6. I write Indonesian outlines for my English compositions. (Saya pertama-tama menulis uraian dalam bahasa Indonesia untuk membantu saya membuat karangan dalam bahasa Inggris)</p>	1	2 <sup>38</sup>	3	4	5
<p>7. When I listen to English, I first translate the English utterances into Indonesian to help me understand the meanings. (Ketika saya mendengarkan bahasa Inggris, saya pertama-tama menerjemahkan ucapan-ucapan bahasa Inggris-nya ke dalam bahasa Indonesia untuk membantu saya memahami maknanya)</p>	1	2	3	4	5

<p>8. I read the Indonesian translation scripts before I listen to instructional English tapes or CDs. (Saya membaca skrip terjemahan bahasa Indonesia sebelum mendengarkan kaset atau CD bahasa Inggris instruksional)</p>	1	2	3	4	5
<p>9. When I watch English TV or movies, I use Indonesian subtitles to check my comprehension. (Ketika menonton TV atau film berbahasa Inggris, saya menggunakan subtitle bahasa Indonesia untuk memeriksa pemahaman saya)</p>	1	2	3	4	5
<p>10. I listen to or read Indonesian news first in order to understand English radio/TV news better. (Saya mendengarkan atau membaca berita berbahasa Indonesia dahulu untuk lebih memahami berita TV/radio berbahasa Inggris)</p>	1	2	3	4	5
<p>11. When speaking English, I first think of what I want to say in Indonesian and then translate it into English. (Ketika berbicara dalam bahasa Inggris, saya pertama-tama memikirkan apa yang ingin saya katakan dalam bahasa Indonesia dan kemudian menerjemahkannya ke dalam bahasa Inggris)</p>	1	2	3	4	5
<p>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. (Jika saya lupa ungkapan atau kata-kata tertentu dalam bahasa Inggris di tengah percakapan, saya menerjemahkan dari bahasa Indonesia ke dalam bahasa Inggris untuk membantu saya menjaga percakapan tetap berjalan)</p>	1	2	3	4	5
<p>13. I memorize the meaning of new English vocabulary words by remembering their Indonesian translation. (Saya menghafal makna kosa kata bahasa Inggris baru dengan cara mengingat terjemahannya dalam bahasa Indonesia)</p>	1	2	3	4	5
<p>14. I learn English grammar through Indonesian explanations of the English grammatical rules. (Saya belajar tata bahasa Inggris melalui penjelasannya dalam bahasa Indonesia)</p>	1	2	3	4	5
<p>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 parts of English sentences. (Saya menggunakan terjemahan bahasa Indonesia dari istilah-istilah gramatikal seperti kelas kata, tenses, dan kesesuaian subjek dan predikat untuk membantu saya memperjelas peran bagian-bagian gramatikal kalimat bahasa Inggris)</p>	1	2	3	4	5

16. I learn English idioms and phrases by reading their Indonesian translation. (Saya belajar idiom dan frasa bahasa Inggris dengan cara membaca terjemahannya dalam bahasa Indonesia)	1	2	3	4	5
17. I use English-Indonesian dictionaries to help myself learn English. (Saya menggunakan kamus Inggris-Indonesia untuk membantu saya belajar bahasa Inggris)	1	2	3	4	5
18. I use Indonesian-English dictionaries to help myself learn English. (Saya menggunakan kamus Indonesia-Inggris untuk membantu saya belajar bahasa Inggris)	1	2	3	4	5
19. I use an electronic translation machine to help myself learn English. (Saya menggunakan mesin penerjemahan elektronik untuk membantu saya belajar bahasa Inggris)	1	2	3	4	5
20. If I do not understand something in English, I will ask other people to translate it into Indonesian for me. (Jika saya tidak mengerti sesuatu dalam bahasa Inggris, saya akan meminta orang lain untuk menerjemahkannya dalam bahasa Indonesia)	1	2	3	4	5
21. I ask questions about how an Indonesian expression can be translated into English. (Saya bertanya mengenai cara menerjemahkan ungkapan bahasa Indonesia ke dalam bahasa Inggris)	1	2	3	4	5
22. When the teacher assigns English articles for reading, I work with others to translate them. (Ketika guru/dosen saya memberi tugas membaca artikel bahasa Inggris, saya bersama teman saya menerjemahkannya terlebih dahulu)	1	2	3	4	5
23. I practice mentally translating my thoughts from Indonesian to English in various situations. (Saya melakukan penerjemahan dalam pikiran saya dari bahasa Indonesia ke bahasa Inggris dalam berbagai situasi)	1	2	3	4	5
24. I take notes in Indonesian in my English class. (Dalam kelas bahasa Inggris, saya mencatat dalam bahasa Indonesia)	1	2	3	4	5
25. I write Indonesian translations in my English textbooks. (Saya menulis terjemahan bahasa Indonesia dalam buku bahasa Inggris saya)	1	2	3	4	5
26. I try to clarify the differences and similarities between Indonesian and English through translation. (Saya mencoba memperjelas perbedaan dan persamaan antara bahasa Inggris dan bahasa Indonesia melalui terjemahan)	1	2	3	4	5

<p>8</p> <p>27. When reading English, I try to grasp the meaning of what I read without thinking of Indonesian equivalents.</p> <p><i>(Ketika membaca bahasa Inggris, saya mencoba memahami arti dari apa yang saya baca tanpa memikirkan padanan bahasa Indonesia-nya)</i></p>	1	2	3	4	5
<p>8</p> <p>28. When speaking English, I think of what I want to say in English without thinking first in Indonesia.</p> <p><i>(Ketika berbicara dalam bahasa Inggris, saya memikirkan apa yang saya ingin katakan dalam bahasa Inggris tanpa berpikir dahulu dalam bahasa Indonesia)</i></p>	1	2	3	4	5

*Thank you for your participation and contribution. We wish you every success in the future*

# EFL learners' beliefs about positive and negative effects of translation as a learning strategy in Indonesia

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