



Students' Beliefs and Strategies in the Use of Translation in Learning English

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Abstract

The purpose of this research was to find out what strategies the students use in employing translation and what are they beliefs about the use of translation in learning English. The subject of this research was students of class K6 from the academic year 2022 at Universitas Negeri Padang. This research was conducted using quantitative methods, using a questionnaire adapted from Ahmad Muzdalifah (2016) as an instrument of data collection. The result of this research shows that the students believe in the use of translation help them with the English skills such as reading, writing, speaking and use strategies for using translation in learning English for reading and speaking. According to the findings, students positively believe in the use of translation as a strategy made extensive use of it when they were studying in their learning process.

Keywords:

Translation,
Students Beliefs,
Students Strategies

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INTRODUCTION

Translation strategy as a learning approach is a crucial part of helping students become more proficient English language learners. Learning strategies, according to Chamot (2004), are the chosen ideas and methods applied to a task to make it easier to complete in order to meet a learning goal. When studying English, students regularly use the learning methodologies they have selected. The use of translation can be viewed as a critical method in the study of second or foreign languages, given its connection to cognitive learning processes (Oxford, 1990). The cognitive process of mental translation is highlighted by (Upton, 2017), which students and adult learners frequently employ as a learning strategy.

In addition to the well-known functions of interpretation and massage, translation can also be considered an approach to learning a second language. According to Chamot (1987), the translation technique involves using the first language as a foundation for understanding and developing the second language. Students frequently assess their alternative learning methods, and learning techniques are the chosen ideas and behaviors that help vary the learning job in order to achieve a learning objective, according to (Uhl Chamot & Director, n.d.). Students perform specific steps to speed up learning and make it more effective, autonomous, and usable in a range of situations. By modifying the traditional approaches to fit the preferred learning styles of the students, the scope of language studies has been increased.

Translation can help students learn more words by helping them retain more information. Students are trying to look up the definition of a selected term in their native tongue after receiving the teacher's definition. One could argue that rather than being viewed as a barrier to learning a second language and thinking in a second language, translation should be examined as a technique whose application would benefit both teachers and students in terms of time savings, rising uncontrolled active vocabulary, and increasing proficiency.

Additional evidence is provided to support the translation approach's suitability for reading comprehension. According to Hsieh (2000, referenced in Pan & Pan, 2010), she used translation to help her students reading comprehension skills in the classroom. Furthermore, when Hoosein and Mahdiyan (2012) included translation in their reading activities, the experimental cluster surpassed all other management groups in an experimental study on reading comprehension among adult learners in Iran. Therefore, according to the analysis, translation is an essential method for learning all linguistic skills, including idioms and phrases. It is also best to comprehend the teacher's instructions and the grammar rules for a better understanding.

Beliefs serve as the foundation for selecting and inspiring different teaching strategies. They also enable reflection on and support students' classroom experiences.

There are some studies regarding to the students belief and strategies for using translation when learning English. Ahmad (2016) conducted research on students' attitude toward and tactics for translating and if they are related to motivation. Another research is conducted by Samardali and Ismael (2017). The study covers the value of employing translation, the circumstances in which it helpful in language learning and teaching, and methods teacher can use to increase the efficiency of translation in these contexts. Furthermore, this study seeks to investigate the function of translation in ELT students acquisition of English, particularly in relation to their learning beliefs and language development techniques. Since Indonesia has adopted English as a foreign language, the researcher realized that the majority of Indonesian students actually struggle with learning with learning English.

In The English department of Universitas Negeri Padang, translation is used in students daily learning, because English is not the first language for Indonesians. When students want to know the intent or point of the text they are reading, they have to translate it first into their native language. So, the researcher take the students from academic year 2022 as a sample of this research.

This intrigued the researcher to investigate students belief and strategies in the use of translation because, basically, they have their own belief and strategies in translating English into Indonesia. The researcher therefore interested in demonstrating how students may belief and what strategies they employ for translation while studying English as a foreign language based on the backdrop of this research.

The capacity to incorporate one's perspective into the most efficient learning approaches in order to expedite the acquisition of English as the target language is a characteristic shared by proficient and successful language learners. In other words, attitudes and behaviors related to language learning are important to observe for both language learners and teachers. The fact that translating includes two whole different linguistic systems is a barrier. The nearest language to translate is known as the mother tongue (L1), and the language that will be used as the target is known as the target

language (TL). Accordingly, the term "translation" in the context of this study refers to the act of using one language as the foundation for communication, as a tool to help learn, retain, or produce another language, or to translate in either way from one language into another. based on Erlenawati (2002) and a logical manner. This essay discusses the translation beliefs of Wenden, as cited in Erlenawati (2002). These learners of English believe that translation can aid them in learning vocabulary, grammar, idioms, phrases, and expressions, as well as English skills like speaking, writing, listening, and reading. As a result, some people make the decision to believe that translating will improve their understanding of and ability in English.

There are certain gaps between this research and earlier research (Ahmad 2016). as indicated by the justification and explanation provided above. Most of the previous researchers' explanations only focused on the motivation of foreign language students of belief and strategy in the use of translation who studied France as their foreign language. In this research, the researcher will look at the results of the students English academy in the use of translation in learning English, what are they beliefs about and what are strategies that the students use in employing translation as a learning strategies. In doing this, the researcher decided to conduct a research " Students' Beliefs and Strategies In The Use Of Transalction In Learning English".

METHOD

The research design of this study is quantitative method that involved questionnaire, validity, reliability and expert agreement as instrument. The questionnaire was initially distributed as a tryout to the K7 class once the data had been gathered and examined using SPSS. The researcher eliminated the four faulty items based on the findings of the Cronbach alpha analysis, yielding a final set of twenty items that were deemed reliable by the students. Quantitative research methods are employed to examine the relationship between variables in order to evaluate theories, according to Creswell (1994). In order to examine numerical data using statistical techniques.

The population of this research are students who use translation in their learning process from the English education at Universitas Negeri Padang. They are in academic year 2022. There are seven classes from academic year 22 such as K1-22, K2-22, K3-22, K4-22, K5-22, K6-22, and K7-22. Cluster random sampling was used in this research to choose the sample. Researcher used the "Random Picker" application from play store to choose a class to be the sample of this research. K6-22 class was picked as the sample with a total of 20 students.

The researcher used a questionnaire to find out the students' beliefs and strategies in the use of translation in learning English, There are two questionnaires with 22 and 24 statements each: the beliefs and strategies questionnaires. First, the researcher gave the questionnaire to class K7/22 for try out, approximately 2 weeks later the researcher gave the questionnaire to the class K6/22.

Validity, according to Robson (2011), is based on how well an instrument measures the things it was designed to measure. Measurement tools used to gather data are referred to as valid. The instrument in this study was validated using content validity and SPSS pearson product moment. Mr. Dr. Muhd. Al Hafizh, SS, MA was chose to validate a content validity.

In order to get reliable data, in this study, the researcher used Cronbach Alpha and Likert scale 4 point for reliability testing. In order to eliminate human error, subjectivity, and preconception from the scoring procedure.

In this research, the researcher used google form to collect the data from questionnaire that have been given to students, and to analyze the data, the researcher checking the response on google form and then tabulating the data.

The techniques of data collection of this research used a questionnaires. Researcher gave a questionnaire in a google form to the students for about 2 weeks to choose the statement between strongly agree, agree, disagree, and strongly disagree also yes and no option, after that, the researcher will collect the data.

The researcher analyzed the data by using SPSS and Likert Scale for analyzing questionnaire results. Conclusions are taken from the research findings with this technique, which combines quantitative analysis with further discussion and explanatory analysis. This used to find out students beliefs, and what are their strategies in the use of translation in learning English. To assign a score for students response, the researcher employs a Likert scale :

Table 2.1 Likert scale 1-4 point

Score	Respond
3,5 – 4	Highly positive
2,8 – 3,4	Positive
1,8 – 2,7	Negative
1 – 1,7	Very Negative

Source: Sugiyono (2016)

The researcher also analyzed the students response with the following formula :

$$P = \frac{TS}{NS} \times 100 \%$$

Note :

P : Percentage

TS : The total of questionnaire score

NS : Number of respondents

The researcher used the following formula to analyze the data on students' strategies in using translation for learning English.

RESULT AND DISCUSSION

Research Finding

1. Students' Beliefs on using Translation in Learning English

Based on the data was analyzed, the findings showed that students believed using translation to help them learn English would improve their reading, writing, and speaking abilities. In order to do assignments quickly and with greater comprehension of the material presented, students often rely on translation. Translation is therefore often vital in the context of academic work. But they don't get any grammar help from translation.

Table 1.1 Average score for the translation beliefs.

No. Item	Item Description	Average	Belief
1	Translation helps me to understand textbook readings.		
2	I use Translation when writing English compositions.	3.15	Positive
3	I can speak better English with Translation.	3	Positive
4	I use Translation to improve my English.	3	Positive
5	I can better remember English vocabulary with Translation.	2.7 2.85	Negative Positive
6	I can better comprehend English grammar rules with Translation.	2.7	Negative
7	I can better learn English phrases with Translation.		
8	My understanding of English has not improved with Translation.	3 2.4	Positive Negative
9	My English teachers' instructor is easier to understand with Translation.	2.6	Negative
10	Translation helps my ability to communicate in English with my classmates.	2.85	Positive
11	I rely more on Translation as the English assignments get harder.	3	Positive
12	I can do my English assignment more quickly and efficiently by using Translation.	3	Positive
13	I find that using Translation while studying helps me to retain the information from a class.	3	Positive
14	Because of Translation, I receive fewer English-language inputs.	2.7	Negative
15	I need Translation to learn English at this semester of my studies.	3	Positive
16	Everyone should use Translation at this semester of their studies, in my opinion.	2.8	Positive
17	Translation influences how I write when I translate something.	2.7	Negative
18	I feel pressured to think clearly in English when asked to.	2.65	Negative
19	I often find it difficult to think in English, which frustrates me.	2.53	Negative
20	It is best not think about the Translation when I'm speaking English.	3	Positive
Average		2,8	Positive

2. Strategies That the students Use in Employing Translation

Based on the data analyzed, the results demonstrated how students' use of translation strategies aided them in speaking and reading English, as well as in understanding the meaning of movies with subtitles, code-switching, vocabulary memory, reading assignments, and taking notes. The students' use translation as strategies to learn english for reading and speaking.

Table 2.1 Students Percentage for the Translation Strategy Used.

No	Item Description	Percentage Yes	Percentage No.
1	I logically translate a text I'm reading in English into Indonesia in order to better understand its meaning.	95%	65%
2	I use a translation tool after reading articles in the English language to make sure my comprehension is correct.	5%	35%
3	Before writing the essay in English, I first develop the draft in Indonesian or my own language.	65%	35%
4	I first consider my ideas in Indonesian or my first language before translating them into English when I write in this language.	65%	35%
5	For the summaries of my English works, I write an outline in my own language or in Indonesian.	75%	25%
6	When I listen to English, first I translate it into either my mother tongue or Indonesian in order to grasp what is being said.	70%	30%
7	Before listening to instructional English tapes or CDs, I read the translation transcripts.	60%	40%
8	I utilize the translation subtitles to make sure I understand what I'm watching when English television or movies.	85%	15%
9	I consider what I want to say in Indonesia or my native tongue before translating it into English when I talk.	75%	25%
10	To keep the conversation moving when I forget specific English terms or idioms in middle of it, I translate from my own tongue or from Indonesian into English.	80%	20%
11	By thinking back on their Indonesian or native tongue translations, I am able to remember the meaning of new English terms.	80%	20%
12	My first language, Indonesian, which explains English grammatical rules, is how I learn English grammar.	35%	65%
13	To assist me in learn English, I use dictionaries that are Indonesian-English.	60%	40%
14	I practice English on my own with an electronic translator.	65%	35%
15	If something in English is difficult for me to grasp, I will ask someone to translate it.	75%	25%
16	I collaborate with others to translate English reading assignments when the teacher gives them.	80%	20%
17	In a number of situations, I concentrate on mentally translating my mother tongue of Indonesia to English.	90%	10%
18	In my English class, I take notes in English, Indonesian, or my mother tongue.	80%	20%
19	In my English textbooks, I write in my native tongue, Indonesian, or an English Translation.	60%	40%
20	Through Translation, I seek to make the distinctions and connections between my native tongue and English clear.	75%	25%

21	I try to understand what I read when I read in English without considering the analogies in my first language or English.	80%	20%
22	I don't consider what I want to say in Indonesian, my native tongue, or in English before I speak in English.	40%	60%

This, however, has nothing to do with grammar because, in statement 12, the majority of students choose "no" (65%). Their mother tongue, Indonesian, helps them understand English grammar by providing clarification on its rules.

Discussion

The previous researcher concentrated on the idea that translation and the usage of its approach are important in learning a target language (French), and whether or not this idea might affect students' motivation based on the findings of their study. But this study also examines the outcomes of students' beliefs and strategies. Specifically, the researcher looked at students' beliefs and strategies when utilizing translation to learn (English). Following data collection from K6-22 students who also study English through translation, the researcher found that students' beliefs were favorable and that they employed high levels of strategy, particularly for reading, but low levels of strategy for grammatical translation.

This research finding had a different result from previous research conducted by Ahmad (2016). In Terengganu, Malaysia, 151 foreign language learners studying French as a third language participated in the study. This paper presents the results of a study on the attitudes and methods used in translation, as well as how they relate to students' motivation, among those studying French as a foreign language in the Malaysian state of Terengganu. The results from the research for beliefs was Mean = 5.30 and strategy use was 4.91 which categorized positive, the highest average 6.18 from students beliefs was statement, "translation may help students to learn the French language". The strategies students used was with help of French-English dictionaries, students can learn the language and also translation strategies for checking comprehension which have average Mean > 5. However in this current research, the researcher conducted 20 students from K6 class English educational program at Universitas Negeri Padang, The result from this research for beliefs was 2,8 for the average which means positive, translation help them with the English skilss such as reading writing and speaking and help them do the assignment more quickly and understand the information and often rely on translation, but translation doesn't help them with grammar. For strategies, students strategies in using translation for learning English was 71% which means moderate, students used translation as a strategies for reading and speaking. Translation help them understanding the meaning, watching movies with subtitles, code-switching, remembering vocabulary, reading assignment and note taking.

Furthermore, the finding of the research are related to the research Hsieh (2000 cited in Pan & Pan, 2010). She used translation to help her students' reading comprehension skills in the classroom. Another research are correlated with this research was Erlenawati (2002) and a sort of logic. Wenden, as cited in Erlenawati (2002), This essay discusses the translation beliefs of English language learners who

think that translation can help in their language skills as well as English skills like speaking, writing, listening, and reading. As a result, some people make the decision to believe that translating will improve their understanding of and ability in English.

CONCLUSION

Based on the facts and discussion presented in the preceding chapter, the researcher came to a conclusion about the study's outcome. In this study, two questionnaires, one for beliefs and the other for strategies were examined. This result confirms previous findings with insightful information from the viewpoint of the students. Students believe that translation was helpful for learning English and their also used strategies for English skills especially for reading and speaking. However, they are also aware of its disadvantage, they don't believe that translation influences how they write when translating something and when learn grammar, their first language, Indonesian, which explain grammatical rules. Both statements have positive and negative aspects of their own, yet there are four items removed from the Belief Questionnaire, which may limit students' options when it comes to selecting what they believe when learning English through translation.

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