

## **EFL UNIVERSITY STUDENTS' TRANSLATION BELIEFS IN READING COMPREHENSION AND ITS CORRELATION WITH THEIR READING COMPREHENSION**

**Deka Dwi Setianing Rizki**

Universitas Negeri Surabaya  
[deka.17020084077@mhs.unesa.ac.id](mailto:deka.17020084077@mhs.unesa.ac.id)

### **Abstrak**

Penerjemahan diyakini dapat membantu siswa memperoleh pemahaman yang baik dalam membaca, hal itu merujuk pada proses penerjemahan yang dapat membantu siswa untuk memahami isi suatu teks, namun penggunaan terjemahan dilarang sejak akhir abad ke-19. Akan tetapi, penerjemahan tetap berguna jika digunakan dengan tepat. Oleh karena itu, penelitian ini dilakukan untuk mengeksplorasi keyakinan terjemahan dalam pemahaman bacaan pada mahasiswa dan korelasinya dengan pemahaman bacaan mereka. Untuk melaksanakan keyakinan penerjemahan partisipan, dilakukan analisis deskriptif kuantitatif. Data diperoleh secara daring terhadap 80 mahasiswa jurusan bahasa Inggris. Kuesioner mencakup 5 skala Likert tentang keyakinan terjemahan siswa dalam pemahaman bacaan, dan skor TEP (Test of English Proficiency) mahasiswa untuk skor pemahaman membaca juga diperlukan. Hasil analisis deskriptif kuantitatif menunjukkan bahwa sebagian besar mahasiswa berpendapat bahwa terjemahan membawa dampak positif seperti pemahaman kosakata atau frase baru, dan pemahaman ide pada setiap paragraph teks bahasa Inggris yang memiliki skor rata-rata ( $M = 3.68$ ). Selain itu, sebagian besar mahasiswa merasa terjemahan bermanfaat dan menyenangkan dengan skor rata-rata ( $M = 3.58$ ). Untuk korelasinya, hasil dari Pearson Product Moment menunjukkan bahwa korelasi antara keyakinan terjemahan mahasiswa dalam pemahaman bacaan dan pemahaman bacaan mereka berkorelasi negative (nilai  $p = .001$ ) dengan tingkat koefisien yang rendah ( $r = - .370$ ). Dengan demikian, korelasi antar variabel berlawanan Semakin peserta memiliki keyakinan terjemahan, semakin rendah skor pemahaman bacaan yang mereka miliki dan sebaliknya.

**Kata Kunci:** terjemahan, keyakinan terjemahan, pemahaman bacaan.

### **Abstract**

Translation is believed to help students to obtain good comprehension in reading because according to the process of translation, it helps students to comprehend the content of a text. Yet the use of translation was prohibited since in the end of 19<sup>th</sup> century. However, it is still useful if it is used properly. Therefore, this present study was conducted to explore translation beliefs in reading comprehension of EFL university students and its correlation with their reading comprehension. To conduct the participants' translation beliefs, it implemented descriptive quantitative analysis. The data were acquired online towards 80 English department students. The questionnaire covers 5 Likert-scale questionnaire of students' translation beliefs in reading comprehension, and the students' TEP (Test of English Proficiency) score for reading comprehension score was also required. The result of the descriptive quantitative analysis revealed that most of the students thought that translation bring positive impact such as understanding new vocabulary or phrase, and grasp idea in each paragraph of an English text ( $M=3.68$ ). Also, most of the students felt translation was useful and enjoyable ( $M=3.58$ ). For the correlation, the result of Pearson Product Moment showed that the correlation between students' translation beliefs in reading comprehension and their reading comprehension was negatively correlated ( $p$  value =  $.001$ ) with low coefficient level ( $r = - .370$ ). Thus, the correlation between the variables was opposite. The more the participants had translation beliefs, the lower reading comprehension score they had and vice versa.

**Keywords:** translation, translation beliefs, reading comprehension.

### **INTRODUCTION**

Reading is one of the important skills that bring big impact for students' knowledge. It is because reading is a coherent process between information that is integrated

from a text and the readers' background knowledge to create meaning (Nunan, 2003). The more students read a passage, the more they acquire information and expand their insight and idea. Therefore, reading comprehension has to be owned by students in order to be more knowledgeable. According to Turlington (2013) to

comprehend a text deeply, a reader should have five reading comprehension aspects those are; the first one, acknowledging main idea of a text. It is a skill to conclude and discover the main point of a passage by looking the repetition words or idea and summarizing the passage. The second one is understand factual information in the text which is a skill to search information or idea which apposite to the objective in mind and disregard the opposite. The third one is identifying reference which is a skill to find a word that indicates another word which gives necessary information to interpret it. The fourth one is developing inference which reader defines the text, understand it, and then grasp it logically. The last one identifying the vocabulary which can be defined as a comprehension the meaning of words. If students have those reading skills, they will easier to comprehend the content of a text and acquire information from the text.

However, many students think that reading is a complicated process and difficult task (Imani & Farahian, 2016) especially in English. Learning strategy is needed and crucial for this situation. It is because learning strategies can aid students' understanding, memory, and implementation of information in foreign language (Putrawan, 2019). On current development, there are many language learning strategies that can be used by students to gain knowledge and master skills. One of language learning strategies can be used is translation (Chamot & Kupper, 1989; Oxford, 1990). It is because reading and translation can be correlated based on the processes of translation by Newmark (1988). By the processes, it helps learners to understand the meaning of content of a text.

However, since in the end of 19th century translation was prohibited in the process of foreign language learning (Nourinezhad & Kashefian-Naeeni, 2020). It is reputed has bad impacts to the students' ability in learning process and make the students rely on translation (Putrawan, 2019). Furthermore, translation tasks are considered to be unusable and do not represent the real world practice (Carreres, 2006). In addition, translation can make students gain insufficient input of foreign language, and it causes interference because the students view the foreign language through their mother tongue (Pan & Pan, 2010). Therefore, translation was banned in the process of foreign language learning.

Yet, translation is still explored in various areas for instances, a study about translation and vocabulary acquisition (Saz, Lin, & Eskenazi, 2014; Jackson III, 2015; Joyce, 2015), a study about translation and English grammar (Ghaiyoomian & Zarei, 2015; Lee, Schallert, & Kim, 2015; Ebbert-Hubner & Mass, 2017), research that investigate about translation and self-efficacy (Yang,

Guo, & Yu, 2015; Haro-Soler, 2017; Araghian, Ghonsolly, & Ghanizadeh, 2018) and research about translation beliefs (Imani & Farahian, 2016; Rushwan, 2017; Nourinezhad & Kashefian-Naeeni, 2020) is one of the common research in translation realm.

Due to the debatable issue, many researchers interested in exploring someone view towards translation. A research about translation beliefs is investigated about someone perspective about translation, whether they believe through the use of translation and their first language they can increase their foreign language skills and knowledge or not (Putrawan, 2019). Belief is possible perception held unconsciously that is evaluative, and it is accepted by the individual then it serves as a guide for thinking and behaving (Borg, 2001). Thus considering preconceived beliefs are necessary in learning process because it is closely connected to someone behavior (Ahmad, 2016). Beliefs can affect students to choose any strategies, techniques, and ways to learn language. Beliefs can exist when learners consider the learning strategy is helpful and useful for them during their learning process. According to Liao (2006) translation beliefs appear because students think that translation brings advantages for them, they feel develop their idea will be easier and express opinion can be more clear. Furthermore, the factor can make L1 bring positive role in learning process if it is utilized in appropriate situation by considering age, level, purpose, etc (Butzkamm, 2008). On the other hand, negative perception can be owned by learners because they feel the strategy does not facilitate them to improve their English and appropriate for their level (Wach & Monroy, 2019). Also, the use of translation in foreign language learning relies on the learners' level of proficiency (Nourinezhad & Kashefian-Naeeni, 2020). If learners have high-proficiency in English, they are most likely not use translation in their foreign language learning. According to Sharifabad & Kowsary (2020), including students' mother tongue is useful for the beginner since their L1 can assist to introduce the differences between L1 and target language. Consequently, students' beliefs about pedagogical they experienced are important to be explored.

Students' translation belief in the process of acquiring reading comprehension is interesting case. It is because translation that is reputed inappropriate language learning method in this era is assumed can help students to obtain well-comprehension in reading. According to Deller & Rinvoluceri (2002) although many researchers ban the use of students' first language, it is still have positive role for language learning process. However, limitation is needed either for teacher or student in order to there is no overuse of first language (Nourinezhad & Kashefian-

Naeeni, 2020). When students' mother tongue used properly as needed, positive impact can be obtained. Some examples the use of L1 can be useful are clarifying the definitions of unfamiliar vocabularies, explaining difficult grammatical problems, learning pronunciation, expounding reading strategies, and instructing assignment (Mahmoud, 2006).

There are two points have to be focused about students' beliefs towards translation in reading comprehension. First, it is about students' beliefs of the use of translation in reading during learning process. If translation activities bring positive role during teaching learning process, it is because translation is used appropriately (Cook, 2001). It can extend students' vocabulary knowledge and reading skills, even it helps students to be more pay attention about the coherence and contextualization of a passage (Hsieh, 2000). Also, students' can think properly to avoid misunderstanding of content of a text by using translation for adjusting the L1 competences and L2 inputs (Nourinezhad & Kashefian-Naeeni, 2020). Furthermore, students are helped for comprehending L2 lexical, expressions and information in the text by applying their background knowledge and L1 lexical (Yanguas, 2009). It is similar with Al-Musawi (2014) who stated that learners' first language aids learners for learning new phrase and expressions. Moreover, using translation to learn vocabularies, complex ideas, even a whole text is suitable way because it facilitates students for checking their understanding and acquiring same perception with the writer of the text mean (Afzal, 2013; Bhooth et al., 2014). Therefore, those impacts that students can be obtained and felt give influence towards students' view about the use of translation based on their experience. Second, it is about students' emotional or feelings towards providing translation into the learning process. When students feel uncomfortable or fear in learning process, they will not be able to engage well (Nourinezhad & Kashefian-Naeeni, 2020). Hence, the application of a learning strategy has big role to build students' engagement into the learning process in order to they has intrinsic motivation to learn the language. For instances, providing mother tongue into the foreign language learning can be useful and helpful tool (Carreres, 2006; Al-Musawi, 2014; Alshied, 2018; Sharifabad & Kowsary, 2020). Yet, overusing translation can bring negative impact, but if it is used same as the plan, it also can encourage students to learn more foreign language (Gill, 2005). Moreover, translation allows them to overcome their anxiety and worry then help to more enjoy during learning process (Karimian & Talebinejad, 2013). Also, the use of learners' first language is believed to build confidence for learners who have low self-esteem (Hashemi & Khalili,

2013). Therefore, students' emotional or feelings also is important thing to create engagement into learning process.

There are studies of translation beliefs related to reading comprehension has been done. Firstly, a study that was conducted by Imani & Farahian (2016) that explored the attitude of lecturers and learners in Iranian EFL university towards the use of L1 as scaffolding tool in reading comprehension. The data were collected by using questionnaire and semi-structured interview. The findings showed that the students felt that the use of L1 as a scaffolding tool in their EFL classrooms help them to describe complex grammar, to translate new vocabulary, to define a concept and to support each other in a group. Also, the lecturers perceived that first language facilitate learners to increase their reading comprehension. Secondly, a research that conducted by Rushwan (2017) aimed to examine the importance of translation in reading comprehension of ESP medical learners. The research was experimental research, but it also used questionnaire to investigate teachers' perception towards the effect of translation in ESP medical classes. The result revealed that translation as pedagogical tool is advantageous to improve ESP medical learners' reading comprehension, and the attitude of the students in using translation was positive. Lastly, a study that was conducted by Nourinezhad & Kashefian-Naeeni (2020), it examined Iranian EFL university students' and lecturers' beliefs about translation as their aid in reading comprehension which consider their age, major and years of experience. The participants were nursing students and lecturers from Medical Sciences University. The result revealed that learners' age and major; and lecturers' age and years of experience had not significant relationship with their attitude towards translation in reading comprehension. It is due to any age and major perceived that translation can facilitate them to more understand in reading, and it also happened for the lecturers.

Only few studies that investigate about translation beliefs' related to reading comprehension on English department students and use correlation studies as the research design. Therefore, the researcher conducted study about the correlation between EFL university students' translation beliefs and their reading comprehension. This topic is important to be explored because the result was highly expected to give information about students' view about translation for their reading comprehension that is needed for practitioners to lead their students apply appropriate learning strategy based on their level in order to they can improve their English proficiency.

Regarding to the background of the study, the research questions are formulated by researcher as

follows: 1) How is EFL university learners' belief about translation in reading comprehension?. 2) Is there correlation between EFL university learners' belief of translation in reading comprehension and their reading comprehension?. Therefore, this present study aimed to describe the EFL university students' view towards translation to obtain reading comprehension and to know whether students' translation beliefs in reading comprehension and their reading comprehension are correlated or not.

This present study proposed two hypotheses: ( $H_0$ ) There is no correlation between students' translation beliefs in reading comprehension and their reading comprehension, ( $H_1$ ) There is a correlation between students' translation beliefs in reading comprehension and their reading comprehension.

**METHOD**

In this study the research design used by the researcher was correlational study. It is to determine or make prediction the relationship between the variables (Gay & Airasian, 2000). Furthermore, the participants of this study were college students who took English major in one of state universities in Surabaya. There were 80 college students who were investigated. For choosing the sample from population, the researcher used stratified random sampling because the researcher takes equal amount in each level from freshman until senior students.

To get the data for this study the researcher distributed a Google form which included a questionnaire and a request. The questionnaire was used to know the participants' translation beliefs in reading comprehension, and answer the research question number one. The questionnaire was adapted from Nourinezhad & Kashafian-Naeeni (2020). There were 14 items in the questionnaire. The participants were asked to give their response to each item on a Likert Scale of five points (1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5=strongly agree). For the second research questions, the researcher made a request to the participants to take screenshots their reading comprehension score of their TEP which was used as the data of the participants' reading comprehension then they must upload it on the Google form. The existing data from the participants' TEP score was calculated by the TEP's scoring system. Furthermore, the researcher categorizes the range score of reading comprehension TEP score.

Table 1. The Category of Reading Comprehension TEP Score

Range Score	Category
21-36	Low
37-50	Medium
51-67	High

Before administering the questionnaire, the researcher conducted piloting to 20 college students. For ensuring the consistency of the questionnaire that was used as the instrument in this study, the questionnaire reliability was measured. The reliability was measured by using SPSS 26 and Cronbach's Alpha. The questionnaire was considered reliable if the level of Cronbach's Alpha is 0.70 or above (Cohen et al, 2007). For the questionnaire that was used in this study, it was reliable because the level of Cronbach's Alpha was 0.875.

The form of the questionnaire used Google form, and it was shared through WhatsApp. The researcher analyzed the data that already collected and input into SPSS 26 used descriptive statistics. It was aimed to look for the mean of the data in order to answer the research question number one that is "How is EFL university learners' belief about translation in reading comprehension?" Furthermore, the researcher conducted normality test to check the normality of data distribution. It used Kolmogorov-Smirnov test, and the result showed that the data distribution was normal because the  $p$  value  $> 0.05$ , that is 0.200. Therefore, the researcher used Pearson Product Moment to analyze the correlation between the variables for answering the research question number two that is "Is there correlation between EFL university learners' belief of translation in reading comprehension and their reading comprehension?". Also, the researcher need to know the degree of correlation coefficient of this correlation to determine the strength of the correlation, and this is the degree of correlation coefficient.

Table 2. Degree of Correlation Coefficient

Correlation Coefficient	Indication
$\pm 0.8$ to $\pm 1.0$	High / perfect correlation
$\pm 0.6$ to $\pm 0.79$	Moderately high correlation
$\pm 0.4$ to $\pm 0.59$	Moderate correlation
$\pm 0.2$ to $\pm 0.39$	Low correlation
$\pm 0.1$ to 0.19	Negligible correlation

## RESULTS AND DISCUSSION

### Results

#### EFL students' translation beliefs in reading comprehension

There were 14 items in the questionnaire about translation beliefs in reading comprehension that focused on translation activities for reading comprehension (Item number 1 to 9) and students' feeling when using translation (Item 10 to 14).

Table 3. EFL Students' Translation Beliefs in Reading Comprehension.

No.	Item	Mean	Std. Deviation
1.	Translation has role to bring positive impact such as understanding new vocabulary or phrase, and grasp the idea in each paragraph of an English text.	3.68	1.167
2.	Translation helps me comprehend lexical items and English expressions.	3.65	.982
3.	I made progress in learning English texts if I used translation.	3.59	.990
4.	I tend to think using Bahasa Indonesia to comprehend an English text when I feel confused to think in English directly.	3.45	1.078
5.	The use of Bahasa Indonesia or translation while reading English text helps me memorize the message of English text better.	3.43	1.053
6.	I will have positive idea regarding learning English particularly in reading when I use Bahasa Indonesia frequently.	3.30	1.118

7.	The use of Bahasa Indonesia helps me learn linguistics and meta-discourse markers.	3.26	.964
8.	When my English teacher uses Bahasa Indonesia, I will be familiar with the cultural aspect of the text (English).	3.23	.954
9.	Oftentimes, I cannot comprehend an English text without translating it into Bahasa Indonesia.	2.99	1.061

The first focus was about students' view towards the utilization of translation on their language learning process, and the impact they were obtained. The data showed that the highest mean score was 3.68 then the second highest mean score 3.65. The result indicated most of the participants obtained positive impact such as they could understand new vocabulary or phrase and grasp idea in each paragraph of an English text so that the highest mean score for the first main focus was item number seven. Another item that was mostly got high response was item number six which showed the EFL students' feel helped by translation to comprehend lexical items and English expressions. On the other hand, the lowest mean score for the first main focus was 2.99. It indicated that most the participants could comprehend an English text without translating the text into Bahasa Indonesia.

Table 4. EFL Students' Translation Beliefs in Reading Comprehension.

No.	Item	Mean	Std. Deviation
10.	Translation is useful and enjoyable.	3.58	1.053
11.	Translation is one of the appropriate ways for learning English text.	3.50	1.031
12.	When I am asked to think in English directly, I feel anxious.	2.96	1.073

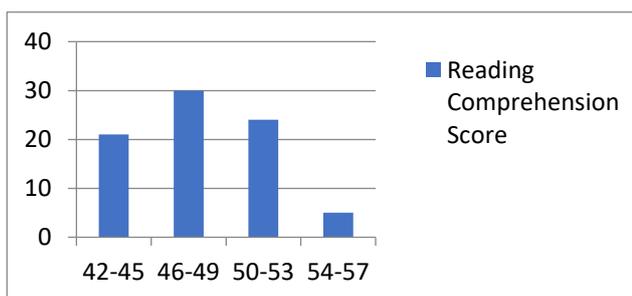
13.	I am more confident if my English teacher allows the students to translate when answering reading comprehension questions.	2.73	1.211
14.	I am interested in translation, which is using Bahasa Indonesia for learning English especially in reading.	2.72	1.102

The second focus was about the participants' feeling when they used translation as their learning strategy. It was found that the highest mean score for this part was 3.58. It indicated that most of the participants felt translation was useful and enjoyable. Translation can bring positive impact if it is used as needed.

The lowest mean score for the second main focus was 2.72 which indicated that most of the participants were not interested in using translation for learning English especially in reading. Furthermore, the second lowest mean score was 2.73. It indicated that most of the participants did not feel more confident if their English teacher allowed them to translate when answering reading comprehension questions.

**The correlation between EFL university students' translation beliefs in reading comprehension and their reading comprehension**

Before correlating the participants' translation beliefs in reading comprehension and their reading comprehension, this was the diagram of the frequency of the participants' reading comprehension score.



Picture 1. Reading Comprehension Score

The range score was made to explain the amount of reading comprehension score was obtained. For the first range score, there were 21 students who got score between 42 until 45 score. The second range score there were 30 students who got score between 46 until 49 score. Then the third range score there were 24 students who got score 50 until 53 score. The last range score there were five students who got score between 54 until 57 score. Therefore, based on the findings and the category of reading comprehension score there were 51 students in medium category and 29 students in high category.

The researcher utilized Pearson Product Moment Correlation to discover the correlation between the EFL university students' translation beliefs in reading comprehension and their reading comprehension.

Table 5. The Correlation between EFL university students' translation beliefs in reading comprehension and their reading comprehension.

		Translation Beliefs in Reading Comprehension	Reading Comprehension Score
Translation Beliefs in Reading Comprehension	Pearson Correlation	1	-,370**
	Sig. (2-tailed)		,001
	N	80	80
Reading Comprehension Score	Pearson Correlation	-,370**	1
	Sig. (2-tailed)	,001	
	N	80	80

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

The result showed the significance level of this correlation (*p* value) was .001 which was less than 0.01, so it could be said there was a correlation between the EFL university students' translation beliefs in reading comprehension and the students' reading comprehension. Thus, null hypothesis was rejected and alternate hypothesis was accepted. Yet, from the correlation coefficient (*r*) was - .370, it was considered as low because the value was among 0.21 until 0.40 (Cohen, 2007). The correlation was negative means the

correlation between the two variables were opposite. The more the participants had translation beliefs, the lower reading comprehension score they had. On the contrary, the lower translation beliefs they had, the higher their reading comprehension score. In other words, if the score of one of the variables increased, the score of other variable decreased.

## **Discussion**

### **EFL students' translation beliefs in reading comprehension**

The first research question of this study investigated the students' translation beliefs in reading comprehension. The participants had already responded the questionnaire which distributed by the researcher. There were two focuses about the beliefs of translation by the students had investigated.

The first was about students' beliefs of the use of translation in reading during learning process. The result revealed that the highest mean score was 3.68. Most of the participants who are English department students argued that translation has role to bring positive impact such as understanding new vocabulary or phrase, and grasp the idea in each paragraph of an English text. The findings is in line with Hsieh (2000) that translation can extend students' vocabulary knowledge and reading skills, even it helps students to be more pay attention about the coherence and contextualization of a passage. It was also in tune with (Afzal, 2013; Bhooth et al., 2014) using translation to learn vocabularies, complex ideas, even a whole text is suitable way because it facilitates students for checking their understanding and acquiring same perception with the writer of the text mean.

There was another finding for the first focus that the second highest mean score was 3.65. The item stated that translation helps students comprehend lexical items and English expressions. It was deal with Yanguas (2009) who stated that providing translation are helped students for comprehending L2 lexical, expressions and information in the text by applying their background knowledge and L1 lexical. It was also in line with Al-Musawi (2014) that learners' first language aids learners for learning new phrase and expressions.

Moreover, the result of the first focus also revealed the lowest mean score was 2.99. It indicated few of the participants who felt that they cannot comprehend an English text without translating it into their mother tongue. One of the possibility factor that influence the participants had the view was their proficiency. According to Nourinezhad & Kashefian-Naeeni (2020) the use of translation in foreign language learning relies on the learners' level of proficiency. Then the statement

is in line with Wach & Monroy (2019) that negative perception can be owned by learners because they feel the strategy does not facilitate them to improve their English and appropriate for their level.

The second focus was about students' emotional or feelings towards providing translation into the learning process. The findings showed the highest mean score was 3.58. It meant most of the participants felt that translation was useful and enjoyable. It was in tune with statement that providing mother tongue into the foreign language learning can be useful tool and helpful tool (Carreres, 2006; Al-Musawi, 2014; Alshied, 2018; Sharifabad & Kowsary, 2020). It was also in line with Karimian & Talebinejad (2013) who stated that translation allowed learners to overcome their anxiety and worry then help them to be more enjoying during learning process.

Furthermore, for the item number ten it only had 2.96 mean score. The possibility reason was the participants' proficiency because the use of translation in foreign language learning relies on the learners' level of proficiency (Nourinezhad & Kashefian-Naeeni, 2020). The participants did not feel anxious because they had good proficiency and they were accustomed with English.

Then for the mean score 2.73 that the second lowest mean score in second focuses. Few of the participants felt more confidence if their English teacher allowed them to translate when answering reading comprehension questions. It was not in line with Hashemi & Khalili (2013) who stated that the use of learners' first language is believed can build confidence for learners who have low self-esteem. Thus, most of the participants did not have low self-esteem in learning English.

Moreover, the lowest mean score was 2.72. It means most of the participants did not have interest in translation especially using it in reading. It declined (Imani & Farahian, 2016; Rushwan, 2017) that the most of the students feel interest and give positive view towards translation.

### **The correlation between EFL university students' translation beliefs in reading comprehension and their reading comprehension.**

The result had shown the correlation between the students' translation beliefs in reading comprehension and their reading comprehension was low negative correlation. It was because the significance level of this correlation was .001 which was less than 0.01, and the correlation coefficient ( $r$ ) was - .370. It meant the value of each variable showed inversely proportional result.

The possibility factor which indicated the result of this present study could occur was the participants' proficiency. According to Sharifabad & Kowsary (2020),

including students' mother tongue is useful for the beginner since their L1 can assist to introduce the differences between L1 and target language. Therefore, the higher learners' proficiency, the more learners consider that translation only help them in certain activities not to improve their knowledge or skills.

Translation was prohibited in language learning process since in the end of 19<sup>th</sup> century. It was because translation is believed unusable strategy and do not represent the real world practice (Carreres, 2006) and make students rely on translation (Putrawan, 2019). However, translation also brings advantages if it is used properly by considering students' age, level and purposes (Butzkamm, 2008).

The participants in this study are English department students which are believed have good proficiency in English. They used translation only for checking their comprehension of a text when they face new vocabulary or expressions and when they faced difficulty to conclude the whole content of a text. It was represented by two statements which chosen by mostly of them. The statements are translation helps to comprehend lexical items and English expressions and translation brings positive impact such as understanding new words and grasps idea in each paragraph. It was in line (Afzal, 2013; Bhooth et al., 2014) that using translation to learn vocabularies, complex ideas, even a whole text is suitable way because it facilitates students for checking their understanding and acquiring same perception with the writer of the text mean.

Therefore, the participants only used translation in certain activities not for improving their knowledge or skills. In addition, the result of this study was not compatible with the findings of the previous study (Imani & Farahian, 2016; Rushwan, 2017; Nourinezhad & Kashefian-Naeeni, 2020). The correlation was negatively correlated with low coefficient level.

## CONCLUSION

The findings revealed that most of the participants argued that translation bring positive impact such as understanding new vocabulary or phrase and grasp the idea in each paragraph of an English text. The second focus talked about students' emotional or feelings towards providing translation into their learning process. Most of the students felt enjoy when used translation and thought that translation was useful for their language learning process.

Moreover, the investigation of the correlation between students' translation beliefs in reading comprehension and their reading comprehension showed a correlation ( $p$  value =  $.001 < 0.01$ ). Yet, the correlation coefficient ( $r$ ) was  $-.370$ . It means the variables had low

negative correlation, and the correlation between the variables was opposite. The more the participants had translation beliefs, the lower reading comprehension score they had. On the contrary, the lower translation beliefs they had, the higher their reading comprehension score. In other words, if the score of one of the variables increased, the score of other variable decreased.

In addition, from the findings it could be said that most of the participants were not too depend on translation in learning process. They used it only on certain learning activities. It means translation can still be used for foreign language learning because it can brings positive role if it is used appropriately so that translation should not totally banned.

## Suggestion

For the future researcher, they can conduct similar study focusing on different language skills such as listening, writing, and speaking and students' motivation or other psychological aspects. Moreover, the future researchers are also suggested to conduct similar research field in different setting, participants, or even research design. Perhaps, they can use more detail questionnaire or add the instruments in order to get more concrete research about practitioners and students' perception towards translation and the use of translation during learning process in this era.

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