

APPENDIX A

The Student's Information Survey

1. What province are you from?
2. What is your native language?
3. Which age group are you in?
 - a. 18-25 years old
 - b. 26-35
 - c. 36-45
 - d. 46-55
 - e. Older than 55
4. How long have you learned English in a school, college or university?
 - a. I have never learned English in a school, college or university before.
 - b. 1-3 years
 - c. 4-6 years
 - d. 7-10 years
 - e. I have learned English in a school, college or university for more than 10 years.
5. Have you ever taken an English course where the focus was only on translation?
You may circle more than one answer if necessary.

- a. Yes- in my hometown.
- b. Yes- here in the ETSP.
- c. Yes- at another language school in an English-speaking country.
- d. No, never.

The Students' Information Result

Student 1

1. Sumatra
2. Batak
3. 18-25 years old
4. 1-3 years
5. Yes, here in ETSP

Student 2

1. West Java
2. Indonesian
3. 18-25 years old
4. 1-3 years
5. Yes, here in ETSP

Student 3

1. West Java
2. Indonesian
3. 18-25 years old
4. I have learned English in a School, college or university for more than 10 years.
5. Yes, here in ETSP

Student 4

1. West Java
2. Indonesian
3. 18-25 years old
4. I have learned English in a School, college or university for more than 10 years.
5. Yes, here in ETSP

Student 5

1. Banten
2. Indonesian
3. 18-25 years old
4. I have learned English in a School, college or university for more than 10 years.
5. Yes, here in ETSP

Student 6

1. West Papua
2. Indonesian
3. 18-25 years old
4. I have learned English in a School, college or university for more than 10 years.
5. Yes, here in ETSP

Student 7

1. Lampung
2. Indonesian
3. 18-25 years old
4. I have learned English in a School, college or university for more than 10 years.
5. Yes, here in ETSP

Student 8

1. West Kalimantan
2. Dayak ahe
3. 18-25 years old
4. 7-10 years
5. Yes, here in ETSP

Students 9

1. North Sumatra
2. Indonesian
3. 18-25 years old
4. I have learned English in a School, college or university for more than 10 years.
5. Yes, here in ETSP

Students 10

1. North Sumatra
2. Indonesian
3. 18-25 years old
4. I have learned English in a School, college or university for more than 10 years.
5. Yes, here in ETSP

Students 11

1. West Java
2. Sunda
3. 18-25 years old
4. 7-10 years
5. Yes, here in ETSP

Student 12

1. Depok
2. Indonesian
3. 18-25 years old
4. I have learned English in a School, college or university for more than 10 years.
5. Yes, here in ETSP

Student 13

1. West java
2. Indonesian
3. 18-25 years old
4. I have learned English in a School, college or university for more than 10 years.
5. Yes, here in ETSP

Students 14

1. Jakarta
2. Indonesian
3. 18-25 years old
4. I have learned English in a School, college or university for more than 10 years.
5. Yes, here in ETSP

Student 15

1. Jakarta
2. Indonesian
3. 18-25 years old
4. I have learned English in a School, college or university for more than 10 years.
5. Yes, here in ETSP

Student 16

1. Banten
2. Indonesian
3. 18-25 years old
4. I have learned English in a School, college or university for more than 10 years.
5. Yes, here in ETSP

Student 17

1. West Java
2. Indonesian
3. 18-25 years old
4. 4-6 years
5. Yes, here in ETSP

APPENDIX B

The Questionnaire

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. A dictionary should be used to learn the meanings of new English words.	0	0	3	11	3
2. Using a dictionary device is a not a good way to learn English translation	0	5	7	5	0
3. Using a dictionary device should not be allowed	0	4	5	7	1
4. Using L1 in a translation classroom should be prohibited.	0	4	9	3	1
5. Using L1 in translation classroom is acceptable	0	1	9	7	0
6. Learning the translation method is important	0	0	1	12	4
7. The ETSP should focus more on translation.	0	4	3	8	2
8. Reviewing new vocabulary in class is important.	0	0	0	9	8
9. The classroom environment is comfortable enough	0	0	0	12	5
10. TOTAL	0	18	37	74	24

APPENDIX C

The Interview

These are provided the data from students' interview on perception of translation class.

1. What is the students' perception of teaching and learning in a translation classroom environment?

The questionnaire proved that all of the students agreed that the classroom was an average comfortable environment in holding a learning and teaching process. The classroom had the basic of the teaching and learning classroom should have. The facilities, such as whiteboard, desk, chair, projector, and LCD are provided. These facilities play a great role in enabling the students to stay interested.

2. Why do you think we need to learn translation theory and method in classroom?

The students were fully aware of the importance of translation class. The translation class was aimed to help them to enrich their understanding of translating technique and learn new words in order to make translating an easier.

3. What is the best way to learn translation in English to Bahasa Indonesia (conversely)?

The students believe that the best way to learn translation is by learning a new vocabulary through (article, music, and movie) and translation technique through a translation classroom. They believed that they need to enrich their vocabulary in order to develop their translation ability. However, the teaching and learning of translation itself was also their main preference.

4. What is the worst way to learn translation in English to Bahasa Indonesia (conversely)?

The students said that the worst way of learning translation was using a translation device in translating a whole sentence or passage. The dependency of the students to a translation device to translate the whole sentence or essay would not develop their ability in translation class. When the time came where they couldn't use translation device, they would find it difficult to translate a sentence with a good grammatical structure use . The students also said that the unclear explanation of the teacher in translation classroom was also the worst way to learn the technique of the translation itself.

5. How the translation teaching approach (strategy) had been taught in ETSP?

The students said that the teaching approach (strategy) was transformational approach. It was more into student-centered learning where the teaching proses use

the project base learning. The teacher would give them an essay and asked them to translate the passage using their dictionary. After that the teacher might or might not discuss or about the result to the whole class since the meeting was hardly held.

6. How should translation-teaching approach (strategy) be in the ETSP?

It was 78.9 % of the students believe that Cooperative and Collaborative method was the best way in teaching translation class, where there was a collaboration between teacher and students to work together and pursue the goals and objective. When students work in a collaborative project in class, they become familiar with the project scope and the planning of the different steps, also assuming different roles. They learn about resources analysis, work distribution, expected quality standards, schedules and ethical considerations, among other project related terms. Although the most commonly used translation activity in class is total or partial translation of a text, there are other pre-translation activities such as sight translation that could be used more often in class. This practice demands a fast analysis of the text and a creative, yet precise interpretation. It could be useful as part of the process to prepare students for their future simultaneous and consecutive interpretation tasks.

7. What is the translation method that the teacher used?

Most of the students were not aware of what method the teacher used. Since the discussion rarely happened. However, the teacher preferred to translate sentence by

sentence and was really concerned about the grammatical structure. In this case the students assumed that the teacher was using the Literal-translation method.

8. What is the best translation method?

The students mostly agreed that the semantic translation and communicative translation was the best way in learning translation because the student will comprehend the contextual meaning of an essay.

9. What is the worst way of translation method?

The students believed that the word-to-word translation method was not really effective in translation. As they know that translation was about the equivalence between L1 and L2. The word-to-word translation method was not relevant since it ignored the contextual meaning.

10. What are the medias that the teacher used to explain about translation?

The media used in conveying the theory of translation in the classroom is projected on the LCD and power point, and any other basic components of teaching.

11. Does the teacher use L1 (Bahasa Indonesia) in the classroom?

The 84.2% of the students said that the teacher used L1 sometimes in teaching and learning in a classroom. The students deemed that it was still acceptable, because the teacher can explain more to student that can lead them to a better understanding.