

THE USE OF TRANSLATION IN TEACHING LISTENING FOR THE
ELEVENTH GRADE AT SMA NEGERI 2 KISARAN

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ABSTRACT

This study focused on the use of translation in teaching listening for the eleventh grade. The aim of this study was to describe the use of translation and analyze the reasons of using translation in teaching listening grade eleventh at SMA Negeri 2 Kisaran. This study was qualitatively conducted that taken from one english teacher of SMA Negeri 2 Kisaran. The data were collected by using recording, interviewing and observing the whole processes of teaching listening. The findings of this study showed that there were 34 times of using translation found during three processes that they were conveying and checking meaning of words or sentences, explaining grammar and classroom management. The reasons of using translation in teaching listening were facilitating communication, teacher-student relationship and the L2 learning. The findings of this study revealed that translation contributed to the study of foreign language teaching especially teaching listening.

Keywords: *translation, pedagogical translation, , and teaching listening.*

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INTRODUCTION

Background of Study

Listening is considered as receptive skill, in which people need the ability to receive spoken language. Harmer (2001) expresses that listening is a “receptive skill” where people obtain the main idea according to what they hear. As Buck (1995) points out, the assumption that listeners simply decode messages is mistaken, “(M)eaning is not in the **text** (text = whatever is being listened to)—but is something that is constructed by listeners based on a number of different knowledge sources.” Among those sources are knowledge of language, of what has already been said, of context, and general background knowledge. Listening is meaning based. When we listen, we are normally doing so for a purpose. Listening usually happens in real time. That is, people listen and have to comprehend what they hear immediately. To understand how listening works and how to teach it more effectively, start by thinking about your own listening. Many people get problem about the meaning itself when they listen something in different language. How they can get the meaning, it must be a problem. Because to master the foreign language, they need to know about translation.

Translation is one of the branches of Applied Linguistics as part of the activities in communication among people with different languages. Translation deals changing from of the source language into target language is used by the people to find out the meaning of language or source language into another different language or target language.

Early in the 20th century, according to the tenets of the Grammar Translation Method (GTM), translation was highly thought of and use as and effective tool for learning a foreign language. In GTM, the basis for acquisition of a foreign language was the use of first language. In other words, translation from first language into second language served as a reference system in learning the foreign language (Brown, 2000). However, some practitioners of the field began to oppose this method and challenged the inefficacy of its underlying and utility for training fluent speakers in English and resulted that the ability to speak the

language was greatly felt. Accordingly, many teachers opted for eliminating the use of L1 and translation exercises in the L2 classroom contexts.

Mehrabi (2014: 283) states that opponents of GTM firmly believed that the use of the mother tongue as counter-productive in the process of acquiring a foreign language, and consequently, the application of translation in the classroom could do more harm than good, preventing learners from expressing themselves freely in the second language.

Furhter, Shiyab (2006:115) says that translation should not be used in foreign language teaching because it causes language interference. Translation can inhibit thinking in the foreign language and can produce compound bilingualism rather than coordinate bilingualism. Besides, using translation in foreign language teaching can interfere in attaining automatic habits.

The stated theories are clear that the existence of translation is crucial for L2 students. Most teachers choose to use translation as their main goal in checking student's comprehension. The teacher says that not all students can understand what the teacher says or instructs, because there are some weak students in classroom. The teacher also says that using translation saves time in explaining materials for students. On the other hand, that is not the goal of teaching and learning for acquiring a second language for students.

Unfortunately, when the use of translation in teaching and learning practice is claimed as something forbidden, it does not directly give negative impacts for students. The use of translation in teaching and learning practice brings good than harm. Foreign language teachers have been reconsidering the use of translation for different learning purposes (Mehrabi, 2014:382). It was observed that translation could be used for pedagogical purposes along with other traditional language teaching activities. Pedagogical translation is an instrumental kind of translation in which the translated text serves as a tool improving the language learners' foreign proficiency. It is devoted to translation as an aid to teaching and learning.

To put it simple, translation helps students to improve the way they learn language. translation is a teaching technique in which opens up a number ways to

use it in classroom, such as teachers convey meaning, explain grammar, and organize the class. And for the students, it is their collaborative learning and individual strategy use.

The use of translation in Indonesia has actually been actualized in the teaching and learning practice. To achieve the goal of both receptive and productive skills, teachers have used translation to ensure that students understand toward what teachers explain. It is eventually helpful and useful, however teachers do not realize the usefulness of the translation. Further, there is no research on how translation used in the teaching and learning practice in Indonesia and the teachers' perception about the use of translation which claimed as an invalid tool of teaching and learning practice.

Based on the theory above, listening and translation are related each other. In the context of teaching, the teacher has to translate a listening task into the students' first language. She or/ he then transforms into their second language. the process of transferring ease students get intention of the writer and create a desire for communication. It also encourages students to be creative and contribute their ideas in the classroom.

Based on the resercher's observation at SMA Negeri 2 Kisaran, the teacher was dominant in using Indonesian instead of using fully English in teaching and learning. Using translation in the classroom is helpful. The teacher believes that not all the students can comprehend what the students listen by using fully English. To make sure that they grasp the materials given, the teacher needs a medium to connect an interaction between teacher and students. That is the first language of students. If the teacher used full English, the teacher lets his/her students did not get anything in the learning. When the students did not grasp the materials given by teachers, it would then bring the failure to the teacher.

In order to find out the problem that is existing translation used in senior high school, the researcher tried to interview the English teacher at SMA Negeri 2 Kisaran on January 2019.

From the English teacher's interview result, the researcher found that the teacher claimed that she used translation in order to help the students understand

the messages that she wanted to deliver, especially when the new words used in the context. In simply, it was used in order to make the students quickly understand. And the decision to use translation or the first language of students based on the situation. It meant that translation was used in English Class when there were many students do not really understand to the materials discussed, and it could also broad the student's vocabulary. Thus, translation is as a teaching technique to makes students understand quickly. Furthermore, she did not claim that using translation for the students in English teaching would harm them. Because, it can help much for the students to understand the messages of the context, and it will be easy for the students to get information. Some problems that are related to translation used by the eleventh grade of SMA Negeri 2 Kisaran. The first problem is how the translation is used in teaching. Cook (2001:414) concludes some particular instances when the teacher's use of the students' L1 can be helpful for the students in the EFL-classroom; when conveying and checking meaning of words and sentences, when explaining grammar, when organizing tasks and managing discipline in the classroom. The second problem is why the teacher used the translation in teaching. Harbord (1992) concludes that there are three reasons for using L1 in the classroom. They are facilitating communication, facilitating teacher-students relationship, and facilitating the learning of L2.

According to those problems above, the use of translation in teaching is needed. Based on the explanation that has been outlined above, the researcher will conduct the research under the title "The use of Translation in Teaching Listening for the Eleventh Grade at SMA Negeri 2 Kisaran".

REVIEW OF LITERATURE

1. Translation

Siregar (2018) states that translation is a process of changing written or oral forms from one language to another. The process meant a step in translating. Therefore, translators and learners of foreign languages are expected to know every step that must be done in changing the writing from the source language to

the target language. The steps in translating text into the activities of everyone who wants to convey messages from one language to another. Thus it can be concluded that translation is the process of transferring meaning from the source language to the target language without changing the meaning or in other words as much as possible while maintaining meaning in the source language.

Based on the definition above, translation deals with two different languages; they are Source Language (SL) and Target Language (TL). The main point in translation is to render, replace, or paraphrase from the source language (SL) to target language (TL) with the same concept of the idea without decreasing even overlapping the substance of the source language.

To support the students' ability in English reading skill, the students need the something to encourage that namely students' worksheets. Students' worksheets as learning tools which may be developed for students. The students' worksheets are source of learning which formed sheets containing brief materials, learning objectives, the instructions of the questions and a number of questions that must be answered by students.

Translation in Teaching and Learning (TILT)

Cook (2010: 121) states that making a case for TILT as fulfilling an academic educational purpose presents something of a paradox. In some quarters it might be conceived as being an argument against it. Translation is seen as divorced from real world activities and needs, and preoccupied with declarative rather than procedural knowledge.

Processes of Using Translation in Teaching

There are examples of how translation or students' first language used in teaching and learning practice. Gracia, Flores and Woodley (2012: 58) present some functions that the teacher's practice of translanguaging can have in the FL-classroom. They also explain that the teacher's translanguaging may enhance the development of the student's metalinguistic awareness. As for instance, the English word in former example is explained to the students in their L1. They may easier learn the exact meaning of this word and in which contexts it is used.

Cook (2001: 414) concludes some particular instances when the teacher's use of the students' L1 can be helpful for the students in the EFL-classroom; when conveying and checking meaning of words and sentences, when explaining grammar, when organizing tasks and managing discipline in the classroom.

Reasons of Using Translation in Teaching

Harbord (1992) concludes that there are three reasons for using L1 in the classroom. They are facilitating communication, facilitating teacher-students relationship, and facilitating the learning of L2.

The Pedagogical Translation

Siregar (2018) states that pedagogical translation is the use of language class translation as a tool to facilitate language learning as a foreign language or a second language. Pedagogical translation can be used at all levels of proficiency and all educational contexts, in schools and at universities, as effective learning tools to help and further strengthen the four language skills: speaking, listening, reading and writing.

Listening

Harmer (2001) expresses that listening is a "receptive skill" where people obtain the main idea according to what they hear. Rubin (1995:7) says that listening is conceived of as an active process in which listeners select and interpret information which comes auditory and visual clues in order to define what is going on and what the speakers are trying to express. Rubin completes her definition by saying that active means listeners get information (from visual and auditory clues) and relate this information to what they know. Select means that in the process of making sense of the input, listeners use only part of the incoming information. Interpret means that in trying to make sense of the input, the listener uses their background knowledge as well as the new information of what is going on and to figure out what speakers intend.

Teaching Listening in Senior High School

Teaching listening for Senior High School has purpose. First, English has function to reach informational level because they are prepared to continue their education to higher level. The material for them does not reach epistemic literacy,

because this level is considered as too high level for Senior High School students. Second, English has function to create the aware of students about the important of English to improve the nation competition power in the world.

Listening is a basic skill that needs to be acquired by students in their daily life or academic circumstances. In teaching listening to senior high school, the teacher should reflect on the basic competence of senior high school grade eleventh of listening skill like presented as following.

Table 2.1 Basic Competence

Basic Competence	Learning Activities
3.1 Analyze social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to suggestions and offers, according to the context of their use.	<ul style="list-style-type: none"> • Identify the skills of giving and compiling information relating to suggestions and offers • Identify the different ways of disclosure from each context • Understand the text structure of the phrase giving and entering related information and offers • Understand the language of the phrase giving and entering relevant information and offers
4.1 Compile oral and written texts to express, ask, and respond to expressions of suggestions and offers, taking into account social functions, text structures, and language elements that are correct and in context.	<ul style="list-style-type: none"> • Make suggestions and offers and submit them to classmates • Responding to suggestions and offers submitted

RESEARCH METHODOLOGY

The study of this research used descriptive qualitative method. The writer only collected and analyzed the data and then from the data the writer made the conclusion. The writer described the facts concerning the object of the research, then analyzed about the use of translation in qualitative way. Qualitative method was a method which was investigating object that can not be measure with something related to exact sciences. And the data could be from interview, field notes, picture, videotape, or the other documents.

Ary, Jacobs, and Ravieh (2002) mentioned that qualitative research was to understand a phenomenon by focusing on the total picture rather than breaking it down into variables and the goal a holistic picture and depth of understanding, rather than a numeric analysis of data. Futhermore, they say that qualitative inquirer dealt with the data that are in form of word rather than numbers and statistic. This research provided natural data based on the researcher achieved in research. This research can be categorized into descriptive qualitative, because the researcher didn't apply any treatment and experiment in the research. The reseacher only did analyzing about the use of translation in teaching and learning process of listening.

Techniques of Analyzing Data

Data analysis was the process of data in order to achieve the necessity of a research.

1. Observing and making preliminary data. The researcher observed the interaction by taking fieldnotes to see any event that is not cathed up by the recording. The observing involved on focal event, looking how it was patterned, and the sequences within it.
2. Recording real class for teaching and learning process of listening section. To get the use of translation in teaching, the researcher records the whole part of teaching and learning process in the classroom.

3. Transcribing. The observed data was transcribed by the researcher from the recording.
4. Analyzing transcripts. At this step, the researcher analyzed that in teaching learning process of listening should have or need translation in teaching. And then the finding of the use of translation in teaching was analyzed where the process of translating is done in stages of scientific approach.
5. The conclusion was drawn from the data have been collected. After that, the researcher made the report of the research.

RESEARCH FINDING AND DISCUSSION

Research Finding

There were 34 times in process of using translation and reasons why teacher use translation during teaching and learning process. After analyzing the data, there were three processes of using translation and three reasons why teacher use translation found in teaching and learning process in SMA Negeri 2 Kisaran as following:

1. Three processes of using translation ; conveying and checking meaning of words and sentences were counted from greeting until the end of English class that day. Conveying and checking meaning of words and sentences was the dominant process that used by the teacher in teaching and learning process with 30 times. The second was classroom management 4 times.
2. There were three reasons why teacher used translation in teaching; (1) facilitating communication, (2) facilitating teacher-student relationship, (3) facilitating the learning of L2.

Discussion

In teaching English, translation has been widely used as a pedagogical tool. Translation is considered as the most important skill by the teacher because it promotes understanding and communication between teacher and students. This

study highlighted that translation is really helpful in teaching and learning process in order to make sure whether the students understand or not. The teacher frequently used the translation itself.

The obtained data was supported by a video-recording during the teaching and learning process. It can be seen from the result of this study that there were 34 times of using translation in the classroom by the teacher. The findings of this study revealed that translation was used in conveying and checking meaning of words or sentences and classroom management.

The use of translation was often used in checking meaning of words or sentences process rather than explaining grammar and classroom management. The data of using translation in checking meaning of words or sentences were 30 sentences. It was also found that the use of translation in checking meaning of words and sentences was frequently used in core activity rather than opening and closing activity and the amount of the data were 34 sentences, in order to make the students understand the materials given by the teacher. While, in the process of classroom management, it was found that the use of translation was frequently used in core activity than opening and closing activity. And the amount of the data were 4 sentences. The teacher used it to make students know what to do in their work as well and save the time of teaching.

As for research question number 2, the result of the study showed that the reasons of using translation were facilitating communication, facilitating the relationship between teacher and students and facilitating the L2 learning. Based on the data obtained, the use of translation were frequently used in the facilitating relationship between teacher and students rather than facilitating communication and the L2 learning. That the data of facilitating relationship between teacher and students were 12 sentences. And the other, facilitating communication were 9 sentences and for facilitating the L2 learning were 2 sentences. The teacher used it in order to make the communication between the teacher and the students become easier and there was no obstacle between them. Then, it was used in order to build the natural interaction between the teacher and the students such as the students felt free to ask the teacher for any difficulties they encounter. Furthermore, it might

help the students to understand the words and sentences better if the students first did not understand the L2 explanations and it might avoid some confusions.

It is similar with the previous study by Razmjou (2013) analyzed the listening practice influenced on the use of communication strategies in oral translation. The findings was in line with the findings of Poulisse and Schils (1989), Chen (1990), Wanaruk (2003) and Mei (2010) which investigated the use of communication strategies by learners with different levels of English proficiency, this study had similar results. Most of participants employed the paraphrase strategy to solve their communicative problems. In real situations, students always encounter difficulties in expressing their meaning. One possible explanation for this was that they were not able to access a word that was actually stored in their memory. They may simply be unable to recall a particular word at a given moment (Mei, 2010). Paraphrase , based on Tarone's model (1977), can help students conveyed their meanings. Moreover, most studies also found that the high proficiency students used more efficient strategies. On the other hand, the low proficiency students employed more inefficient strategies because of their limited knowledge of the target language.

In addition, it was proven in Karimian's research (2013), that he investigated Iranian English learners' use of translation as a learning strategy to learn English. Translation has long played a controversial role in English teaching and learning. It has been largely ignored as a valid activity for language practice and improvement. On account of this matter, although, most language educators are completely against the use of translation in language classrooms, nowadays, this perspective is changing and more and more professionals have believed the facilitating role of the first language in ELT. On the basis of this matter, this issue has been discussed in applications of language pedagogical methodologies. The findings of this study involved that translation was a supporting factor in language pedagogy in order to learn and improve learners' new language learning. In the words, students employed some different translation strategies to assist them improve their knowledge of English regarding skills and solve language problems. For instance, it can be said that some learners need the security of their mother

tongue to lower their English learning anxiety moreover, in order to be motivated. Besides, students used translation to memorize and retrieve English, to make up for their deficiencies in English language, to self-assess and comprehend their target language tasks, and have an interaction with other people in learning English.

Then, Dagiliene (2012) focused on the use of translation in helping learners to acquire, develop and strengthen their knowledge and competence in the English language. Translation integrated into the language learning practice along with generally used learning activities, such as reading, listening, writing, and vocabulary development could be defined as a “pedagogical tool”, considering that its purpose was to teach a language. The findings of the survey suggested that translation was a good tool in the English language learning course aimed at enhancement of students’ foreign language skills.

It was also proven by Boshraadi (2014) investigated the pedagogical utility of translation in L2 teaching process. The findings was in line with what Upton (1996) and Kern (1994) assert on the effect translation technique has on learners’ reading comprehension proficiency. They believe that reading in a foreign language is not monolingual event and L2 readers often found that translation contributed to the field by supplying the curriculum developers with some useful insights on how to design grammar section of the English books in a way in which have to translate sentence from L1 to L2 the newly learned structures in a question. The reasons of using translation were that translation or L1 is great help for foreign language learners and pave the way for their learning. L1 is also truly a very rich resource of Linguistic knowledge with which any L2 is already equipped.

Furthermore, Calis (2012) analyzed elementary learners’ reaction to the use of translation as a L2 learning practice. The findings showed that translation tasks should promote learners receptive skills and productive skills. The learners believe that translation is an aid to developing reading comprehension skills, vocabulary development, composition writing, listening and speaking. They seem to believe that doing translation for learning promotes first their receptive skills

and then productive skills, which could also give insight into their strategies of learning as well.

While, for the first problem of study, it was found that the use of translation in teaching listening was used in the three processes such as conveying and checking meaning of words or sentences, explaining grammar and classroom management. These findings were similar with the previous study. The teacher often used translation in the process of conveying and checking meaning of words or sentences that she wanted the students have a direct understanding towards the material. In the process of classroom management, the teacher also used translation in order to lead the students do their study as well.

For the second problem, regarding with the reasons of using translation, the new findings of this study were translation facilitated the communication, teacher-student relationship, and the L2 learning. It was similar with the previous study by Calis (2012). The use of translation does not also create a satisfying comprehension in the classroom, but in four main skills also. It may enable the students to interact with teachers in teaching and learning environment.

The findings above give contribution on the study of English as a foreign language. it can be proved that translation is helpful in teaching and learning practice. Thus, it can be said as a pedagogical tool in teaching that may build the communication and relationship between teacher and students in the classroom.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The purpose of this study was to describe the use of translation and investigate the reasons of using translation in teaching listening for the eleventh grade at SMA Negeri 2 Kisaran.

The findings of this study confirmed that:

- 1) Translation was used by the teacher in SMA Negeri 2 Kisaran, the result of this study that there were 34 times of using translation in the classroom by

the teacher. The findings of this study revealed that translation was used in conveying and checking meaning of words or sentences and classroom management.

- 2) The reasons of using translation were facilitating communication, teacher-student relationship and the L2 learning. It can be proved that translation is helpful in teaching and learning practice. Thus, it can be said as a pedagogical tool in teaching that may build the communication and relationship between teacher and students in the classroom.

Suggestion

In relation to the conclusions, the following are presented as the suggestion which useful for:

- 1) The readers and students of English Department should conduct a more intensive and extensive translation in the teaching context.
- 2) For the other reseacher, who are interested in translation , should do some futher study since it is one of the most intense language issues today. Then the result of this study can help to know how translation applied.

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