
LEARNING ENGLISH THROUGH TRANSLATING ACTIVITY: A VOCATIONAL HIGH SCHOOL STUDENTS' REFLECTION
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Abstract

The use of translating activity as a means of language learning as well as a teaching method has received different compliments and criticism throughout English as Foreign Language (EFL) long history. Even though translating activity has been less preferred by teachers and educators, most students, on the other hand, are believed to frequently use translation to help them to learn certain language. This descriptive qualitative study attempts to discover Vocational High School (VHS) students' reflection on the helpfulness of translating activity as a means of language learning. 38 VHS students of 10th grade were asked about their general opinion on translating activity, instructed to keep a learning diary throughout the English course, and lastly a small representing amount of them were chosen to be interviewed. All of these procedures were done to help the researcher gain insight from the students' viewpoint about their reflection on the entirety of translating activity and how it affects their language learning process. At the end of the research, it is found that according to the students translating activity is indeed very helpful for them to learn EFL, especially with the role of technology that contributes to the improvement of translating activity; diminishing its ineffective and time-consuming nature. Therefore, this study can be considered to provide the readers with insight regarding students' reflection on translating activity and their implications for students' language learning process.

INTRODUCTION

Learning English in a non-English speaking country is not easy. As one of English as Foreign Language (EFL) country, Indonesia has to emphasize a good understanding of English, especially in educational field. As a subject that students always encounter in formal education from elementary to high school, the students most certainly will have their own experiences and perceptions regarding learning EFL in the classroom. The students' experiences and perceptions in learning EFL in the classroom can be used as insights and reflections in teaching and learning activities in the classroom, as well as future reference for both students and teachers in learning English, which generally underlies the researcher in conducting this research.

Translation was a significant part of English language teaching (ELT) for a long time, and then a significant missing part for a long time also. With the discovery of more communicative methods in language learning, translation activity began to be shifted and consigned to the past, along with other 'traditional' methods such as dictation, drills, or reading aloud. However, with modified and modernized approach to using them, translation and these other abandoned activities are now feature of many communicative classrooms and are considered to be successful aids for language learning. Teachers and students now use translation to learn instead of learning translation. Modern translation activity usually moves from native or first language (L1) to second language (L2) or its opposite.

Translating activity within the language learning classrooms is still quite debatable in terms of its effectiveness in helping students to learn English well. The debate is revolving around whether or not translating activity can be a reliable pedagogical tool for students' language learning, since it is often associated with grammar-translation method, which is nowadays seem to be less preferable by language educators due to its time-consuming nature and its requirement of thorough preparation.

The role of translating activity in the classroom in ELT context needs to be differentiated from the grammar-translation as teaching method; which has been widely debated in opposition to communicative language teaching and thus is considered the 'villain' (Cook, 2010, p. 9) to be eliminated from the classroom. In this context, translating activity is seen as a communicative learning activity that imprints an impression on the students, besides that the translation activity in the context of this research also aims to see the extent to which the translation activity helps students in learning EFL from the student's reflection regarding the activity. Besides, teaching English through translating activity promotes authentic learning supported by the capability of teachers in bilingualism or experienced translators (Fois, 2020) to articulate translating as a communicative language learning.

Considering the importance of communicative language learning for language learners, it is necessary to carefully and fully plan the translating activity and to identify the right kind of aims. One of the most visible objections on learning English through translation from the learners' side is that they may not see the value of translation as an activity to help them learn English, and instead see it as a specialized and difficult activity. As the particular objection showed, learners' point of view, personal experience and reflection regarding the activity is the key, as it can be an insightful resource on how translating activity helps students in learning EFL.

John Dewey is thought to be the founder of reflection as it relates to personal learning. Dewey (1933, p. 118) highlighted that reflection in a learning context is not just a passive recall of an event. Reflection is a deliberate and active process. It is about thinking to learn, as what he stated "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it leads" (Dewey, 1933, p. 118). Dewey believed that reflection can be very helpful to entangle puzzling events, as well to help making sense of situations and events that we found hard to explain.

Dewey suggested that reflection in educational field should include recalling the occurred events and then posing questions to explore why things happened the way they did, and what possible actions could have given a different outcome.

Several researches related to learning English through translating activity and learning English from vocational school students' perspective or with vocational school as the setting has been conducted in the past. One of those researches has been done by Maximilian (2020) where he investigated translation ability and reading habit among vocational high school students and the correlation between them on students' reading skills. Besides that, research related to translating in EFL context through the students' perception in Indonesian vocational high school also has been conducted before by Wati (2020), which observed the vocational high school students' perception regarding translating using electronic dictionaries. Permatasari and Yuliasri (2020) have also pointed out the use of translating as a means of language learning among vocational high school students in their research, which focused on the types of translation errors that the students made in their works. Adding to the list, another research taken place in Indonesian vocational high school has also been conducted by Mayuky and Megawati (2021), who examined the vocational high school students' translation process in narrative text learning. Another research about the use of translation as vocational students' language learning tool has also been previously conducted by Limantoro and Datu (2021), where they attempted to discover English-Indonesian translation strategies made by vocational students.

However, despite the existence of those previous researches; the research about the reflection on learning English through translation activity among Indonesian vocational high school students has not yet to be found. The absence and lack of research and references regarding this particular issue are the reasons that underlie the researcher in making this research. The objective of this study is to report the vocational high school students' reflection regarding translating activity in assisting them in learning English as a foreign language assessed through their reflection regarding the translation activity.

LITERATURE REVIEW

Researches related to translation within educational context have been conducted before, be it the researches focused on students' or teacher's perspective regarding TILT, as well as the researches on students' experience of using translating for their language learning. However, the research about the reflection on learning English through translating activity among Indonesian VHS students has not yet to be found. Mapping the other related studies helps to discover this study. This part reviews several researches that has been previously conducted in relation to this research.

The first research the researcher describes here is by Maximilian (2020), who investigated translation ability, reading habit, and reading skill in vocational high school students in Indonesia. He revealed that translation ability and reading habit are important aspects that should be considered both by the English teachers and students in supporting the students' language mastery. His study mainly focused on translation ability and reading habit and their correlation for the students' reading skills especially in reading texts in English.

Besides that, research related to translating in EFL context through the students' perception has also been conducted by Wati (2020), which observed vocational students' perceptions on translating using electronic dictionaries in EFL context. Wati found that most of the students translate using Google Translate and U-Dictionary to help them in learning English. In terms of perception, 63% of the students agree that translating using electronic dictionary could make them understand the importance of learning English, while 37% of them reported that translating using electronic dictionary could enhance the efficiency of learning English and give them

motivation and improvement in learning. Wati's research focused on the perception of translating activity from the students' point of view, which is more specified to translating using electronic dictionary.

Permatasari and Yuliasri (2020) have also pointed out the use of translating as a means of language learning among vocational high school students in their research. Their research tried to investigate the kinds of errors made by vocational school students in translating analytical exposition text from English to Indonesian, which revealed 232 translation errors in students' translation work and the most prominent three errors were incorrect word, punctuation and missing words.

Adding to the list, another research taken place in Indonesian vocational high school has also been conducted by Mayuky and Megawati (2021). Mayuky and Megawati examined the students' translation process in narrative text learning in vocational high school. Their research's findings showed that the students translation process consists of analyzing, transferring and restructuring the text in order. They also find that the number of vocabularies available to students has a significant impact on the accuracy of their translations.

Another related research about the use of translation as vocational students' language learning tool has also been previously conducted by Limantoro and Datu (2021), where they attempted to discover English-Indonesian translation strategies made by vocational students. They discovered that most of the students used Google translate and translation strategies such as structural and semantic translation strategies to help them in their translation work. On their research, Limantoro and Datu concentrated the main focus on VHS students' experience on making translation strategies for their language learning.

This particular research that the researcher is currently working on shares several similarities and differences with the aforementioned researches. The first similarity is quite obvious; the use of translation among vocational school students in all the previous researches. Maximilian's (2020) research focused on the importance of translating activity in correlation with the vocational students' reading ability; this is quite similar with this current research that the researcher is working on which also focused on translating activity among vocational students, but is more centered on the students' reflection of it. Wati's (2020) research has a closer affinity with this one, where she investigated the students' interpretation of translating, yet it is still different because Wati's research is specified on the students' experience of using electronic translating tools while this research is focused on translating activity in any forms that the students might apply to their study. However, Permatasari and Yuliasri's (2020) research, while also focusing on translation among vocational students, is more centered to the after-product of the translation process; which is analyzing the translation errors made by the students. This is a little bit contrary to Mayuky and Megawati's (2021) research that is more inclined to the translation process and steps conducted by the students, although their researches are still similarly interconnected. Lastly is Limantoro and Datu's (2021) research which focused on the translating strategies used by vocational students. In their research, translating is viewed as a tool that can be utilized by the students for their learning process; which is quite as how this research view translating activity. While sharing several similarities with the previous researches that has been presented, this current research worked by the researcher is interesting on its own; because it is focused on VHS students' reflection or view on the utilization of translating activity as a means of learning in their language study, which is conducted in consideration that the effectiveness and helpfulness of translation activity in the context of FL classrooms is still debated even today.

RESEARCH METHOD

The design of this study is qualitative research. Qualitative research relates to ideas, perceptions, opinions or beliefs of the person being studied and all of them cannot be measured by numbers. According to Creswell (2012, p. 218), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. Qualitative research seeks to understand the ‘what, how, when, and where’ of an event or an action in order to establish its meaning, concepts, definitions, characteristics, metaphors, symbols, and descriptions. Qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting, without predetermined hypothesis. Whereas case study, as a form of qualitative research, is a research methodology that helps in exploration of a phenomenon within some particular context through various data sources, and it undertakes the exploration through variety of lenses in order to reveal multiple facets of the phenomenon (Baxter and Jack, 2008). Subjects in research can be individuals, groups, agencies or communities. According to Yin (2003, p. 219) a case study design should be considered when: (a) the focus of the study is to answer “how” and “why” questions; (b) the researcher cannot manipulate the behavior of those involved in the study; (c) the researcher wants to cover contextual conditions because the researcher believes they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context.

Case study was chosen as it is an appropriate research design to gain concrete, contextual, in-depth knowledge about a specific real-world subject; which is what the researcher is trying to pursue. Case study allows the researcher to explore the key characteristics, meanings and implication of the research, as well as to obtain an in-depth appreciation of the research and its natural real-life context. In case study, a real-time phenomenon is explored within its naturally occurring context, with the consideration that context will create a difference (Kaarbo & Beasley, 1999). The type of case study considered suitable for this research is descriptive case study. Descriptive case study is a type of case study that describes an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003, p. 16). It is a descriptive because the objectives of this study are observing and finding the information as many as possible of the phenomenon. This case study describes and investigates VHS students’ reflection on how translating activity can be helpful for them in learning English, which is assessed through the students’ experience about the translating activity itself.

This research will take place in a public vocational high school in Tangerang, in the 10th grade. There are six classes in the major of Visual Communication Design, but the study will be conducted in one of the six classes due to time constraints. The length of the course is approximately 4 weeks starting from 20th of July 2022 to 20th of August 2022. The class in which the study will be conducted consists of 38 students; 15 females and 23 males, who are chosen as the participant for this research. The personal identity of the participants was disguised into initials, to protect participants’ privacy. Other data must also have been previously consented or verbally approved by the participants before they can be used in the study.

The data will be gathered from the short debrief with the students, students’ learning diary and teacher’s interview with the students. The short debrief, learning diary and interview data will be analyzed using thematic analysis (Braun & Clarke, 2006) with deductive approach to gain insight to students’ personal perception and feeling towards translating activity. Interview and learning diary are considered as the main research instrument while short debrief is considered as the supporting research instrument.

In order to collect the data, an in-depth interview will be implemented along with the instruction for writing the learning diary. Before implementing the interview, a short debrief will be conducted. The short debrief is conducted prior the course in order to recognize the participants’ general opinion about translating activity for language learning. At the beginning of the course, the students will also be asked to keep a language learning diary which they would

hand in to the teacher at the end of the course. They will be instructed to write about their process of learning English through translating activity. They will be informed that the information obtained from their diaries would only be used for the purposes of this study. They do not need to sign their names and the data from the diaries will be coded as student diary entry #1, #2, etc. After that, the students will be instructed to write a language learning diary in Indonesian. The reason for this is that students can express their thoughts much better in their mother tongue and also the fear of being corrected is reduced so the students are motivated to write the diary (Allwright & Bailey, 1991, p. 191). Parts from diary entries that will be used in this paper will be translated into English by the researcher. Since the students were considered not very familiar with the procedure of writing a language learning diary, the researcher decided to design some guidelines which would facilitate the writing and later the analysis of the data collected from diary entries. These guidelines included questions about their previous experience in learning English and translating, their previous English teachers, the difficulties and obstacles in learning English especially through translating, questions about their feelings, attitudes and motivation in learning English, as well as their opinions about translating activity in learning English in the classroom. The list of questions will be given to students at the very beginning of the course in order for them to get a clearer picture of what the diary entries should include and to avoid unsystematic accounts of their experiences and attitudes. These questions are non-binding and only to be used as guidelines and the students chose themselves the questions which they wanted to answer. In addition to these questions, students will be encouraged to write about whatever is not covered by these questions and which they thought to be significant for the process of language learning.

The in-depth interview will be performed at the end of the course. The interview is supposed to be optimal to collect data from individual personal histories, perspectives and experiences (Creswell, 2012, p. 218). In doing the interview, open-ended questions are not necessarily worded and not exactly the same way with each participant; instead, participants are free to respond in their own words. Besides, these responses tend to be more complex than simply yes or no answer. It was to enquire the ideas and elicit data on the participants' experience, practice, views, opinions, beliefs and feelings.

For analyzing the data, the researcher will perform thematic analysis (Braun & Clarke, 2006). Thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts, such as an interview or transcripts. The researcher closely examines the data to identify common themes – topics, ideas and patterns of meaning that come up repeatedly. There are various approaches to conducting thematic analysis, but the most common form follows a six-step process: familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up. Thematic analysis is good for finding out something about people's views, opinions, knowledge, experiences or values from a set of qualitative data – for example, interview transcripts, social media profiles, or survey responses. For this study, the thematic analysis approach that is used is deductive approach as well as latent approach.

FINDING AND DISCUSSION

At the end of the course, the researcher found that translating activity conducted in the classroom can be divided into two; focused on the students and focused on the teacher.

The students-focused translating activity acts more as a learning material for the students to learn from. In the case of this research, for example; introducing oneself through translating an e-mail between two newly-met pen-pals. This activity enables the students to accomplish a certain skill of introducing themselves properly in English.

The teacher-focused translating activity, on the other hand, acts more as a tool to help the students understand the learning materials better. For example, while translating the e-mail of the two pen-pals, the students were also coming across the material of pronouns which they

also have to translate. The teacher had to assist the students for that particular material in order to avoid confusion of the gendered pronouns in English and the non-gendered ones in Indonesian. Here, the teacher-focused translating activity acts as a tool to make grammatical features visible for the students.

From all the three research instruments, the researcher was able to find that there are some similarities in terms of the findings between the short debrief, learning diary and interview. Between the three research instruments, it is found that the majority of the students stated similar things about their enjoyment of studying with translating activity and the helpfulness of translating activity for their learning.

The first finding from the three instruments is the short debrief. The short debrief consists of 3 questions which answers can give the researcher a glimpse of the participants' general opinion about translating activity.

Table 1. Questions for the Short Debrief

No.	Question	Purpose
1.	“What is your opinion about translating activity from Indonesian to English or vice versa?”	To obtain a glimpse of the students' general opinion about translating activity
2.	“What do you feel when translating from Indonesian to English or vice versa?”	To obtain the students' surface-level perception about translating activity according to what they have experienced prior the course
3.	“Do you think translating activity helps you in learning English?”	To obtain information about whether or not the students feel helped in their learning by doing translating activity

Table 2. Themes Emerging from Question 1 of Short Debrief

Type of Code	Occurrence in the Data	Occurrence according to the Theme	Theme
Translating is a helpful activity	16	29	Helpful activity
Translating makes it easier to understand English	3		
Translating makes it easier to work on assignments	3		
Translating is important for studying	2		
Translating enriches English understanding	5		
Complication in practice	1	4	Difficult activity
Confusion due to the lack of understanding	1		
Translating is difficult	1		
Expectation unconformity	1		
Translating is a fun activity	6	7	Fun activity
Translating is an easy activity	1		
Total	40		

From the first question, the researcher was able to find 12 types of code, in which all of those codes occurred in the data 40 times in total. Each occurring code can be classified into 3 broader themes with the following distribution: 29 codes indicate that translating is a helpful activity in learning English, 7 codes indicate that translating is a fun activity in learning English, and 4 codes indicate that translating is a difficult activity in learning English. In conclusion, the majority of the participants according to the code's occurrence in the first question think that translating is a helpful activity in their learning.

Table 3. Themes Emerging from Question 2 of Short Debrief

Types of Code	Occurrence in the Data	Occurrence according to the Theme	Theme
Feeling happy	11	30	Satisfied
Feeling excited	2		

Types of Code	Occurrence in the Data	Occurrence according to the Theme	Theme
Feeling easier in doing assignments	7		
Feeling more knowledgeable	6		
Feeling assisted	4		
Feeling difficulty	8	13	Dissatisfied
Feeling uncertainty	4		
Feeling somewhat bored	1		
TOTAL	43		

From the second question, the researcher was able to find 8 types of code, in which all of those codes occurred in the data 43 times in total. Each occurring code can be classified into 2 broader themes with the following distribution: 30 codes indicate that the participants feel satisfied when translating and 13 codes indicate that the participants feel dissatisfied when translating. In conclusion, the majority of the participants according to the code's occurrence in the second question feel satisfied when they are doing the translating activity.

Table 4. Themes Emerging from Question 3 of Short Debrief

Types of Code	Occurrence in the Data	Occurrence according to the Theme	Theme
Translating activity helps learning English	37	37	Helpful
Translating activity does not help learning English	1	1	Not helpful
TOTAL	38		

From the third question, the researcher was able to find 2 types of code, in which all of those codes occurred in the data 38 times in total. Each occurring code can be classified into 2 broader themes with the following distribution: 37 codes indicate that translating activity is helpful for the participants' English learning and 1 code indicates that translating activity is not helpful for the participants' English learning. In conclusion, the majority of the participants according to the code's occurrence in the third question agreed that translating activity helps them in learning English. With that being stated, it can be concluded that all the answers of the three short debrief questions showed that translating activity generally has a positive impression on the participants.

The second instrument is learning diary. Learning diary is an important data source for this particular research because it covers the participants' personal experience during the translating course, including their view and opinion about it. However, out of 38 participants, only 22 submitted their learning diary back to the researcher.

Table 5. Themes Emerging from the Learning Diary

Types of Code	Occurrence in the Data	Occurrence according to the Theme	Theme
Enjoyment in learning	13	37	Helpfulness of translating activity in learning
Easiness in translating	7		
Willingness to learn	7		
Translating as a means of learning	2		
Utilization of translating tool in learning	7		
Understanding the taught materials	1		
Uncertainty	1	1	Challenge of translating activity in learning
TOTAL	38		

As can be seen from the table above, the researcher was able to find 7 types of code, in which all of those codes occurred in the data 38 times in total. Each occurring code can be classified into 2 broader themes with the following distribution: 37 codes indicate the helpfulness of translating activity in participants' English learning and 1 code indicates the challenge of translating activity in participants' English learning.

In conclusion, the majority of the participants -according to the code's occurrence in the learning diaries- stated that they actually experience the helpfulness of translating activity during their English learning process in the classroom.

Lastly is interview, the interview consists of 11 questions about translating activity that they have experienced in the classroom as well as what they feel and think about it. However, due to time constraints, the researcher was not able to interview all the 38 participants. As a solution, the researcher selected 3 participants to be interviewed. After listening and transcribing the audio-recording of all the interviewees, the researcher was finally able to come up with several codes and themes. Below is the table of the codes and themes from the interview.

Table 6. Themes Emerging from the Interview

Types of Code	Occurrence in the Data	Occurrence according to the Theme	Theme
Translating is beneficial for the participant's future	1	2	Translating's benefit
Translating makes learning more interesting	1		
Translating makes learning English easier	4	7	Translating's helpfulness for learning
Translating activity helps the participant in their learning	3		
Translating activity is fun	6	7	Translating's enjoyability in learning
Translating is an enjoyable way of learning English	1		
Translating activity can be integrated with other means of learning	1	1	Integration of translating with other learning methods
TOTAL	17		

As seen from the table, there are 7 types of codes from all the interviews which can be classified into 4 broader themes. According to all the four themes that emerged from the interview, it can be concluded that from the participants' point of view translating activity is apparently beneficial, helpful and enjoyable for their English learning process. In addition, translating activity can also be integrated with other learning methods such as games or similar interactive learning activities, which can increase the effectiveness of translating activity as a means of learning.

Other things that the researcher also found in this research is the use of mother language in a language classroom. Using mother language in a language classroom is considered defeating the purpose of learning the target language itself, which resulted in it being forbidden to use in most language classrooms. However, after conducting this research, the researcher found that the statement on the disadvantages of the use of mother language in FL classrooms was contradicted by the facts in the classroom where this research took place. By doing translating activity from English to Indonesian as the students' mother language, the majority of the students agreed that their learning became much easier and understandable. Through the students' reflection the researcher was also able to find that most students got a better grasp on the learning materials when they are given a chance to conduct translating activity rather than not given any chance at all. This breaks the stigma that using mother language in a language classroom makes learning ineffective. Next finding is the utilization of electronic translating

tool such as Google Translate by the participants. Translating with Google Translate can be viewed as a double-edged sword, because while it really does help the students to translate easier and faster, it also ignores some significant elements of the language feature. The mistranslation of pronouns made by Google Translate proves that students need to actively engage in double-checking the translation result, because the use of pronouns in Indonesian is different with English.

In terms of answering the research's formulation of the problem, which is 'How do vocational high school students reflect on translating activity in assisting them in learning English?', the answer can be traced back to the findings. In the findings, the students as the participants reflected from the short debrief, learning diary and interview, that translating activity is helpful for them in learning English because generally it makes the learning easier for them; they can understand the materials better with translating activity and they view it as a fun activity that helps them enjoying the learning process more.

CONCLUSION

Based on the research findings, the researcher was able to draw some conclusions. As has been aforementioned, the debate among language educators regarding the effectiveness of translating activity as a learning method has caused a lot of pros and cons as it has been viewed as a method that should be entirely eliminated from language classrooms. However, in the classroom where this particular research took place, translating activity has become one of the learning methods that is very beneficial for the students' learning process. Through conducting translating activity, the students can understand the learning materials better. Given the chance to do translating activity also helped them in acquiring English language faster rather than not given any chance at all. This breaks the stigma that translating activity makes language learning ineffective and time-consuming; instead, it makes the learning process more effective and also more enjoyable for the students. This also proves that the improvement of technology contributes in making translating a more effective and less time-consuming activity than it initially was.

Besides that, the helpfulness or benefit of translating activity that has been conducted in the classroom can be divided into two; focused on the students and focused on the teacher. The students-focused translating activity acts more as a learning material for the students to learn from. The teacher-focused translating activity, on the other hand, acts more as a tool to help the students understand the learning materials better by making the knowledge-transferring process easier. Either side the translating activity is focused on, it is equally beneficial for the entire English learning process; it assists the student in achieving the required comprehension and it also helps the teacher deliver the learning materials to the students better.

Translating activity as a means of learning has a positive impact on the students. According to the students' reflection regarding translating activity, the majority of them feel helped in their learning by conducting translating activity. Translating activity helped the students in terms of understanding the learning materials, making the work on their assignments easier, making the learning process more fun and enjoyable and also motivating them to be able to master English faster to prepare for their future. Therefore, these benefits or helpfulness of translating activity clearly answered this research's formulation of problem.

Translating activity for the teacher or educator also has a significant benefit in helping the knowledge transferring process. First, by giving the students a chance to do translating activity in their learning, the students tend to have better understanding of the learning materials because they can process those materials better in their mother language. Second, translating certain parts of the learning materials also helps the teacher to make grammatical features more visible for the students. For example, translating certain pronouns will help the students to

distinguish the different kinds of gendered pronouns in English which does not exist in Indonesian.

Concluding all that, translating activity for the students in general is very helpful for their language mastery process. Even when the students are not learning in the classroom, they still do any other means of translating activity throughout their days. According to some of the participants, they still translate many things on the regular basis, such as song lyrics or social media contents, which helps them in acquiring English language mastery better.

Since this research uses qualitative descriptive case study design, it was advisable for the future researchers to follow up the study by conducting research on learning English through translating activity from the students' point of view with different framework, design and paradigm. Therefore, more comprehensive data could enrich the knowledge about translating activity as a means of learning English.

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