Improving Students' Reading Comprehension through Pedagogical Translation Strategy

by N. Nawawi

Title

Improving Students' Reading Comprehension through Pedagogical Translation Strategy (An Action Research to Students of Faculty of Economics Universitas Matararn)

Author

Nawawi

FKIP Universitas Mataram, Jalan Majapahit No. 62 Mataram,

Propinsi Nusa Tenggara Baral.

nawawi /962@vahoo.com

Abstract

This study aims at finding out the most suitable Pedagogical Translation Based Teaching Actions Package for teaching reading comprehension to students of Faculty of Economics Universitas Mataram. The process and the result of improving students' reading comprehension ability of English texts were the main focuses of this study. The Riel's model of action research method was used to conduct this study. The method consists of four phases, namely: study and plan, take action, collect and analyze evidence, and reflect. The data was collected through observation, test, interview, questionnaire, and diary, done before and during the research tenn. The gained data was analysed statistically or philosopically in order to know the process and the result of improvement caused by the application of each Pedagogical Translation Based Teaching Action Package. In terms of the process of improvement, the gained average scores were 3.1, 3.4, and 3.6 in the first, second, and third cycle, respectively. In addition, the result of improvement was shown by the students' average scores in reading comprehension in pre-test and each cycle, they were 40.2, 59.9, 70.6 and 72.9 in pre-test, cycle I, cycle 11 and cycle Ill, consecutively. This means that The pedagogical translation strategy is significantly effective to be used for teaching reading comprehension, particularly English texts.

Keywords: *pedagogical translation based teaching actions package, pedagogical translation strategy.*

Introduction

Generally, the purpose of teaching English at Indonesian universities is to support their students with English competence that will be used to develop themselves academically as well as professionally, particularly in their field of study since they are still as university students until they become alumnies. To attain such purpose, each study program manage its teaching and learning system through a curriculum that is made based on vision and mission of the led institution. Undergraduate study program of Management Faculty of Economic Universitas Mataram offers English for Specific Purposes which is valued 5 credits. The course is splitted into two subjects, they are Bahasa Inggris I with 3 credit points and Bahasa Inggris II with 2 credit points. The teaching of two subjects is stressed on reading comprehension.

Reading is a language skill which offers a large opportunity for Indonesian people who master English to develop their knowledge and skills. However, a unique view is often seen in Indonesian libraries and bookstores where the majority of their visitors usually look for books, journals, megazines, and news papers written in Indonesian rather than in English to be read, borrowed or bought. In English classes, particularly Reading Skill at the Faculty of Economics Universitas Mataram, writer often found many students consulted their English-Indonesian dictionaries in the time they were doing their tasks on English text comprehension. In addition, writer also often found many students were not able to comprehend short English texts. Looking at their answers to reading comprehension questions, they tended to make errors in answering questions that require answers in higher level of thoughts of Bloom Taxonomy. From the result of an interview with some students, the unability was caused by the techniques or strategies used by teachers or lecturer who did not put Translation or Explaining in First Language Strategy into account.

Many scientists, linguists, and teachers have been aware of the importance of using translation strategy in foreign language classes. Schaffuer states that translation and related excercises are beneficial in foreign language instruction for the following reasons: {l) Improve verbal agility; (2) Enlarge students' second language vocabulary; (3) Develop language style; (4) improve understanding about how language works; (5) Combine second language structure for active use; (6) Monitor and improve understanding about second language (Beltran, 2006: 13).

In teaching English as a foreign language, the use of translation strategy can give some benefits for teachers and learners as follows:

1) Translation provides students with practice and needed skills to communicate accurately, meaningfully and suitably;
2) Through translation activities, teachers can promote interaction among learners because they maybe involve in multiple negosiation about form and meaning;
3) Translation can help learners to interpret, negosiate, and express meaning from different perspective according to the contexts and people with different interpretation;
4) The practice of translation pushes reflection to the use of language and exchange different views and increase language awareness (Koppe, 2013: 2).

Pedagogically translation activities in second and foreign language classes can improve instruction. Rell says that translation activities which include the use of first language in second language teaching can be made communicative if applied properly (Koppe, 2013: 13). The statement is strengthened by Vermes by saying that translation does not only manipulate structure but the most important thing is communication (Vermes, 2010: 91). The use of translation in second or foreign language teaching is one of the ways to act time saved. Morahan says that many teachers find that the use of first language in teaching second or foreign language can save much time for practicing second or foreign language, because understanding bas been achieved earlier (Alrefaai, 2013: 14). Next, Mahmoud shows a reason for using Translation Strategy in second or foreign language teaching and learning. It is to produce students centered learning that is a must in effective learning (Alrefaai, 2013: 14).

According to Shiyab and Abdullateef, translation can be used in teaching language based on the following reasons: (1) as a tool to look at the similarity and difference between first language and second language; (2) as a facility to speed up the process of students' understanding (Alrefaai, 2013: 14). Still about the benefits of using translation, Machida finds that translation in English as a foreign language class can give many opportunities to the students to look at the relationship between forms and meanings (Machida, 2011: 743). From a view of second or foreign language teaching and learning trend of these days, it is said that translation is useful for teaching second or foreign language, because it pushes speculation and discussion. In addition, through translation students can develop three main qualities in using a language, they are: accuracy, clarity, and flexibility (Duff, 1992: 7). In terms of comprehending second or foreign language texts, Kem finds that second or foreign language

178

readers are very often to use mental translation to overcome obstacles related to comprehension such as new vocabularies and structure (Boshrabadi, 2014: 386).

Referring to various ideas and research findings on the use of Translation in English instruction, obviously, this study is aiming to find out an effective Pedagogical Translation Strategy Based Actions Package to be applied in teaching English reading comprehension for students of Management Study Program Faculty of Economics Universitas Mataram.

Research Methodology

This research is conducted by following Riel's action research method model which has four phases, namely: (I) Study and plan; (2) Take action; (3) Collect and analyze evidence; and (4) Reflect (Mertler, 2009: 16). The outcome of applying the research method are three Pedagogical Translation Based Action Packages. One package was applied in every teaching and learning session in a cycle. Every application of the package was made different by the way students do exercises, whether in group, partnership, or individual.

There were two kinds of data collected then analysed in this study, they are quantitative and qualitative data. Both kinds of data represented the quality of instructional product and process, respectively. They occured as the result of applying a package of instructional actions. The research is to be continued if the quality of the process and product do not meet the criteria of successful actions. In contrast, the research is not to be contined if the quality of the instructional process and product meets the criteria of successful actions. Logically, the better the quality of the instructional process, the better the scores that the students get in English texts comprehension. Quantitativedata in the present study are scores that students got as their ability values in comprehending English texts. It consists of scores that the students got as the result of doing weekly tasks and end of cycle test on English text comprehension. Whereas, qualitative data in the present study are scores that represent the quality of process, result of interview, questonnaire's answers, and daily taken notes.

All phases of Riel's Action Research Method are unity. Researcher can start applying the method from any phase she likes. In this research, the application of the research method resulted three packages of instructional actions. Each package was reflected after applying it for certain times. The result of reflection became a base for deciding whether to continue conducting the research with other package of instructional actions or to terminate the research

by the end of the cyle. The first decision will be taken if the criteria of successful actions are not met yet. But if the criteria of successful actions are met, the second decision will be taken.

Results of Investigation and Discussion

Pre-Investigation

Interview with Research Subjects

Since the research subjects of this study was high school graduates who have just been accepted studying in Management Study Program Faculty of Economics Universitas Mataram, so the researcher could not yet get information or data about process of teaching and learning English reading comprehension at the Faculty of Economics, Universitas Mataram. But information or data about research subjects' experience in learning the subject at high school was considered relevant for this study. So the researcher conducted an interview with the research subjects to collect relevant information or data.

The result of an interview with research subjects about teaching English reading comprehension at high school was that they experianced having difficulties in comprehending English texts for the teachers often used Direct Method in their teaching. They fully used English to explain and to instruct them, whereas they had only few English vocabularies and little understanding about English structure. Furthermore they told the researcher that their English teachers did not realize that their explaination in fully English was not understood by the students because they actually acted as if they understood the teacher's explaination. It was just to avoid of being accused foolish or stupid by their classmates and teacher. They actually expected their English teachers to use translation technique or strategy for teaching them English reading comprehension or to use Indonesian or at least a combination of English and Indonesian for explaining them difficult concepts.

Pre-Test

Conducting pre-test was the first main activity in this study. It aimed at knowing the research subjects' prior ability to comprehend English texts before giving them some treatments or actions through teaching and learning activities in each instructional session in the cycles during the investigation period. The teaching and learning activities were based on Pedagogical Translation Strategy Based Action Packages. The pre-test was conducted on the

180

first meeting with the research subjects, one week before the determined investigation period began. Following was the result of the pre-test:

Frequency Distribution of Students' Scores in the Pre-Test

GAINED SCORES		FREQUENCY	PERCENTAGE
NUMBER	LETIER		
80- 100	A	-	-
72- 79	B+	4	8.89%
65-71	B	-	-
60-64	C+	4	8.89%
56-59	C	1	2.22%
50-55	D+	1	2.22%
46-49	D	2	4.44%
0-45	E	33	73.33%

First Cycle

Study and Plan

The First Cycle Package of Instructional Actions was made by considering the result of interview and pre-test of English reading comprehension. It consists of main and supported instructional actions. The first type was developed based on principles of Pedagogical Translation Strategy and researcher's consideration results on students from linguistics, pedagogy, and psychology view points. Whereas the second type was developed based on ethics and logic and researcher's consideration results on students from linguistics, pedagogy, and psychology view points. In the context of this research, the actions related to the second type are provided the same in their form and meaning. They are put under various phases of the teaching actions package, namely: pre-teaching activities, opening the lesson, main teaching activities or closing the lesson. So for limited space reasons, the writer does not perform the whole instructional actions.

Maio instructional actions of First Cycle Package of Instructional Actions

- Get the students to brainstorm about the title of the text.
- Orally translate roughly the English text into Indonesian while identifying certain parts of the text that are considered to be students' obstacles to comprehend the text. The obstacles may relate to vocabularies, grammar, expressions, and pronunciation.
- Translate into Indonesian or explain in Indonesian the obstacles.
- Ask the students to read for comprehending the text fast and silently.
- Ask certain students to read certain parts of the text being discussed loudly.
- Ask the students to do tasks on reading comprehension in group, partnership or individual.
- Mark the students' works (answers).
- Give a homework to the students to find and read an English text on economy then to be paraphrased its paragraphs and outlined its ideas. As well as to scan and to skim information in it.

Take Action

Teaching and learning activities in first, second, third and fourth instructional meetings were done by following The First Cycle Package of Instructional Actions. The difference among them was only on the way the students do the tasks in each instructional meeting, whether in group, partnership or individuality. Following is the result of applying the first package of instructional actions in terms of process:

Average Score of Teaching and Learning Process in First Cycle

Number	Points of Observation	Scores
1.	Students' Activities: a. Make notes about lecture materials b. Ask questions c. Express ideas d. Consult dictionary	3,3 3 2,9 3,3
2.	Students' Attention: a. Listen to lecturer's explaination or comments b. Focus on teaching materials c. Leaming antusiasm	3,8 3,1 3

3.	Dicipline:
	
	  a. Attendance in the class
	  b. Bring lecture materials (students' book, dictionary)
	  c. Follow the lecturer's instruction
		3,3
		
		3,5
		
		3

4.	Assignments:
	
	  a. Quality of assigned works
	  b. Do tasks based on the instruction
	  c. Afford in doing the tasks
	  d. Responds toward the tasks given by the lecturer
		2,6
		
		3,1
		
		3,6
		
		3,1

Average Score in the First Cycle		3,1

Notes: 4=very good, 3=good, 2=not good, and 1=worse

Following is the result of applying the first package of instructional actions in terms of product:

Frequency Dlstrlbunon ofStudents'Scores ln First Cyele

Scores		Task I		Task II		Task Ill		Task IV		First Cycle End Test	
Number	Letters	F	%	f	%	F	%	f	%	f	%
80–100	A	-	-	3	6.7%	5	11.3%	5	11.6%	2	4.5%
72-79	B+	5	11.1%	4	8.9%	3	6.8%	13	30.2%	5	11.4%
65–71	B	-	-	6	13.3%	8	18.1%	11	25.5%	4	9.1%
6O–64	C+	-	-	10	22.2%	4	9%	10	23.2%	12	27.3%
56–59	C	20	44.4%	4	8.9%	-	-	-	-	11	25%
50–55	D+	-	-	2	4.4%	14	31.8%	4	9.3%	5	11.4%
46–49	D	10	22.2%	2	4.4%	-	-	-	-	3	6.8%
0 - 45	E	10	22.2%	14	31.1%	10	22.7%	-	-	2	4.5%

Collect and Analyse Evidence

Related to this phase, researcher found many positive evidences as the result of applying First Cycle Instructional Action Package, except the lecturer translates the whole text for it was judged taking much time by the colloborator. The evidence comprises of process and product of instruction. The first cyclic average score for instructional process was 3.l. This number shows that the instructional process in first cycle was good, however it had not yet fulfilled the criteria of successful action, it is at least 3.5. In terms of product, the application of First Cycle Instructional Action Package resulted in improved ability of students to comprehend English texts, from 40.2 in pre-test to 59.9 as the first cycle average score.

Reflect

The result of evaluation to evidence that occured as the result of applying First Cycle Instructional Action Package. The researcher and the collaborator identified the main instructional action, that is to roughly translate the whole text orally as an uneconomical instructional action for it needs much time to apply it, so it must be replaced with other action still from the Pedagogical Translation Strategy.

Second Cycle

Study and Plan

Based on the result of evaluating the evidence that occured as a result of applying the First Cycle Instructional Action Package, either related to process or products. The main actions of Second Cycle Instructional Package are as follows:

Main instructional actions of Second Cycle Package of Instructional Actions

- Ask the students to recall the title of an English text that was discussed last week and mention some ideas found in the text.
- Get the students to brainstorm a title of English text that will be discussed in Indonesian.
- Remind the students to apply steps for pre-reading comprehension as follows:
  - Read text title;
  - Read introductory paragraph;
  - Read bold writings (if available);
  - Read first sentence in each paragraph;
  - Look at pictures (if available);
  - Read closing paragraph.

> - Translate into Indonesian or explain in Indonesian some difficult concepts found in the text, such as words, expressions or grammar.
> - Ask the students to read for comprehending the text fast and silently.
> - Ask certain students to read certain parts of the text being discussed loudly.
> - Ask the students to do tasks on comprehension in individuality, partnership, or group.
> - Collect students' works to be marked at home by the lecturer.
> - Give a homework to the students to find and read an English text on economy then do paraphrasing its paragraphs and outlining its ideas. As well as to scan and to skim information in it. Prior to doing such tasks, the students must translate the text into Indonesian.

Take Action

Teaching and learning activities in the fifth, sixth, seventh, and eighth instructional meetings were done by following the Second Cycle Package of Instructional Actions. As in the first cycle, the application of the second cycle package was made different in the way the students had to do the task in each instructional meeting, whether in individuality, partnership, or group.

Average Score of Teaching and Learn mg Process in Second Cycle

Number	Points of Observation	Scores
1.	Students' Activities: e. Make notes about lecture materials f. Ask questions g, Express ideas h, Consult dictionary	3.4 3.1 3.2 4
2.	Students' Attention: d. Listen to lecturer's explaination or comments e. Focus on teaching materials f. Learning antusiasm	4 3 3.4
3.	Dlcipline: d. Attendance in the class e. Bring lecture materials (students' book, dictionary) f. Follow the lecturer's instruction	4

		3.5
		3
4.	Assignments:	
	e. Quality of assigned works	3
	f. Do tasks based on the instruction	
	g. Afford in doing the tasks	3.4
	h. Responds toward the tasks given by the lecturer	
		4
		3.1
Average Score in the First Cycle		3.4

Notes: 4=very good, 3=good, 2=not good, and 1=worse

Frequency Distribution of Students 'Scores m Second Cycle

Scores		Task IV		Task V		Taks VI		Task VII		Second Cycle End Test	
Number	Letter	f	0/o	r	0/o	F	0/o	f	0/o	f	o/o
80 - 100	A	-	-	4	8.9%	4	8.6%	12	27.2%	6	13%
72−79	B+	5	11.1%	11	24.4%	16	34.7%	21	47.7%	17	37%
65−71	B	10	22.2%	18	40%	22	47.8%	1	2.2%	19	41.3%
60-64	C+	10	22.2%	2	4.4%	4	8.6%	5	11.3%	2	4.3%
56−59	C	14	31.1%	4	8.9%	-	-	5	11.3%	2	4.3%
50−55	D+	6	13.3%	6	13.3%	-	-	-	-	-	-
46−49	D	-	-	-	-	-	-	-	-	-	-
0 - 45	E	-	-	-	-	-	-	-	-	-	-

Collect and Analyse Evidence

Generally, evidents that occured as a result of applying the Second Cycle Package of Instructional Actions, particularly the main action made the students felt unsatisfied. Because the lecturer translated into Indonesian or explained in Indonesian certain parts of the text that they were not expecting, while they were expecting other parts. The instruction of English text comprehension following the second cyclic package resulted in process and product that still

did not fulfill the criteria of successful instructional actions. Obviously, the average score for instructional process was 3.4, whereas for instructional product (ability to comprehend English texts) was 70.6.

Reflect

By evaluating evidents that occured while and after applying the Second Cycle Package of Instructional Action, particularly the main action, researcher and collaborator had planned to modify the main action for the third cycle package. Students would identify their own difficulties about the English text then mention or note them on the whiteboard.

Third Cycle

Study and Plan

Based on the result of reflection to evidents related to process and product of instruction, the researcher by considering some inputs from collaborator and colleagus began eleborating Third Cycle Package of Instructional Actions. The main actions of the package are as follows:

Main instructional actions of Third Cycle Package of Instructional Actions

> - Lecturer gets the students to brainstorm a title of English text which will be discussed in Indonesian.
> - Lecturer reminds the students to apply steps for pre-reading comprehension as follows:
>   - Read text title;
>   - Read introductory paragraph;
>   - Read bold writings (if available);
>   - Read first sentence in each paragraph;
>   - Look at pictures (if available);
>   - Read closing paragraph.
> - Lecturer asks the students to read a text fast and silently and ask them to identify parts of the text that they feel difficult.
> - Lecturer asks the students to come forward one by one to write a part of text that she feels difficult on the whiteboard.
> - Lecturer reads every written part aloud and the students repeat.
> - Lecturer translates into Indonesian or explains in Indonesian every written part.
> - Get the students to do tasks on reading comprehension in individuality, partnership, or group.
> - Lecturer collects students' work to be marked at home and returned back in next instructional meeting.

- Give a homework to the students to translate an English text on economy into Indonesian then to summarize it both in En lish and Indonesian.

Take Action

As in the first and second cycles, in the third cycle, the lecturer followed the Third Cycle Package of Instructional Action for his instruction in nineth, tenth, eleventh, and twelveth instructional meetings. In terms of process and product, the result of applying the package was as follows:

Avera2e Score of Teacbin2 and Learnm2 Process in Third Cycle

NO	BAL YANG DIAMA TI	SKOR
1.	Keaktifan Mabasiswa: a. Mencatat materi perkuliahan b. Bertanya c. Mengajukan ide d. Mencari makna dalarn kamus	3.5 3 3 3.2
2.	Perbatian Mahasiswa: a. Menyimak penjelasan atau komentar dosen b. Fokus pada materi c. Antusiasme belajar	4 4 4
3.	Kedisiplinan: a. Kehadiran di kelas b. Membawa rnateri perkuliahan (buku ajar, kamus) c. Mengikuti instruksi dosen	3.7 4 4
4.	Penugasan/Resitasi: a. Mutu basil pekerjaan yang ditugaskan b. Mengerjakan tugas sesuai dengan perintah c. Usaha dalam rnengerjakan tugas d. Respon terhadap tugas yang diberikan dosen	3 4

		3.7
		4
SKOR RATA-RATA SIKLUS III		3.6

Keterangan: 4=sangat baik, 3=baik, 2=tidak baik, dan 1=sangat tidak baik

Frequency ff astraibutien ofStudents'Scores ₁₀ Third Cyele

Nilai		Tugas IX		TugasX		Tugas XI		Tugas XII		TAS Ketiga	
Angka	Hr f	f	%	f	%,	f	%,	F	o/o	f	%,
80–100	A	6	13.3%	2	4.6%	4	9.5%	15	34.8%	14	30.4%
72-79	B+	20	44.4%	17	39.5%	13	30.9%	9	20.9%	10	21.7%
65–71	B	19	42.2%	8	18.6%	8	19.0%	11	25.5%	19	41.3%
60-64	C+	-	-	10	23.2%	14	33.3%	5	11.6%	2	4.3%
56–59	C	-	-	6	13.9%	3	7.1%	3	6.9%	1	2.1%
50–55	D+	-	-	-	-	-	-	-	-	-	-
46–49	D	-	-	-	-	-	-	-	-	-	-
0 - 45	E	-	-	-	-	-	-	-	-	-	-

Collect and Analyse Evidence

Evidences that occured as a result of applying Instructional Actions Package of Third Cycle were more constructive than the result of applying first and second cycle packages. They relate to process and products, such as students' participation in a discussion and students' scores after doing a reading comprehension test. In terms of instructional process, the result of applying the third cycle package made brought it was scored better by the collaborator and researcher. The same was true with the products, in which the students' scores had fulfilled the criterias of successful instructional actions. The cyclic average score for instructional process was 3.6. This number is one point higher than the determined criteria and the students' average score for English reading comprehension was 72.9. This number shows nine points higher than the target determined.

Reflect

Evaluating the result of applying the Third Cycle Package of Instructional Actions from process and product view points, we can say that the quality of the instruction in third cycle

was suitable with the students' condition. The process and products resulted from the application of the third instructional package were judged the best among the three tried out packages. The cyclic average scores for process aspect were 3.1, 3.4, and 3.6 at first, second, and third cycles, respectively. All scores showed good quality of instructional process, but only the third score fulfilled the criteria of successful action, it was minimally 3.5. Representing the product of applying the three cyclic packages of instructional actions, there were three average scores gained by the students, they were 59.9, 70.6, and 72.9 for first, second, and third cycle, respectively. Only scores in the third cycle had fulfilled the criteria of successful instructional actions. So, in terms of process and product, the third cycle package of instructional actions was considered effective to be applied for teaching English reading comprehension to students of Management Study Program Faculty of Economics Universitas Mataram.

Conclusion

In accordance with the result of investigation and its discussion, it is concluded that the quality of process and products of instruction through Pedagogical Translation Strategy Based Instructional Actions Packages had improved significantly from cycle to cycle. Among the three packages applied, for the time being the third package resulted the best process and product for the scores gained in both aspects had fulfilled the criteria of successful instructional actions, they were minimally 3.5 and 72 for process and product, respectively. So it was worthy to end up this study by the third cycle.

Recommendation

By referring to the conclusion, researcher suggests the following:

1. English lecturers in Management Study Program Faculty of Economics Universitas Mataram take the three packages of instructional actions into account, especially the Third Cycle Package of instructional Actions as an alternative tool for teaching English reading comprehension by using Pedagogical Translation Strategy.

2. English lecturers in the study programs other than English education and literature should conduct an action research on Pedagogical Translation Strategy, so that they can prove themselves whether it is effective or not for their students. Besides trying to be accustomed to thinking academically (not to agree directly with one's statement without proving it).

3. Try to read articles on the use of translation for teaching English, particularly English reading comprehension. The technique or strategy have been proved effective in other countries where English is used as a second or foreign language.

4. Think and invent instructional actions related to Pedagogical Translation Strategy. So that you can bring them to your action research.

References

Alrefaai, Ismail Khalil. "Suggested guidlines for using translation in foreign language learning and teaching", *Educational Research,* ISSN: 2141-5|6|,   Vol. 4 (I),   2013.

Beltran, Beatriz Pariente "Rethinking Translation in the Second Language Classroom: Teaching Discourse and Text Analysis through Translaton to Advanced Students", Unpublished Theses, University of Massachusetts: 2006.

Dagiliene, Inga. "Translation as a Leaming Method in English Language Teaching". *Ka/bu Studijos,* 2| Nr, 20|2. Duff, Alan. *Translation.* Oxford: Oxford University Press,|992.

Hill, Carrie. "What can Teachers do to Improve Reading Comprehension? An Examination of Second Language Reading Research and Implications for   English   Language Teaching Practices". *The Arbutus Review Vol. 2 No. I,*   2011.

Koppe, Carmen Terezinha. "Translation in the EFL Classroom: How and What to Work," *Tutora do NAP-UFPR e professorado Centro de Linguas-PUCPR,*   2013.

Mertler, Craig A. *Action Research: Teachers as Researchers in the Classroom   (Second Edition).* Los Angeles USA: SAGE Publicatios, Inc., 2009.

Moreillon, Judi. *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact.* USA: The American Library Association, 2007.

Vennes, A. "Translation in foreign language teaching: A brief overview of pros   and cons", *Eger Journal English Studies* 10, 2010.

Improving Students' Reading Comprehension through Pedagogical Translation Strategy

7% SIMILARITY INDEX

5% INTERNET SOURCES

1% PUBLICATIONS

2% STUDENT PAPERS

PRIMARY SOURCES

1 pps.unj.ac.id
   Internet Source   2%

2 "At the Crossroads: Challenges of Foreign
   Language Learning", Springer Science and
   Business Media LLC, 2017
   Publication   1%

3 Submitted to University of New York in Tirana
   Student Paper   1%

4 eprints.unm.ac.id
   Internet Source   1%

5 journal.unj.ac.id
   Internet Source   1%

6 scholar.sun.ac.za
   Internet Source   <1%

7 athenaeum.libs.uga.edu
   Internet Source   <1%

8 Submitted to Universitas Brawijaya
   Student Paper   <1%

9 aura.antioch.edu
Internet Source
<1 %

10 repository.uin-suska.ac.id
Internet Source
<1 %

11 theses.gla.ac.uk
Internet Source
<1 %

12 Bhargavi Pedda Ramireddy Gari. "The Role of Translation activities as a Teaching Strategy in English Language Teaching for Rural Students", SMART MOVES JOURNAL IJELLH, 2020
Publication
<1 %

13 Dagilienė, Inga. "Translation as a Learning Method in English Language Teaching", Studies About Languages, 2012.
Publication
<1 %

14 www.dtic.mil
Internet Source
<1 %

Exclude quotes   On
Exclude bibliography   On

Exclude matches   < 5 words