

Exploring Students' Perspectives On The Use Of UDictionary For Translation

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Abstrak

Artikel ini melaporkan pada penyelidikan kualitatif terhadap beberapa mahasiswa bilingual Inggris- Indonesia di sebuah Universitas Medan dalam pembelajaran berbahasa Inggris/bahasa asing. Dalam pembelajaran berbahasa Inggris, seringkali siswa menghadapi kesulitan dalam menerjemahkan sebuah teks berbahasa Inggris. Tantangan ini muncul karena siswa harus memahami makna kata-kata dan kalimat dalam teks yang berbeda dengan bahasa ibu mereka. Kesulitan ini dapat mempengaruhi pemahaman keseluruhan teks dan membatasi kemampuan siswa dalam menginterpretasikan kontenyang disampaikan. Untuk itu dipertimbangkannya aplikasi UDictionary sebagai sarana bagi siswa untuk membantu terjemahan dari bahasa sumber ke bahasa sasaran. Tujuan penulis dalam melakukan penelitian ini adalah untuk mencoba mengetahui seberapa efektif aplikasi UDictionary dalam penerjemahan sebagai pembelajaran berbahasa Inggris. Dengan harapan penulis mendapatkan hasil dan menarik beberapa kesimpulan darinya. Penulis menggunakan deskriptif kualitatif dengan menggunakan data primer untuk mendapatkan hasil berupa 30informan yang mengisi kuesioner dan 5 dari 30 informan yang diwawancarai. Penelitian ini menunjukkan bahwa penggunaan aplikasi UDictionary dapat membantu mahasiswa bilingual dalam menerjemahkan teks bahasa Inggris, memberikan fleksibilitas dan kenyamanan belajar. Penting untuk mempertimbangkan penggunaan aplikasi semacam ini dalam pembelajaran bahasa Inggris untuk meningkatkan pemahaman dan kemampuan interpretasi mahasiswa.

Kata kunci: Bahasa Inggris, Terjemahan, UDictionary

Abstract

This paper reports on a qualitative investigation of several bilingual English-Indonesian students at Medan University in English/foreign language learning. In learning English, students often face difficulties in translating an English text. This challenge arises because students have to understand the meaning of words and sentences in texts that are different from their mother tongue. This difficulty can affect the overall understanding of the text and limit students' ability to interpret the content presented. For this reason, the UDictionary application is being considered as a means for students to assist with translations from the source language to the target language. The author's aim in conducting this research is to try to find out how effective the UDictionary application is in translation as English language learning. With the hope that the author will get results and draw some conclusions from them. The author used qualitative descriptive primary data to obtain results in the form of 30informants who filled out the questionnaire and 5 of the 30 informants who were interviewed. This research shows that using the UDictionary application can help bilingual students in translating English texts, providing learning flexibility and comfort. It is important to consider the use of such applications in English language learning to improve students' understanding and interpretation skills.

Keywords: English, UDictionary, Translation

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INTRODUCTION

English is a world language, and the whole world requires learning English as an English Foreign Language (EFL). This has also become an increasingly significant international issue in the current era of globalization. English is also a fairly widespread cross-cultural communication language, especially in Asian countries, such as Thailand, Japan, South Korea, Brunei Darussalam, and Indonesia. According to Saleh (2019), translation is the process of transforming the meaning of a text into another language according to the author's intentions. For this reason, translation tools are needed as a means of making it easier for someone to communicate/learn English. The rapid development of information technology has had a positive impact on the world of education. This progress is closely related to being easily obtained through mass media, electronic devices, and the internet. By Law No. 11 of 2008 Article 4 Number 4, Every person has the right to develop their

thoughts and abilities in utilizing information and communication technology to the maximum extent possible and can be properly accounted for. Therefore, it is necessary to understand UDictionary as a tool for learning English translation.

At the national level, the issue of learning English translation also has important relevance. In Indonesia, English is a compulsory subject at every level of education. This is a current problem because students find it difficult to translate foreign languages into their mother tongue. The use of UDictionary as a tool for learning English translation has become an issue that has attracted the attention of educators, researchers, and educational practitioners in Indonesia.

Several studies have used UDictionary in learning English. Previous research conducted by Cici Prima Yesmari and Havid Ardi (2023) found that dictionaries who took translation courses in translating idiomatic expressions were at an almost accurate and acceptable level. Likewise, previous research by Refika and friends (2023) stated that UDictionary is a translation machine or tool that achieves accuracy standards. Previous researchers also recommended that UDictionary is an effective tool that produces fairly accurate results in English in completing tasks and transferring information, ideas, or messages from one language to another. However, machine translation results are certainly not completely perfect, because machines can only work literally. However, this UDictionary application is very suitable for use in learning English.

Although there has been some research on the use of UDictionary, there is still a lack of research that needs to be expanded further. This article aims to investigate students' views on the use of UDictionary as an important tool in learning English translation. As such, it will fill a research gap by providing a new perspective and a more comprehensive understanding of the role of UDictionary in English translation learning.

This research is important in the context of English translation education. The results can provide guidance and information for educators, researchers, and educational practitioners to gain a better understanding of how students view UDictionary as an important tool in learning English translation. The findings from this research can also be a basis for developing more effective and sustainable learning approaches in integrating technology such as UDictionary in English translation learning.

LITERATURE REVIEW

According to Nida and Taber (1969), translation is a communication process that attempts to express in the target language the meaning of the message expressed in the source language, as closely as possible to the meaning of the original message. Nida and Taber's approach emphasizes the importance of understanding the meaning and purpose of the original message, as well as expressing it in the target language so that the message achieves effective communication. For this reason, we need a tool that can make it easier for someone to translate from one language to another.

Zheng (2015) stated that U-Dictionary helps students translate words or sentences by typing them with one very advantageous feature, namely by taking pictures and uploading them so that the system can scan and translate the text directly. The camera feature makes it easier for users to move the source language without typing and the target meaning will immediately appear.

U-Dictionary can be used as an EFL teaching medium as stated by Wulandari & Handayani (2020) which has a positive effect on training students' English speaking skills. UDictionary can improve students' abilities in pronunciation. This research recommends UDictionary as an English learning medium because it is equipped with games, exercises, lock screen, and English article features.

METHODS

This study used a descriptive qualitative method. The focus of the research is to analyze students' perspectives on the use of U-Dictionary in the fifth semester of the English Language Education Program. According to Bogdan and Biklen (1992), qualitative research produces descriptive data in the form of speech, writing, and observed behavior. A qualitative approach allows researchers to gain a deeper understanding of the phenomenon under study. Sukmadinata (2009) explains that qualitative research is used to describe and analyze various phenomena, events, social activities, attitudes, beliefs, perceptions, and views of individuals or groups in society. In this

research, we describe and analyze the use of the U Dictionary application from a student's perspective. in the context of translation. Researchers want to understand the influence of the application and students' perspectives on its use. The qualitative approach is expected to provide in-depth insight into students' perceptions, attitudes, and challenges in adapting to the virtual learning environment.

The random sampling method was used in this research, where several students were randomly selected from several classes as a representative sample of the population. This approach follows Arikunto's (2002) opinion that samples in qualitative research represent a subset or part of the population, and Sugiyono's (2001) statement that random sampling is used to select population members regardless of population strata.

The title chosen for this research is "Exploring Students' Perspectives on the Use of the U Dictionary Application in Translation." Next, the researcher will proceed to the interview stage with several students from different classes to find out their reasons and points of view regarding using the U Dictionary application to translate texts from Indonesian to English. During the interview, conversations will be recorded as data to be analyzed and discussed in the next section.

Once obtained, the next step is to analyze and classify the data based on the similarities in student responses regarding the use of the dictionary application in translation. Data analysis is a process in which researchers reduce the collected data to understand it by arranging it into a narrative and providing an interpretation, as proposed by LeCompe and Schensul (1999). In this analysis, researchers will also select data that is relevant to their research. If there are answers that are illogical or do not fit the research context, the researcher will reduce the data. Researchers will also use clear, easy-to-understand language to ensure research findings can be communicated effectively, keeping in mind the use of trending language or abbreviations that students may use during data collection.

RESULT AND DISCUSSION

In the research "exploring students' perspectives on the use of u-dictionaries in translation", several interesting findings were found regarding students' perceptions of u-dictionaries. In general, students consider the U-dictionary to be very helpful in assisting the translation process. They appreciate the application's ability to provide Indonesian to English translations quickly and accurately. Many students stated that the u-dictionary helped them understand the meaning of difficult words and phrases in translated texts. However, some students also have a negative view of the use of the u dictionary. They argue that relying too much on these applications can hinder the growth of independent translation capabilities. Some students feel that using a u-dictionary makes them miss the opportunity to learn and understand translation concepts more deeply.

When it comes to choosing machine translation, most students prefer u-dictionary to Google Translate. The reason behind this preference is the better translation accuracy and more intuitive user interface that u dictionary has. Some students also mentioned that they felt the u-dictionary focused more on translation from Indonesian to English, which is a major need in the context of translation classes.

The Students' Opinion toward U-Dictionary

From the perspective of students using U-Dictionary as a translation tool, the researchers intend to know their own opinions. The majority of students believe that the application is very helpful in translation. The application assists them in finding the meanings of words and sentences during translation, especially because most translation class students have limited vocabulary. Furthermore, the application can be accessed any where, making it easier and faster for them to complete translation tasks. They only need to input words or sentences into the application, and the translation results will appear automatically. The results of the interviews with the students can be seen as follows:

Table 1. Question Number 1

Student	Answer
1	<i>".....Very useful in translation class."</i>
2	<i>".....Simplifies the process of translating vocabulary for us"</i>
3	<i>"....very helpful because it can efficiently translate."</i>
4	<i>"...Find it highly useful in the translation process."</i>
5	<i>"....It greatly helps me in translation difficulties."</i>

Positive Impacts of Using U-Dictionary

The use of U-dictionaries has several positive impacts on students in translation classes. One of the advantages is the ease of access and use of the application. Students can easily access U-dictionary wherever they install it on their phones. In addition, U-dictionary can be accessed offline so users can use it comfortably without relying on an internet connection. Apart from accessibility, U-dictionaries also have operational advantages. Its use is not as complicated as using a conventional dictionary. Students no longer need to look up words manually or refer to various pages in a physical dictionary. With U dictionary, they can quickly look up the words or phrases they want to translate just by using their mobile phone. This makes the translation search process more efficient and practical. Apart from that, U-dictionary provides additional features that can help students in learning foreign languages. For example, the app offers comprehensive definitions, examples of word usage, and translations in various contexts. This helps students better understand the meaning of words and improves their translation skills. Overall, the use of U-dictionaries brings many benefits to students in translation classes. With its ease of access, user-friendly interface, and useful features, this application can be an effective tool in supporting learning and improving students' translation skills.

Second, using this application makes it easier for students to learn vocabulary or target language quickly and easily. They no longer need to rely on conventional dictionaries to look up foreign words. The application's speed in searching for words or sentences helps students better understand the words or sentences they translate. Third, using this application can indirectly increase students' English vocabulary. Even though they only read and write the words or sentences they have translated, they are still learning new vocabulary indirectly. By frequently interacting with various words and phrases in the target language through the app, students can gradually expand their vocabulary and enrich their understanding of the language.

The results of interviews with students show that using this application provides significant benefits in helping students learn and improve their translation skills and language understanding.

Table 2. Question Number 2

Student	Answer
1	<i>"....With this application, I can use it anywhere and anytime. Unlike using a manual dictionary which is complicated, the use of this application is much simpler and more practical."</i>
2	<i>"....I can easily determine the source language and the process is very fast."</i>
3	<i>"...Convenient, fast, and aids language comprehension."</i>
4	<i>"...Efficient and effective in language learning."</i>

Negative Impact

After conducting interviews with students, it was revealed that the use of the U dictionary application in translation had a negative impact. One of them makes students lack initiative in thinking and learning. The ease provided by the application in translating words or sentences makes students reluctant to think deeper and not take the time to re-read the translation results. Apart from that, using applications also prevents students from trying to remember vocabulary and grammar when translating. They rely more on application rather than actively trying to remember and practice the language elements required in translation. Another negative impact is the tendency for students to become addicted to using translation applications. Students always want to use applications when

facing difficulties in translating words or sentences. They feel that the application provides convenience and speed in completing tasks, thus creating dependence on using the application. As a result, when students are asked to translate without the help of an application, they experience difficulties because they are already used to and reliable with the application.

Through interviews with students, the following problems can be observed and should be taken into consideration when using the U-dictionary application in the translation process:

Table 3. Question Number 3

Student	Question
1	<i>"....make us lazy to try and think."</i>
2	<i>"...So dependent, that become same memorized vocabulary."</i>
3	<i>"...Reduced my thinking ability completely."</i>
4	<i>"....it will make us addicted to use it continuously."</i>

The Students' Translation Applications Choices

Most students prefer U dictionary over Google Translate when it comes to translating words or sentences. There are several reasons why they prefer it. Firstly, U dictionary is better than Google Translate in terms of word choice and articulation in translation. This dictionary provides more accurate translations of words and sentences in English compared to Google Translate. Students only need to double-check to ensure that the translation matches the author's intent. Second, U-dictionary outperforms GoogleTranslate in terms of grammar. The grammar of students' translations in the U-dictionary application was generally good and required little revision. On the other hand, if students use Google Translate, they need to double-check the grammar because the translation often contains many grammatical errors. Third, the U dictionary displays a variety of new vocabulary and synonyms. Students sometimes use this app to learn new words, find definitions of unfamiliar words, and find synonyms. Therefore, it can serve as a learning tool for students to improve their English skills. The results of interviews with students can be seen as follows:

Table 4. Question Number 4

Student	Answer
1	<i>"....I tend to choose Udictionary because of itssuperior grammarand more accurate meanings."</i>
2	<i>"...Thereasonifavorudictionaryisitsabilitytohandle grammarand provide moreaccuratemeaning."</i>
3	<i>"...I lean towards using Udictionary due to good and better interpretation."</i>
4	<i>"...I learn towards using Udictionary due to good and better interpretation."</i>

The Functions of Translation Application for Students Translation Ability

Despite the positive and negative impacts of using translation apps, their usage can significantly contribute to improving students' translation skills. Firstly, by using these apps, students can automatically translate English sentences, allowing them to know how to pronounce them even if they do not fully understand the struture.

This helps build their confidence inspeaking English.Whenusing translation apps to translate words or sentences, students often come across new vocabulary that they were previously unaware of. This helps expand their vocabulary knowledge and enriches their English language skills. The use of translation apps can assist students in understanding the overall meaning of a sentence. By looking at the translation results provided by the app, students can gain a better understanding of the context and meaning conveyed in the sentence.

The results of interviews with students indicate that the use of translationapps like U-dictionary has significant benefits in improving students' translation and English language comprehension skills:

Table 5. Question Number 5

Student	Answer
1	<i>"...we can know how to speak eventhough we don't know the structure."</i>
2	<i>"...When I don't know. The Udictionary application serves as a safe guard."</i>
3	<i>"...Can help toads vocabularu."</i>
4	<i>"...to helpfull in translation."</i>

Based on research, fifth semester students of the English Language Education Department at UINSU Medan have various perspectives on using U-Dictionary as a translation tool. These perspectives relate to students' opinions about U-Dictionary, its positive and negative impacts on students, students' preferences for machine translation, and the role of machine translation in improving students' translation skills.

Fifth semester students of the English Language Education Department at UINSU Medan have various points of view regarding the use of Google Translate and U-Dictionary as translation tools. According to them, both applications help in translating words and sentences. They find this application useful for looking up translations and checking the pronunciation of difficult words, thus making the process of learning English easier.

Judging from the impact, there are positive and negative impacts from using U-Dictionary. Its positive impact lies in its ease of use and accessibility, allowing students to utilize it anytime and anywhere. This app allows students to quickly find translations, thereby increasing their knowledge of previously unknown words and sentences. However, there are also negative impacts. Relying too much on applications can make students less active in using their own thinking and try to translate independently. This can create dependency, thereby reducing efforts to memorize new words and hindering their ability to think critically and remember vocabulary. This research reveals a variety of perspectives among students regarding the use of U-Dictionary. Although apps offer benefits in translation, it is important for students to continue to develop their ability to translate independently and not just rely on apps.

Students' top choice for translation tools is U-Dictionary. The majority of students prefer U-Dictionary because it provides accurate translations. Additionally, the app has a clear interface and includes a word pronunciation feature. The explanation of meaning and grammar in the application is also better. Students can also discover many new definitions and useful synonyms. The presence of modern electronic dictionaries such as U-Dictionary with these features really supports the learning process of students learning English.

The use of machine translation plays an important role in improving students' translation skills. This application can translate automatically from Indonesian to English, so students can understand how to express a sentence even if they don't understand the sentence structure. Apart from that, this application helps students discover new vocabulary when translating words or sentences. They also help students in understanding the meaning of translated sentences. This finding is in line with research conducted by M. Yanti et al. (2019) who stated that students use the application because it helps them find the meaning of vocabulary quickly.

CONCLUSION

Based on the discussion of students' experiences in using U-Dictionary in translation class, the researcher concluded that the application is highly beneficial for translating words or sentences. Students find it helpful because they can access the application anytime and anywhere without the need to carry a physical dictionary. Additionally, the ease of use and the quick search feature for source languages are noteworthy advantages. However, the findings also indicate a potential addiction among students to continuously rely on the translation application. This dependence on translation apps can make students lazy to think independently. They tend to rely on the app for translation without developing their own thinking skills. This can be a hindrance to the development of their translation abilities in the long run. Furthermore, most students choose U-Dictionary as their primary translation app. The main reasons behind this preference are the app's accurate word choices, better

meanings, and grammatical accuracy in translations. The accuracy and clarity of the translation results play a decisive role in students' selection of this app. It is important to remember that while translation apps can enhance students' translation abilities, there is a concern that excessive use can hinder their understanding of sentence structure. Students may be able to pronounce a sentence without fully comprehending its syntactic structure. This suggests that while these apps aid in understanding sentence meanings, they may not provide a deep understanding of grammar and sentence construction. In conclusion, U-Dictionary and similar translation apps offer significant benefits in assisting students with translating words or sentences. Their user-friendly interface and accessibility make them a popular choice among many students. However, it is crucial to be cautious of overdependence, as it can impede independent thinking skills. Therefore, it is important for students to use these apps wisely and continue to develop their translation abilities more comprehensively.

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