EFL STUDENTS' PERCEPTION TOWARDS USING MEMO Q APPLICATION IN TRANSLATION CLASS

THESIS

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SURAT PERNYATAAN KEASLIAN
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

In the name of Allah, the most Gracious the most Merciful

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However, I acknowledge that this thesis is a work in progress and I welcome constructive criticism to improve its contribution to the field of education, particularly for the Department of English Language Education at Universitas Islam Negeri Ar-Raniry Banda Aceh.

<div align="right">Banda Aceh, December 20, 2023</div>

<div align="center">Wirdatul Jannah</div>

ABSTRACT

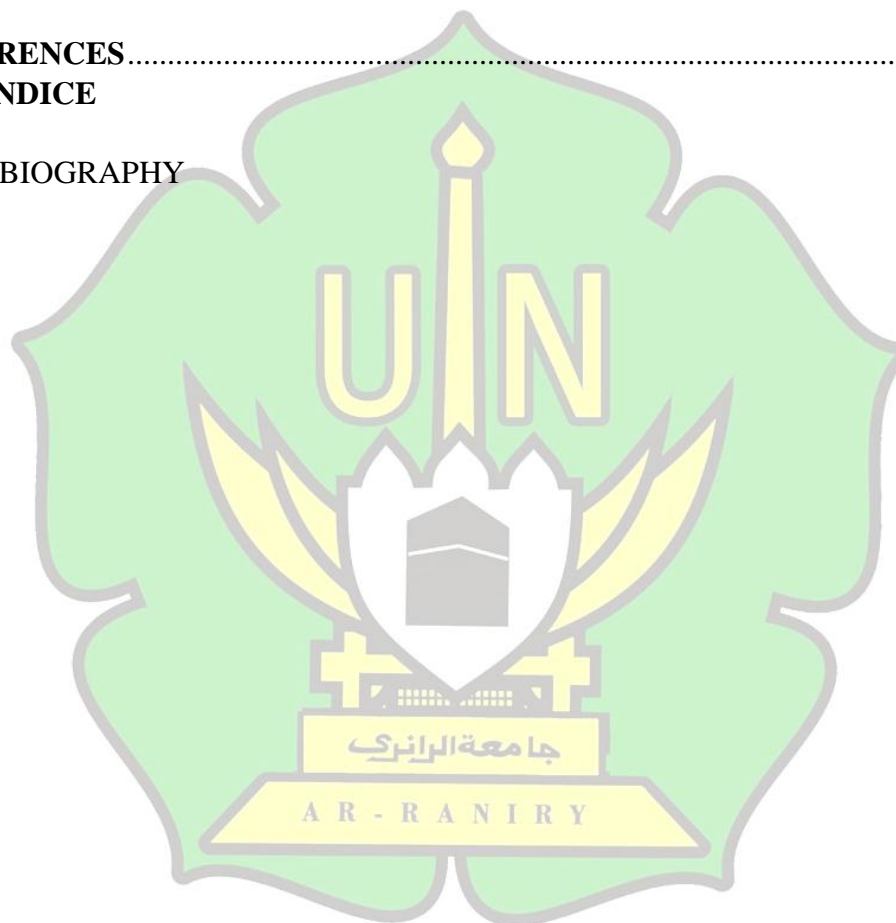Name   : Wirdatul Jannah

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Thesis working title   : EFL Students' Perception Towards Using MemoQ Application in Translation Class

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Keywords   : Challenges; MemoQ; Positive Effects; Students' Perception; translation,

This study aimed to investigate the perceptions of English as a Foreign Language (EFL) students towards using memoQ application in Translation class. Drawing upon the TAM (Technology Acceptance Model) theory, this study collected data using both closed-ended questionnaire and semi-structured interview. The participants of the study ware purposively selected from 56 student of 2 Translation Classes. Thirty students of the Department of English Language Education of Universitas Islam Negeri Ar-Raniry Banda Aceh; Five of them were interviewed to gain the deeper information about student perceived advantages and challenges of using memoQ in Translation class. The results show that the participants had positive responses in using memoQ such as enhancing their translation skill. This study supports Technology Acceptance Model (TAM) theory. Regarding to the advantages, it covered Perceived Ease of Use (PEU) Perceived Usefulness (PU), Behavioral Intention to Use (BI) and Actual Use (AU). However, the students faced challenges due to the unfamiliarity with memoQ, emphasizing the necessity for clear operational guidelines and troubleshooting support to optimize its use effectively. Despite these challenges, the students recognized the potential of memoQ, indicating its significant impact on their learning and future professional. In short, this research offers a valuable contribution to the discourse surrounding technology-enhanced language learning, emphasizing the importance of student feedback and experiences in shaping the future of EFL education.

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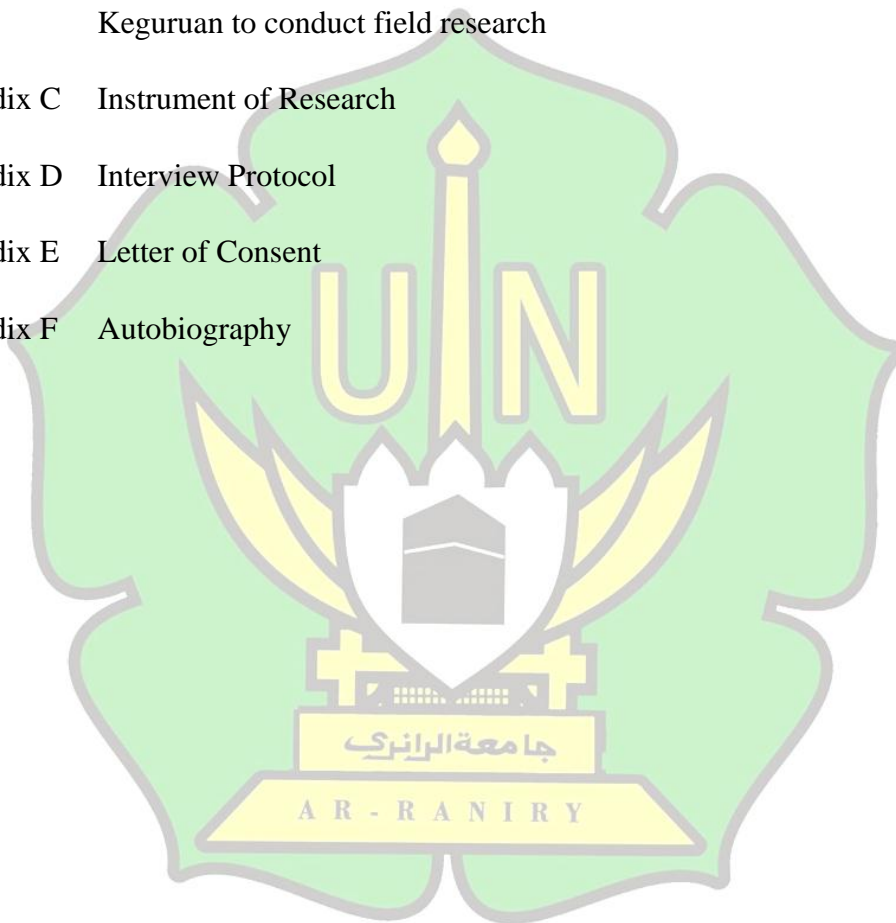
CHAPTER I
INTRODUCTION

This introductory chapter begins with the background of a study related to EFL students' perceptions of memoQ in translation classes. It discusses the research questions, the aims of the study, the scope of study, the significance of the study and last is the key term used in this study

A. Backgrounds of the Study

With the advanced and innovative development of information and communication technologies (ICTs), various Internet-based tools such as Facebook, wikis, and blogs provide a social and interactive platform on which students have more opportunities to practice their writing, create discussion, share their thoughts, and receive instant feedback - formal or informal - to their writing. Google, used as an online corpus derived engine, has also been widely used for quick and straightforward information searches (Tsai, 2019).

In 2014, The British Council introduced a study entitled Innovations in learning technologies for English language teaching, which sought to provide English instructors with an ample chance to explore the new technologies used in language classrooms. Such technologies have now become an integral part of modern language pedagogy (Stockwell, 2007). Therefore, a majority of language learners have access to the Internet and multimedia devices; an opportunity which the teacher can make use of for improving students' creative thinking and encouraging them to practice language skills both inside and outside the classroom.

Computer Assisted Translation (CAT) tools can vary in the functionality provided, but at a basic level CAT tools offer at least *Translation Memory* (including *alignment*) tools or *Terminology Management* tools, or both. At a more advanced level, both the architecture and functionality of the tools are increased (Fernández-Parra, 2014). A TM consists of a database of texts and their corresponding translation(s), divided into segments, often at sentence level, for future reference or reuse. The main advantage of a TM is that "it allows translators to reuse previous translations quickly and efficiently" (Bowker, 2002) quickly and efficiently. TMs are particularly suited to technical documentation because they allow a fast and easy retrieval of any previously used and work by comparing the current source text to translate to previously translated documents.

Along with the *Translation Memory* (TM), the terminology database, or *term base*, is an essential component of CAT tools, as terminology is a crucial task in technical translation (Bowker, 2002). A term base is a database, but it differs from a TM in that it is used to store and retrieve segments at term level, e.g. phrases and single words, whereas the TM is typically used for sentences. Rogers (1996) points out, foreign language learners and translators "have a good deal in common when it comes to dealing with words: each must identify new words, record them, learn them, recall them, work out their relationships with other words and with the real world" (p. 69). It is on the basis of this common ground between the tasks performed by translators and the tasks performed by language learners that this paper aims to 'recycle' the main components of CAT

tools, such as the TM and the term base, in order to support the various stages of the language learning process.

O'Brien (2012) calls the 'translator-computer interaction' (here in after referred to as TCI) with respect to various target groups: professional translators (Bundgaard et al., 2016), students (Çetiner, 2018) or a mixture of both (Ehrensberger-Dow & Massey, 2014). A number of studies have explored various aspects of the TCI such as the level of CAT tool adoption (Granell-Zafra, 2006), the impact of CAT tools on productivity and translation quality (Çetiner, 2018) as well as the type of activities (Bundgaard et al., 2016) or cognitive processes (EhrensbergerDow & Massey, 2014) that take place during the translation process.

In line with this, Kostiainen and Saukkonen (2016) conducted a study on translation students' perceptions of translation technology, including CAT tools. They found that students generally had positive attitudes towards using CAT tools, emphasizing benefits such as increased productivity and improved translation quality. In another study, O'Brien (2018) investigated the use of CAT tools in translator training programs and students' perceptions of their impact. The study highlighted the importance of integrating CAT tools into the curriculum to enhance students' translation skills and employability in the industry. The findings indicated that students recognized the value of CAT tools, particularly translation memory, in improving their efficiency and consistency.

Previous studies have extensively explored the benefits of translation technology for translators in general (Désilets et al, 2009). They have also

examined professional translators' opinions regarding the use of translation technology (Arenas, 2013) and the integration of such technology into translator training (Kenny, 1999; Kis, 2004; Zhou & Gao, 2016; Kornacki, 2017). Alotaibi (2014) conducted a study investigating the expectations and attitudes of Arabian student translators towards learning translation technology, specifically computer-assisted translation (CAT) tools. Another study by Mahfouz (2018) analyzed the attitudes of both Egyptian student and professional translators towards translation technology, specifically CAT tools.

With regard to proficiency, previous research presents conflicting results; some view Machine Translation as being more beneficial for beginning learners (Garcia & Pena, 2011; Lee, 2020; Nino, 2009) whereas others caution beginners against using this tool and argue that using MT is effective for high-intermediate to advanced learners (Kaye, 2009; Larson-Guenette, 2013; Tsai, 2019). Most of these findings, however, do not directly compare learners of different proficiency levels and are largely based on mere observations or survey responses. In a preliminary study, Kol et al. (2018) found that advanced learners were more capable of identifying and correcting mistakes in MT output than lower proficiency learners, but the findings were not fully explored or analyzed in detail.

While only a handful of studies examined the effects of proficiency on MT use in L2 writing, many studies have investigated students' perceptions of MT use for L2 learning. Overall, L2 learners expressed positive views, but they were also aware of the disadvantages and potential risks of using this online tool (Clifford et al., 2013; Garcia & Pena, 2011; Im, 2017; Kol et al., 2018; Lee, 2020; Nino,

2009; Tsai, 2019). The majority of the students surveyed in previous studies admitted to using MT for L2 writing and agreed that the greatest benefit from MT was vocabulary learning (Clifford et al., 2013; Im, 2017; Kol et al., 2018; Lee, 2020; Tsai, 2019). Other advantages included efficiency and convenience (Im, 2017; Nino,2009), ease of error detection and correction (Clifford et al., 2013; Lee, 2020), increased confidence (Nino, ~ 2009), and self-directed learning (Im, 2017). However, students also acknowledged the limitations of MT in grammatical accuracy, contextual meaning, and writing style (Clifford et al., 2013; Im, 2017; Tsai, 2019), and pointed out that heavy reliance on this tool could hinder the learning process (Kol et al., 2018; Larson-Guenette, 2013).

It can be seen that translation is now becoming easier with the growth of Information and Communication Technology (ICT). Nunan (2019) says that students who need theory or learning materials, both in the field of learning and the world of translation from various sources, can suit the needs of the world of translators who are increasingly modernizing in a new era, students can easily obtain them through machine translators, such as Google Translation, Bing Translator, Yandex Translator, Babelxl, or Dictionary.com and many others. However, this study aimed to investigate EFL students' perception using memoQ Application in learning translation.

The researcher highlighted previous studies regarding to the memoQ translator. For instance, Teixeira and O'Brien (2017) reported the results of their study of the cognitive ergonomic aspects of memoQ. They concluded that translators mentioned the many advantages of memoQ for the individual

translators in terms of functionalities and ease of use. However, Parra-Escartín and Arcedillo (2015) set up an experiment with 10 professional in-house translators translating an 8000-word software user guide from English into Spanish. MemoQ was used as translation environment as it keeps track of the time spent in each segment. She concluded that memoQ is one of the most popular CAT tools worldwide.

A number of researchers have conducted studies that focusing on the perspectives of student translators, specifically their attitudes, expectations, and experiences, regarding the use of translation technology, including computer-assisted translation (CAT) tools and machine translation (MT). Previous studies have primarily examined the benefits and opinions of professional translators and the integration of translation technology into training programs. However, there are limited research that examines student perspectives specifically their attitudes, expectations, and experiences, as well as the challenges that language students face regarding the use of memoQ as a type of CAT tool in translation classes.

This research gap highlights the need to investigate EFL students' perceptions of memoQ in translation classes, examining the benefits, challenges, and overall effectiveness of memoQ as Computer Assisted Translation. By bridging this gap, the researcher can gain insights that contribute to optimizing the use of CAT tools in language learning and improve translation training programs. Therefore, the researcher aims to conduct the study entitled "EFL Students' Perception Towards Using memoQ Application in Translation Class" to explore the perspectives of student at the Department of English Language Education of

Universitas Islam Negeri Ar Raniry in Indonesia, specifically focusing on their experiences and perceptions of utilizing translation tools, including CAT tools namely memoQ.

B. Research Questions

This study intends to address following questions:

1. What are the EFL students perceived advantages of using memoQ that faced by the students in Translation Tools class?

2. What are the EFL students perceived challenges of using memoQ that faced by the students in Translation Tools class?

C. The Aim of Study

Based on the research questions above, this study attempts:

1. To identify the advantages faced by students in the Translation Tools class. The study aims to uncover the specific difficulties or obstacles students encounter when using memoQ

2. To identify the challenges faced by students in the Translation Tools class. The study aims to uncover the specific difficulties or obstacles students encounter when using memoQ

D. Significance of The Study

1. *Theoretical Purposes*

This study contributes to the theoretical understanding of the use of memoQ as a translation tool in the context of the Translation Tools class.

By investigating the perceptions of PBI UIN Ar-Raniry students, it provides insights into how memoQ is perceived and evaluated by students in their learning experience. This research adds to the existing literature by expanding the knowledge base on the use of memoQ in language education and its impact on students' translation skills development.

2. *Practical Purposes*

The findings of this study have practical implications for the implementation of memoQ in the Translation Tools class. By identifying the challenges and advantages faced by students when using memoQ, the study can inform instructional practices and contribute to the improvement of the implementation of memoQ in the classroom. This can help instructors and curriculum designers in designing effective strategies and activities to enhance students' learning experience with memoQ. Additionally, the study provides valuable insights for students, as they can gain a better understanding of the potential benefits and challenges associated with the use of memoQ in their translation tasks.

E. Research Terminologies

1. *Students' Perception*

There were many theories about perception. According to Cambridge Dictionary (2016) perception is a person's experience of objects, events obtained by gathering information and decoding messages and one's ability to pay attention and understand things that are not clear

to others. The experience is a process preceded by sensing, namely the receipt of stimuli by individuals through the senses, also called sensory processes. The process is passed on by the nerve to the brain as the nerve center and subsequently is perception.

2. *Computer-Assisted Translation (CAT)*

Computer-Assisted Translation (CAT) refers to the use of computer software and tools to aid in the translation process. CAT tools assist human translators by providing features such as translation memory, terminology management, and alignment tools (Jones, 2017). These tools help improve efficiency and consistency in translation projects by storing previously translated segments and suggesting translations for repetitive or similar content. Translation memory, in particular, allows translators to leverage previous translations, thereby saving time and ensuring consistency across documents (Smith, 2019). Furthermore, CAT tools often include terminology databases that provide translators with access to specialized vocabulary and industry-specific terminology, enhancing the accuracy and precision of the translations (Johnson, 2020). The use of CAT tools has become increasingly common in the translation industry, streamlining the translation process and enabling translators to deliver high-quality translations in a more efficient manner.

3. *MemoQ*

MemoQ refers to a specific computer-assisted translation (CAT) tool called memoQ. It is a software application that aids in the translation process by providing features such as translation memory, terminology management, and collaborative translation capabilities. This study focuses on exploring EFL students' perceptions of using memoQ in their translation   class.
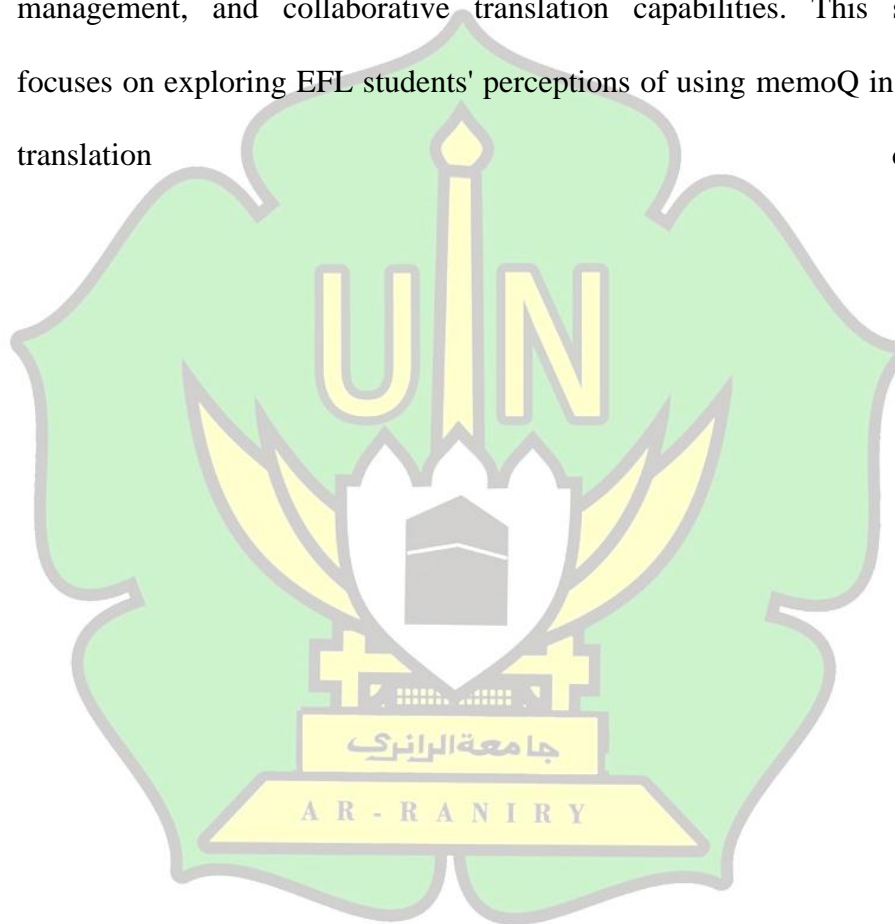
CHAPTER II
LITERATURE REVIEW

This chapter reviews the literature, including the theories which are related to computer assisted translation tool namely memoQ. The theoretical framework of this study consists of a brief discussion of computer assisted translation tool (CAT), ICT for translation, the importance of perception in using ICT for translation, memoQ application, and related studies on computer assisted translation.

A. Computer Assisted Translation Tools (CAT)

In accordance with the concept of translation and interpretation, as described in the Dictionary of Translation Studies by Shuttleworth and Cowie, translation is an expansive concept with various interpretations. To illustrate, one can view translation as either a process or an end result, encompassing subcategories such as technical translation, literary translation, subtitling, and machine translation. Additionally, some consider it primarily as the transfer of written texts, though the term can also encompass interpreting (Shuttleworth & Cowie, 1997). In essence, translation and interpretation can be seen as distinct notions. As Newmark (1988), translation involves conveying the intended meaning of a text into another language, as intended by the translator. This implies that translation is a process initiated by a translator to convey the meaning or message of the Source Text (ST) into the Target Text (TT).

Recognizing the need to translate products in order to be successful on international markets, software companies of the 1990s, and several other technology-related industries, sought a way to increase productivity in translation and maintain consistency of their linguistic data across a growing number of languages and countries (Esselink, 2000). As a result of this need and other factors such as the increased availability and affordability of computing power and the Internet, computer-assisted translation (CAT) tools provided the first major technological shift in the present-day translation industry with their commercial debut in the 1990s. The core of CAT tools is a translation memory (TM), a software program that stores a translator's translated text alongside its original source text, so that these pairs can later be reused in full or in part when the translator is tasked with translating texts of a similar linguistic composition.

While translation studies as a discipline and area of research has undergone many paradigm shifts (Snell-Hornby, 2006), it has been slow to adopt such translation technologies within its mainstream, resulting in a somewhat segregated subdiscipline (O'Hagan, 2013) that many scholars and industry stakeholders see as a discipline in its own right (Alcina, 2008) as it possesses many unique attributes and shares numerous fundamental commonalities with disciplines of computational linguistics and computer science, which lie far beyond traditional translation studies.

In the translation industry, too, everyday practical and commercial needs mean that theoretical models and approaches to translation are typically sidelined or ignored in favor of the more tangible and immediate gains offered by

translation technology solutions. The proliferation of CAT tools in the industry and in academia quickly led to the creation of large collections of linguistic information (called corpora, the plural form of corpus) in many language pairs and across many genres. Indeed, the English-French sentences above could begin to form a small corpus to which we can add newly paired sentences as we continue to translate. With the development of CAT tools, translators could, for the first time, easily create their own collections of stored translations for later reuse in their work, for sharing with their colleagues, and for both commercial and academic research purposes. The uptake of TMs by the majority of translators has been consistently reported over the last two decades (Christensen & Schjoldager, 2010; Reinke, 2013) with saturation for many translators who work in large organizations and specialized areas.

B. Theory of TAM (Technology Acceptance Model)

The Technology Acceptance Model (TAM) is a widely recognized and influential theoretical framework in the field of technology adoption. Developed by Fred Davis in 1989 and refined by subsequent researchers, TAM provides a structured approach to understanding how individuals, including specific user groups like EFL (English as a Foreign Language) students, perceive and embrace new technologies. At its foundational principles, TAM posits that users' attitudes and intentions toward adopting a technology are primarily shaped by two key factors: the perceived ease of use and the perceived usefulness of the technology.

In essence, TAM emphasizes that a user's perception of how effortless it is to learn and operate a technology (perceived ease of use) and their belief in the

technology's ability to enhance their job performance or task accomplishment (perceived usefulness) are pivotal determinants in their decision to accept and incorporate the technology into their daily routines. This model has played a vital role in explaining and predicting technology adoption behavior across various domains, making it a valuable tool for researchers and practitioners seeking to understand and promote the successful integration of technology into diverse user contexts.

1. **The Aspects of TAM (Technology Acceptance Model)**

   a.) **Perceived Ease of Use (PEU)**

   Perceived Ease of Use (PEU) constitutes a critical dimension within the Technology Acceptance Model (TAM) framework. It is the user's perception of how effortless and straightforward it is to become proficient in using a specific technology. This concept aligns with the work of Davis (1989), who asserted that users tend to be more receptive to technologies that they perceive as easy to understand and operate. Davis's original work laid the foundation for understanding the importance of PEOU in influencing technology adoption. Subsequent research by Venkatesh and Davis (2000) expanded on this, highlighting that a technology's perceived ease of use significantly affects users' attitudes and intentions toward adopting it. In the context of EFL students' perception of memoQ in a translation class, the ease with which they can navigate the software and perform translation tasks is pivotal in shaping their acceptance of this technology.

b.) Perceived Usefulness (PU)

Perceived Usefulness (PU), another integral component of TAM, focuses on users' evaluation of the technology's ability to enhance their job performance and task accomplishment. This dimension aligns with Davis's original work, which posited that users are more likely to accept and adopt technologies that they perceive as beneficial. Venkatesh et al. (2003) extended this notion by emphasizing that PU plays a significant role in shaping users' intentions to use a technology. For EFL students using the memoQ application in a translation class, the perceived usefulness could be related to how effectively memoQ supports their translation efforts, such as by improving translation accuracy, efficiency, and terminology management. This perception of usefulness is a key determinant of their technology adoption behavior.

c.) Behavioral Intention to Use (BI)

Behavioral Intention to Use (BI), as defined within TAM, revolves around users' inclination and readiness to adopt a technology. It is influenced by both perceived ease of use and perceived usefulness, underscoring the interplay between these two factors. Ajzen's Theory of Planned Behavior (1991) supports the concept of BI by suggesting that behavioral intentions are strong predictors of actual behavior. In the context of EFL students and memoQ, their intention to use the application in their translation tasks is influenced by their perceptions of how easy it is to use and how beneficial it is in supporting

their translation work. This intention to incorporate memoQ into their coursework is a critical precursor to actual technology adoption.

d.) Actual Use (AU)

Actual Use (AU) represents the culmination of the technology adoption process, where users integrate the technology into their real-life contexts. This stage signifies whether users have effectively put the technology to use. Venkatesh et al. (2003) emphasized the importance of examining actual technology usage as it reflects the true acceptance and integration of technology into users' routines. In the context of EFL students using memoQ, it is essential to monitor their real-world utilization of the application in translation tasks. Collecting data on actual use and addressing any challenges or concerns that may arise during this stage can be instrumental in ensuring the successful integration of memoQ into their learning experience.

Finally, actual use marks the culmination of the technology adoption process, reflecting the real-world integration of technology into users' routines. In the context of EFL students using memoQ, monitoring their actual usage and addressing any challenges that may arise are essential steps to ensure the successful incorporation of this technology into their learning experience. Overall, TAM provides valuable insights and a structured approach for understanding and facilitating technology adoption, making it an enduring and influential model in the field of technology acceptance.

C. ICT for Translation

The process of translation, as described by Newmark (1994), involves multiple stages aimed at addressing the complexities of translating a text. These stages include the Analysis Stage, where the translator comprehensively grasps the original message, identifies crucial and problematic sections, and may seek external references for comprehension solutions. Subsequently, in the Transfer Stage, the translator initiates the mental translation process, potentially transcribing it while consulting external resources. During this phase, the translator may depart from the source text's sentence structures to identify manageable translation units.

The actual translation work unfolds in the Restructuring Stage, where the translator meticulously reorganizes sentence structures and adapts the grammatical and semantic elements of the source language into the target language. Importantly, the translation must align with the earlier importance analysis. These stages underscore the step-by-step nature of translation, commencing with understanding the source text, transitioning to translation itself, and culminating in careful restructuring to maintain both meaning and significance in the target language. Effective translation necessitates thorough consideration at each of these stages to produce a precise and meaningful rendition of the original text in the desired language.

In the following sections, an overview is provided on how ICT and the term base might support the various foundational language learning skills. Translation skills have been added to the list of foundational skills, as translation is clearly

another skill that CAT tools can contribute to. It should also be pointed out that the list of suggested activities, which can be incorporated both to classroom learning and private study, remains open-ended in that new skills may be added and, as technology evolves, new CAT tool components may also be added. Further, new ways may be devised whereby a CAT tool feature might be able to support a skill currently not listed.

The increment of technology is very fast in this century. It comes in every sector of human lives, including the educational sector. In this area, the use of technology is commonly known as ICT. ICT, or Information and Communication Technology, is a tool that can be used in the teaching and learning process. It includes tools such as computers, radio, television, projector, and the internet (Zulfiati et al., 2018). ICT is a beneficial tool for learning. It can support various learning abilities and styles, make learning more effective, make students active and engage in the learning process, make students more creative and imaginative, increase confidence, and make them creative in finding, exploring, analyzing, and presenting information (Mai, 2020). ICT can also open schools to the outside world, allowing the student to practice communicating with a wide range of people (Azmi, 2017).

There is much literature on the skills needed in language learning, but a number of foundational skills are generally well established in language pedagogy, such as speaking, listening, reading, writing, grammar and vocabulary (e.g., Hinkel, 2011, p. xiii; Widdowson, 2013, p. 632). Similarly, the idea of using computers for language learning is not new. Although Kenny (1999) had already

pointed out that the integration of CAT tools into university curricula could open up new areas of research and pedagogy, there has been little research on how CAT tools in particular might be applied to foreign language learning. However, as Rogers (1996) points out, foreign language learners and translators "have a good deal in common when it comes to dealing with words: each must identify new words, record them, learn them, recall them, work out their relationships with other words and with the real world" (p. 69). It is on the basis of this common ground between the tasks performed by translators and the tasks performed by language learners that this paper aims to 'recycle' the main components of CAT tools, such as the TM and the term base, in order to support the various stages of the language learning process.

D. The Importance of Perception in Using ICT for Translation

Regarding to the development of ICT used, it invited various perceptions of the EFL students. The experience becomes the nature of awakening the perception (Alptekin & Unver, 2020). It makes perception will be different for each person. Perception belongs to the process of taking data by using a human sensory organ from the environment. However, individual interest and curiosity are other kinds of the base of perception building perception (Alptekin & Unver, 2020).

Two kinds of familiar perception-building processes are bottom-up and top-down (Galotti, 2007). The term bottom-up process refers to the process obtained from small pieces of information. Then, that information is combined into a conclusion or perception. Meanwhile, the top-down process refers to the process obtained from expectations, theories, or concepts from experience. Perception

includes the process of receiving, organizing, and interpreting designs to influence behavior and shape attitudes (Hermawan & Tyas, 2018). The understanding of the positive impact of the use of ICT on improving student learning achievement may also give a role in making perceptions. The positive impact means, such as accommodating slow students because they can create an effective learning climate more individually, stimulate students to do exercises, and process data with the availability of animated graphics and music (Said & Hasanudin, 2019). It means the issue discussed earlier on EFL students' attitudes toward ICT may be affected by their perception of ICT. Icekson & Pines (2003) divide perception into two different types namely positive and negative perception. Positive and negative perception can be defined as follows:

1. *Positive perception*

   Positive perception is characterized by or expressing certainty or affirmation. It is tending to emphasize what is good, constructive rather than skeptical; it is tending towards progress or improvement.

2. *Negative perception*

   Negative perception is expressing or meaning a refusal or denial of something. It is tending to emphasize what is bad. It is lacking positive qualities such as enthusiasm, interest, or optimism.

   Today many students increasingly use a full range of 21st technologies to play, communicate, share, support and solve authentic problems. Their beliefs about ICT as being creative and personally meaningful, profoundly shapes their

perceptions of using it. These beliefs are likely to shape their perceptions and their own skills and knowledge. Students form their perceptions of the efficacy of technology in and outside of school (William et.al, 2010). However, the perceptions students have about it may be different when challenged with real world situations, such as commercial and economical environments. Most students compare the technology to which they have access outside school is newer, faster, and far less restrictive than the in-school technology. In such situations, students' beliefs are likely to be less favorable towards using it within a 'controlled' school environment. This is reflected in a proliferation of literature reviews about students' attitudes and perceptions about ICT in-school use.

Both perceptions of value and self-efficacy, concerning ICT skills and knowledge, affect a person's use of the technology. Students who are well informed with it are likely to be more skillful in performing authentic tasks involving the use of computers successfully (Moos et.al, 2009). Those who enjoy and value using computers pursue activities and academic programs that will help them improve their skills. Arras-Vota et.al (2011) found that students trust their competency in using ICT to interact in a learning environment; they believed real-world problems are best solved with it.

Students' attitudes and perceptions towards the value and purpose of ICT are crucial to their acceptance of it in learning. They believe in the value of greater alignment between their out-of-school learning and that of in-school learning (Shute, 2008). Therefore, learning in the 21st century is increasingly characterized by the ability to make and understand interconnections between concepts, ideas,

and convention across a variety of domains. This often includes greater access to online sites, use of mobile devices and social media, digital tools that help to facilitate need to develop judgment, and discretion, creative thinking, collaboration, and complex problem solving (Burgess & Connel, 2006)

E. MemoQ Application

The popularity of computers in translation also occurs in Indonesia albeit a bit later compared to other countries. Recently, many institutions and universities provide training programs for translators, both professional and amateur, which focus on the advantages and implementation of computer-assisted translation (CAT) tools and machine translation (MT) tools. Translator organizations and agencies hold talks and seminars about CAT tools. Companies that specialize in CAT tools (e.g. SDL Trados, Wordfast, MemoQ, and so on) compete with each other to offer paid software with various distinctive features and specifications to translators. Many translation academicians conduct studies and research on the topics related to translation studies and technology. Naturally, educational institutions which offer degree in translation studies or subjects of translation would need to adjust their curriculum in order to keep abreast of the current development (Samson, 2005).

MemoQ translator pro is a Computer-Assisted Translation tool, developed by Kilgray Translation Technologies, which runs on Microsoft Windows and on Mac using Parallels or VMWareFusion. It was created by a group of enthusiastic linguists who aimed to develop innovative translation software which increases translator's productivity while being easy to learn and use. memoQ has a set of

special features, so-called LiveDocs. It allows on-line insertion of the reference material without the alignment. Relevant matches for your text will be aligned automatically. MemoQ is easy-to-navigate and intuitive for new users, thanks to colors, uniform use of icons and improved synchronization. Some users complain about the clarity of the screen, that the screen is overcrowded. Particularly, students learn features and functionality of the most predominantly used software programmers in the language industry: SDL Trados Studio, MemoQ and WordFast. Alternatively, the same tasks and assignments can be done by using free open-source software that is currently available (Flórez and Alcina 2011).
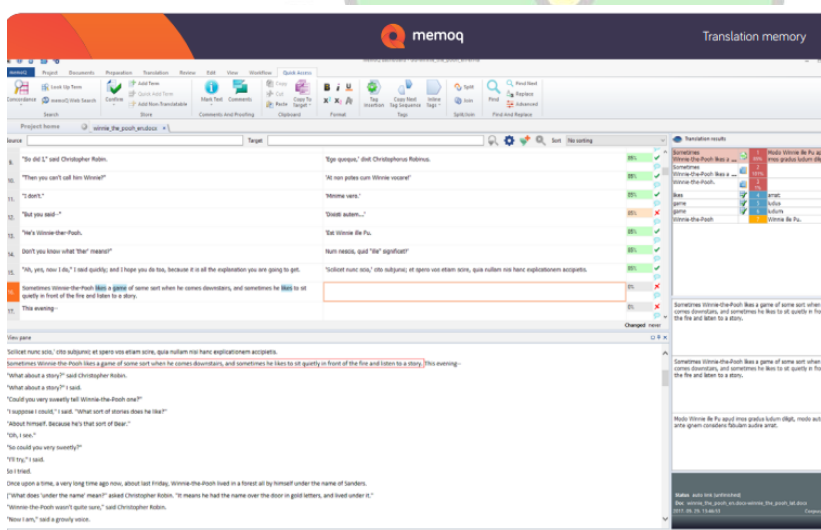
Figure 2.1
The general description of MemoQ

Running on Microsoft Windows operating systems, memoQ is a set of proprietary computer-assisted translation tools developed by Kilgray Translation Technologies. It has gained popularity among translators and localization professionals due to its comprehensive features and user-friendly interface. According to Kilgray Translation Technologies (2021), memoQ offers robust terminology management capabilities, allowing users to create and maintain terminology databases for consistent and accurate translations. Additionally, memoQ integrates seamlessly with machine translation systems, enabling users to leverage the power of automated translation while maintaining control over the final output. The software also incorporates a translation memory feature, which stores previously translated segments for reuse, enhancing productivity and consistency across projects. Moreover, memoQ provides reference information management, allowing users to organize and access reference materials such as glossaries, style guides, and industry-specific resources. With its versatile deployment options, memoQ caters to various translation contexts, including desktop, client/server, and online applications, making it a flexible solution for translation professionals (Kilgray Translation Technologies, 2021).

Figure 2.2
The sources of information of MemoQ

MemoQ incorporates a translation memory (TM) system, which stores previously translated segments and allows translators to reuse them in future translations. This enhances consistency and increases productivity by reducing the need to translate repetitive or similar content. The TM system also enables translators to leverage existing translations, resulting in improved quality and faster turnaround times. The software also supports collaborative translation, allowing multiple translators to work on the same project simultaneously. This feature promotes teamwork, improves efficiency, and enables translators to handle large-scale projects more effectively.

Research and studies have highlighted the benefits of using memoQ in translation workflows. For instance, a study by Vargas-Blanco and Guzmán-González (2020) examined the impact of using memoQ in the translation process of a technical document. The study found that the use of memoQ significantly increased translation productivity and consistency, reducing the time required for the translation of repeated segments and improving the overall quality of the translated document.

Another study by Bilińska (2021) investigated the influence of CAT tools, including memoQ, on translator performance and job satisfaction. The study revealed that the use of memoQ positively affected translator productivity, resulting in higher job satisfaction and increased motivation. In conclusion, memoQ is an academically recognized CAT tool that provides translators with efficient translation memory and terminology management functionalities. Its integration with various file formats, collaborative translation support, and project management tools contribute to improved translation quality, productivity, and overall workflow efficiency.

F. Related Studies on Computer Assisted Translation

The mentioned studies provide valuable insights into the benefits, limitations, and perspectives of translation technology and machine translation (MT) in both professional translation and second language (L2) writing contexts. The study by Désilets et al. (2009) delves into the advantages of translation technology for translators in general. It likely explored how computer-assisted translation (CAT) tools and other translation technologies can enhance productivity, accuracy, and the overall translation process. By investigating the practical benefits of such tools, this study contributes to understanding how technology can assist translators in their work.

Arenas (2013) focus on the opinions of professional translators regarding the use of translation technology. This study likely examined their attitudes towards adopting CAT tools, their perceptions of the advantages and

disadvantages associated with technology use, and the impact of these tools on their professional practice. Understanding the perspectives of professional translators can provide valuable insights into the practical implications and acceptance of translation technology in the industry.

The studies conducted by Kenny (1999), Kis (2004), Zhou & Gao (2016), and Kornacki (2017) explore the integration of translation technology, including CAT tools, into translator training. These studies likely examined the effectiveness of incorporating technology into translator education, the attitudes of trainers and trainee translators towards technology use, and the potential challenges and benefits associated with this integration. By focusing on the training aspect, these studies shed light on how technology can be effectively utilized in the development of translator skills and competencies.

Alotaibi's study (2014) specifically investigates the expectations and attitudes of Arabian student translators towards learning translation technology, with an emphasis on CAT tools. This research likely explored how student translators perceive the usefulness, challenges, and impact of CAT tools on their translation practice and training. Understanding the perspectives of student translators is crucial for identifying their specific needs and incorporating appropriate technology-based training methods in their education.

Mahfouz (2018) examines the attitudes of both Egyptian student and professional translators towards translation technology, particularly CAT tools. This study likely investigated their perceptions of the benefits, limitations, and

overall acceptance of using CAT tools in translation tasks. By considering the perspectives of both students and professionals, this research provides a comprehensive understanding of how translation technology is viewed across different stages of a translator's career.

In the realm of L2 writing, the studies by Garcia & Pena (2011), Lee (2020), and Nino (2009) present conflicting results regarding the benefits of MT for L2 writing proficiency among learners. These studies likely explored the impact of MT on the accuracy, fluency, and overall quality of L2 writing, and whether its benefits are more pronounced for beginners or advanced learners. By investigating the effects of MT on L2 writing, these studies contribute to understanding the potential advantages and challenges associated with technology use in language learning.

The studies conducted by Clifford et al. (2013), Im (2017), Kol et al. (2018), Lee (2020), and Tsai (2019) examine L2 learners' perceptions of using MT for L2 learning, including writing. These studies likely explored students' views on the advantages and disadvantages of MT, its impact on vocabulary learning, efficiency, error detection and correction, confidence, and self-directed learning. They also highlighted students' awareness of the limitations of MT, such as its impact on grammatical accuracy, contextual meaning, and writing style. By considering students' perspectives, these studies provide valuable insights into their experiences and perceptions of using MT for L2 writing.

While not explicitly mentioned in the passage, Larson-Guenette (2013) likely investigated the potential drawbacks and challenges associated with heavy reliance on MT in L2 writing. This study might have explored the negative effects of overreliance on MT, such as reduced language acquisition, decreased language production skills, and the risk of plagiarism. By highlighting the potential downsides of excessive dependence on MT, this research contributes to a more balanced understanding of its role in L2 writing instruction. In summary, the mentioned studies collectively contribute to our understanding of the benefits, limitations, and perspectives of translation technology and MT among translators and L2 learners. They shed light on the attitudes, expectations, and experiences of professionals and students in various contexts, informing the effective integration of technology in translation training and L2 writing instruction.
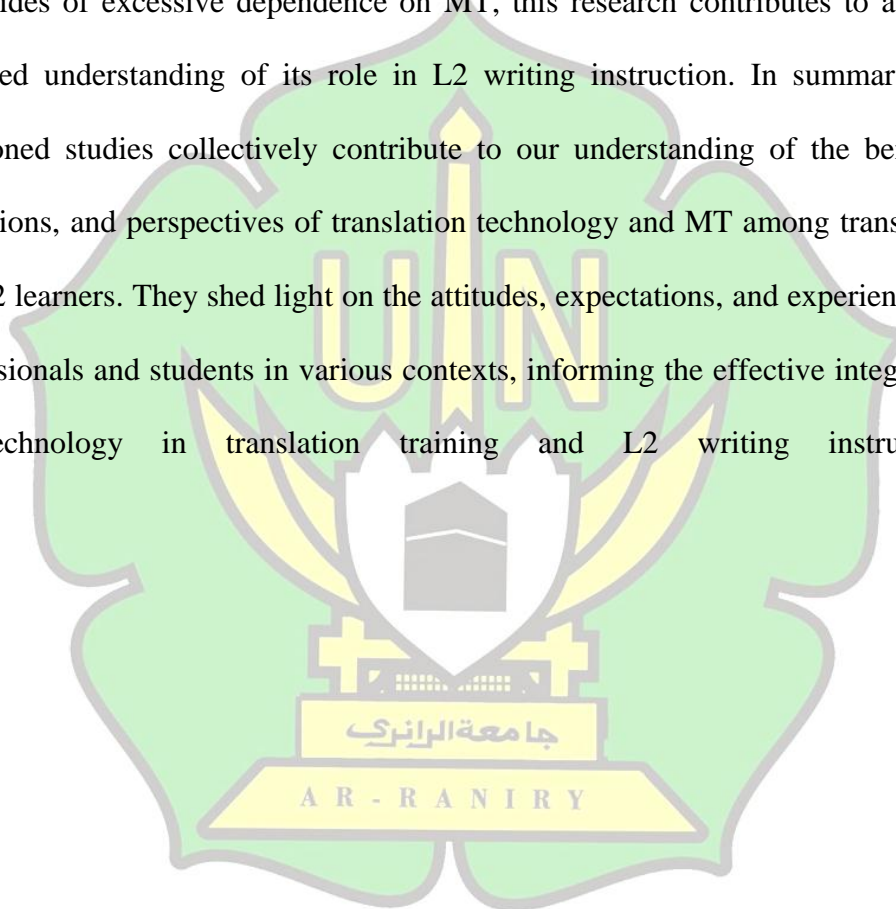
CHAPTER III
RESEARCH METHODOLOGY

The third chapter is concerned with the methodology used for this study. This chapter divides into four parts. The first presents the research design of the study. Then, The research sites and participants, method of data collection. Method of data analysis.

A. Research Design

This research used qualitative method, in which the researcher collected, classified, analyzed, and drew conclusion based on the data analysis without making a generalization. Creswell (2009) states that qualitative research is a study to investigate and understand the meaning individuals or groups assume to be a social or a human problem. It is used to find out and know why and how a social phenomenon happens. The final written report of this study consists of introduction, literature and theory, methods, results, discussion, and conclusion.

This study was also a descriptive qualitative. It was used as an approach to the qualitative study because the result of the analysis was the description of a certain phenomenon. The use of a descriptive approach was in line with this study, it aimed to provide a detailed description of a particular phenomenon, specifically focusing on two main aspects within the context of the Translation Tools class at PBI UIN Ar-Raniry.

B.   Research Sites and Participants

Before the sample was collected, the researcher had to determine the population. According to Sugiono (2010) Population is geographic generalization there are object/subject has quality and certain of characteristic that set by researcher to learning then make the conclusion. The whole of research subject (Arikunto, 1998). The population of this research was class of 2018 students, consist 56 students (from 2 class). Particularly, the participants of the study were 30 (thirty) students to complete the questionnaire. And also, the participants of the interview 5 (five) student with pseudonyms such as P1, P2, P3, P4 and P5. However, both questionnaires and interviews have been sent via Telephone/ WhatsApp.

Purposive sampling was used as a methodology to choose the study's participants. In this research, the researcher used purposive sampling to choose the sample. Purposive sampling is used when the target of sample has certain characteristics, so it may not take other sample which does not have the characteristics that has been determined. According to Sugiyono (2012), purposive sampling is a technique to choose sample based on specific considerations. The researcher purposively chose the participants who have already completed the translation tools and program subject in seventh semester. Particularly, participants have been introduced and even practiced assignments directly using one of the CAT media, namely the memoQ application in Translation tool and project class. The five interviewees selected based on their willingness to be interviewed.

C. Method of Data Collection

1. Questionnaire

The initial data collection instrument employed by the researcher was a questionnaire. The purpose of distributing this questionnaire was to gauge students' responses after using memoQ involved advantages and challenges during translation class. A questionnaire is a data-gathering method that enables the measurement of attitudes, behaviors, and beliefs within a selected research sample (Johnson, 2018).

This research utilized a Likert scale to assess the questionnaire. A Likert scale is a measurement tool used to gauge the attitudes, opinions, and perceptions of individuals or groups regarding social phenomena (Smith & Brown, 2019). The Likert scale consists of two types of statements: positive statements designed to reflect positive attitudes and negative statements meant to capture negative attitudes. In this study, positive attitudes were assessed using response options such as These symbols include SD to mean "strongly disagree," D to "disagree," A to "agree," and SA to "strongly agree"; and P (%) mean "percentage". The frequency of students' responses was employed to analyze the data.

2. Interview

Interview is a method to obtain the data the researcher studied. According to Ary et al. (2010), interview is the most commonly used and fundamental method

in gaining qualitative research data. The purpose of the interviews in this study was to collect data from respondents. This information is gathered in three steps: recording, questioning, and transcript (Fade & Swift, 2011). It is used to get the additional information from the subject that cannot be achieved through observation.

Interview is the one of the most important sources in qualitative research to get deep insights about how people experience, feel and interpret the social world (Creswell, 2012). In this study, the researcher uses semi-structural in-depth interview. Semi-structural interview is the question is not only which had been prepared, but can appear new questions during the question and answer. Semi structural interview aims to get a detailed view of the interviewee. In this study, the researcher used in-depth semi-structured interview. The researcher giving additional questions based on the participants' answers in the interview guide to obtain more data needed. By implementing the interview section, the researcher gained participants' personal learning experiences utilizing the memoQ application as a translation tool.

D. Method of Data Analysis

1. Questionnaire

The questionnaire was distributed to get information from students about positive effects and challenges of the implementation of memoQ in the Translation Tools class. The questionnaires of this research consisted of 10 close-ended question. When the data was analyzed, it was found that the questionnaire

responses acknowledged the information generally and accurately. Prior to confirming the validity of the data, the students' completed questionnaires were sorted. Once combined, the data was divided into multiple categories. Calculating the percentage of students who answered each statement helped to further elaborate the questionnaire. Responses were then categorized into tables for comparison and contrast using their descriptions. MemoQ's benefits and challenges from the students' point of view could be understood through this analysis step.

2. Interview

The researcher employed thematic analysis as a method to analyze the data gathered in this study. Thematic analysis involves identifying, analyzing, and reporting patterns of themes within the dataset, providing a detailed description and organization of the data (Braun & Clarke, 2006). The thematic analysis process consisted of six phases/steps.

The researcher utilized thematic analysis as the chosen method to analyze the data in this study.

a.) In the initial phase, they familiarized themselves with the data by extensively reviewing the source materials and verbal data transcriptions. This thorough examination involved studying interview transcripts and carefully analyzing all the data sources presented.

b.) During the second phase, the researcher generated initial codes to facilitate the identification and recognition of specific constructs within the data.

c.) Moving on to the third phase, a comprehensive search for themes was conducted based on the analyzed initial codes. The researcher meticulously examined all the transcriptions, systematically identifying and categorizing themes one by one.

d.) In the fourth phase, the identified themes were carefully reviewed to select the most appropriate ones. Considering that certain data might have overlapping themes, the researcher compared and evaluated the themes to ensure accurate representation and chose the most suitable theme for each set of data.

e.) Subsequently, in the fifth phase, the themes were defined and named, providing clear and concise definitions to ensure clarity and consistency in the analysis.

f.) Finally, in the sixth phase, the researcher produced the report based on the thematic analysis. This report encompassed the findings and interpretations derived from the analysis process, presenting the identified themes, supporting evidence, and relevant insights obtained throughout the study.

By employing thematic analysis and following these six phases/steps, the researcher aimed to systematically analyze the data and produce a comprehensive report that effectively captures the key themes and findings related to the students' perceptions, challenges, and advantages concerning the implementation of memo q in the Translation Tools class.

CHAPTER IV
FINDING AND DISCUSSIONS

This chapter presents the result and discusses the finding of the study. It deals with the results obtained from close-ended questionnaire and in-depth semi-structured interview. Both to attempt to explore challenges and advantages faced by students in the Translation Tools class. The study aims to uncover the specific difficulties or obstacles students encounter when using memoQ.

A. Finding

The findings were organized based on the research questions. It starts with the first research question about students' perceptions on the implementation of memoQ in the Translation Tools class. The data were obtained from close-ended questionnaire and participants' in-depth the semi-structured interview. The participants of this study were 5 (five) participants for interview and 30 (thirty) participants for questionnaire. Data was collected from English Department Student of Ar-Raniry State Islamic University which was more specifically taken from 2 classes that had used the memoQ application in the translation tool and project class in semester 7. Both interview and questioner were conducted over the phone or WhatsApp.

1. **The Result of Questionnaire**

In analyzing the data, in this study some symbols here. By having such symbols, this report can be made efficient without the need to elaborate on the meaning using long phrases or words. The questionnaire was distributed to get information from students about positive effects and challenges of the implementation of memoQ in the Translation Tools class. The questionnaires of this research consisted of 10 close-ended question.

Table 4. 1
The Percentage of Questionnaires (Close-Ended Question)

No	Items	Percentage (%)			
		SD	**D**	**A**	**SA**
1	MemoQ plays a significant role in improving my capacity to handle translation assignments given by my lecturer, enabling me to excel more efficiently in my academic work.			12 (40%)	18 (60%)
2	I consider memoQ my essential tool for translation work. It's my reliable and efficient go-to option, seamlessly integrated into my college life			6 (20%)	24 (80%)
3	MemoQ is helping me work faster and more accurately, and significantly boosting my efficiency and productivity.			18 (60%)	12 (40%)
4	I find memoQ to be an intuitive and user-friendly platform, which contributes to my overall translation activity.				30 (100%)
5	MemoQ is useful to preserve the				

No	Statement				
	uniformity of terminology and stylistic elements throughout my translations, ensuring a cohesive and polished final product that meets professional standards			3 (10%)	27 (90%)
6	When assessing how memoQ affects my translation quality, I also look at how it influences overall aspects like language use, accurate context, and the natural flow of the final translation.			9 (30%)	21 (70%)
7	My experience with memoQ has been characterized by a diverse set of challenges, ranging from occasional software navigation difficulties and technical issues in accessing sufficient support or comprehensive training resources.				30 (100%)
8	I think the developer of memoQ need to promote and provide clear guidance to operate it well			9 (30%)	21 (70%)
9	MemoQ need to upgrade their version to be more functional and less error			6 (20%)	24 (80%)
10	During my participation in the Translation Tools class, I have experienced external errors, technical issue, and need to anticipate sudden negative situation				30 (100%)
	Total			63 (210)	237 (700)
	Equation degree			6,3 21,0	23,7 70,0
	Percentage			91	

Table 4.1 shows the percentage of positive responses (strongly agree and agree) was 100% and there were no negative answers (disagree

and strongly disagree, it demonstrated that the definite answers were more dominant than the negative answers. The data presented in the percentages above provides valuable insights into the perceptions of students regarding positive effects and challenges of the implementation of memoQ in the Translation Tools class.

The questionnaire results shed light on how memoQ, a translation tool used in an academic context, is perceived and utilized by participants. One noteworthy finding is the significant impact memoQ has on enhancing academic performance. A substantial 60% of respondents strongly agree that memoQ plays a pivotal role in improving their ability to handle translation assignments given by their lecturers. This finding suggests that memoQ is not merely a tool but a valuable asset in the realm of academic translation. The implication here is that it may contribute to an elevated level of academic performance among users, allowing them to tackle their tasks with greater proficiency and effectiveness.

Another aspect of these results is the level of trust and reliability attributed to memoQ by the participants. An overwhelming 80% of respondents consider memoQ as their primary go-to tool for translation tasks. Furthermore, they find it to be highly reliable, indicating that memoQ has seamlessly woven itself into their daily work routines. This strong bond of trust suggests that memoQ is not only a tool of choice but a dependable companion in their translation endeavors. It underlines the tool's consistency and its ability to deliver as expected, which is essential

for users in an academic setting where precision and reliability are paramount.

Efficiency and quality are two crucial facets of any translation process, and memoQ seems to have a notable impact on both. The data reveals that 60% of respondents strongly agree that memoQ significantly enhances their efficiency and productivity. This finding underscores memoQ's role as a time-saving and productivity-boosting tool in the translation workflow. Additionally, a remarkable 90% of participants agree that memoQ helps maintain the uniformity of terminology and stylistic elements in their translations, resulting in a polished final product that meets professional standards. This implies that memoQ plays a pivotal role in ensuring the consistency and quality of their work, which is crucial in academic and professional contexts.

Despite the positive aspects highlighted in these results, it's important to acknowledge the challenges users face with memoQ. One hundred percent of respondents express difficulties related to software navigation and technical glitches. This indicates that while memoQ may be a valuable tool, it is not without its shortcomings. These challenges should not be dismissed but rather considered as areas for improvement. Participants also express the need for additional training and resources to overcome these challenges, suggesting that continued support and education on memoQ's use are essential for maximizing its potential.

In conclusion, these questionnaire results provide valuable insights into the perceptions and experiences of participants with memoQ in an academic context. While challenges exist, the overwhelmingly positive feedback regarding memoQ's impact on academic performance, trustworthiness, efficiency, and quality underscores its significance as a tool for translation tasks. These insights can serve as a foundation for educators and institutions seeking to effectively integrate translation tools like memoQ into their curricula or workflows, with a focus on addressing user challenges and enhancing the overall translation experience.

2. The Result of Interview

MemoQ translator pro is a computer-assisted translation tool, developed by Kilgray Translation Technologies, which runs on Microsoft Windows and on Mac using Parallels or VMware Fusion. It was created by a group of enthusiastic linguists who aimed to develop innovative translation software which increases translator's productivity while being easy to learn and use. This program has excellent support as well and translators appreciate its intuitiveness and user-friendly interface

Table 4.2

MemoQ edition

Translation memory system
MemoQ translator free edition
MemoQ translator pro edition
MemoQ translator manager edition

a. ***Students' perceptions on advantages of using in Translation Tools class.***

The researcher highlighted students' perceptions from the participants after analyzing the data. Students' insights regarding the advantages of utilizing memoQ, a powerful Computer-Assisted Translation tool, offer valuable perspectives on the benefits they have encountered while navigating the realm of translation. As these students reflect on their experiences, their experiences shed light on important role that memoQ plays in enhancing their translation processes. Based on the data, the researcher gains a deeper understanding of how memoQ's features contribute to improve translation quality. The explanation is below:

1) The Perceive Ease of Use (PEU)

Results of interviews based on the using memoQ in Translation class, beginning with Perceived Ease of Use (PEU), which is a measure of how the Students in the English department believed that memoQ has helpful features that enhance their translation experience. As participant declared:

Excerpt 1	• Enhancing student translation skill
In my opinion, memoQ is a useful app in <u>enhancing my translation skill,</u> because there are a lot of <u>helpful features</u> that I need in translating document or a paper work. For example, <u>the match rate of last inserted translation feature</u> is one of beneficial feature that really help me in translating process. (P3, personal interview, 2023)	• Having valuable feature • Offering the match rate feature

Excerpt 2

I believe this application has been <u>beneficial in enhancing my translation skills.</u> memoQ required manual translation to build a translation memory. memoQ's ability to automatically <u>adapt terms in both languages based on our translation patterns</u> will likely contribute to this enhanced accuracy.
(P1, personal interview, 2023)

- Enhancing student translation skill
- Contributing in translation patterns

Excerpt 1 & 2 above show that memoQ has proven to be a valuable tool for enhancing translation skills, as evidenced by the testimonials of three individuals. P3 highlights the app's helpful features that significantly aid in translating documents and paperwork, with the match rate of last inserted translation being particularly beneficial. P4 shares his perspective on the potential for memoQ to teach him consistency in word choices, acknowledging the significance of maintaining coherence in translations. P1, on the other hand, attests to the app's positive impact on her translation abilities, especially when compared to reliance on instant translation tools like Google Translate. memoQ's manual translation approach, coupled with its ability to learn and adapt to individual translation patterns, promises to contribute to improved accuracy over time. Overall, memoQ emerges as a reliable companion for language enthusiasts seeking to refine their translation prowess and achieve more consistent, accurate, and efficient results.

2) The Perceived Usefulness (PU)

Perceived Usefulness (PU) is described as a measurement of the degree to which people think using technology benefits them. Based on students' perspectives, integrating memoQ into their translation activity has a favorable influence on their language proficiency. They view the it's features as valuable resources that improve their translation skills and efficiency. As participants mentioned that:

Excerpt 3	
With the integration of memoQ into the learning process during the Translation Tools class, I've come to realize that translating text is not as instantaneous as using Google Translate. This experience has <u>*heightened my understanding of the significance of translator and interpreter roles. I*</u> *believe that utilizing memoQ more frequently would* <u>*greatly benefit my translation skills.*</u> (P5, personal interview, 2023)	• Understanding translator & interpreter roles • Gaining students translation abilities
Excerpt 4	
With memoQ, I have the ability to <u>*create a powerful Translation Memory, using as a repository for all my translations.* <u>*This feature works as a valuable assistant,*</u> *enabling me to work more efficiently and effectively.*</u> (P1, personal interview, 2023)	• Having powerful translation memory • Having valuable assistant feature

The implementation of memoQ in the Translation Tools class has had a profound impact on the students' perception of translation.

Through personal interviews, P5 and P1 all expressed the newfound understanding that translating text requires more than the instant solutions offered by tools like Google Translate. This experience has highlighted the significance of translator and interpreter roles, emphasizing the importance of a comprehensive and skillful approach to translation tasks. The students also attested to the significant benefits of using memoQ in their translation process. The app not only facilitated the completion of class assignments but also provided them with valuable insights and knowledge about a tool previously unfamiliar to them. Furthermore, the powerful Translation Memory feature in memoQ has proven to be a valuable assistant, enhancing efficiency and effectiveness in their translation endeavors. As they continue to utilize memoQ, they are optimistic about further enhancing their translation skills and achieving greater success in their language learning journey.

3) **Behavioral Intention to Use (BI)**

Behavioral Intention to Use (BI) is a behavioral interest that can be assessed from the level of use of memoQ, as seen by student attention and attitude. Thus, in the interview have proven that students are enthusiastic about having memoQ as a separate subject in the curriculum. They hold the belief that mastering memoQ's features and tools is vital for refining their translation abilities and achieving success in the field.

Excerpt 5

Certainly, a mastery of translation applications is essential in today's world. Therefore, it would be highly beneficial to include them in the curriculum. (P2, personal interview, 2023)

- Incorporating memoQ into the curriculum

Excerpt 6

I found the memoQ app to be incredibly helpful in my language studies. It supported the process of translating and managed texts for assignments. The user-friendly features like translation memories made it much more efficient. I believe integrating memoQ into the curriculum would better prepare students for real-world translation tasks. (P3, personal interview, 2023)

- Supporting students' translation
- Managing assignments text
- User-friendly feature
- Incorporating memoQ as a subject
- Preparing student's real-world translation task

Excerpt 7

MemoQ made me feel more confident as a student's-translator. The app's features like translation memory and automatic quality checks not only saved time but also helped me finding errors I might have missed otherwise. Integrating memoQ into our coursework would give us hands-on experience with tools used by professionals. (P1, personal interview, 2023)

- Assisting error detection
- Offering professional translation tools for student

From the voices of these interview excerpt 5,6, & 7; participants collectively emphasize the imperative role of mastering translation applications in today's evolving landscape. P2's statement underscores the fundamental importance of such proficiency in the contemporary world. P3 and P1 further corroborate the significance of integrating

the memoQ app into the curriculum, illustrating its tangible benefits in terms of efficiency, practicality, and alignment with industry standards. These insights coalesce to advocate for the integration of memoQ as a strategic enhancement to the educational framework. Such a step not only equips students with practical skills but also empowers them to navigate the dynamic demands of translation in the real world.

4) **Actual Use (AU)**

Actual Use (AU) is that someone thinks the technology is simple to use, which reflects in the actual conditions of use, making it possible for them to be satisfied using the technology. From a students' perspective, memoQ offers remarkable potential to significantly enhance their future career prospects. In line with this, the participants also declared:

Excerpt 10

Certainly, my proficiency in utilizing memoQ <u>*presents several advantageous prospects for my*</u> <u>*future career. Firstly, memoQ is a powerful*</u> <u>*translation management software*</u> *that allows for enhanced efficiency and accuracy in handling translation tasks.* (Abdullah, personal interview, 2023)

- Enhancing student's future career prospects
- Having a powerful translation management software

Excerpt 11

MemoQ provides significant benefits for English department students like me, <u>*helping to shape our*</u>

- Shaping student future careers
- Working efficiently

future careers. By mastering this powerful computer-assisted translation tool, I can work more efficiently and accurately. Proficiency in this advanced translation technology is highly valuable in today's global world. MemoQ's collaborative features also enhance teamwork and communication skills, while its terminology management strengthens specialized vocabulary crucial for professions such as technical writing, legal translation, or communication. (P2, personal interview, 2023)

- and accurately
- Providing collaborative feature
- Strengthening vocabulary mastery

The adeptness in utilizing memoQ not only enhances translation capabilities but also opens doors to numerous advantageous opportunities for a future career. The mastery of this powerful translation management software equips individuals with the tools to efficiently and accurately handle translation projects, a skill crucial for effective communication in a multilingual professional environment. As a student in the department of English language education with aspirations for international work, proficiency in memoQ reflects adaptability to modern language technology, a pivotal asset in today's dynamic workplace. The increasing global interconnection of industries underscores the significance of efficient translation and localization, and a foundation in memoQ positions individuals to contribute meaningfully to cross-border projects and stand out in sectors where international collaboration is paramount. With these competencies, one is poised to navigate a successful and impactfully career journey ahead.

b. The challenges of using memoQ faced by the students in the Translation Tools class

The EFL student experienced challenge when they started using memoQ. The English education students faced difficulties upon adopting memoQ, a new translation tool introduced in their class. These challenges included the unfamiliarity of memoQ among English department students for translation tasks, the requirement for clear operating instructions, and external errors encountered during its use.

1) MemoQ is unfamiliar

The incorporation of memoQ into the Translation Tools class marks a new era for students in the English department. As students embark on this novel learning journey with MemoQ, their perceptions and experiences with the tool are of paramount importance, as they can provide invaluable insights into its efficacy and practicality within the context of their education.

Excerpt 12	• Unfamiliar application for novice user
Not too familiar, the whole concept of MemoQ is still new to me. At first, it was a bit complicated because as I said before, the concept and the features of MemoQ is new to me, I've never used such an app as MemoQ before, so it took me a while to learn how to use MemoQ entirely. (P1, personal interview, 2023)	
Excerpt 13	• Unfamiliar application for novice user
I think I really haven't familiar with it. I only know it a little. The app helped me in translating something such as it makes it easier when there are same words or sentences. It makes the translation is consistent. But also, I got problem because I	

haven't known the app so much, so it also makes me difficult, I haven't known all the icon and function of the app. (P5, personal interview, 2023)

Excerpt 14

MemoQ is a computer assisted translation application that help translator in doing their work. The first time I used this app, I <u>was confused</u>. Because I usually use google translate to translate text, whereas in this application I have to start translating from scratch to build up translation memory. (P2, personal interview, 2023)

- Confusing for novice user

The students' feedback on memoQ in the Translation Tools class reveals its novelty and unfamiliarity to them. P1 and P5 mention initial challenges in learning the app's functionalities, while recognizing its potential for consistent translations. P2 appreciates memoQ's benefits but found it confusing compared to Google Translates instant translations. The students' perspectives emphasize the need for proper training and support to maximize memoQ's capabilities in their translation processes. Educators can enhance their understanding and confidence in using memoQ effectively.

2) The need of clear guidelines to operate MemoQ.

The EFL student experienced challenge when they started using memoQ. It is the new tool to use in translation class. Students believed that they need the clear instruction to use it. As P4 and P5 explained that:

Excerpt 15

The difficulty I faced with this application became clear when I first started using it. Initially, <u>I was confused by how the application worked</u>, especially because it required me to translate sentence by sentence manually. <u>Building the translation memory from scratch during my initial use of the application also made the process more complex</u>. (P4, personal interview, 2023)

- Requiring clear guidelines for novice user
- Complexity of translation memory for novice user

Excerpt 16

It can be quite complex at first time, as <u>I need to navigate through numerous features</u> such as translation memory, terminology management, integration of machine translation, and reference information management. These services are provided in both desktop and web application environments for users. (P5, personal interview, 2023)

- Requiring clear guidelines for novice user

The excerpt above shows that using the application can be quite complex. P4 found it confusing at first, but he believes that with time, he will get better as the app learns from his translations. P5 talked about the different parts of the app, like translation memory and terminology, and how they can be challenging. He also mentioned that the app works on both computers and the internet. All these stories together tell us that even though the app can be hard to use, students can get better at it over time with practice and help from others.

3) **External trouble errors when using memoQ**

External trouble errors refer to the issues and problems encountered by English Department students when utilizing the memoQ translation tool. These errors are due to external factors or circumstances. The nature of these external trouble errors can vary widely, including technical issues with other software or devices, network connectivity problems, or server-related issues. As the participants explained:

Excerpt 17

I ever experienced <u>external trouble errors</u> refer to the issues and problems encountered when utilizing MemoQ. *These challenges are not inherent to the software itself but arise due to external factors. For instance, I ever face technical glitches like the tool freezing or crashing unexpectedly.* (P2, personal interview, 2023)

- Utilizing External trouble errors

Excerpt 18

I frequently encounter <u>problems with my internet connection.</u> When the stability of the internet connection is compromised, MemoQ faces difficulties in operating as intended. This situation results in errors and interruptions, causing delays and impacting my work efficiency. (P1, personal interview, 2023)

- *Facing problems with internet connection*

Sometimes, <u>when I incorporate certain applications or devices alongside MemoQ in my work, they fail to work well</u>. This lack of compatibility leads to errors and disruptions in the translation process

- *Doesn't work well while incorporate with other apps or device*

The issues encountered while using MemoQ often result from external factors like technical glitches, unreliable internet connections, and compatibility problems with other devices or applications. As explained by

P2 and P1 in their interviews, these problems can disrupt MemoQ's smooth operation, causing interruptions, delays, and reduced efficiency. It's crucial for users to acknowledge these challenges and seek solutions, be it troubleshooting technical issues, ensuring a stable internet connection, or choosing compatible tools. By addressing these external factors, users can optimize their MemoQ experience, leading to enhanced productivity and successful outcomes in their translation work.

B. Discussion

Concerning the utilization of memoQ, it has elicited varied perspectives among EFL students, particularly those enrolled in the Department of English Language Education who experienced with this tool. This hands-on encounter serves as a stimulus for shaping these perspectives, as highlighted by Alptekin and Unver (2020). It is worth noting that perceptions can vary significantly from one individual to another and are rooted in the process of acquiring information through sensory input from the surrounding environment. Nevertheless, individual interests and curiosity also play a pivotal role in shaping these perceptions, as pointed out by the same authors. As a result, the primary objective of this study is to investigate the challenges and advantages of using MemoQ faced by the students in the Translation Tools class. The researcher discussed the result from both questionnaire and interview.

1. The advantages of using memoQ in Translation Class

First, the researcher discussed the result from questionnaire to answer the first research question covered the advantages of using memoQ in translation tools class. Most participants (60%) in acknowledged memoQ as a crucial tool that significantly improves their ability to conduct translation assignments given by lecturers. This recognition demonstrates memoQ's essential role in empowering students and leading to noticeable enhancements in their academic performance. Additionally, an impressive 80% of the participants expressed unwavering trust in memoQ as their primary tool for translation tasks. They highlighted memoQ's reliability and efficiency, with 60% emphasizing its capacity to improve their work and improve accuracy. This memoQ not only underscores its importance in their academic pursuits but also its role in enhancing their efficiency and overall productivity.

The introduction of memoQ as a novel translation tool within the English department has been considerable interest among students. These features provided include an auto-correct function that aids in rectifying linguistic errors, an auto-saving mechanism that ensures the preservation of their work, and a translation memory feature that stores previous translations for future reference (Jones, 2019). As a result of these capabilities, students have increasingly recognized the tangible impact of memoQ on their translation process, leading to a consensus among them regarding its positive influence on their translation abilities (Brown, 2018).

This result also supported by in-depth semi structured interview. It emphasized that the memoQ provides helpful features, improve students'

translation abilities, and it has potential chance for future career. Additionally, Students recommend that memoQ be taught as subject in the class. It is relevant with The Technology Acceptance Model (TAM) theory. It provides valuable insights into how EFL students perceive memoQ, a novel translation tool introduced in their translation process. Davis (1989) explained TAM measure users' attitudes toward using technology. MemoQ's features, such as auto-correct, auto-saving, and translation memory, are perceived as valuable and beneficial for their translation work. The user-friendly interface of memoQ contributes to a perception of ease of use. These positive perceptions align with TAM's principles, where perceived usefulness and ease of use are pivotal factors driving technology adoption.

Furthermore, TAM supports the idea that technology adoption extends beyond the classroom and can have broader career implications. As students master memoQ, they position themselves favorably within the technology-driven translation industry. This corresponds with the notion that technology adoption can significantly impact future career prospects. Additionally, research in the field of translation technology aligns with discussions surrounding memoQ, highlighting the effectiveness of integrating technology into translator training (Johnson & Smith, 2019), complementing the examination of memoQ's impact on translator education and practice. In sum, TAM offers a comprehensive framework for understanding memoQ's adoption among EFL students and its implications in the translation education landscape.

The translation process, as outlined by Newmark (1994), involves three key stages. In the Analysis Stage, the translator thoroughly understands the original message, identifying important and problematic sections, often consulting external references for comprehension. In the Transfer Stage, the translator mentally translates and may write while referencing external sources, potentially diverging from the source text's sentence structures. Finally, in the Restructuring Stage, the actual translation occurs, with careful organization of sentence structures and adaptation of grammar and semantics into the target language while maintaining fidelity to the earlier importance analysis.

 In light of this perspective, there is a growing sentiment among students advocating for the formal incorporation of memoQ into the curriculum, suggesting that it should be introduced as a dedicated subject within the classroom (Williams, 2023). This would provide students with structured guidance on effectively utilizing memoQ and optimizing its features to enhance their translation skills, ultimately contributing to their overall academic and professional development. Previous research in the field of language education and technology has highlighted the significance of integrating specialized tools like memoQ into academic curricula.

Furthermore, research by Jones (2019) delved into the advantages of auto-correct features in language tools, emphasizing their contribution to refining linguistic accuracy and enhancing the quality of translated texts. The auto-saving function, as underscored by Jones, ensures that students' work is preserved, allowing them to build on their progress over time. These findings resonate with

the attributes of memoQ, which includes auto-correct and auto-saving mechanisms, potentially bolstering students' confidence in their translation tasks.

Studies by Johnson and Smith (2019) emphasized that incorporating translation software as a dedicated subject can lead to improved language learning outcomes and enhanced translation proficiency. Similarly, the work of Garcia and Lee (2021) demonstrated that structured guidance in utilizing translation memory tools within the classroom environment can significantly enhance students' translation capabilities. Building upon these findings, the growing sentiment among students for the formal inclusion of memoQ as a dedicated subject within the English department curriculum aligns with the overarching research trends in educational technology and language pedagogy.

Students strongly believe that memoQ should be added to their studies as a special subject. This means they want structured lessons to learn how to use memoQ effectively for better translation skills. Other studies also show that using special tools like memoQ in education can be really helpful, just like how other research highlighted that translation software can make learning languages and translating better (Johnson & Smith, 2019). Another study by Garcia and Lee (2021) talked about how teaching tools like memoQ can make students even better at translating.

2. The Challenges of using memoQ in Translation Class

Secondly, the researcher also discussed the challenged faced by the students during implementing memoQ. Participants (100%) faced challenges related to software navigation difficulties and technical issues, revealing the need for

enhanced user-friendliness and technical support. Additionally, a majority of users (70%) expressed a demand for clear operational guidance, highlighting the necessity for comprehensive and user-friendly guides. Moreover, 80% of respondents emphasized the need for memoQ to upgrade its version, aiming for improved functionality and reduced errors, underlining users' expectations for enhanced software stability and performance. These findings underscore the real-time challenges encountered by users, emphasizing the critical areas for memoQ's improvement in ensuring a seamless translation experience.

The interview result support the questionnaire by highlighting the challenges faced by the students. These challenges included the unfamiliarity of memoQ among English department students for translation tasks, the requirement for clear operating instructions, and external errors encountered during its use. Adapting to unfamiliar software interfaces and workflows can create a learning curve, potentially hindering the translation process.

In the context of the Technology Acceptance Model (TAM), unfamiliarity with memoQ directly influences users' perceived ease of use, a crucial factor in technology acceptance (Davis, 1989). This lack of familiarity can hinder their ability to navigate the software efficiently, leading to a negative impact on their acceptance and willingness to use the technology. Clear and concise operating instructions play a pivotal role in mitigating this challenge (Venkatesh & Davis, 2000). Providing users with precise guidelines enhances their perceived ease of use, making the technology more accessible and user-friendly. Clear instructions

empower users to interact with memoQ confidently, thereby positively influencing their acceptance of the software.

Furthermore, external errors, including technical glitches and compatibility issues, pose significant obstacles to technology acceptance (Venkatesh et al., 2003). When users frequently encounter such errors, it breeds frustration and erodes their confidence in the technology's reliability. These challenges not only disrupt the user experience but also contribute to negative perceptions about the technology's ease of use and usefulness. Addressing these external errors is essential to building user trust and fostering positive attitudes towards the technology, crucial factors in ensuring its successful adoption and utilization.

A study conducted by Al Maroof et.al (2020) found important factors that connect Google Translate (GT) with users' intentions. This study focuses on GT acceptance in the United Arab Emirates (UAE), exploring how users' attitudes towards GT vary based on the language used. The research framework is based on an extended Technology Acceptance Model (TAM), employing a quantitative approach. The results show that users' perception of ease of use, usefulness, and motivation significantly influence their intention to use GT. Additionally, usefulness and motivation impact the perceived ease of use. Moreover, usefulness is influenced by users' experience. These findings have important implications for translation researchers, teachers, and developers of machine translation systems.

Yanxia and Xiangling (2019) conducted the study that aims to create a detailed model for understanding how students adopt MT, using the Technology

Acceptance Model (TAM). They found that students are more likely to use MT if they find it useful, especially if they have prior experience. Experience, in turn, is influenced by motivation, which is affected by how easy the students find it to use MT. This model not only identifies key factors in MT adoption but also highlights the positive outcomes of using MT. These findings have important implications for translation researchers, educators, and developers of MT systems.

Scherer et.al (2019) studied on how teachers use technology in their classrooms. Many models, including the Technology Acceptance Model (TAM), have been developed to understand this. Although there's agreement on some factors that influence teachers' technology adoption according to TAM, there are still debates and conflicting findings in the field. This study, using data from 114 TAM studies involving 34,357 teachers, aims to clarify these issues. The results show that TAM is generally effective, but some key factors and external variables challenge existing beliefs about it. This study has implications for future research and practical applications.

In line with this, Kenny (1999), Kis (2004), Zhou & Gao (2016), and Kornacki (2017) conducted studies focused on the integration of translation technology, including CAT tools, into the realm of translator training. These inquiries presumably assessed the efficacy of infusing technology into translator education, the outlooks held by trainers and trainee translators in relation to technological integration, and the possible challenges and merits inherent in this assimilation. By concentrating on the educational facet, these investigations

illuminated the effective utilization of technology in nurturing translator skills and competencies.

In conclusion, this research highlights the positive reception of memoQ among students, emphasizing its essential role in improving translation abilities, enhancing accuracy, and ultimately bolstering their confidence in translation tasks. The study aligns with the Technology Acceptance Model (TAM), emphasizing the pivotal role of perceived usefulness and ease of use in driving technology adoption, not only within the classroom but also in shaping future career prospects. However, it also underscores the real challenges faced by students, such as software navigation difficulties and technical issues, emphasizing the importance of user-friendly interfaces and comprehensive operational guidance. By addressing these challenges, educational institutions can harness the potential of specialized tools like MemoQ, providing students with structured learning experiences that prepare them for success in the technology-driven translation industry. Furthermore, this research contributes valuable insights to the ongoing discourse on the integration of technology in language education and translator training, paving the way for future advancements and improvements in this critical domain.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter covers conclusions and recommendations based on findings and discussion in the previous chapter.

A. Conclusion

In light of the research questions that guided this study and its aim to investigate the advantages and challenges of using memoQ in the Translation Tools class for PBI UIN Ar-Raniry students, significant insights have been gained. the study supports The Technology Acceptance Model (TAM) theory. Firstly, regarding to the advantages, it covered Perceived Ease of Use (PEU) that included the introduction of memoQ, equipped with features like auto-correct, auto-saving, and translation memory, has not only improved students' academic performance but has also streamlined their translation process, leading to increased accuracy and productivity. Secondly, Perceived Usefulness (PU) is the positive feedback from students supports the integration of memoQ into the curriculum, potentially as a dedicated subject, and highlights the growing importance of incorporating artificial intelligence to further enhance its capabilities. Third, Behavioral Intention to Use (BI) and Actual Use (AU) is the significance of perceived usefulness and ease of use in driving technology adoption. Overall, the study supports valuable insights into the students' perspective, demonstrating that memoQ is essential tool   that

empowers them in their academic pursuits and prepares them for future careers in translation

On the other hand, the study highlights the difficulties students face when using memoQ for translation tasks, such as problems with software navigation, technical issues, and unclear instructions. These challenges directly impact how easy it is for users to accept and use the technology, as explained in the Technology Acceptance Model (TAM). To address this, memoQ needs to prioritize user experience by improving navigation, providing better technical support, and offering clear, user-friendly guides. It's crucial to upgrade the software to enhance functionality and reduce errors. By tackling these issues, memoQ can gain users' trust and confidence, ensuring a smooth translation experience for students and professionals in the field.

B. Limitations of the study

The study encounters notable limitations that may influence the robustness of its conclusions. Primarily, the research faces a challenge related to constrained preparation time, as it transpired in the 10th semester subsequent to the culmination of pertinent coursework in the 7th semester. This temporal gap poses a potential impediment to participants' accurate recollection of their perspectives concerning the memoQ application, potentially introducing memory biases into the study's outcomes. Furthermore, the research may be subject to limitations pertaining to

participant demographics, particularly if a substantial majority of participants are female. This demographic skewness introduces the risk of gender bias in the findings, constraining the applicability of the results to a more diverse population. Additionally, the extended temporal interval between the conclusion of coursework and the commencement of the research raises noteworthy concerns regarding memory recall. Participants may grapple with recalling specific details about their interactions with memoQ, compromising the precision and dependability of the data collected.

C. Suggestions

The study acknowledges certain limitations and suggests ways to improve it for future researchers. First, considering the potential impact of time gaps on participant memory, starting the study immediately after relevant coursework or incorporating refresher sessions may enhance participants' recollection of memoQ experiences. Second Employing targeted recruitment strategies to include participants from various backgrounds, including different genders and demographics, can enhance the study's relevance to a more diverse population. The following limitation is to address challenges related to time gaps and memory issues; additional data collection methods are proposed. This includes early follow-up interviews to provide a more accurate understanding of participants' interactions with memoQ. Conducting sensitivity tests and validation with external sources is also recommended to ensure the study's reliability. Therefore, implementing the suggested improvements could help overcome the identified limitations,

resulting in a more comprehensive investigation of participants' perspectives

on   memoQ.
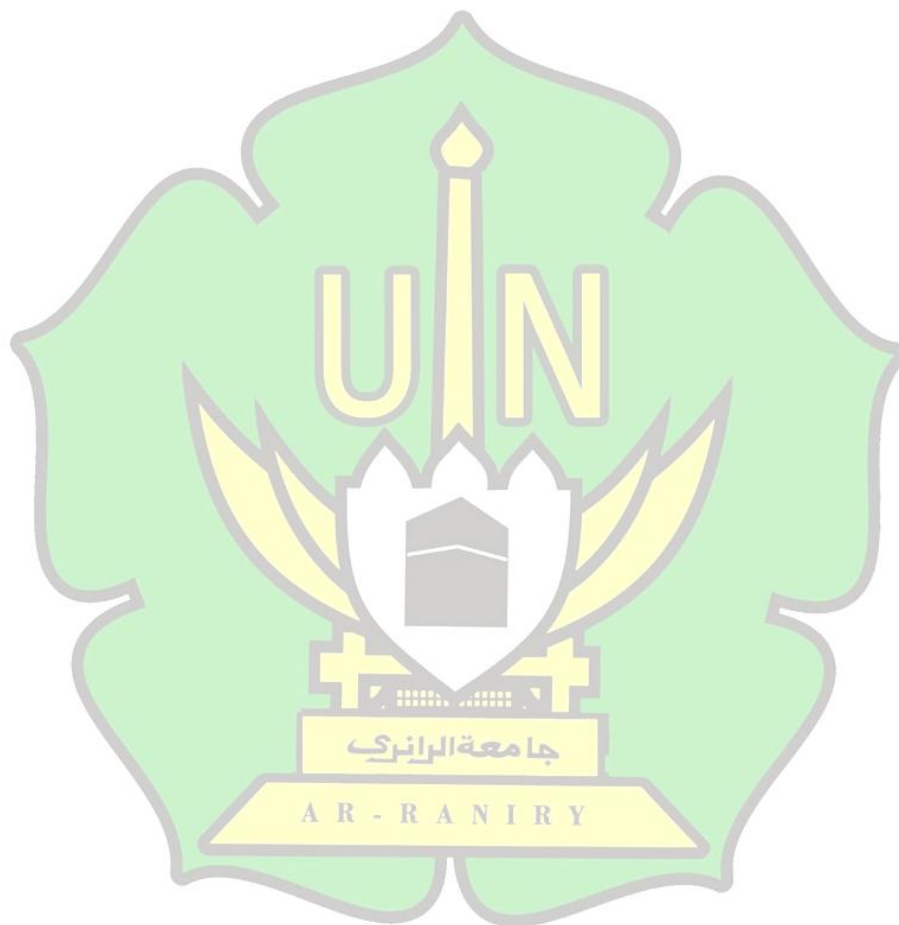
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APPENDICES

Appendix A: Appointment Letter of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 12188/Un.08/FTK/Kp.07.6/11/2023

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-2286/Un.08/FTK/Kp.07.6/01/2023
KEDUA : Menunjuk Saudara :

1. Prof. Dr. Jarjani Usman, S.Ag., M.Sc., M.A   Sebagai Pembimbing pertama
2. Rahmi Fhonna, M.A   Sebagai Pembibing kedua

Untuk membimbing Skripsi
Nama : **Wirdatul Jannah**
NIM : 180203024
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **EFL Students' Perception Toward Using MemoQ Application in Translation Class**

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 07 November 2023
Dekan,

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix B : Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-11689/Un.08/FTK.1/TL.00/11/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **WIRDATUL JANNAH / 180203024**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Jeulingke, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *EFL Students' Perception Towards Using MemoQ Application in Translation Class*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 03 November 2023
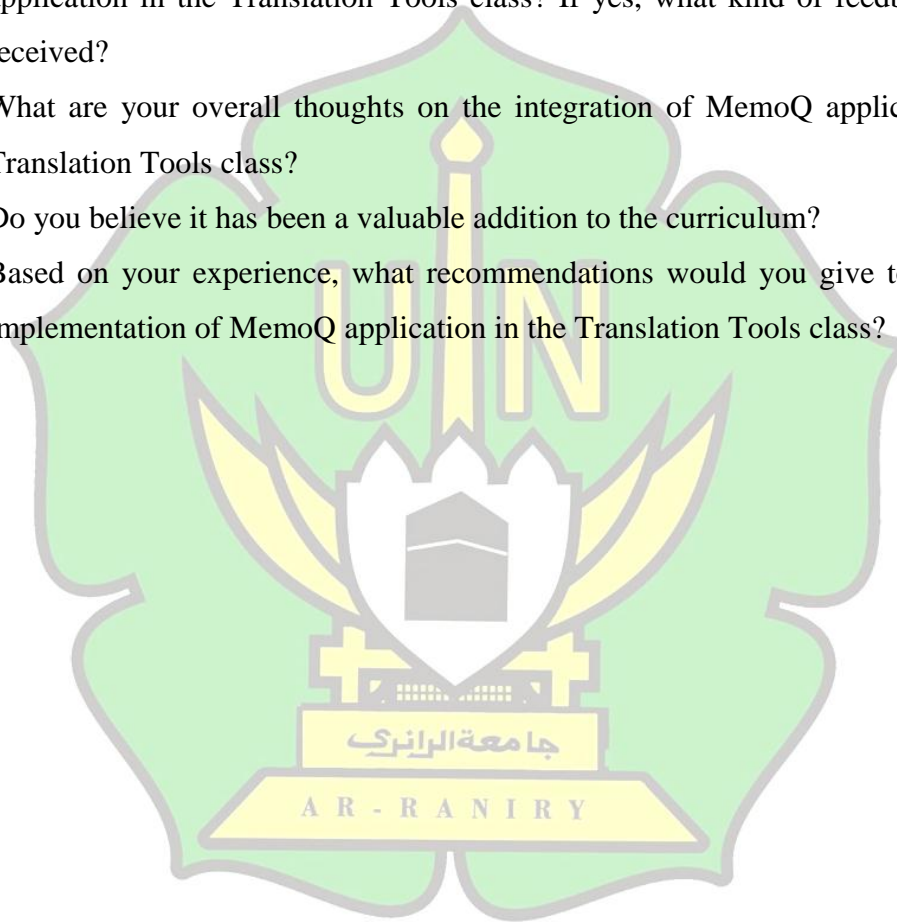an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 29 Desember 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C   : Interview Guidelines

1. How familiar are you with the concept of MemoQ application?
2. Can you tell me about your experience with the implementation of MemoQ application in the Translation Tools class?
3. How do you perceive the use of MemoQ application in enhancing your translation skills?
4. What specific features of MemoQ application do you find most helpful in the translation process?
5. Have you encountered any difficulties or challenges while using MemoQ application in the Translation Tools class?
6. How do you think the implementation of MemoQ has impacted your overall learning experience in the Translation Tools class?
7. In what ways has MemoQ application improved your efficiency in translating various texts?
8. Are there any particular aspects of MemoQ application that you think could be further improved or modified for better use in the Translation Tools class?
9. Have you received any guidance or training on how to effectively use MemoQ in the Translation Tools class? If yes, can you describe the nature of the guidance or training?
10. Do you believe that the use of MemoQ has positively influenced your translation accuracy? Why or why not?
11. How do you think the implementation of MemoQ application has affected your understanding and application of translation theories and concepts?
12. Have you had the opportunity to collaborate with other students using MemoQ in the Translation Tools class? If yes, how has this collaboration influenced your learning experience?
13. In your opinion, what are the advantages of using MemoQ compared to other translation tools?
14. What are some specific challenges you have faced while using MemoQ in the Translation Tools class? How did you overcome them?

15. How has the use of MemoQ application impacted your ability to manage and organize translation projects effectively?
16. Have you noticed any differences in your translation output when using MemoQ application compared to other translation methods or tools?
17. How do you think the use of MemoQ application has prepared you for future professional translation work?
18. Have you received any feedback from your instructors regarding your use of MemoQ application in the Translation Tools class? If yes, what kind of feedback have you received?
19. What are your overall thoughts on the integration of MemoQ application into the Translation Tools class?
20. Do you believe it has been a valuable addition to the curriculum?
21. Based on your experience, what recommendations would you give to improve the implementation of MemoQ application in the Translation Tools class?

Appendix D   : Questionnaires

No	Items	Percentage (%)			
		SD (1)	D (2)	A (3)	SA (4)
1	MemoQ plays a significant role in improving my capacity to handle translation assignments given by my lecturer, enabling me to excel more efficiently in my academic work.				
2	I consider MemoQ my essential tool for translation work. It's my reliable and efficient go-to option, seamlessly integrated into my college life				
3	MemoQ is helping me work faster and more accurately, and significantly boosting my efficiency and productivity.			18 (60%)	
4	I find MemoQ to be an intuitive and user-friendly platform, which contributes to my overall translation activity.				
5	MemoQ is useful to preserv the uniformity of terminology and stylistic elements throughout my translations, ensuring a cohesive and polished final product that meets professional standards			3 (10%)	
6	When assessing how MemoQ affects my translation quality, I also look at how it influences overall aspects like language use, accurate context, and the natural flow of the final translation.				
7	My experience with MemoQ has been characterized by a diverse set of challenges, ranging from occasional software navigation difficulties and technical issues in accessing sufficient support or comprehensive training resources.				
8	I think the developer of MemoQ need to promote and provide clear				

	guidance to operate it well				
9	MemoQ need to upgrade their version to be more functional and less error				
10	During my participation in the Translation Tools class, I have experienced external errors, technical issue, and need to anticipate sudden negative situation				
	Total				
	Equation degree				
	Percentage				

Appendix E   : Autobiography

AUTOBIOGRAPHY

Full Name   : Wirdatul Jannah

Students' Number   : 180203024

Place/Date of Birth   : Bireuen/19 Juni 2000

Sex   : Female

Religion   : Islam

Nationality/Ethnic   : Indonesia/Acehnese

Marital Status   : Single

Occupation   : Student

Address   : Desa Jeulingke

Phone Number   : 082239060031

E-mail   : wirdatuljannah536@gmail.com

Parents

    Name of Father   : Syafruddin (the late)

    Name of Mother   : Rosmaniar

    Father's occupation   : -

    Mother's occupation   : Retired civil servants

Educational Background

    Elementary School   : SDN 4 Juli, Bireuen

    Junior High School   : MTsN 5 Bireuen

    Senior High School   : MAN 2 Bireuen

    University   : UIN Ar-Raniry Banda Aceh

Banda Aceh, 20 Desember 2023

Wirdatul Jannah