STUDENTS' PERCEPTION ON THE USE OF ELECTRONIC DICTIONARY IN ENGLISH TRANSLATION LEARNING

(A Study At PBI Student UIN Ar-Raniry)

THESIS

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(A Study At PBI Student UIN Ar-Raniry)

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

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Saya yang membuat surat pernyataan,

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ABSTRACT

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The aims of this study are to find out the students' perception on the use of electronic dictionary and what are the advantages and disadvantages on the use of electronic dictionary in English translation learning. This study was completed by using qualitative descriptive approach and the researcher used semi-structured interview for collecting the data. The participants were six of PBI students' batch 2018, consisting of three males and three females and it took by using purposive sampling to fulfill specific criteria. To analyze students' perception on the use of electronic dictionary in English translation learning, the researcher used three stages of the data analysis; the first is data reduction, the second is data display, and the last is conclusion drawing. The result of this study show that electronic dictionaries are mostly used by every student to translate vocabulary or know the pronunciation of a word. The types of dictionaries often used by students are Google Translate, DeepL Translation and U-Dictionary. Furthermore, electronic dictionary is a good media for translating because electronic dictionary is easy to use, and time efficient to look up the meaning of the word or even paragraphs. Moreover, in English translation learning, students have difficulties because lack of knowledge about English vocabulary, sometimes the participants find unfamiliar words in the text, and making a good and correct translation or meaning that matches the context of a text. Electronic dictionaries help to overcome the difficulty in translating and finding unfamiliar words in the text. However, electronic dictionary cannot help in finding a good and correct translation. The researcher also found many advantages and disadvantages using electronic dictionary. There are four advantages using electronic dictionary, which are; electronic dictionaries help students in translating, practice the pronounce word or vocabulary, increase students' vocabulary, and electronic dictionary is easier to use and makes time more efficient. While, there are three disadvantages using electronic dictionary; electronic dictionary makes students more dependent and lazier to memorize new words, inaccurate translation, and limited internet access.

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CHAPTER I

INTRODUCTION

This chapter provides the background of the study, research questions, the aims of the study, significance of the study, and terminology, as explored in the following sections.

A. Background Of The Study.

In an era with the rapid development of information and communication technology, the development and utilization of learning processes and resources are needed to support the teaching and learning process effectively. In this case, learning technology is needed for the development of learning processes and resources. Moreover, using technology has several advantages, such as enhancing their knowledge, addressing various styles of students learning, improving academic achievement, deeper comprehension, and making learning simple and easy (Sisay, 2017).

Meanwhile, in terms of translating English text or discourse, some people need a tool in the form of learning media such as a dictionary to assist in finding the meaning of each or some of the words in the reading text. Using media that helps students learn can make the teaching and learning process more effective and efficient. Dictionary is one of the media that can be used by both teachers and students in the teaching and learning process (Harmer, 2007, p. 230). The dictionary in question is like an Indonesia-English dictionary or an English-Indonesian dictionary. However, in the current era of technological development,

dictionaries can be found not only in printed form but also in electronic form, dictionaries that can be easily owned, used and carried anywhere.

Moreover, in learning English as foreign language, students must have a large vocabulary, that they can express themselves and know a lot of words, and they will not get stuck when they read, write, listen and speak. Lecturer should use various techniques and appropriate media to help the student in acquiring new vocabulary by using electronic dictionary. According to According to Nesi (2013, p. 458), an electronic dictionary is dictionary whose data exists in a computer and may be accessed through various media. Nesi (2000, p. 55) also states that an electronic dictionary is any reference material stored in electronic form that gives information about the spelling, meaning, or use of words.

However, with the development of economy and technology, electronic dictionaries play an important role in students' English learning due to their easiness, quick search, and powerful capabilities. Meanwhile traditional printed dictionary gradually fades out of life, for it is inconvenient to carry and hard to search. Schmitt (2010, p. 42) identified four ways that might assist learners in determining and remembering the meaning of new words: guessing from context clues, studying words on word cards, using word parts, and dictionary use. Electronic dictionaries are becoming increasingly popular as a new technological tool in vocabulary learning among foreign learners and as technology proceeds, they will be used more widely by language learners. Electronic dictionaries have the potential to be a useful media in English classes. According to Barham (2017, p. 10), students can express positive attitudes and perceptions towards using

electronic dictionaries in learning new vocabulary. They also wanted to use it in other courses and outside the classroom when teaching and helping other siblings. The students also highlighted that they used the electronic dictionary mostly in pronunciation, spelling, writing, and most importantly, in finding the meaning of new vocabulary. They have fun and interesting experiences in applying this kind of technology in language learning. With the advent of the electronic format, space is no longer a problem. Nowadays, there are various types of electronic dictionary that complement regular paper dictionary and function as additional assets in learning new vocabularies. It comes in various forms such as mobile dictionary, online dictionary, and dictionary on CD-ROMs as well as concordances.

Electronic dictionaries are considered a very beneficial tool for language learning. Language learners should be exposed to extensive reading and listening. (Zheng & Xiaoli, 2016, p. 145). Moreover, students can hear the precise words spoken by a native speaker, electronic dictionaries offer a way to pronounce words audibly. The lecturer does not have to exert much effort when presenting the media to spell the word. The students simply need to hear the electronic dictionary's sound, and they can practically predict the words that have been spelt. Electronic dictionary provides some types of an English accent, such as Cambridge advance Learner' dictionary, there are two types of accents: British accent and American accent. In addition, the students can differentiate both British and American accent. Moreover, electronic dictionary provides some exercises such as grammar, vocabulary, pictures dictionary and exam-practice;

study pages; thesaurus and verb endings (Rohmatillah, 2013, p. 40-41). Therefore, electronic dictionaries are simple tools that assist language learners in learning and checking the pronunciation, spelling, and usage of new words. The student can also differentiate between an American and a British accent. Thus, the students' ability to hear and distinguish the exact words of a native speaker. More importantly, they give meaning and add new vocabulary to words which have not been understood by the user, that it can help students in translation class.

According to Dagiline (2012), one of the main aims of foreign language teaching is to develop students' ability to communicate in the target language. Ross (2000) states that translation is considered as the fifth skill and the most essential social skill since it promotes communication and understanding. As a form of communication, translation includes human interaction and cooperation, which makes it a very useful tool in foreign language teaching. Nugroho et al. (2019) translation is one of the vocational courses that is prevalent in study programs related to language. This course equips students with the ability to translate the source language into the target language. To hone these skills, students must increase their vocabulary and practice to improve their translation competence. This can be supported by language learning tools such as electronic dictionaries that can help students in learning translation and at the same time adding their vocabulary.

Furthermore, perception is a process by which people organize and interpret their sensory experiences in order to make sense of their environment (Robbins and Judge, 2013). According to Adediwura and Tayo, Perception is

defined as physical psychological, and physiological perspectives (Adediwura & Tayo, 2007, p. 165). While according to Richards and Schmidt (2010, P.427) perception is more specifically defines as the recognition and understanding of events, objects, and stimulation through the use of senses sights, hearing, touch, etc. In this study, student perception refers to what students hear, see, and feel about the use of electronic dictionary in English translation learning.

Several studies on students' perception on the use of electronic dictionary in English learning have been conducted. Oktriviani (2022) students' perception of using e-dictionary in E-learning English during pandemic at SMAN 1 Tandun", she reported that the students' perception of using E-Dictionary was at very positive category. Firman (2022) explores teacher's and students' perception on the use of digital dictionary in English classroom at Madrasah Aliyah Negeri 2 Probolinggo". The results of this study were reported that the students were more independent to study and the teacher could learn more about the strategy to be employed to teach the students. Karisi, et al. (2021) researched students' perception of the use YouTube in Translation Class" and the study indicated that the use of You Tube in translation class is useful.

However, these three previous studies are different from the present study "Students' Perception on The Use of Electronic Dictionary in English Translation Learning" which focuses more on using an Electronic Dictionary in English Translation Learning, and the participants of this study are six students of department of English language education on batch 2018, therefore, the researcher

is interested in examining the above problems into a study entitled "Students' perceptions of the use of electronic dictionaries in learning English translation".

For college English translation learning specialty that requires students and lecturers to interact and communicate frequently, requires students to have sufficient vocab to follow their translation lessons well, thus, it is hoped that they can improve student abilities, class more effective and satisfactory grades in translation class. In order to hone these skills, of course, students must expand their vocabulary and practice to improve their translator competence. This can be supported by language learning tools such as electronic dictionaries which can help students in learning translation while at the same time checking the pronunciation, spelling, and adding new vocabulary. Therefore, in my opinion, that is important to investigate more about students" perception on the use of electronic dictionary in English translation learning.

B. Research Questions.

1. What are PBI students' perceptions on the use of electronic dictionary in English translation learning?
2. What are the advantages and disadvantages on the use of electronic dictionary in English translation learning?

C. The Aim of The Study.

Based on the research questions above, the aims of this research are:

1. To find out what are PBI students' perceptions on the use of electronic dictionary in English translation learning.

2. To find out the advantages and disadvantages on the use of electronic dictionary in English translation learning.

D. Significance of The Study.

The focus of this study is to see how PBI students perceive the use of electronic dictionaries in English translation learning, and what the advantages and disadvantages of the use of electronic dictionaries in English translation learning. The researcher hopes that this research will be helpful for English learners to improve their translation skills by using electronic dictionary in English translation learning. For teachers, the results of this study expected to get more information from this research about the contribution and the benefit of electronic dictionary as a language learning instruction in the translation learning process. It would make teachers invent a new teaching method and know-how to effectively use electronic dictionaries to improve English translation learning. And for other researchers, the researcher hopes that this study will be useful to future researchers who will react and try to discover references for a similar case study in the future.

E. Terminology.

To avoid misunderstanding of the readers, it is important to explain the terms used in this study repeatedly. The terms used are as follows:

1. Students' Perception.

Students' perception in this study refers to the process by which the Students of English education department organize and interpret their sensory impression in order to give meaning to their environment, including positive and

negative responses about the use of electronic dictionary in English translation learning.

2. Electronic Dictionary.

Electronic dictionary in this study refers to a dictionary whose data exists in computerized shape, can be accessed to through various media and also a simple tool that assist language learners in learning and checking the pronunciation, spelling, and that allows users to search for words easily and quickly.

3. English Translation Learning.

English translation learning in this study refers to the learning process of translation subjects in English language education at UIN Ar-Raniry. The subjects include: introduction to translation & interpreting studies, approaches in translation studies, media translation, translation and interpretation studies, translation tools and project, and issues in literary and cultural translation.

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CHAPTER II

LITERATURE REVIEW

A. Students' Perception.

A student's perception is their overall emotional reaction to a topic, whether it be auditory or visual, as well as any particular things, both conscious and unconscious, that are caused by processes going on the brain (Sekuler & Blake, 1990). According to Walgito (2005), perception is a process that is preceded by a sensing process, which is the process of receiving a stimulus by an individual through the senses or also called a sensory process. Meanwhile, according to Diana et al. (2021) perception is a process of observing, selecting, organizing, and interpreting environmental stimuli it occurs because every time the five senses (sense of hearing, taste, sight, smell, and touch) are exposed to so many environmental stimuli. It means that perception refers to someone sense or view toward a certain object.

According to James (2007), perception is the conscious recognition of particular things presented to senses." People often refer to their senses as "windows to the mind" or "gateways to knowledge." Perception refers to one's ultimate experience of the world and typically involves further processing of sensory input. Perception involves more process of thinking as a result of the information is received from sensory systems regards certain things or events. It's what happens when someone forms a judgment or belief, which in turn shapes their outlook and emotions. The formation of an opinion about a person or thing can also be thought of as a form of perception.

Students' perceptions are crucial to their academic success because they shape their interactions with the learning process and can be a determining factor between success and failure. Positive factors contribute to success in education, while negative factors contribute to failure (Hafrizal, et al., 2021). In addition, Rudiyanto (2006) found that students with positive perceptions would have good learning motivation, whereas negative perceptions can cause negative motivation. According to Mangal (2010, p. 106), four determinant factors related to the perception of an individual: the physical and social environment, the physical structure, the needs and goals of life, and past experiences.

In short, student perception is the process by student organize, interpret, understanding, observing, selecting, their sensory impressions in order to give meaning to their environment about someone or something.

B. Electronic Dictionary

1. Definition of Electronic Dictionary

Dictionary is one of media that can be used by both teacher and students in teaching and learning process (Harmer, 2007, p. 230). Students can find any word they need in a dictionary, which makes it a useful resource. There are some purposes of using dictionary (Nation, 2000), are as follows: (1) Comprehension (decoding) include; (a) look up unknown words met while listening, reading or translating, (b) confirm the meanings of partly known words, (c) Confirm guesses from context. (2) Production (encoding), include: (a) Look up unknown words needed to speak, write, or translate, (b) Look up the spelling, pronunciation, meaning, grammar, constraints use, collocation, inflections and derived forms of

partly known words needed to speak, write or translate, (c) Confirm the spelling (d) Check that word exist, (e) Find a different word to use instead of a known one (f) Correct an error. (3) Learning, include: (a) Choose unknown words to learn, (b) Enrich knowledge of partly known words, including etymology. Dictionary can be efficiently used to facilitate reading comprehension and vocabulary acquisition for adult learners of a second or foreign language (Aldosari & Mekheimer, 2010). Thus, dictionary is very crucial tool toward for the usage in learning language. Language learner may keep dictionary to create new vocabulary, finding unknown word, and practice the spelling.

Generally, there are two kinds of dictionary, namely paper dictionary and electronic dictionary (e-dictionaries). A paper dictionary defines as a list of word for any kind of information printed on paper organized alphabetically. In distinction, electronic dictionary a source of information might readable in digital version. Electronic dictionary maybe either online (e.g., the website Dictionary. reference.com), and can also be available as apps for smart phones (offline dictionary) (Yanti, 2016). Meanwhile, in this era where technology has developed to exist, people started to use electronic dictionary more often than to use printed dictionary. Electronic dictionary becomes a choice for those who want easiness, time efficient, and something simple.

An electronic dictionary is dictionary whose data exist in computerized form and can be accessed to through various media (Nesi, 2013, p. 458). Therefore, electronic dictionaries have the benefit of being easily accessible via the internet and can be consulted on CD or DVD (or even downloaded free of

charge) (Silberztein, 2016, p. 83-84). In addition, Nesi (2000, p. 55), argues that, the term of electronic dictionary can be used to refer to any reference material stored in electronic form that provides information about the spelling, meaning, or use of words.

Electronic dictionaries are becoming more popular as a new technological tool in vocabulary and translation learning for foreign learners, and as technology progresses, they will be used more widely by language learners. Electronic dictionaries have the potential to be a beneficial tool in English language classes. Barham (2017, p. 10) found that students had positive attitudes and perceptions toward the use of electronic dictionaries as a tool for learning new vocabularies. This is supported by Golonka et al. (2012), electronic dictionaries are well received by students, they acquire a positive attitude towards the use of electronic dictionaries when students use them and make it more useful and facilitate their learning.

Electronic dictionaries are perceived as a very useful language learning tool. Language learners should be exposed to extensive reading and listening (Zheng & Xiaoli, 2016, p. 145). An electronic dictionary has the potential to provide an instant access from within a given entry to a key to the symbols used in the relevant phonological transcription and also, at the click of a button, to model the pronunciation of any given word in audio mode" (Singleton, 2016, p. 208). Therefore, English learners can see, hear and model the pronunciation of any word in seconds, when using an online electronic dictionary. The lecturer does not have to exert much effort when presenting the media to spell the word. Students

only need to listen to the electronic dictionary's sound and they can practically predict the words that have been spelt. Electronic dictionary provides some types of an English accent, such as Cambridge advance Learner' dictionary, there are two types of accents: British accent and American accent. In addition, the students can differentiate between British accent and American accent.

Therefore, electronic dictionaries are simple tools that assist language learners in learning and checking the pronunciation, spelling, and usage of new words. The student can also differentiate between american accent and british accent. Thus,the students' ability to hear and distinguish the exact words of a native speaker. More importantly, they give meanings and add new vocabulary to words which have not been understood by the user so that it can help students in translation class.

Based on the explanation above, electronic Dictionary is dictionary whose data exists in computerized shape, can be accessed to through various media and also a simple tool that assist language learners in learning and checking the pronunciation, spelling, and that allows users to search for words easily and quickly.

2. Types of Electronic Dictionary

As language learning tools, dictionaries are divided into various types. Taking into account the basis and design of their language. Regarding their language base, there are monolingual and bilingual dictionaries. Monolingual dictionaries which present the explanations in the target language, and bilingual dictionaries which provide explanations in native-to-target or target-to-native

languages (Tulgar, 2017). Taking into account the design, there are two versions such as paper dictionary and electronic dictionary. Paper dictionary defines as a word list for any kind of information printed on paper arranged alphabetically. The difference is, the electronic dictionary is a source of information that can be read in a digital version (Marjun, 2021).

There are various kinds of electronic dictionaries. Learners can choose which electronic dictionaries are suitable to use in the learning process. Types of electronic dictionaries such as CD-ROM dictionaries or dictionaries used in Computer-Assisted Language Learning context, the pocket electronic dictionary (henceforth PED), a small hand-held calculator type reference work containing basic vocabulary in one or more languages (Hartmann et al., 2000, p. 110). Oktriviani (2022) defined there are so many types of E-Dictionary that students use in learning English such as Google Translate, U-Dictionary, Oxford Dictionary, Merriam Webster, etc.

Meanwhile, Pastor and Alcina (2010) state that, there are two classifications of electronic dictionaries, which are online and offline electronic dictionary. The example of both online and offline dictionary as stated by Pastor and Alcina (2010) are Oxford English Dictionary (OED), Merriam-Webster Dictionaries and Thesaurus. It is supported by Omar (2011, p. 258) divides into two different types of electronic dictionaries; (a) offline dictionary and (b) online dictionary. (a) Offline electronic dictionary. It is in the form of compact disc. This type of dictionary can be used with a computer or a personal data assistant (PDA). The advantage of using this type of dictionary is that users are free from the

interruption of internet connection and the disadvantage is that it requires an expensive tool (Rabii, 2001, p.146). (b) Online electronic dictionaries. This dictionary is provided on the World Wide Web also known as internet dictionary. The dictionary is directly used from the internet. Some of the websites offered are free and some of them imposed an annual fee. The advantage of using this dictionary is that it can be used at any place as long as there is internet connection. However, it takes up a lot of time caused by the busy internet connection (Rabii, 2001, p.146). Many kinds of online dictionary can be downloaded in the App Store and google play, such as: (1) My Dictionary; (2) Oxford Dictionary (3) Dictionary.com; (4) Merriam-Webster Dictionary; (5) U-Dictionary, etc. (Abdulaziz, 2014, p. 883).

Moreover, based on this research, the types of online electronic dictionaries that are often used by the participants in this study (six of PBI students UIN Ar-Raniry batch 2018) in English translation learning, such as; Google Translate, U-Dictionary, and DeepL.

a. Google Translate

Google translate is a machine translation provided by google, and the function of this machine is to translate text, speech, and web pages from one language to another language (Garry, 2020). Google translate can translate from words, phrases, clauses, sentences, and discourse (Pujiati, 2017). Bahri (2016) also defined, google translate is a web-based free machine translation developed by Google Company that provides text translation from one language to another language in wider range of languages (approximately more than 90 languages).

According to Kharbach (2016), the features that Google Translate provides includes, such as pronouncing the word translated, translating text from an images or photos, translating with voice, translating with the handwriting, translating the whole document and saving the translation in a phrasebook. On the other hands, google translate has some advantages and disadvantages.

Based on Ghasemi and Hashemian (2016) mention that the advantages of Google Translate are free, quick, and uses a statistical method to form an online translation database based on language pair frequency. Maulida (2017) explain that the benefits of Google translate such as: (a) As a translator. This is the main function, namely as an online translator, especially Google Translate from Indonesian to English, which is a lot used in English to Indonesian translation activities. (b) As an Online Dictionary. Another benefit of Google Translate is as online dictionary (or sometimes also called "online"). Because when users of this translation machine do the word-for-word translation, then automatically, Google Translate will display several the choice of the translation of the source word referred to in the target language. (c) As an Online Thesaurus. Use of Google Translate other than as online translators and dictionaries can also be useful as a thesaurus or reference the choice of the same word meaning (word synonym) by way of (online). In addition to a variety of word synonym choices, the level of usage of the word is also displayed. (d) As a Spell Check. Google Translate in addition to being an online language translator, namely as a spell checker for words that appear due to typos. Very useful when you want to do spell checking in English. (e) As a Learning Media for Pronunciation of Foreign Languages. For

those who want to learn a foreign language, for example, those who want to learn English free, especially how to pronounce words, Google translate can be used.

Meanwhile, Fitriani et al. (2021) states that the negative effects of google translate on students writing activities are dependence, lazy to look for the other references, and reduced writing skills. Another study by Groves and Mundt (2015), states that the disadvantages of Google Translate such as not 100% accurate, comes with a fee and no way to tell whether it is accurate or not. It supported by Jumatulaini (2020) even though Google Translate is basically very reliable because it can translate words, phrases, clauses, sentences, and even discourses. This translation machine is very helpful for translating foreign languages into Indonesian. However, the level of accuracy of translation using software is sufficient to be a consideration given the limitations of the translation capabilities of the software, which are still limited only at the level of words and phrases.

In addition, Rohfin et al. (2019) reported that Google Translate is merely a machine that can never beat human translation in term of translation quality. Thus, it may be beneficial to be involved in teaching translation as the human assistance, not the main source of translation. because of good translation results go through lots of works in which machine translation may could not cover all of them. Therefore, conducting thorough checking when attempting the result of Google Translation as they know how the quality of the result.

b. U-Dictionary.

U-Dictionary is an application that is used both when the phone is online and offline (Juwita et al., 2020). U-Dictionary can be downloaded from an android or smartphone and everyone not only can translate words and short phrases, but also practice the skills in any language (Wulandari & Cici, 2019). The app also provides English videos, games and quizzes to help improve English skills. The features offered by U-Dictionary include being able to check the Oxford dictionary in 12 languages, being able to translate between two languages from 108 languages, translating with a camera phone that can detect 93 languages, and many others (Ulandari, 2022).

Furthermore, Wulandari and Cici (2020) states that U-Dictionary can be used as an effective learning media to increase the students' vocabulary. It can be found at play store, one of application in android phone. It is easy to use either to increase the vocabulary or to improve the ability in pronouncing English word because U-Dictionary not only provides the meaning of a word but also giving the spell of a word. In fact, everyone can listen to the pronunciation whenever their Android smartphone has an Internet connection.

The advantages of U-Dictionary, such as; this application is easy to access and easy to use, give good detail information, available in various languages in translation into English (Ula, 2020). The disadvantages use this application such as; this application is accessed by using internet connection, translate by taking picture not all words are read, in giving examples of sentences not everything is there, and the application sometimes errors (Ula, 2020).

c. DeepL Translation.

DeepL translator is an online translator to translate any file or document to any desired language without changing its original format. With the advanced machine translating AI (artificial intelligence) algorithm, this tool provides three times more accuracy to any translated document through its high-end features and function. Since this software works in all OS and devices like Windows, Mac, Android, and iOS, it can translate any content on any device while exploring its exclusive features. Even though this translator supports multiple languages, it mostly supports European languages (Lydia, 2023).

And the last, DeepL translator is an online translator to translate any file or document to any desired language without changing its original format. With the advanced machine translating AI (artificial intelligence) algorithm, this tool provides three times more accuracy to any translated document through its high-end features and function. Since this software works in all OS and devices like Windows, Mac, Android, and iOS, it can translate any content on any device while exploring its exclusive features. Even though this translator supports multiple languages, it mostly supports European languages (Lydia, 2023).

There are several main features of DeepL, including: translates 25+ international languages, great for businesses and individuals, retains formatting of original document (Mcfarland, 2023). It supported by Lydia (2023) the Finest Features of DeepL Translation Service, such as: (1) It allows you to choose alternative words & phrases for your requirement, and the rest of the content will be translated accordingly and automatically. (2) Even though the free version of

this app allows you to translate a maximum of 5000 characters, with the pro version, you can do the limited translation on the web or desktop app. (3) You can translate PowerPoint presentations or Word files while keeping their original formatting intact. (4) While translating large file sizes up to 20 MB and different file types like text or HTML, you can also edit your translated documents. (5) While targeting your audience, you can select the formal/ informal tone of the translation with automatic, accurate pronunciation. (6) Enjoy an unlimited glossary with words and phrases. (7) Get to know any word's meanings or other insights in both the text and translations with the built-in dictionary. (8) You can accelerate the translation process with the Computer-Assisted-Translation (CAT) feature.

Although DeepL has many great features, it does have its pros and cons, namely; Pros of DeepL Translate, such as: (1) Better performance than Google Translate. The DeepL algorithm utilizes artificial intelligence to replicate human intelligence when translating documents. According to various tests, DeepL Translation seems to offer more natural translations, capturing nuances that are often missed by Google Translate. (2) Free version available. DeepL offers a free version of its tool available for anyone to use. To take advantage of their full suite of features, they have subscription-based options available. (3) Makes improvements based on user experience. Along with machine learning technology, DeepL takes advantage of user feedback and ratings to help improve the quality of translations.

Meanwhile, Cons of DeepL Translate, such as; (1) Privacy concerns. While the paid version of DeepL guarantees they will not store any of your text, sensitive company data still nevertheless goes through their servers for processing. If using the free version of DeepL, the company will store your texts for a period of time to improve and update their algorithm. (2) Limited amount of languages. One limiting factor with DeepL is the limited languages available for translation. At present, DeepL can translate 11 languages-the majority being European languages. In contrast, Google Translate offers over 100 languages. (3) Does not take context into consideration. Although the translation quality is an improvement from most competitors, it still lacks the ability to comprehend context. DeepL provides you with a larger variety of synonyms per word, but it does not consider important factors, such as specific business needs, culture, and audience. As a result, translations can sometimes be noticeably inaccurate. (4) Quality differs depending on language pairs. As with Google Translate, the quality of translations can vary depending on the chosen language pairs. DeepL has a strong emphasis on European languages, while only recently adding Japanese and Chinese translations to their tool. (5) Still lacks the human touch. DeepL relies on Linguee, a large database of human translation. This database consists of over one billion translations compiled by over 400 lexicographers. While it is an impressive database, translation dependent solely on document translations can only go so far (Cheng, 2022).

In short, electronic dictionary, have various types, such as: online and offline electronic dictionary. Offline electronic dictionary can be used with a

computer or a personal data assistant (PDA), including; CD-ROM dictionaries or dictionaries used in Computer-Assisted Language Learning context, the pocket electronic dictionary (henceforth PED), a small hand-held calculator. Meanwhile, online dictionary is accessible via the Internet through a web browser or application, including: Google Translate, U-Dictionary, DeepL, Indonesian-English dictionary, My Dictionary, Oxford Dictionary, Dictionary.com, Merriam-Webster Dictionary, oxford advanced learners dictionary, Dictionary.com, OneLook.com, and etc.

3. The Advantages and Disadvantages of Electronic Dictionary.

There are several advantages and disadvantages to using electronic dictionaries. According to Zarei and Gujjar (2012), there are eleven benefits to using an electronic dictionary. The first is many volumes get compressed into one electronic dictionary. The second, storage and retrieval become quick and easy. The third, they are light, compact and faster than any paper dictionary. The fourth, one can easily update some of the brands by using internet and software. The fifth, they have certain unique functions, such as error tolerant input which helps users to look up words with wrong spelling. The sixth, they have cross-referencing as well as colorful pictures word and spelling games. The seventh, they encourage cooperative attitude among users because a view of the screen is more easily shared than a view of the page. The eighth, we can easily change them from one dictionary to another, for example from law to mechanics. The ninth, they provide users with authentic recorded voice facilities for better pronunciation. The tenth,

psychologically, they are prestigious and stylish. And the last, they can provide access to large amounts of data, and they are interactive.

Meanwhile, Zarei and Gujjar (2012), also explain there are nine disadvantages of electronic dictionary, the first is electronic dictionary is fragile; we should take good care of it, we cannot put them in our backpack as we do with our paper dictionary. The second, we need to prepare extra battery; no power means the electronic dictionary is useless so we have to spend some money every time. The third, the are far more expensive than their paper counterpart and so they are subject to theft. The fourth, They cause users to forget alphabetical order gradually. The fifth, they decrease student ability in pronunciation and spelling because machine does this for them. The sixth, LCD can be hard to read in some lighting conditions. The seventh, working with e-dictionary on computer requires that users have some computer facilities are not available everywhere. The eighth, nobody takes responsibility for the accuracy of the information internet dictionaries provide. And the last, both the Web addresses and page contents are constantly changing. Even though electronic dictionary not only brings some advantages to the users, but also it has some disadvantages.

Wati (2020) demonstrated her result, electronic dictionary had advantages such as, fast translation, easy to use, and had audio-visual features that helped students to learn new words easier. In addition, Maulana (2017) states that electronic dictionary is easily modified to add more words or phrases. This supports the theory from Zheng and Xiaoli (2016) that maintain electronic dictionaries have more features that will help the learners, for instance speech-to-

text ability, vocabulary journal, data transportation, internet access, and many more. However, Wati (2020) also revealed disadvantages that occurred during the use of electronic dictionary. There were internet connection problem and mistranslating. The internet connection problem that conveyed by students is crossing with Casuro, Fuertes-Olivera and Tarp (2014) cited in Liu (2015) that electronic dictionary can be called as an unimaginative use of the new powerful technologies in specialized online dictionary (p. 213).

Similar result were also found with Mohamad et al. (2017), E-dictionaries have been helping the participants to learn new words due to its flexibility and ease of use. Since e-dictionaries contain visual interaction therefore it promotes self-learning concept. Besides that, it also gives clearer vocabulary instruction. The ease of use found in e-dictionaries includes the web search, thesaurus and translating tool (for bilingual e-dictionary). E-dictionaries are easier to use, it allows them to search for meanings faster compared to printed dictionaries. And also, it helps them to learn about the proper pronunciation of words. In addition, Mohamad et al. (2017) also said that electronic dictionaries are one of the tools used widely by language learners to develop their vocabulary list. Learners can learn at their preferred setting thus making them becoming more competent language users. By having a wide range of vocabulary, it will help learners to boost up their four main language skills; speaking, reading, writing and listening.

This supports the study from Nesi (2003, p. 370) that examined the benefits of EDs and stated that various types of electronic dictionaries offer audio

and visual information and exercises in multimedia format. Similarly, the study of Rastislav (2017) demonstrates that electronic dictionaries have secured their place within pronunciation instruction as they seem to have become an effective tool in practicing and improving the pronunciation of EFL learners. The results reveal that EFL learners have become fairly interested in practicing their pronunciation through modern electronic dictionaries. Indeed, the wealth of information provided by these dictionaries makes them a reference tool that not only gives information on various aspects of vocabulary knowledge, but also functions as a language learning tool.

Although e-dictionaries have its potentials, Mohamad et al. (2017), also indicated that a few limitations and the issue that needs to be looked upon by the e-dictionaries developers. Some concerns in accessing through e-dictionaries are limited internet access, incomplete definitions and credibility, and classroom distraction which lead to learners not able to give full attention in class when they were occupied with their gadgets. In addition, Maulana (2017) states that one of the disadvantages of using electronic dictionary in understanding English textbook is electronic dictionary makes students lazy to memorize new words. And similarly with Jiang (2012) who stated students may rely too much on the electronic dictionary, so they do not feel obligated to learn new words and expressions because they feel that their electronic dictionary can provide them all.

Therefore, Electronic Dictionaries have the potential to be a useful instrument in English translation learning, there are many advantages and also disadvantages of electronic dictionaries. But now there is little research on the

role of electronic dictionaries in English translation learning. Even though electronic dictionary brings some advantages to the users, but we should also know and concern about its disadvantages.

C. English Translation Learning.

1. Definition of English Translation Learning.

Learning is the process of interaction between students, educators, and learning resources in a learning environment (Brown, 1994). Tomlinson and Masuhara (2004), state that language learning can use knowledge of language systems and language use involving institutions, teachers, learners, and spending also prioritize learning experiences, self-appreciation, emotional involvement, connecting learning with thought power, communicative language use, and learning materials that support learners' creativity. Lie (2007) argues that English is well thought-out as the most vital and influential language in the world. In addition, Richards (2015) proposes that learning English is essential for today's generation to adapt to global communication, literature, media, and work in the present and future. Meanwhile, according to the Law Insider Dictionary (2022), English language learning means studies (i.e., teaching and learning) in the English language for the primary purpose of teaching the English language to non-native English speaking students. Thus, English learning is process of interaction of students with educators and learning resources in a learning environment that can use knowledge about language systems and use of language that involves institutions, instructors, learners, and spending also prioritizes learning experiences, self-appreciation, emotional involvement, connected

learning with thought power, communicative language use, and learning materials that encourage learners' creativity with the primary purpose of teaching the English language to non-native English speaking students.

Translation is an activity that aims to facilitate the communication process by interpreting the information received in one language (L1) into another language (L2), and vice versa. The basic function of translation is to transmit appropriate meaning of a word or a sentence linguistically, semantically, and pragmatically (Musawi, 2014). Another opinion is from Suryawinata and Hariyanto (2003, p. 11), who argue that translation is the replacement of textual material in one language by equivalent textual material in another language. They add the explanation that textual material is not always in written but also in oral form. On the other hand, Nugroho et al. (2019) stated that translation practices generally use translation tools consisting of translation machines and translation memory. Meanwhile, Newmark's (1988, p.7) statement that as a technique in teaching foreign languages, translation has two important objectives, including (1) translation to show students' knowledge of mastery of foreign languages, both translation aims as a form of control of foreign language mastery, or (2) translation as an exercise in intelligence in developing language competencies that students have in tertiary institutions. Moreover, translation also has an important role in the EFL context because before they were going to translate the source language, make sure it is appropriate with the target language culture, norms, and circumstances. Some several words or sentences cannot be translated into some target languages (Karisi, et al., 2021).

In addition, Nugroho et al. (2019) state that, translation is one of vocational characteristics courses that is prevalent in study programs related to language. This course equips students with the ability to translate source languages into target languages. According to Ross (2000), translation is the most important social skill because it facilitates communication and understanding, making it the fifth basic skill alongside listening, speaking, reading, and writing. It is supported by Leonardi (2010, p.17), translation plays a very important role in an increasingly globalized world and in increasingly multilingual Europe where it is used on a daily basis. As a form of communication, translation involves interaction and cooperation between people, which makes it a very useful tool in foreign language teaching.

Many theorists, linguists, and teachers agree on the importance of using translation in foreign language classes. For instance, Schaffner (1998) claims that the translation and related exercises could be beneficial to foreign language learning, such as; the first, to improve verbal agility. The second, to expand students' vocabulary in L 2. The third, to develop their style. The fourth, to improve their understanding of how languages work. The fifth, to consolidate L2 structures for active use. And the last, to monitor and improve the comprehension of L2.

In short, English translation learning is process of translation subject such as rendering the meaning of text into another language in the way that the author intended the text, translate source languages into target languages or process of interpreting the information received in one language (L1) into another language

(L2), and vice versa, and also to transmit appropriate meaning of a word or a sentence linguistically, semantically, and pragmatically. The translation is one of the skills in language teaching. This course aims to train students to translate simple and short texts from English into Indonesian, and vice versa. English translation learning in this study refers to the learning process of translation subject in English Language Education at UIN Ar-Raniry.

2. Students' Difficulties in English Translation Learning.

Translation is needed intensely and knowledge such as science, culture, and technology (Elsadig, 2015). Many students translate in order to comprehend content. However, despite the availability of translation software, they have difficulty translating from English to Indonesia or vice versa. (Arono & Nadrah, 2019).

Gouadec (2007) sets the criteria for a good translation as follows: (a) accurate: the contents of the translation must be true to the facts and to the interpretation of those facts within the limits of the domain or specialist field concerned. (b) meaningful: the message must be meaningful in the target language and culture even though concepts or their interpretations may vary from one culture to another. (c) accessible: Any person using the translation must be able to clearly understand the information and the message conveyed. (d) Effective and ergonomic: the translation must be effective both in terms of communicating a message and of making sure that the message fulfills its initial purpose. (e) compliant with any applicable constraint in terms of: target communities' linguistic and cultural standards and usages, rules and regulations, official

standards concerning terminology or technicalities, physical limitations, functional constraints: a translated Web site must, for instance, remain accessible, all the links must be active, and etc. (f) Compatible with the defense of the client's or work provider's interests since the translator is, to all intents and purposes, the client's service provider cum agent cum adviser or partner. making sure the translation achieves the desired effect (helping to convince, assist, explain, enable use, inform, prompt purchase, assuage, seduce, etc.)

Uncritical use of translation meaning may give learners insufficient, confusing or even inaccurate information about target language (Kavaliauskienė, 2010). Finding out the right equivalence in translating is a central problem encountered by translators during the translation process (Rosa et al., 2020). As the result, the intended meaning of the source language does not conveyed. In translation, translators need broader background knowledge in both languages involved because they cannot rely on dictionaries only. The cultural backgrounds that contribute to the creation of texts must be studied before working on the translation itself. When the translator uses the right method and strategies in translation, it can make a good translation (Syonia & Rusdi, 2020).

Several studies on Students' difficulties in English translation learning have been conducted. Fitriani (2021) has conducted research about students' difficulties in translating English descriptive text into Indonesian which faced by 6 students of English language education at Ar-Raniry State Islamic University batch 2016. Her research aims were to find out the factors that make the students difficult in translating the English descriptive text and find out how students

overcome the difficulties. She reported that, there are several difficulties in translating English descriptive text into Indonesian text, such as the different pattern of the source language, unfamiliar vocabulary, the high level of the text, grammatical meaning, and the culture of the text. And some strategies to overcome their challenges in translating English descriptive text into Indonesian text, such as using dictionary as the alternative media.

Lucito (2018), also conducted research about the analysis of students' difficulties and strategies used in English translation process which faced by 15 fourth semester students who had done translation I in the third semester in English Language Education at Ar-Raniry State Islamic University. She reported that, difficulties they got from religious culture were vocabularies and terminologies meaning when they translated the original text because they were lack of vocabularies and terminologies meaning in religious story. Moreover, participants seldom found the religious vocabularies when they read and learned the common text. And there were only two strategies used by the participants in translation process, as follows: translation by a more general word and translation by paraphrase using related word.

Moreover, Arono and Nadrah (2019) explore students' difficulties in translating English text which faced by 24 students of English study program in State Institute of Islamic Studies of Bengkulu. the study indicated that translation is one difficult subjects faced by the students of English study program in State Institute of Islamic Studies of Bengkulu. The students have made three kinds of error namely of idioms, ellipsis, and textual meaning in translation. Besides, they

find it difficult in translation because they lack of vocabularies, are difficult to translate Islamic texts, get difficulty in understanding literary texts, and are difficult to translate the texts because of grammar. They are also influenced by some factors which made them error in doing translation. Those factors are ignorance in term ellipsis, can not identify ellipsis, idiom, and textual meaning, lack of strategy in translating ellipsis, idiom, and textual meaning, still translating word of speech, most students lack a strong background on the content of the text.

Based on the explanation above, it can be concluded that the difficulties often faced by students in English translation learning such as: finding out the right equivalence in translating, the different pattern of the source language, unfamiliar vocabulary, lack of vocabularies, the high level of the text, grammatical meaning, the culture of the text, lack of terminologies, get difficulty in understanding literary texts, and are difficult to translate the texts because of grammar. And the strategies they use to overcome these difficulties, such as using dictionary as the alternative media, translation by a more general word, translation by paraphrase using related word and so on.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher carried out the research methodology, which includes: the research design, the setting of the study, research instrument, data collection and data analysis.

A. Research Design.

The research design is the procedures of collecting, analyzing, interpreting, and reporting data in research studies (Boru, 2018). In the other words, William (1988, p. 41) defined as “a master plan specifying the methods and procedure for collecting and analyzing the needed information. Research design as types of designs which categorize as qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in research design (Cresswell, 2014). The approach used in this research was qualitative descriptive research with interview because researcher would like to figure out the student perceptions on the use of electronic dictionary in English translation learning. The qualitative approach is used to research, study, and learn about social phenomena; to unravel the meanings individuals attach to actions, circumstances, events, or artifacts; or to get a depth of comprehensive about some aspect of social life (Leavy, 2017). Qualitative method is characterized by some points such as; exploring a problem, developing a detailed understanding of a phenomenon, collecting data based on words, analyzing the data for description using text analysis form and interpreting the more significant meaning of the findings (Creswell, 2012). In addition according to Taylor et al. (2015), defined

the qualitative method as “a research procedure that produces descriptive data in the form of written and spoken words from people and observable behavior". Richards and Schmidt (2013, p. 330) explain that qualitative research is a study that uses procedures without making numerical data, such as interviews, case studies, or participant observation. A qualitative interview occurs when the writer ask one or more participants general, open ended questions and record the answers (Creswell, 2012, p. 217). Meanwhile, descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied (Manjunatha, 2019).

The qualitative descriptive method was chosen because the analysis cannot be in the form of number, the researcher want to describe clearly more phenomenon in society. In this study, the researcher used interviews to allow the participant to talk in some depth, choosing their own words to help the researcher develop a real sense of person’s understanding of a situation.The researcher used interview to make sure and to strengthen their opinion about the use of electronic dictionary in English translation learning. The interview itself consisted of five questions.

Therefore, this study has a qualitative of discovering the students‟ perception on the use of electronic dictionary in English translation learning, including the advantages and disadvantages on the use of electronic dictionary in english translation learning. The data of this research was collected by conducting interview of six participant, they are the students of department of english language education student ar Ar-Raniry State Islamic University, the academic

year 2018. The result of interview from the participant will be displayed descriptively to answer the research questions.

B. Research Setting and Participants.

1. Setting.

This study takes place at English Language Education Department of Ar-Raniry Islamic University (UIN Ar-Raniry), Banda Aceh. The English language education department provides variety of courses. One of them is English translation learning courses, such as translation and interpretation studies, introduction to translation & interpreting studies, media translation, and translation tools and project course that was mainly selected to represent the sample of this research.

2. Participants.

The participants of this study are six of PBI students' batch 2018, consisting of three males and three females. The sampling procedure is used to generate the students into a group of purposive sampling. Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2014). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). In addition to knowledge and experience, Bernard (2002) and Spradley (1979) note the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner. There

are three criteria of choosing students of English Department of UIN Ar-Raniry batch 2018 as participants of the research, are: (a) the participants have taken all the courses of English translation learning, such as; introduction to translation & interpreting studies, approaches in translation studies, media translation, translation and interpretation studies, translation tools and project, and issues in literary and cultural translation. (b) the student who has experienced in using the electronic dictionary. (c) the students are ready to involve in this research, in the term of time and readiness.

C. Techniques of Data Collection.

The researcher collected the data by using interview. The purposes of doing the interview is to find out the students' perceptions or opinion in English translation learning by using electronic dictionary. By using interview, the researcher could analyze student' feeling easily and enjoyable, and also in this chance, students' perceptions could reflect the experience while using electronic dictionary to learn English translation learning in the classroom. Interview is an activity where the interviewer will give some questions to be answered by the interviewer, it is supported by Creswell (2012, p. 217) who argues that a qualitative interview occurs when the writer asks one or more participants general, open-ended questions and record the answers. There are three types of interviews, they are structured interviews, semi structured interviews, and unstructured interviews (Easwaramoorthy & Zarinpoush, 2016). Structured interviews are fully controlled by the interviewer (who possesses much power) and as such, gives the interviewee less room to be flexible and casual, structured interviews have a set of

guidelines which must be clearly observed by the researcher, indicates that the researcher should not agree, disagree or suggest an answer (Stuckey, 2013). The researcher has to adhere to the sequence of questions and question wording during the process. In explaining the response, no participant is allowed to answer another subject's questions. Significantly, in structured interviews, there is no interpretation of the question. In addition, in structured interviews, there is no interpretation of the question. just like structured interviews, semi-structured interviews of interview also an outline of topics and questions prepared by the researcher (Stuckey, 2013). However, unlike the structured, semi-structured interviews have no rigid adherence. Their implementation is dependent on how the interviewee responds to the question or topics laid across by the researcher. Meanwhile, unstructured interviews are controlled conversations that bend towards the interests of the researcher. As explored further, there are different subtypes of the unstructured interviews (Jamshed, 2014). One of them is the non-directive interview, where the researcher has no pre-planned questions (Adhabil & Anozie, 2017).

The researcher used a semi-structured interview to obtain the data for this research. Semi-structured interview was used to provides opportunities for the interviewer and subject to discuss some topics in more detail and collect information about the students' perceptions on the use of electronic dictionary in English translation learning. The researcher conducted interviews with six PBI students of UIN AR-Raniry batch 2018. The result of interview from the participant will be displayed descriptively to answer the research questions.

Before starting the interview, the researcher came up with a list of questions to ask the participants. There are five questions related to the topic of studies. The issue is about students' perceptions and the advantages and disadvantages on the use of electronic dictionary in English translation learning. They were asked about their experience using electronic dictionary and the advantages and disadvantages on the use of electronic dictionary in English translation learning. The interview is undertaken through face to face interview and also by phone calls to get the information from the participant, it is supported by Bryman (2012) telephone interviews are allowed in a research when the researcher and the participants are unable to meet in a location to do the face-to-face encounter. The researcher chooses to use one-on-one interview, in which one participant are interviewed at one time. The researcher called the participants one by one within the duration of 10 until 15 minutes on average. Then the researcher records the interview by making a note or using a recording instrument such as using a smartphone recorder, and also transfer the audio recordings to the laptop to make listening and transcript the data easier, then the researcher listens to the audio carefully, at a time analyses and interpret the data from the interview, and the last concludes the data of the interview.

D. Method of Data Analysis.

The researcher uses three components of data analysis based on Matthew and Huberman (1994, p. 10-12), which are:

1. Data reduction, it is refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions.
2. Data display, a display is an organized, compressed assembly of information that permits conclusion drawing and action.
3. Data conclusion drawing/verification. After displaying the data, the researcher created conclusion based on the research questions.

Therefore, in analyzing the interview data, the researcher used some components of the data analysis. Those are data reduction, data display, and conclusion drawing. Data reduction is used to verify the important and the less important data. It is the important component of analyzing the data because the less important data will reduce the validity of the findings. The other component is data display. Data display is used to interpret the data gathered. The data from the interview can be displayed with words. the data were then described and evaluated by connecting it with the literature. Last, the researcher made a conclusion based on the analysis of the interview.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed the research findings and discussion to answer the research question mention in chapter one. The findings reported are based on data obtained from interviews. And the discussions presented are based on conclusions of the data interview.

A. Research Findings

This research aims to find out PBI students' perceptions on the use of electronic dictionary in English translation learning and the advantages and disadvantages that they got when using the electronic dictionary. To identify the students' perceptions and to find advantages and disadvantages on the use of electronic dictionary in English translation learning, a semi-structured interview was conducted on April 10th until 14th.

There were 6 participants of this study who were students of batch 2018 in English Language Education Department of UIN Ar-Raniry Banda Aceh. There were five questions asked to the participants by phone calls and face to face interview, each participant received the same questions. Furthermore, the researcher interviewed with mixing in Bahasa and English to obtain more information. The selected interviewees are in initial of P1 as participant 1, P2 as participant 2, P3 as participant 3…, and P6 as participant 6. After analyzing the data, the researcher identified some points based on their answers.

1. PBI students' perceptions on the use of electronic dictionary in English translation learning.

All participants have used electronic dictionaries in all subjects, especially in the English translation learning course. Therefore, the researcher found a variety of perceptions based on their experience.

a. Electronic dictionaries are mostly used by every student.

Based on the data from the interview, there were six participants in this study, all of the participants used electronic dictionaries. Three participants often used electronic dictionaries, especially in learning English translation. One participant used an electronic dictionary, which has become a necessity in learning English translation. One participant often uses electronic dictionaries, but in some classes, he also brings conventional dictionaries. And one more only uses an electronic dictionary when he does not know the meaning of a vocabulary and just wants to know how to pronounce it. It could be seen from their responses.

P1: "I always use an electronic dictionary in every learning process, especially in English translation learning"

P2: "During the learning process, I always use ED (electronic dictionary)"

P3: "I often use ED during English translation learning courses"

P4: "I have used several English electronic dictionaries since my first semester until now. I often use an electronic dictionary, but, in some classes, we are forced to bring a conventional dictionary. We are not really dependent on the ease of an electronic dictionary, so we need to put much more effort into looking for new words"

P5: "….. I used the electronic dictionary when I didn't know the meaning of the vocabulary,..,sometimes I always use the dictionary if I need to know the pronunciation or the meaning of a word."

P6: "I use an electronic dictionary such as; Google Translate. I always use an electronic dictionary in the English translation learning course. Because if I don't use an electronic dictionary, it's less helpful in learning translators. For example, there is a vocabulary that I don't know what it means, so I translate it on Google Translate".

Based on the participants' responses, it was found that electronic dictionaries were often used by students in the learning process, especially in learning English translation, to know the pronunciation or meaning of a word. In fact, there are those who make electronics a necessity, as stated by P6 "If I don't use an electronic dictionary, it's less helpful in learning translators". According to P6, this electronic dictionary really helps him in learning translators, especially for English translation learning. In contrast to P5, the use of this electronic dictionary is not a necessity for him, sometimes he only uses electronic dictionary when he needs to know the pronunciation or the meaning of a word. Meanwhile, according to P4, apart from using an electronic dictionary, in some classes, he still carries a conventional dictionary, because he needs to put much more effort into looking for new words. Thus, the conclusion is that all participants use an electronic dictionary in English translation learning class to translate vocabulary or know the pronunciation of a word. This is relevant to Harmer (2007, p. 230) explains, namely that the dictionary is one of the media that can be used by both teachers and students in the teaching and learning process. And also, it is supported by Nesi (2000, p. 55) states the term electronic dictionary (or ED)

can be used to refer to any reference material stored in electronic form that gives information about the spelling, meaning, or use of words.

b. The kind of electronic dictionary students' use.

There are two classifications of electronic dictionary, which are online and offline electronic dictionary (Pastor & Alcina, 2010). Offline electronic dictionary can be used with a computer or a personal data assistant (PDA), including; CD-ROM dictionaries or dictionaries used in Computer-Assisted Language Learning context, the pocket electronic dictionary (henceforth PED), a small hand-held calculator. Meanwhile, online electronic dictionary is accessible via the Internet through a web browser or application, including: Google Translate, U-Dictionary, DeepL, Indonesian-English dictionary, My Dictionary, Oxford Dictionary, Dictionary.com, Merriam-Webster Dictionary, and etc.

There are many types of electronic dictionaries that students can use in English translation learning. But the participants often use online electronic dictionary, namely; Google Translate, U-Dictionary, and DeepL. As students' responses:

P1: "I use U-Dictionary and google translate, but most often use google translate because it's easier, so there's no need for an application. For u-dictionary, there must be an application."

P2: "…., I often use Google Translate because it's easier. When I copy a paragraph, the meaning of that paragraph immediately emerges. I often translate one paragraph directly rather than word for word, so it's faster and more time-efficient."

P3: "I use Google Translate and DeepL, I often use DeepL. In the past, I used Google Translate because it was easier than opening a paper dictionary one by one and looking for the meaning. With Google

Translate, we can access via cellphone, but we must have internet access so we can access and look for the meaning. But after using DeepL, every time we translate the word, there is a choice of words, and so I quickly understand the meaning of the sentence."

P4: "I actually used several electronic dictionaries, such as; Google Translate, which I usually installed on my phone until now, and I also used several new electronic dictionaries, such as: DeepL. I always use Google Translate because it can be installed on my phone, and I don't need to browse the web anymore."

P5: "..., I just use Google Translate for my daily translation, and all of the features there in Google Translate are useful to me: it can translate the word, it can translate the sentences, it can give the definition, it can even give you the synonym, and it can also give you the correct pronunciation of the text."

P6: "…., I use Google Translate and U-Dictionary. But for the meaning of the word, I'm more suitable for using U-dictionary because if I use Google Translate, maybe the "meaning of the word" is different from U-dictionary, so I tend to use U-dictionary more often. U-dictionary can be used both when the phone is online and offline."

Based on the findings above. Participant 1 uses U-Dictionary and Google Translate, but more often uses Google Translate. Participant 2 more often uses Google Translate. Participant 3 uses Google Translate and DeepL, but often uses DeepL. Participant 4 uses DeepL and Google Translate, but often uses Google Translate. Then participant 5 more often used Google Translate. And finally, participant 6 used Google Translate and U-dictionary, but more often used U-dictionary. Thus, it can be concluded that four of the six participants more often used Google Translate, and the other two are more often used DeepL and U-dictionary.

Then, for student reasons, many students choose Google Translate because it's easier, it can access via cellphone, it can be installed on the phone through the application, or can be accessed through the website. For u-

dictionary, there must be an application, and must be installed on cellphone. Google translate not only being a translator tool, but also can provide definitions, synonyms, also provide the correct pronunciation of the text. When translating a paragraph, the meaning of the paragraph immediately appears. It supported by Maulida (2017) the benefits of Google translate such; (1) as a translator, namely as an online translator, especially Google Translate from Indonesian to English, which is a lot used in English to Indonesian translation activities. (2) as an online dictionary, because when users of this translation machine do the word-for-word translation, then automatically, Google Translate will display several the choice of the translation of the source word referred to in the target language. (3) as an online thesaurus. Use of Google Translate other than as online translators and dictionaries can also be useful as a thesaurus or reference the choice of the same word meaning (word synonym) by way of (online). In addition to a variety of word synonym choices, the level of usage of the word is also displayed. (4) as a spell check. Google Translate in addition to being an online language translator, namely as a spell checker for words that appear due to typos. Very useful when you want to do spell checking in English. And (5) as a learning media for pronunciation of foreign languages. For those who want to learn a foreign language, for example, those who want to learn English free, especially how to pronounce words, Google translate can be used.

However, participant 3 prefers to use DeepL translation because it can choose alternative words or phrases for the result of the translation. Thus, that

participants 3 quickly understand the meaning of the sentence. This is supported by Lydia (2023) there are eight the finest features of Deepl translation service, one of them; It allows you to choose alternative words & phrases for your requirements, and the rest of the content will be translated accordingly and automatically. In addition, participant 6 prefers to use U-dictionary because it can be used both when the phone is online and offline. This is supported by Juwita et al. (2020) U-Dictionary is an application that is used both when the mobile phone is online and offline. And also, Ula (2020) explains that this application is easy to access and easy to use, give good detail information, available in various languages translated into English.

c. The electronic dictionary is a good media for translating.

Dictionary is one of the media that can be used by both teachers and students in the teaching and learning process (Harmer, 2007, p. 230). Thus, electronic dictionaries can be used as a media in teaching and learning processes, especially for learning English translation. In this era where technology has developed to exist, people started to use electronic dictionaries more often than to use printed dictionaries. The electronic dictionary is a choice for those who want convenience, time efficiency, and something simple. Therefore, electronic dictionaries can be used as a media for translation.

Based on the data from the interview, it was found that all participants agreed that the electronic dictionary is a good media for translating, pronunciation word and it is very helpful for the learning process, especially

in learning English translation. Five participants recommended the use of an electronic dictionary in the English translation learning process, one participant did not really recommend the use of an electronic dictionary in learning English translation. It could be seen from their responses.

P1: "I think it's very helpful for the learning process, especially in translation learning. Moreover, our English is not a second language. But we learned it as a foreign language, and of course there is a lack of knowledge about the vocabulary, so by using this ED, it will be easier for us to know and translate the vocabulary, and sometimes it helps in spelling words. "….. I really recommend it because it's easy to use and helps us, especially when you can use a cell phone and take it anywhere. Compared to non-electronic dictionaries, which are more difficult to use…"

P2: "…., for English translation learning, Google Translate can be used as a learning media because it can help in the learning process, especially if I don't know the meaning of a word or paragraph. I can look up the meaning of a word or paragraph. And at the same time, I can add a lot of vocabulary and synonyms for a word……, I recommend ED, especially online dictionaries more. We just need to open our cellphones and immediately get the meaning."

P3: "Using ED makes it easier for me to learn, especially for English translation learning, because besides being able to look up the meaning of the word what we want, we can also learn or hear how it is pronounced. So, I know a lot of new words and how to pronounce the word. I recommend the use of an electronic dictionary in the English translation learning process because it makes it easy to translate a word or sentence what we want."

P4: "….. I think, electronic dictionary is crucial in finding new words, translating words, or even paragraphs, some electronics provide word choices with context, so that will make our knowledge of a word in various contexts more comprehensive. So, it has many functions. Of course, I recommend to all my friends to use an electronic dictionary, because if we use a conventional dictionary, we need to look up words one by one, and if we use an electronic dictionary, we could search for words, paragraphs, or phrases, so we could tend toward a much more specific, much more efficient translation."

P5: “When I was in PPL, I developed a learning activity using Google Translate, I asked the student to speak and pronounce a list of words that I had prepared, and then they had to pronounce them correctly. ....., based on my observation, the get one of the speakers was very high. The activity is success,...., I think the use of Google Translate in teaching or even learning is very congenial and effective. ....., in my experience, the translation of sentences in Google Translate is not really good, sometimes it's out of context and doesn't really represent what the text is. ....., I don’t think I can recommend it.”

P6: “Using an electronic dictionary helps me to translate vocabulary or words that are unfamiliar, at the same time, increase my English vocabulary. And it can also help me pronounce the vocabulary correctly, …….. So, in my opinion, the electronic dictionary is very helpful in learning English translation. I recommend using an electronic dictionary, especially for English translation learning. For me, in this subject, without an electronic dictionary, it seems difficult to interpret and understand, especially for vocabulary, which is difficult for me.”

From the statements above, most of the participants agreed that the electronic dictionary is good as a media for student learning and translation. Because the electronic dictionary is easy to use, and time efficient. Besides being able to look up the meaning of the word or even paragraphs that students want, and at the same time, increase students' vocabulary. Student can also learn or hear how it is pronounced correctly, just by using a cell phone, and can take it anywhere. Thus, it is very helpful and makes it easier for students to learn, especially for learning English translation. This supports the theory from Wati (2020) there are several advantages of electronic dictionaries, such as: fast translation, easy to use, and had audio-visual features that help students to learn new words more easily. Similar results were also found with Zheng and Xiaoli (2016) that maintain electronic dictionaries have more features that will help learners, for example speech-to-

text abilities, vocabulary journals, data transportation, internet access, and many more. The ease of use found in electronic dictionaries includes the web search, thesaurus and translating tool. Indeed, the wealth of information provided by these dictionaries makes them a reference tool that not only provides information on various aspects of vocabulary knowledge but also functions as a language learning device.

And most of the participants recommended the use of electronic dictionaries, especially online dictionaries, in translating and finding out how to pronounce a word. Because if use a conventional dictionary, it needs to look up the meanings one by one, and if use an electronic dictionary, it can search for words, paragraphs, or phrases. Thus, it could tend toward a much more specific, much more efficient way. It just need to open our cellphones and immediately get the meaning. Even for participant 6 in the English translation subject, without an electronic dictionary, it seems difficult to interpret and understand, especially for vocabulary, which is difficult for him. On the other hand, there is one participant (P5) who does not really recommend electronic dictionaries, especially Google Translate, because sometimes the student is abused by translating sentence results, whether they are correct or not. And the translation of sentences in Google Translate is not really good, sometimes it's out of context and doesn't really represent what the text is. As said by Groves and Mundt (2015), the drawbacks of Google Translate, such as not 100% accurate, comes with a fee and no way to tell whether it is accurate or not. It is supported by Jumatulaini (2020) even

though Google Translate is basically very reliable because it can translate words, phrases, clauses, sentences, and even discourses. This translation machine is very helpful for translating foreign languages into Indonesian. However, the level of accuracy of translation using software is sufficient to be a consideration given the limitations of the translation capabilities of the software, which are still limited only at the level of words and phrases. In addition, Rohfin et al. (2019) reported that Google Translate is merely a machine that can never beat human translation in terms of translation quality. Thus, it may be beneficial to be involved in teaching translation as human assistance, not as the main source of translation.

d. Students' difficulty in English translation learning.

Many learners do translation to understand a text or material in the learning process. However, most of the participants faced difficulties in English translation learning. Here are the problems:

P1: "The difficulty that I face in learning English translation, when I don't know the unfamiliar vocabulary of the sentence, which makes it difficult for me to follow the learning process, especially for English translation. The strategy I use after looking for the meaning of the words, ..., And using an electronic dictionary can help me overcome the translation problem because, when I don't know the meaning of a word, I will look for an electronic dictionary.

P2: "….. the difficulty that I had in learning English translation was, when I lacked of the vocabulary and pronunciation of the words and how to translate a text correctly and match the context of the text. And I think using an electronic dictionary can help me to overcome the translation problems."

P3: "The difficulty in English translation learning, if I don't know the vocabulary that makes me difficult to following English translation learning, and I think that using electronic dictionary can help me to

overcome the translation problems. Because electronic dictionary can translate words or sentence, and also pronounce them."

P4: "….. The difficulty is when determining the context of a text; for example, when translating into English, if I translate words or sentences, the meaning is different, so there are some sentences that might not make sense when we translate, so I have to look for other translations or another dictionary. And using an electronic dictionary could overcome the translation problems because an electronic dictionary can translate the sentence, word, or even paragraph that I don't know the meaning of the sentence or word. And some electronics provide word choices with context like Deepl dictionary, so that will make our knowledge of a word in various contexts more comprehensive."

P5: "For me, the hardest part of translating is deducing the real concept, the real meaning of the sentence itself, ... and even sometimes, I just search for the meaning or definition of the word or sentence by searching on Google. I'm not using the translator in the dictionary or google translate anymore, sometimes I just look up a particular word that I don't understand. ..... and I think the electronic dictionary can solve the problem of translation, just to find the meaning of a word or paragraph that I don't know what it means, but to find the correct context in a paragraph or text, sometimes it can't help and there is no solution provided by the gate of the dictionary.

P6: "….. the obstacle is that when I don't know the meaning of the vocabulary or the word, it's difficult to translate the text. Using an electronic dictionary can help me overcome translation problems. Maybe some people can translate without a dictionary. But for me, sometimes I use an electronic dictionary to translate English vocabulary that I don't know the meaning of.

Based on the answers from the participants above, it shows that the participants have difficulties in English translation learning because lack of knowledge about English vocabulary, and sometimes the participants find unfamiliar words in the text, that makes it difficult for them to translate a text or material that given by the lecturer, thus it becomes an obstacle to following the teaching and learning process, especially in English translation learning.

Another difficulty is finding a good and correct translation or meaning that matches the context of a text, which is also a difficulty for students. It is supported the research by Fitriani (2021) "students' difficulties in translating English descriptive text into Indonesian", there are several difficulties in translating English descriptive text into Indonesian text, such as the different pattern of the source language, unfamiliar vocabulary, the high level of the text, grammatical meaning, and the culture of the text. Added by Lucito (2018), she has conducted research about students' difficulties in English translation process because they were lack of vocabularies and terminologies meaning in religious story. Similar results were also found with Arono and Nadrah (2019) explore students' difficulties in translating English text, because they lack of vocabularies, are difficult to translate Islamic texts, get difficulty in understanding literary texts, and are difficult to translate the texts because of grammar. And the last it supported by Rosa et al. (2020) finding out the right equivalence in translating is a central problem encountered by translators during the translation process. Meanwhile, most of the participants use dictionaries, especially online electronic dictionaries, to overcome the problems of finding the meaning of unfamiliar word, sentences, and even the text. It is supported by Fitriani (2021), she reported that some strategies to overcome their challenges in translating English descriptive text into Indonesian text, such as using a dictionary as the alternative media. Because an electronic dictionary can translate the sentence, word, or even paragraph and also pronounce them. And some electronics provide word choices, like

the Deepl dictionary, they can choose which word or vocabulary is correct or suitable for a sentence. As stated by Lydia (2023), there are eight the finest features of Deepl Translation service, one of them; It allows you to choose alternative words and phrases for your requirements, and the rest of the content will be translated accordingly and automatically.

However, to overcome the problems in finding a good and correct translation or meaning that matches the context of a text, sometimes electronic dictionary cannot help this. This supported the theory from Zarei and Gujjar (2012) states that one of the nine disadvantages of electronic dictionary is nobody takes responsibility for the accuracy of the information internet dictionaries provide. Moreover, participant 5 does not just depend on Google Translate to translate the word or even the paragraph, because he said Google Translate has limitations, it cannot give context, and sometimes it cannot give the correct translation. And he is also looking for the meaning or definition of the word or sentence by searching on Google. Thus, it can be concluded that students have difficulty in English translation learning classes because of a lack of knowledge about English vocabulary, finding unfamiliar words in the text, and making a good and correct translation or meaning that matches the context of a text. The strategy used by students to overcome the problems of finding the meaning of unfamiliar words, sentences, and even the text is using electronic dictionary. However, to overcome the problems of finding a good and correct translation or meaning that matches the context of a text, sometimes electronic dictionary cannot help this.

2. The advantages and disadvantages on the use of electronic dictionary in English translation learning.

Electronic dictionaries have some advantages and disadvantages. It can be seen in the table below.

Table 4.1 *The advantages and disadvantages of electronic dictionary in English translation learning.*

No	**Advantages**	No	**Disadvantages**
1	Electronic dictionaries help students in translating.	1	Electronic dictionary makes students more dependent and lazy to memorize new words.
2	Practice the pronounce word or vocabulary.	2	Inaccurate translation.
3	Increase students' vocabulary.	3	limited internet access.
4	Electronic dictionary is easier to use and makes time more efficient.		

a. Advantages.

Electronic dictionary is a dictionary whose data exists in computerized form and can be accessed through various media, such as; computers or cellphones. This dictionary helps students in learning, finding, or translating the meaning of a word and checking the pronunciation, spelling, increase students' vocabulary and that allows users to search for words easily and quickly.

From the interview result, the researcher found four advantages of using electronic dictionaries in learning English translation, they are: electronic dictionaries help students in translating, practice

pronunciation of words or vocabulary, increase students' vocabulary, and are easy to use and save more time.

1) Electronic dictionaries help students in translating.

The use of electronic dictionary is very helpful for students since they can find any kind of word they need. All participants agreed that the electronic dictionary helped them translate and find the meaning of a word or vocabulary.

P1: "The advantages of using an electronic dictionary, such as: U-Dictionary and Google Translate,… it helps find difficult vocabulary or translate the vocabulary,…"

P2: "The advantages of using an electronic dictionary, …. in finding the meaning of a word than a paper dictionary,…. and we can find the synonym of that word…"

P3: "I think it's very positive, besides being able to translate words, sentences, or even texts. …. electronic dictionary makes it easier for me to follow the learning process of English translation classes because, before the class starts, I look up or translate any words or phrases I don't know the meaning of, so that when the class has started, I already know the translation of a text or material given by the lecturer. So that makes me more prepared to follow the learning process. I can be more active in class, because I know what the lecturer explains, and what I don't know, I can translate in electronic dictionary…"

P4: "The advantages of using electronic dictionaries are that they fasten the way we look for the word, phrase, or even paragraph that we need to translate into English,…"

P5: "For me, I feel the electronic dictionary has a positive impact on English translation learning…., and it can help me translate some words, and all of the features there in Google Translate are useful to me: it can translate the word, it can translate the sentences, it can even give me the synonym,.."

P6: In my opinion, the advantages of using an electronic dictionary, it can help me translate a word that is unfamiliar and difficult for me,…"

Most of the participants felt that the electronic dictionary helped them in translating and finding the meaning of a word or vocabulary, sentences, paragraphs, or even texts for which they don't know the meaning, difficult or unfamiliar vocabulary, and it could also give them the synonym of a word they need. Therefore, the electronic dictionary helps, makes it easier, and makes them more prepared for the teaching and learning process of English translation classes. Because before or during class they can translate words or vocabulary, sentences, paragraphs, texts, or even material that they do not know the meaning of. Thus, it makes them more prepared and can even make them more active in class. This is line with Wati (2020) states that electronic dictionary is a new fastest and simple device to help students to translate English to their mother language or vice versa. And the advantages of electronic dictionary such as, such as, fast translation, easy to use, and had audio-visual features that helped students to learn new words easier. And similarly result with Golonka et al. (2012) highlight that they earned positive attitudes on the use of electronic dictionary when students use it and it brought more beneficial and facilitative for their learning.

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2) Practice the pronounce word or vocabulary.

In addition to providing a translation feature, the electronic dictionary also provides a pronunciation feature, and this is one of the advantages felt by participants.

P1: "The advantages of using an electronic dictionary,….., sometimes it helps in spelling words."

P2: "The advantages of using an electronic dictionary,… we also know how to pronounce a word."

P3: "Electronic dictionary can also train me in pronunciation or how to pronounce words. So, I know a lot of new words and how to pronounce them."

P5: "….., it can also give me the correct pronunciation of the text. Which really helps me and really advantages me."

P6: "….., an electronic dictionary helps me pronounce the word or vocabulary."

Based on the answers of the participants, five of six participants stated that the electronic dictionary helped them practice the pronunciation of words or vocabulary, and even the text. This is line with Singleton (2016, p. 208) states that an electronic dictionary has the potential to provide an instant access from within a given entry to a key to the symbols used in the relevant phonological transcription and also, at the click of a button, to model the pronunciation of any given word in audio mode. Similar result were also found with Rastislav (2017) demonstrates that electronic dictionaries have secured their place within pronunciation instruction as they seem to have become an

effective tool in practicing and improving the pronunciation of EFL learners. The results reveal that EFL learners have become fairly interested in practicing their pronunciation through modern electronic dictionaries.

3. Increase students' vocabulary.

Electronic dictionary not only can help students to translate and practice the pronunciation of words or vocabulary. But also increase students' vocabulary.

P1: "The advantages of using an electronic dictionary, such as: U-Dictionary and Google Translate, it's easier to know a lot of vocabulary,….."

P2: "The advantages of using an electronic dictionary, it's faster, easier especially when you can use a cell phone and take it anywhere, more time-efficient in finding the meaning of a word than a paper dictionary, at the same time, I can add a lot of vocabulary and synonyms for a word,….."

P3: "I think it's very positive, besides being able to translate words, sentences, or even texts. Electronic dictionary can also train me in pronunciation or how to pronounce words. So, I know a lot of new words and how to pronounce them."

P4: "…..And electronic dictionaries simply find me a lot in discovering new words or the words that are related to or which the word, I am looking for could be, so that I could have a rich and large vocabulary."

P5: "For me, I feel the electronic dictionary has a positive impact on English translation learning. Before, I didn't understand all of the vocabulary, and in this case, I don't understand it, but I can find it in the dictionary, at the same time, I can add a lot of my vocabulary,….."

P6: "In my opinion, the advantages of using an electronic dictionary, it can help me translate a word that is unfamiliar and difficult for me and, at the same time, increase my English vocabulary,….."

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All participants argued that electronic dictionaries can increase their vocabulary or improve students' vocabulary. It is supported the research by Maulana (2017) states that electronic dictionary is easily modified to add more words or phrases. And similarly, the study by Mohamad et al. (2017) electronic dictionaries are one of the tools used widely by language learners to develop their vocabulary list. Learners can learn at their preferred setting thus making them becoming more competent language users.

4. **Electronic dictionary is easier to use and makes time more efficient.**

In this era where technology has developed to exist, people started to use electronic dictionary more often than to use printed dictionary. Electronic dictionary becomes a choice for those who want easiness, and time more efficient.

P1: "The advantages of using an electronic dictionary, such as: U-Dictionary and Google Translate, it's easier to know a lot of vocabulary, ….., it saves more time or is more efficient because it can be accessed via a cellphone in the learning process and do the assignment, and electronics are easy, especially when you can use a cell phone and take it anywhere."

P2: "The advantages of using an electronic dictionary, it's faster, easier especially when you can use a cell phone and take it anywhere, more time-efficient in finding the meaning of a word than a paper dictionary,….."

P3: "…., electronic dictionary is easy to use and makes it easier for me to follow the learning process of English translation classes ,….., It was easier than opening a paper dictionary

one by one and looking for the meaning, so it makes time efficient."

P4: "The advantages of using electronic dictionaries are that they fasten the way we look for the word, phrase, or even paragraph that we need to translate into English. If we used a conventional dictionary, it would take several attempts to find it, or perhaps we would not find it at all. If we use an electronic dictionary, we can find it quickly."

Four of six participants agreed that the electronic dictionary is easy to use and makes time more efficient in translating and finding the meaning of a word because it can be accessed via a cellphone and taken anywhere. The electronic dictionary is easier and more time efficient in finding the meaning of a word than a paper dictionary, which requires us to open the sheets one by one to find the meaning of a word, while the electronic dictionary only needs to be opened on the cellphone to access the application, then searched for the word we want to find the meaning of, and immediately the meaning of the word comes out. Electronic dictionaries can quickly to translate the sentences or even texts we want. That is why electronic dictionaries are easier and make time more efficient. This finding is line with Zarei and Gujjar (2012), who state that electronic dictionaries have eleven advantages, two of them is storage, retrieval become quick and easy. And they are light, compact and faster than any paper dictionary. Similarly, the study of Wati (2020)

showed that electronic dictionary had advantages such as, fast translation, easy to use, and had audio-visual features that helped students to learn new words easier. And another study by Mohamad et al. (2017) E-dictionaries are easier to use, it allows them to search for meanings faster compared to printed dictionaries.

Based on the data above, it could be concluded that there were several advantages on the use of electronic dictionary in English translation learning, such as: electronic dictionary helps students to translate, practice the pronounce of word or vocabulary, increase students' vocabulary, and electronic dictionary is easy to use and make time more efficient and saves more time.

b. Disadvantages.

The electronic dictionary does not only have advantages but also have some disadvantages that are felt by participants in using electronic dictionaries in English translation learning. From the interview results, the researcher divides into three disadvantages of using an electronic dictionary in translation learning, including:

1) **Electronic dictionary makes students more dependent and lazy to memorize new words.**

One of the disadvantages of an electronic dictionary is that it makes students more dependent on it and lazy to memorize new words.

P1: “The disadvantage of electronic dictionary is because electronic dictionaries make me dependent, sometimes there is a word that I don't know the meaning of, and I immediately use electronic dictionaries to find the meaning of that word, not remembering what I've been looking before but looking directly at the electronic dictionaries,…..”

P3: “In my opinion, the disadvantages of using electronic dictionary, like; Google Translate, make us addicted or dependent.”

P4: “The disadvantages of using an electronic dictionary are that perhaps we become more dependent on it, so it would make us take the lazy way out, and that’s not a good thing. We become too dependent, and then we put less effort into looking for something, and we always look for the easy way out, and I think the faster and easier way isn't always efficient. I think if we become lazy in some kind of instant case, it's not really a good thing.”

P6: “The disadvantages of using an electronic dictionary, it's less effort, or there's no effort, to look up vocabulary one by one and memorize it, because if you use an electronic dictionary, especially Google Translate, you often translate the paragraphs directly, not translate vocabulary one by one. So, in my opinion, the use of this electronic dictionary makes us lazy to remember the vocabulary that we translated yesterday, and there is no effort, so we depend on the dictionary, and it is less effort to find out the meaning of a word.”

From the participant’s answer, four of six participants stated that electronic dictionary makes students more dependent on electronic dictionary and lazy to memorize new words. Because the electronic dictionary is easier, more time efficient, and quicker to translate or find the meaning of a word, sentence, or even text than a paper dictionary, it can be accessed via a cellphone and taken anywhere. That is one of the reasons students become addicted to using electronic dictionaries and

are lazy to memorize new words. This is in line with Maulana (2017) states that one of the disadvantages of using electronic dictionary in understanding English textbook is electronic dictionary makes students lazy to memorize new words. And similarly with Jiang (2012) who stated students may rely too much on the electronic dictionary, thus they do not feel obligated to learn new words and expressions because they feel that their electronic dictionary can provide them all. Another study by Fitriani et al. (2021), the negative effects of google translate on students writing activities are dependence, lazy to look for the other references, and reduced writing skills.

2) **Inaccurate translation.**

Even though, electronic dictionary can help students to translate, find the meaning of the word, or even the text. However, sometimes the translation result from electronic dictionary does not make sense in the context of the text and inaccurate translations.

P2: "….., another disadvantage is the translation of sentences that are inappropriate or inaccurate, and sometimes the grammar isn't accurate. ….. ,there are words that are inaccurate. For example, if I copy the words in English, I enter them into Google Translate, and I translate into Indonesian. Sometimes the words don't match the paragraphs."

P3: "….., when using Google Translate, sometimes there are difficulties, because when translating a sentence on Google Translate, sometimes there are words that are not accurate,….."

P5: “The translation sometimes doesn't make sense, and sometimes it's difficult to put in context. Oh yeah, sometimes I don’t understand the translation, I don’t get the context, and I think that's one of the most difficult things or disadvantages about using a dictionary.”

Based on the answers, three of the six participants stated that the electronic dictionary sometimes the translation results does not make sense with context of the text and inaccurate translations, such as; grammar are not accurate with the context of the text, the words don not match the paragraphs, and sometimes the translation does not make sense. This supported the theory from Zarei and Gujjar (2012), who state that one of the nine disadvantages of electronic dictionary is nobody takes responsibility for the accuracy of the information internet dictionaries provide.

Moreover, refer to the type of dictionary used by participants, such as participant 1 using Google Translate, participant 3 using Google Translate and Deepl Translation, and participant 5 using Google Translate. And also correlated with the results from the participants answer above, which is electronic dictionary sometimes the translation results don not make sense with context of the text and inaccurate translations. This is line with Groves and Mundt (2015), the disadvantages of Google Translate such as not 100% accurate, comes with a fee and no way to tell whether it is accurate or not. And it supported

by Jumatulaini (2020) even though Google Translate is basically very reliable because it can translate words, phrases, clauses, sentences, and even discourses. This translation machine is very helpful for translating foreign languages into Indonesian. However, the level of accuracy of translation using software is sufficient to be a consideration given the limitations of the translation capabilities of the software, which are still limited only at the level of words and phrases. In addition, Clint (2022) states that one of the cons of DeepL Translate, does not take context into consideration. Although the translation quality is an improvement from most competitors, it still lacks the ability to comprehend context. DeepL provides you with a larger variety of synonyms per word, but it does not consider important factors, such as specific business needs, culture, and audience. As a result, translations can sometimes be noticeably inaccurate.

3) **limited internet access.**

The participant also revealed disadvantages that occurred during the use of electronic dictionaries. These was internet connection problems. Internet connection problems made electronic dictionary could not work to translate and lost its power as powerful technology.

P1: "…., Another disadvantage is electronic dictionary using the internet connection, especially if the internet network is bad and no connection. It becomes difficult and sometimes unusable."

P2: “Disadvantages of using electronic dictionary, if there is no signal, the electronic dictionary (online dictionary) cannot be accessed, ….., I face difficulties using the electronic dictionary when I use Google Translate. Sometimes, if the network is slow,…..”

P3: “In my opinion, the disadvantages of using electronic dictionary, like; Google Translate must have internet access, so if I don't have internet access, I can't access it.”

From the participants responses, three of the six participants argued that electronic dictionaries have limited internet access. Electronic dictionaries must have an internet connection, if there is no signal, the electronic dictionary (online dictionary) cannot be accessed, and the students cannot use the dictionary. This is in line with Ula (2020) The disadvantages of using electronic dictionary such as; this application is accessed by using internet connection, and the application sometimes errors. Similarly, the study of Mohamad et al. (2017) also indicated that a few limitations and the issue that needs to be looked upon by the e-dictionaries developers. One of the concerns in accessing through e-dictionaries is limited internet access. And another study by Wati (2020) revealed disadvantages that occurred during the use of electronic dictionary. There were internet connection problem and mistranslating. Internet connection problems made electronic dictionary could not work to translate and lost its power as powerful technology.

Based on the data above, the researcher can conclude that, there are several disadvantages that students feel about using electronic dictionaries in English translation learning, such as: electronic dictionaries make students more dependent on them and lazy to memorize new words, the translation results do not make sense with context of the text and inaccurate translations, and electronic dictionaries have limited internet access.

B. Discussion

In this section, the researcher presented the discussion based on the findings of the researcher. This research consisted of two research questions; what are PBI students' perceptions on the use of electronic dictionary in English translation learning and what are the advantages and disadvantages on the use of electronic dictionary in English translation learning. In this research, there were six participants and five interview questions. The data collected through semi-structured interview by telephone and face to face. Interviews were used to find out the opinions of participants, and views on the topic that the researcher was researching. In this part, the researcher elaborated two points on the findings based on the research questions.

The first research question is about PBI students' perceptions on the use of electronic dictionary in English translation learning. The researcher categorized the result as four main ideas; electronic dictionaries are mostly used by every student, the kind of electronic dictionary students' use, the electronic dictionary is a good media for translating, and students' difficulty in English translation

learning. First, electronic dictionaries are mostly used by every student, all participants stated that they use and even often use the electronic dictionary in English translation class to translate vocabulary or know the pronunciation of a word. This is supported by Nesi (2000, p. 55) states the term electronic dictionary (or ED) can be used to refer to any reference material stored in electronic form that gives information about the spelling, meaning, or use of words. In addition, Harmer (2007, p. 230) explains, that the dictionary is one of the media that can be used by both teachers and students in the teaching and learning process.

The second, the types of dictionaries used by students are Google Translate, DeepL Translation, and U-Dictionary. Four of the six participants more often used Google Translate by reasons, Google Translate is easier, it can access via cellphone, it can be installed on the application and website. Google translate not only being a translator tool, but also can provide definitions, synonyms, and correct pronunciation of the text. It supported by Maulida (2017) the benefits of Google translate such; (1) as a translator, namely as an online translator, especially Google Translate from Indonesian to English, which is a lot used in English to Indonesian translation activities. (2) as an online dictionary, because when users of this translation machine do the word-for-word translation, then automatically, Google Translate will display several the choice of the translation of the source word referred to in the target language. (3) as an online thesaurus. Use of Google Translate other than as online translators and dictionaries can also be useful as a thesaurus or reference the choice of the same word meaning (word synonym) by way of (online). In addition to a variety of word synonym choices,

the level of usage of the word is also displayed. (4) as a spell check. Google Translate in addition to being an online language translator, namely as a spell checker for words that appear due to typos. Very useful when you want to do spell checking in English. And (5) as a learning media for pronunciation of foreign languages. For those who want to learn a foreign language, for example, those who want to learn English free, especially how to pronounce words, Google translate can be used. However, one participant prefers to use DeepL translation because it can choose alternative words or phrases for the result of the translation. This is supported by Lydia (2023) there are 8 (eight) the Finest Features of Deepl Translation Service, one of them; It allows you to choose alternative words & phrases for your requirements, and the rest of the content will be translated accordingly and automatically. And another one prefers to use U-dictionary because it can be used both when the phone is online and offline. This is supported by Juwita et al. (2020) U-Dictionary is an application that is used both when the mobile phone is online and offline.

The third, electronic dictionary is a good media for translating. All participants agreed that the electronic dictionary is a good media for translating, pronunciation word and it is very helpful for the learning process, especially in learning English translation, because electronic dictionary is easy to use, and time efficient to look up the meaning of the word or even paragraphs. This supports the theory from Wati (2020) there are several advantages of electronic dictionaries, such as: fast translation, easy to use, and had audio-visual features that help students to learn new words more easily.

The last, students' difficulty in English translation learning. Most of the participants faced difficulties in English translation learning because lack of knowledge about English vocabulary, sometimes the participants find unfamiliar words in the text, and making a good and correct translation or meaning that matches the context of a text. It is supported the research by Fitiani (2021) "students' difficulties in translating English descriptive text into Indonesian", there are several difficulties in translating English descriptive text into Indonesian text, such as the different pattern of the source language, unfamiliar vocabulary, the high level of the text, grammatical meaning, and the culture of the text. The strategy used by students to overcome these problems is using an online electronic dictionary to look up the meaning. This is in line with Fitriani (2021), she reported that some strategies to overcome their challenges in translating English descriptive text into Indonesian text, such as using a dictionary as the alternative media. Because an electronic dictionary can translate the sentence, word, or even paragraph and also pronounce them. However, electronic dictionary can't help in finding a good and correct translation. This supports the theory from Zarei and Gujjar (2012), who mention that one of the nine disadvantages of electronic dictionaries is that no one is responsible for the accuracy of the information provided by internet dictionaries.

Second research question, it is about the advantages and disadvantages on the use of electronic dictionary in English translation learning, the researcher found that all the participant agreed that electronic dictionary has the advantages

and disadvantages. The researcher found there are four the advantages and three disadvantages on the use of electronic dictionary in English translation learning.

The advantages of using an electronic dictionary are divided into four points, including: electronic dictionaries help students in translating, practice the pronounce word or vocabulary, increase students' vocabulary, and electronic dictionary is easier to use and makes time more efficient. The first advantage is electronic dictionary help students in translating, all participant agreed that electronic dictionary helped them in translating and finding the meaning of word, sentences, paragraphs, or even texts for which they do not know the meaning and it could give the synonym of a word. This is supported by Wati (2020) states that electronic dictionary is a new fastest and simple device to help students to translate English to their mother language or vice versa. And the advantages of electronic dictionary such as, such as, fast translation, easy to use, and had audio-visual features that helped students to learn new words easier.

Second, practice the pronounce word or vocabulary, five of six participants agreed that the electronic dictionary helped them practice the pronunciation of words or vocabulary, and even the text. This is support for the research that has been conducted by Rastislav (2017) demonstrates that electronic dictionaries have secured their place within pronunciation instruction as they seem to have become an effective tool in practicing and improving the pronunciation of EFL learners. EFL learners have become fairly interested in practicing their pronunciation through modern electronic dictionaries. Indeed, the wealth of information provided by these dictionaries makes them a reference tool that not only gives

information on various aspects of vocabulary knowledge but also functions as a language learning device.

Third, increase students' vocabulary. All participants agreed that electronic dictionaries can increase their vocabulary or improve students' vocabulary. In other hand, the electronic dictionary helps students in translating and understanding unfamiliar words, sentences, paragraphs, and texts, and even provides synonyms. At the same time, the electronic dictionary can improve their vocabulary acquisition. This finding is related to the previous study by Maulana (2017) states that electronic dictionary is easily modified to add more words or phrases. And similarly, the study by Mohamad et al. (2017) electronic dictionaries are one of the tools used widely by language learners to develop their vocabulary list. Learners can learn at their preferred setting thus making them becoming more competent language users.

The last advantages, electronic dictionary is easy to use and makes time more efficient. Four of six participants agreed that the electronic dictionary is easy to use and makes time more efficient in translating and finding the meaning of a word because it can be accessed via a cellphone and taken anywhere. Electronic dictionary becomes a choice for those who want easiness, and time more efficient. This finding is line with Zarei and Gujjar (2012), who mention that electronic dictionaries have eleven advantages, two of them is storage, retrieval become quick and easy. And they are light, compact and faster than any paper dictionary. Similarly, the study of Wati (2020) showed that electronic dictionary had

advantages such as, fast translation, easy to use, and had audio-visual features that helped students to learn new words easier.

The disadvantages of using an electronic dictionary are divided into three points, such as: electronic dictionary makes students more dependent and lazier to memorize new words, inaccurate translation, limited internet access. The first disadvantage is electronic dictionary makes students more dependent and lazier to memorize new words. Four of six participants stated that electronic dictionary makes students more dependent on electronic dictionary and lazy to memorize new words by reason of electronic dictionary is easier, more time efficient, and quicker to translate or find the meaning of a word, sentence, or even text than a paper dictionary, and it can be accessed via a cellphone and taken anywhere. That makes students more dependent on electronic dictionary and lazy to memorize new words. This finding is line with Maulana (2017) states that one of the disadvantages of using electronic dictionary in understanding English textbook is electronic dictionary makes students lazy to memorize new words. And similarly with Jiang (2012), who stated that students may rely too much on the electronic dictionary, they do not feel obligated to learn new words and expressions because they feel that their electronic dictionary can provide them all.

Second, inaccurate translation. Three of the six participants stated that the electronic dictionary sometimes the translation results does not make sense with context of the text and inaccurate translations, such as; grammar is not accurate with the context of the text, the words do not match the paragraphs, and sometimes the translation does not make sense. This supported the theory from

Zarei and Gujjar (2012), who mention that one of the nine disadvantages of electronic dictionary is nobody takes responsibility for the accuracy of the information internet dictionaries provide. On the other hand, refers to the type of dictionary that is often used by the three participants, which uses Google Translate and DeepL translation. This is line with Groves and Mundt (2015), the disadvantages of Google Translate such as not 100% accurate, comes with a fee and no way to tell whether it is accurate or not. In addition, Clint (2022) states that one of the cons of DeepL Translate, does not take context into consideration.

And the last disadvantage is limited internet access. Three of the six participants argued that electronic dictionaries have limited internet access. Internet connection problems made electronic dictionary could not work to translate and lost its power as a powerful technology. Therefore, an electronic dictionary must have a good internet connection. This finding is in line with Ula (2020) The disadvantages of using electronic dictionary such as; this application is accessed by using internet connection, and the application sometimes errors. Similarly, the study of Mohamad et al. (2017) also indicated that a few limitations and the issue that needs to be looked upon by the e-dictionaries developers. One of the concerns in accessing through e-dictionaries is limited internet access.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions and Recommendations from this research. Conclusions are drawn based on the data analysis of the research findings in the previous chapter. Meanwhile, recommendations are written to improve future research in this field.

A. Conclusions.

This research focus on students' perceptions on the use of electronic dictionary in English translation learning and the advantages and disadvantages that they got when using the electronic dictionary. Based on the finding and discussion in the previous chapter, the research found students' perceptions consist of positive and negative perceptions. Electronic dictionaries are mostly used by every student to translate vocabulary or know the pronunciation of a word. The types of dictionaries often used by students are Google Translate because easier, can access via cellphone, and not only being a translator tool, but also can provide definitions, synonyms, and correct pronunciation of the text. DeepL Translation can choose alternative words or phrases for the result of the translation and U-Dictionary can be used both when the phone is online and offline. Furthermore, electronic dictionary is a good media for translating because electronic dictionary is easy to use, and time efficient to look up the meaning of the word or even paragraphs. In English translation learning, students have difficulties in English translation learning because lack of knowledge about English vocabulary, sometimes the participants find unfamiliar words in the text,

and making a good and correct translation or meaning that matches the context of a text. And electronic dictionaries help to overcome the difficulty in translating and finding unfamiliar words in the text. However, electronic dictionary cannot help in finding a good and correct translation.

There are four advantages using electronic dictionary, they are; electronic dictionaries help students in translating, practice the pronounce word or vocabulary, increase students' vocabulary, and electronic dictionary is easier to use and makes time more efficient. There are three disadvantages using electronic dictionary; electronic dictionary makes students more dependent and lazier to memorize new words, inaccurate translation, and limited internet access

B. Recommendations.

The researcher has some recommendations for the students, lectures, and next researcher. For the students to use electronic dictionary in English translation learning. It can be a good media for translating and finding the meaning of word and even the text, practice the pronunciation, an increase students' vocabulary. It is enabling the students to deep their understanding and also easier for student to follow the learning process of English translation classes because electronic dictionary makes them more prepared for the teaching and learning process of English translation classes. Because before or during class they can translate words or vocabulary, sentences, paragraphs, texts, or even material that they do not know the meaning of, so it makes them more prepared and can even make them more active in class. However, students are recommended to use the

electronic dictionary wisely, which is more concerned with grammar, vocabulary and so on.

For the lectures and teachers, electronic dictionary can help to enhance the teaching process because it helps to establish active learning in which the students will get engaged and participate more in the class. And also, electronic dictionary provides some types of an English accent, such as Cambridge advance Learner' dictionary, there are two types of accents: British accent and American accent. In addition, the students can differentiate between British accent and American accent. The lecturer does not have to exert much effort when presenting the media to spell the word. The students simply need to hear the electronic dictionary's sound, and they can practically predict the words that have been spelt. However, lecturers and teachers are encouraged to monitor the use of electronic dictionaries to still in the right direction.

The last, for future researchers to conduct research with the same case regarding students' perceptions of the use of electronic dictionaries in learning English translation or at least this research can be a reference or source for future researchers to conduct research with the same case. This research has many limitations, therefore the researcher hopes that this research can be continued by other researchers to examine more deeply about this research. Finally, the researcher recommends examining lecturers' perceptions of the use of electronic dictionaries in learning English translation.

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APPENDIX A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 5358/Un.08/FTK/KP.07.6/04/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-5143/Un.08/FTK/KP.07.6/3/2023** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

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 RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **07 Maret 2023**

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-5143/Un.08/FTK/KP.07.6/3/2023** tanggal **30 Maret 2023**

KEDUA Menunjuk Saudara:
1. Prof. Habiburrahim, M.Com., Ph.D. Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M.Pd. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Viera Ameilia**
NIM	:	**160203109**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students' Perception on The Use of Electronic Dictionary in English Translation Learning (A Study at PBI Student UIN Ar-Raniry)**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 April 2023

Dekan,

Saifullah Muluk

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*

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APPENDIX B

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-5340/Un.08/FTK.1/TL.00/04/2023
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

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

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

Nama/NIM	:	**VIERA AMEILIA / 160203109**
Semester/Jurusan	:	/ Pendidikan Bahasa Inggris
Alamat sekarang	:	Jl. Blangla Mujung 4 No 67, Gampoeng Peulangahan, Kecamatan Kutaraja, Kota 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 ***Students' Perception On The Use Of Electronic Dictionary In English Translation Learning (A Study At PBI Student UIN Ar-Raniry)***

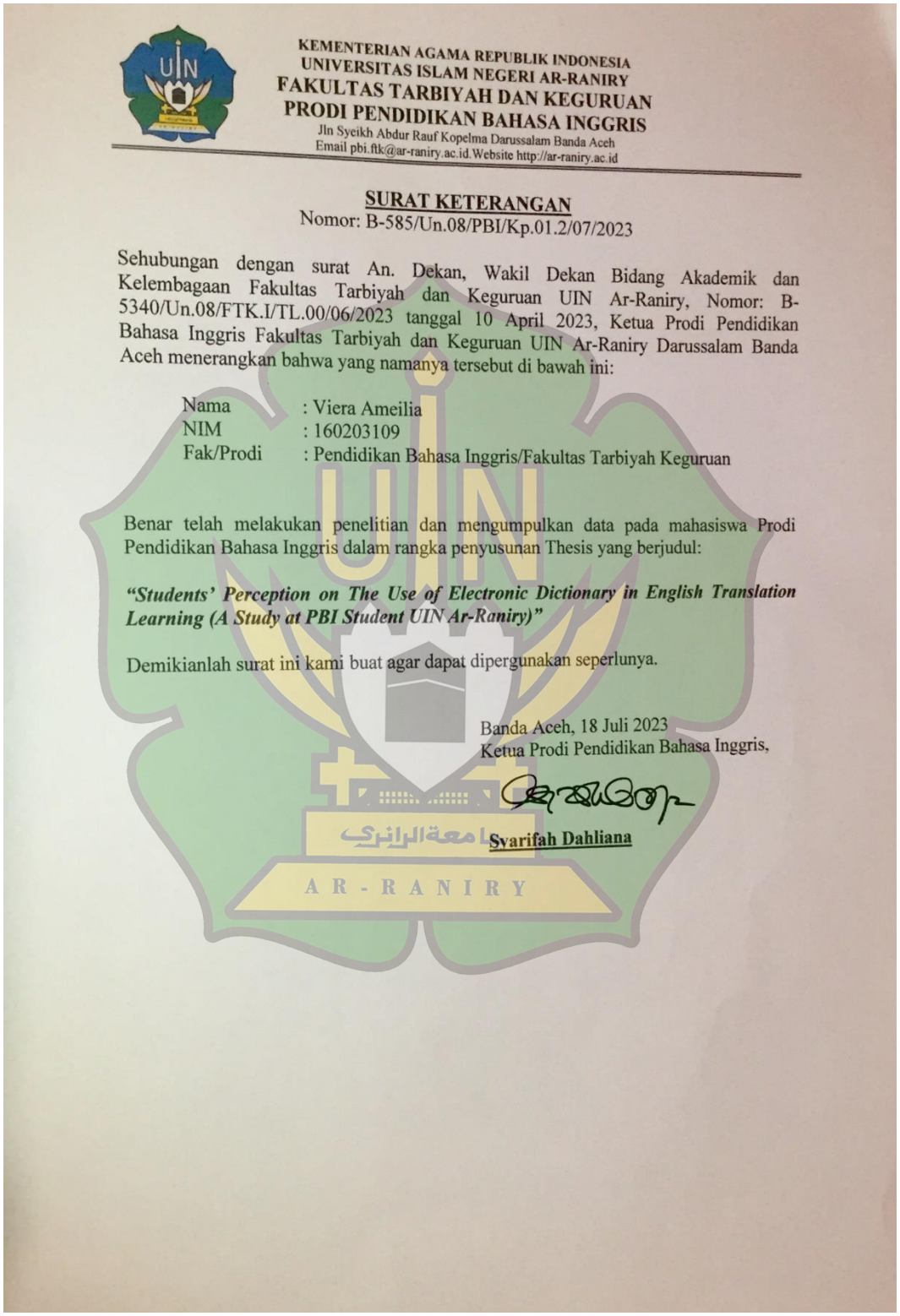
Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 10 April 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 20 Mei 2023

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

APPENDIX C



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-585/Un.08/PBI/Kp.01.2/07/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-5340/Un.08/FTK.I/TL.00/06/2023 tanggal 10 April 2023, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Viera Ameilia
NIM : 160203109
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

"Students' Perception on The Use of Electronic Dictionary in English Translation Learning (A Study at PBI Student UIN Ar-Raniry)"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 18 Juli 2023
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

APPENDIX D

Interview Protocol

Project : Students' Perception on The Use of Electronic Dictionary in English Translation Learning (A Study At PBI Student UIN Ar-Raniry)
Place : UIN Ar-Raniry, Banda Aceh.
Interviewer : Viera Ameilia
Interviewees : DF, HR, MJ, UA, MF, & MA.

The aim is to find out the students' perceptions on the use of electronic dictionary in English translation learning, including the advantages and disadvantages on the use of electronic dictionary in English translation learning. The data is collected through semi-structure interview which is rerecorded and only used for the research purposes to protect the interviewees confidentially based on informed consent. The interview process will take about 10 until 15 minutes.

Interview questions:

1. Do you use electronic dictionary during English translation learning course (English translation learning, such as; introduction to translation & interpreting studies, approaches in translation studies, media translation, translation and interpretation studies, translation tools and project, and issues in literary and cultural translation)? And do you always use those electronic dictionaries in English translation learning?
2. What kind of electronic dictionary do you use in English translation learning? and Which of the kind of electronic dictionary do you usually use to translate? What was the reason?
3. What is your opinion about using the electronic dictionary as a media for English translation learning? and do you recommend the use of electronic dictionary in the English translation learning process? Why?
4. In your opinion, what are the advantages and disadvantages using electronic dictionary for English translation learning?
5. Do you have any difficulty in English translation learning? What problems do you most often face, and do you think using electronic dictionary can help you to overcome the translation problems?