CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, the objective of the research, significance of the research, and scope of the research.

A. Background

Indonesia is one of the many countries in the world affected by the Corona Virus Disease 2019, also abbreviated as COVID-19. According to the World Health Organization, Corona Virus Disease 2019 (covid-19) is an outbreak that originates from live animals and is then transmitted to humans, and then one human infects another, so that all activities are carried out at home, also known as "Work From Home." One of them is online learning.

According to Rusman (2013), online learning is an electronic-based learning process in which one of the media used is a computer network, which allows it to be generated in a web-based form before being developed into a larger computer network, such as the internet. As a result, online learning can be defined as learning that is done remotely through the use of a computer and an internet network connection

Online learning cannot be separated from mastery of technology and technology more or less using English. In addition, Nursalam (2013) shows that The most frequently spoken language in the universe is English, more than 400 million people speak it as their first language. Millions of people use English every day at work and in their personal lives. Therefore, it is important to learn English. In the process of teaching English, there are 4 types of skills that must be

achieved as Speaking, Listening, Reading, and Writing. Among these 4 abilities, the researcher focuses on productive skills, namely students' writing.

One aspect of the skills that will be examined by the researcher is the students writing skill. Writing is the process of pouring or expressing the results of thoughts into writing. Muhammad Bagus Nawawi (2011) in his thesis stated that writing is one of the language skills that must be taught in addition to other skills. He also explained that writing is considered a productive skill that aims to assisting students express their ideas in writing.

Fatmawaty (2009: 1) states that writing is one thing aren't easy to do, because it requires thinking. She also said that there are several characteristics in writing, such as clarity and focus, organization, ideas and themes, voice, language, grammar and style, credibility and emotionally inspiring. These characteristics are interrelated with each other to produce good writing.

In the process of learning writing, students face some challenges in translating English word to Indonesian word that assist them challange hampers the students in English writing. An initial observation was done at Universitas Muhammadiyah Parepare and it revealed that students used translation tools to help them in learning English writing.

B. Problem Statements

Based on the background above, the researchers formulate research questions as follows:

1. In what ways, do Google Translate and U-Dictionary assist students in learning English at Universitas Muhammadiyah Parepare?

2. How do Google Translate and U-Dictionary assist students in learning English writing at Universitas Muhammadiyah Parepare?

C. The Objective of the Study

Based on the problem statement above, the objectives of the research to find out:

1. To find out in what ways, do Google Translate and U-Dictionary in assist students Universitas Muhammadiyah Parepare.
2. To find out how do Google Translate and U-Dictionary assist students in learning English writing at Universitas Muhammadiyah Parepare.

D. Significance of the Study

The result of the research is highly expected to carry out some significances of teaching and learning translation tools in English writing as follows:

1. Theoretical Significance

The researcher expects this research will be very useful reference for both the lecturer and students in teaching and learning English Education at Universitas Muhammadiyah Parepare, especially writing

2. Practical Significance

The result of the research is expected to be useful information to the English teacher in varying their learning; expected to students who can express their perception about what they are think about learning English writing through Google Translate and U-Dictionary; expected to be useful and meaningful references to the next researcher.

E. Scope of the Study

The scope of this research is limited by three things, namely disciplines, content and activities:

1. By discipline, this research is limited to students' writing using translation tools.
2. In terms of content, the study focused on two research objectives. First, to find out in what ways, do Google Translate and U-Dictionary in assist students, and the second is how do Google Translate and U-Dictionary assist students in learning English writing.
3. In its activities, researchers first observe and dig up information from participants with other related informants the recorded it in a voice note and use observation check list.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some related research findings and some pertinent idea. The following will be explained as follow.

A. Some Related Research Findings

Several researchers have conducted research on the types of translation tools that have been applied, especially on writing skills. The methods, strategies and techniques they use have been successfully applied in students' writing skills.

Maulida (2017) in his research stated that the use of online dictionaries in translating English learning is positive. He also said that Google translation provided a lot of assist. Students were able to translate faster and complete their assignments. Even though it's still there the weakness of the translation results using Google translate, Google translate saves time in translate English material. Weaknesses are overcome by rereading and correcting translation with context. It is recommended to students to take other benefits from Google translation.

Similarly, through the finding studied by Lustiyantie (2019) in his research stated that translation tool use of Google Translate as an Alternative tool to assist students in State University of Jakarta, Indonesia to translate and develop his knowledge and skills translation in writing use the many available features. The findings show that most of the Linguistics Students of the Jakarta State University Doctoral Program Get to Know Google Translate as an Alternative tool for doing reference book translations. In fact, some students reported that they could benefit from optimal self-study if they were assisted to use Google Translate effectively.

In addition, using Google Translate to do class work and Reference book translation encourages students to study independently, and to shape their own strategies for solving language problems.

Next, Oktaviana (2016) in her research stated that students used Google translation in writing analytical exposition text because they had difficulties in understanding English writing. The students had difficulties in memorizing vocabulary and understanding grammar which made writing become difficult so using the Google translate application to assisting with features translate writing and the Gramamrly application to produce good writing according to the characteristics of good writing.

In addition to Google translation as a translation tool, Wulandari (2019) in his research stated that the use of U-Dictionary as a learning medium to improve writing. U- Dictionary is one of the online and offline based English dictionaries that can be downloaded by every student in every class can be found in the playstore, one of the applications on the android phone. U Dictionary can be used as an effective learning medium to increase students' vocabulary in writing, everyone can quickly access short tests and mini games to practice any language they want. By using the U-Dictionary as a medium of learning in teaching writing has increased significantly.

Also, Putri (2019) in her research that the use of U-Dictionary as a tool can improve students writing skills. This is evidenced by the students' average pre-test and post-test scores. The mean score of the student's pre-test was 61.25 and the mean score of the post-test of the students was 83.48 The significant difference between the t-test was 14.08 which was higher than the t-table 2,040 at the level

of significance of 0.05 and the degree of freedom (df = 31). The post-test result is higher than the pre-test.

From the results of the research above, it can be concluded that the use of Google translate and u-dictionary can help students in their writing with the various features available that make it easier for students to translate writing.

B. Some Pertinent Ideas

1. The Concept of Writing

This section explains the definition of writing, types of writing, writing characteristics.

a. Definition of Writing

Writing is one of the language skills, besides listening, speaking and reading that must be mastered by English learners. They have to able to express their thought in writing to develop their ideas, and make readers interest when their writing read. Through writing, they can also transfer information and knowledge to other. In other words, writing can be said as a mean of communication between the writer and the reader.

Syatriana (2018) stated that writing is a language skill. It used to communicate indirectly, not face to face with another person, but through the writing media. Writing does not require appropriate selecting topic, but mostly to be determined who supposed to read it, and particularly for the article and its objectives. Through writing we can convey the contents of thoughts and feelings, both imaginary of real condition. In this case, we can write something based on our experience; funny, weird, thrilling, embarrassing or the experience of painful.

Similarly, through the finding of Saifuddin (2016), who stated that writing is a way of life and the development of ideas, argument, logic cause and effect without some abilities to express in writing, a student cannot pass the course. Writing is also a developmental process, they try to avoid imposing their views, offering models, or suggesting responses to topics beforehand. Dahnianti, (2018), say that writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area.

Agusta (2015) other concept of writing is from who defines as a thinking activity which is then expressed in graphic symbols, in communicative written language. This statement is closely related to the opinion of Septiani (2018) which states that writing is one of the skills in English that transfers ideas, feelings, and thoughts from the researcher's mind which are arranged in words and paragraphs using the eyes, hands, and brain as information to readers.

From some of the definitions, it can be said that writing is the process of pouring or expressing the results of thoughts into written form, so that the language skills of a writer can be known. Apart from being a means of communication, writing is also a way of remembering and thinking. Therefore, it is very important to learn to write.

b. The Types of Writing Skill

According to Asriati (2013) there are five types writing skill:

1) Expository Writing

Expository writing exists to explain a subject or inform about a particular topic area. The goal is simply to teach the reader something. Expository writing should aim to answer any questions a reader might have about a subject: think

about the classic who, what, why, when, how questions. You want to lay everything out clearly, avoiding any jargon or overly technical language that may confuse people.

2) Descriptive Writing

Descriptive writing involves capturing every detail of the place, person, or scene you're writing about. The goal is to really immerse the reader in the experience, making them feel like they are there. When trying to achieve a descriptive writing style, think of it as painting a picture with your words. What can you say to help the reader truly envision the subject in their mind's eye? This usually involves crafting vivid descriptions using all five senses: sight, smell, hearing, touch, and taste

3) Persuasive writing

Persuasive writing is all about getting your point across. The goal is to share your opinion in a thoughtful way—or, even better, to actually convince the reader of a viewpoint or idea. Whether you have a strong stance on an issue or need to inspire people to take action towards a cause, persuasive writing is the way to do it.

4) Narrative Writing

Narrative writing is storytelling at its most basic: it's all about sharing something that happens to a character. It can be an epic tale or a small anecdote; it can span years of time or a few minutes; it can be fact or fiction

5) Creative writing

As with any artistic medium, the rules are really only there to be broken- and creative writing is any writing that exists outside of the styles above, or even

combines the styles in surprising new ways. The goal of creative writing is really find new ways to tell stories that can surprise and delight readers.

From the above statement it could be argued that in writing there are 5 types of writing such as, expository writing, descriptive writing, persuasive writing, narrative writing, and creative writing.

c. The characteristics of good writing

Melissa Donovan (2017) describes 8 characteristics of good writing as follows:

1. Organization

A well- organized writing is not only clear, but also presented in a logical and aesthetic way. Organized means systematically arranged, for example title, introduction, content and the last is closing.

2. Clarity and focus

Clarity in writing means that the writing makes sense so that the reader does not need article over and again to find out the author's intent. Meanwhile, focused writing sticks to the plot or core idea without deviating too much from the discussion.

3. Ideas and themes

Ideas and themes in an article must be clearly identified so that the writing that we make can be said to be feasible.

4. Voice

Whatever type of writing is made, the sound must be consisted and recognizable. Consistent is meant here is consistent in terms of assembling words, formulating ideas, and connecting scenes or pictures with the reader.

5. Language

Good writing includes precise and accurate word choice and well crafted sentences.

6. Grammar and style

Grammar and writing style must be considered carefully so that the writing can be categorized well and also to ensure that the writing in the categorized is clear and consistent.

7. Credibility or believability

That is, in fiction writing the story must be reliable even though it is not real and likewise in non-fiction writing, the author must make their writing reasonable and trustworthy and have accurate evidence.

8. Though-provoking or emotionally inspiring

The most important quality in good writing is how readers respond to it. Readers' reaction will determine our success as a writer. So it must be ensured that our writing can inspire readers.

Based on some explanations above, it can be concluded that there are many things that must be considered so that our writing is included in the good category. Starting from clarifying and focusing, organization, ideas and themes, voice, language, grammar and style, believability and emotionally inspiring writing.

2. The Concept of Translation Tools

a. Definition of Translation Tools

Translator Tool is a tool in the form of an online-based application that can be used by translators to facilitate themselves in translating Indonesian to English or vice versa, Translator Tools are things that support translators in doing their

work. Insani (2020) stated that translators need tools to translate their work, both conventional tools and modern tools. Conventional Tools, Pen and paper are common conventional tools which are usually used by translators in doing translation. Besides, dictionary can be a conventional tool which can assist translators doing their jobs. Dictionary is a book which contains the words of a language with their meanings arranged in alphabetical order. According to the language being used, dictionary can be divided in monolingual, bilingual, and multilingual dictionary.

Monolingual dictionary only uses one language. The examples are Oxford Advanced Dictionary, and others. Bilingual dictionary uses two languages such as English-Indonesia dictionary. Last, multilingual dictionary consists of more than two languages such as English-Indonesia-Arabic dictionary. Sofyati (2019), stated that using bilingual or multilingual dictionary, translators need to pay their attention more. It is because the meaning of bilingual and multilingual dictionary is not always equivalent.

Furthermore, the dictionary is divided into general and specific dictionaries based on their content. A general dictionary consists of general information about the words listed. In contrast, a specific dictionary consists of information in specific fields, such as the economic field, medical field, and technical fields. Translators should have both kinds of dictionary to support their jobs.

The other conventional tool is the thesaurus. In the thesaurus, a word is followed by several equivalent words, including synonyms or antonyms of the word. Thesaurus assists translators to select the most appropriate words to be used. Also, an encyclopedia can be a translation tool. The Encyclopedia can give

information and knowledge to the translators so that they can find the equivalent word/meaning of the text being translated. Besides, Suryawinata and Hariyanto (2003) argued that translators have to improve their translation skills by reading journals and magazines about translation.

Modern Tools As a result of technology improvement, there are many inventions. In the translation field, experts have found modern tools which can support translators' work. One of the modern tools in the translation field is the electronic dictionary. An electronic dictionary is similar to a calculator in form and shape. It is practical to be brought and quickly to find the meaning of a word. However, the electronic dictionary gives limited information about the words and also without giving examples like the conventional dictionary did.

The other modern tool is the dictionary program, which can be used on a computer. It is an easy way to translate because the translator only needs to download and install the program on their computer. Moreover, there are many programs that can be downloaded freely. It makes these tools very economical. Besides, this tool is useful for saving the translator's time because opening a dictionary usually takes a long time. By using this program, the translator only needs to type the word that he/she is looking for.

Furthermore, the other result of technology improvement is the availability of internet sources. A translator can use the internet as his/her tool in assisting him/her work. Nowadays, there are many websites that are related to the translation field. The websites provide online dictionaries and materials about translation, with all the technology improvements it makes it easier for translators to do their job. However, it should be followed by the translator's computer skills.

All these facilities can be in vain if the translator cannot operate a computer or the internet, because these tools are things that support the translator in doing his job. Translators must also have knowledge in order to use the tool. This knowledge relates to the language used, including the structure and culture of the language.

b. The Types of Translation Tools

In the all-digital era, many applications for translating English are available on the Play Store and App Store, and here are 2 translation tools that are commonly used by English students at the Universitas Muhammadiyah Parepare.

1. Google Translate

Google Translate is a free machine translation service provided by Google Company to translate text and messages from one language to another. Currently, it can be accessed via a web interface along with an application smart phone interface and an application programming interface that can be accommodated into new software. In 2016, GT supports more than 100 languages (Google Translate, 2016). Google translate is a translation tool that is widely used by internet users. Kahl.et al., (2019) stated that Google Translate also comes in the form of an application.

Josefsson (2017) studied the strategies and attitudes of several vocational training students for translation in language learning. He concluded that, as a supporting tool on students' mobile phones, Google Translate was better than traditional dictionaries, with higher speed and accuracy, especially for translations of collocations, phrases, and technical words. Even now, he can translate not only

in text form, but also in written photos, handwriting, direct conversation sentences, and voice.

a. The advantage of Google Translate:

1) Voice recorder

Currently, Google Translate is equipped with a voice recorder feature, we just have to say the word you want to translate, and the machine will analyse it and then output the meaning in the language you choose**.**

2) Translate with pictures and camera.

In addition, how to translate words into Google Translate can also be done just by taking pictures. For example, if you are reading an English magazine, just take a photo of the page or sentence you want to translate.

3) Translate sentences automatically with one tap.

Some time ago, Google Translate turned out to be easier to use, you know. You don't need to move the sentence you want to translate to the Google Translate application or vice versa. Just highlight the text you want to translate and then, the tap to translate pop-up will automatically appear.

4) Talk to strangers using Google Translate

This feature means you can talk to strangers you meet. Just type the sentence you mean in the application, then Google Translate will automatically translate it into the language in question. But with a note, the origin of the language used is included in the 32 languages supported by Google Translate**.**

b. How Google Translate Works

The beginning of making Google translate was when one of the founders of Google, Sergey Brin, received a letter from a fan. As is known, Google, as a

technology company, does have many fans from various parts of the world. But the letter was in Korean and none of them understood the language. Brin then translated the letter through his machine translator. A piece of the letter was then written: "The sliced raw fish shoes wish. Google green onion thing! "Brin had to wince as he read the reader's results. This is where the inspiration for making a reliable machine translator came from, until finally Google Translate was born. With rudimentary capabilities, Google Translate has been quite successful in filling the translation service niche in the internet world. After 11 years of work, Google Translate has also been integrated directly with Google's newest product, called Google Pixel Buds.

Google Translate works by translating text into English first, before being translated into the destination language. The reference language used by Google Translate is the vocabulary used by the United Nations (UN) and the European Union (EU). Google does not hire experts to develop good grammar. Nadhianti (2016) stated that many users complain about Google Translate poor ability to translate a series of words into a sentence is natural.

However, in November 2016, Google announced the transition of the translation system from the old system to the new system. The system tries to compare all translations from a wider range of linguistic sources. The system seeks to ensure the success of a translation that is able to provide full context rather than interpreting word for word. In addition, Google also does translation mapping. The mapping carried out by Google is able to conclude and map the relationship between English and Indonesian, as well as make two-way translations between the two languages.

The advantages of Google translate, such as providing many languages, being able to translate via links, voice or audio support, having many features, and the disadvantages of Google translate, such as lack of accuracy for translating vocabulary in one sentence and many paragraphs, Google Translate will give good results. It is quite confusing. Sometimes the translation results look very robotic and make no sense.

However, if you want to translate each word by word, Google Translate always gives the correct translation results the limitation of the number of characters. When translating many words into one paragraph or very long sentences by copying the entire document or article, some paragraphs may be cut off because Google Translate only provides a maximum of 5000 characters inserted into the translation field.

2. U-Dictionary

The application for translating words and short phrases directly from photos is called OCR translate, where you can take a photo of the text and then this smart dictionary will automatically translate it quickly in a few seconds, although sometimes there are translation errors, so it's not what you want. In addition, the U-Dictionary application is able to translate words into 38 different languages. The U-Dictionary currently supports Android 4.0.0 and IOS 3.0.0 smartphones, which were just released on March 24th, 2016, offered by Youdao, Hongkong, China. Putri (2021)

Different from other translator applications, U-Dictionary has several excellent features:

1. Translate Via Camera

One of these features assists you to translate the language you are learning through the assist of camera shots. Your picture or writing photo from the camera shot will automatically become Indonesian.

2. Translate languages from android screenshot

A side from going through the camera feature, you can also use the screenshot. With the screenshot feature, you will also be given new vocabulary from the foreign language you are learning.

3. Games for learning international languages

To make learning more fun, this application provides game features to enrich your foreign language vocabulary. There are several types of games that you can play, such as the Synonym Game, Spelling Quiz, and Words for Today.

4. English articles

For those of you who focus on learning English. The U-Dictionary also provides articles in English. This is perfect for you to learn to read. If there are parts of vocabulary or sentences that you can't understand, you can copy-paste them into the translator feature.

5. Voice translate feature

This feature serves to translate the spoken language of people you do not understand by bringing the microphone closer to the sound source. Then automatically U-Dictionary will translate it. And that's one way that you can learn a foreign language easily. This U dictionary can be used anytime and anywhere. Dion (2016)

The disadvantages of U-Dictionary are:

1. Translation of words using Camera (OCR)

The U-Dictionary application has a problem with the camera, so sometimes it doesn't translate what you want. Simply scan, without the need to retype, the meaning will immediately appear in Indonesian or English.

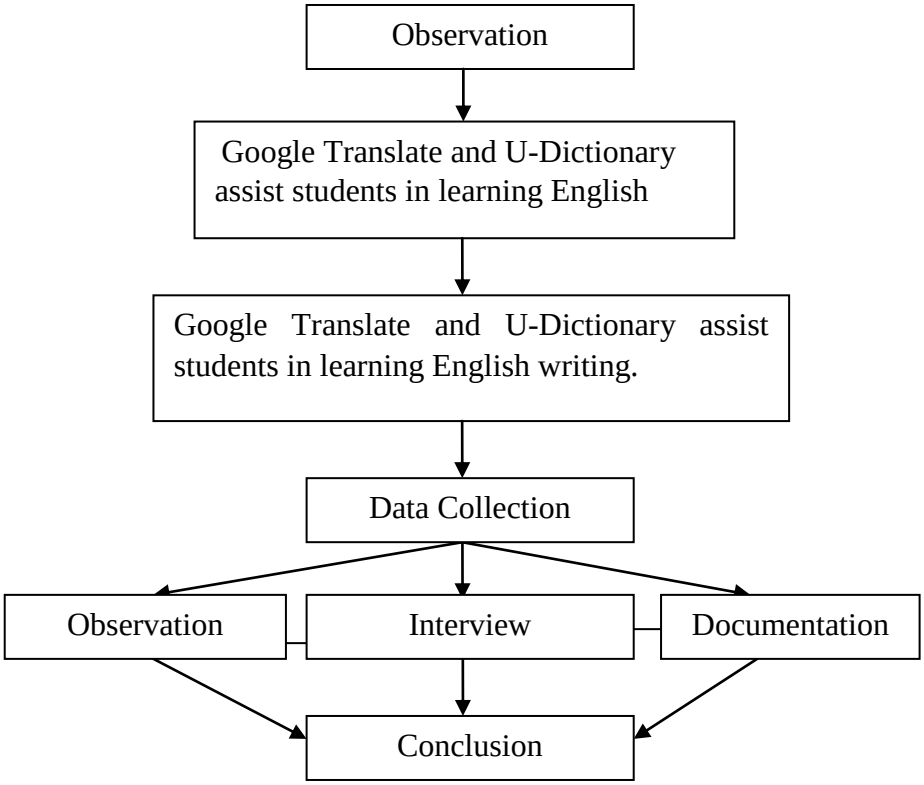
2. There are advertisements in it

This U-Dictionary application contains annoying advertisements in translating words or sentences so that data usage is wasteful.

3. Some languages have not been downloaded

This U-Dictionary provides 38 languages, but we only get 2 languages that can be used immediately, namely Indonesian and English while other languages cannot be used because we have to download the language first so that it can be used.

C. Conceptual Framework



This study aims to determine whether the use of translation tools such as Google Translate and U-Dictionary, which are tools that are often used by English students at Universitas Muhammadiyah Parepare, really helpful in translating their writing in learning English, which Google Translate and U-Dictionary in helping students. The results of this study were considered to the extent Google Translate and U-Dictionary assist students in learning English as a translation tool. This data collection will come from observations, interviews, and documentation with students.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used a qualitative approach. The approach used by the researcher regarding the procedure and its implementation is in accordance with the stages of research commonly used in qualitative research. According to Creswell (2014), qualitative research is a type of research that looks at human and community problems. Researchers was report research findings based on data display reports and data analysis collected in the field, which will then be ex plained thoroughly in the research report.

The method used in this research is a case study. The Creswell (2016) adds that case study research is a qualitative technique in which researchers investigate real life, current limited systems (cases) or various finite systems (different examples) through detailed and in-depth data collection that combines various sources of information. (e.g., observations, interviews, videotapes, and different paper reports), as well as case descriptions and case reports. The result of this study is a descriptive analysis in the form of written or spoken words from the observed behaviour, especially those related to how translation tool assisting students in writing English at Universitas Muhammadiyah Parepare.

B. Research Participants

In this study, researchers used purposive sampling. Regarding this, Sugiyono (2008) reported that purposive sampling is a sampling method based on a set of criteria. Dana P. Turner (2020) also adds that when a researcher wants to target individuals with certain traits in a study, they use purposive sampling.

Based on this description, participants in this study will be focus on 14 English students on the 5th semester at Universitas Muhammadiyah Parepare as supporting data.

C. The Process of Collecting Data

In this case the researcher will use the following data collection methods:

1. Observation

To find out information about the use of Google Translate and U-Dictionary as a translator tool in learning English, especially writing at Universitas Muhammadiyah Parepare, an observational study was conducted. Observation is one of the important tools for collecting data in qualitative research. According to Mulyana (2014), Observation is a method of collecting data by methodically observing and documenting the characteristics of many objects which are carried out logically, objectively, and rationally both in real and artificial circumstances in order to achieve certain goals.

Furthermore, Bruno (2019) also adds that observation is research that involves directly or indirectly seeing and collecting various biological and psychological processes that manifest as symptoms of the object of research. The instrument used by researchers as a first step. The researcher made observations on the 5th semester English students at Universitas Muhammadiyah Parepare by using an observation checklist.

2. Interview

According to Banjarsari & H. Irwan Budiman (2015), An interview is a question-and-answer data collection procedure that may be conducted directly between researchers and individuals involved in the object being investigated. An

interview is the process of getting an explanation of the purpose of the study by using questions and answers face-to-face between the interviewer and the interview, which are used to gather data in qualitative research, such as structured interviews, semi-structured interviews, and unstructured interviews. The researchers focused on semi-structured interviews.

According to Sugiyono (2010:233) semi-structured interviews are used to more freely identify problems, in which the parties invited to the interview are asked for their perspectives and ideas. However, the researcher can also ask further questions to get deeper or detail explanation from respondents based on responses.

3. Documentation

According to Sugiyono (2017: 240), documents are historical records of past events. Documents can be in the form of writing, photos, or giant works made by humans. In qualitative research, documentation studies complement the use of observation and interview methods. In this study, documentation will be obtained from observations, interviews from respondents or informants and others from the location of this research.

D. Technique of Data Analysis

Data analysis is the process of finding data and systematically from interviews, field notes, and documentation by classifying, breaking it into units, synthesizing, and putting it into patterns to determine which one is correct relevant and to be researched, and make comprehensive conclusions for himself and others. Sugiyono (2010: 335)

According to Miles and Huberman (1994) stated that, there are three main elements in the process of data analysis in qualitative research, namely: data reduction, data display and conclusion as described below:

1. Data Reduction

Data reduction is a type of analysis that sharpens, classifies, directs, discards, and organizes data to arrive at final judgments and on levers. In conducting research, researchers get a lot of data. Therefore, researchers must select data that provide valuable information in the study. So at first, the researcher will do the reduction to analyze the data. Based on the concept of data reduction, data reduction in this study was chosen by identifying students' writing in learning English using the Translation Tool.

2. Data Display

The data in this qualitative research are presented in the form of narrative texts, brief descriptions, charts, and tables for simple understanding. The presentation of the data used by the researcher is in the form of an essay in presenting the data, because it is the most commonly used data presentation in qualitative research.

3. Drawing Conclusion and Verification

The conclusions drawn must be able to answer the problem formulation that has been.

E. Validity and Reliability

In addition, three types of triangulation used in this research. The first is source data triangulation where the data of this research not only taken by the subject themselves but also their colleague and their According to Septiyadi

(2015), Validity refers to the degree of consistency between data collected in the study object and data that may be reported by researchers. In qualitative research, data is declared valid if there is no difference between the data reported and the actual data collected in the field. Triangulation will be used to assess the reliability and validity of the analytical data in this study.

The second is triangulation of the technique of data collection that collected through interview, observation, and document. The last is time triangulation is whenever the researcher needs to get the data. This approach is described as confirming data or findings gathered earlier from multiple sources in order to ensure correctness, in order to ensure that the data collected is accurate when compared to data gained from these sources.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and discussion of the findings. The findings are arranged in live with the problem statements outlined in introduction part, in the discussion section, argument and further interpretation of the findings are given.

A. Research Findings

In this chapter, the researcher presented the findings of the research. The data were taken from observation and interview. In the observation section, there were 5th semester at Universitas Muhammadiyah Parepare who were observed by filling out the observation checklist that was distributing to them. After that, to answer the research questions, then the researcher conducted semi-structure interview with the fourteen students in Universitas Muhammadiyah Parepare. In this section, the researcher has determined several questions related to the research. Additionally, the process of the interview showed varying answers from the participant. The researcher collected the data by recording the interview process by using Voice Note Whatssapp.

1. Data from observations

This research was conducted using a checklist of observations. This observation was carried out by observing the process of using translation tools in helping students translate writing using Google Translate and u-dictionary. This observation aims to find out what makes Google Translate and u-dictionary applications that are often used by students to translate English, especially in learning English, and the extent to which Google Translate and u-dictionary

contribute to students' writing skills in learning English, the results of which will be discussed in a semi-structured interview discussion. The following is a summary of the results of the checklist observations.

Based on the observations, it can be seen that all students answered that the translation tools helped them learn to write English. The translation tools used by students are Google Translate and u-dictionary. They already understand how to use and operate the Google Translate and U-Dictionary applications, so they make translation tools as alternative tools that can help them in translating their writing for more details attached to the appendix page. Not only that, all students are seen using the features in the translation tools, such as photo, voice, and document features, to translate a word or sentences. Furthermore, in the results of student observations using the photo feature through the camera or screenshots from the gallery, In addition, the next feature used by students is the voice feature, where students record their voices using a microphone and mention the words or sentences that they want to translate into English.

The obstacles faced by students from the results of the checklist observation were: nine out of fourteen students had difficulty using translation tools when the network did not support them or were adequate due to the unavailability of offline translation tools. Nine out of fourteen students also said that the results of the translation tools were less accurate in word structure or grammatical errors.

2. Data from the interview section

In this section, the researcher tries to find out what makes Google translate and u-dictionary as a tool that assisting students in learning English and the

second is to find out how Google translate and u-dictionary can assist students' writing in learning English.

a. Google translate and u-dictionary as a tools assist students in learning English

Google translate and u-dictionary was supporting tools used to translate and help learning English at the Universitas Muhammadiyah Parepare. Based on the results of interviews obtained from fourteen on the 5th semester English students at the Universitas Muhammadiyah Parepare, it can be seen that Google Translate and u-dictionary has various features that helpful in translating in learning English, thus making Google translate and u-dictionary a tool that is often used by students in learning English, the following is a summary of the results of student opinions below:

1). Simplicity in using the application

In the results of the interview, the researcher put forward several students statements, one of which was about the ease of using translation tools, and the following is the description:

> "*Kenapa saya memiilih aplikasi itu karena mudah dipahami, simple dan mudah juga digunakan."*
> "Why I choose the application because it is easy to understand, simple and easy to use."
> (S2.4, December, 27th, 2021)
> "*Karena jika saya mengunakan google translate dan u-dictionary itu lebih mudah saya pahami terus eee… dari SMA, SMP itu saya sering pakai google translate kak sampai sekarang."*
> "Because if I use google translate and u-dictionary it's easier for me to understand, eee… from high school, middle school, I often use google translate bro until now."
> (S10.5, December 31th, 2021)

Furthermore, other students explained as follows:

> *"Jadi saya memilih google translate karena ee.. google translate menurut saya itu lebih nyaman dan gampang saya gunakan."*

> "So I chose Google Translate because, in my opinion, Google Translate is more comfortable and simple for me to use."
> (S6.5, January, 2022)

Based on the opinion above, the Google translate and u-dictionary applications were easy to access, simple and easy to using in translating English learning.

2). Complexity of translation tools features

The use of translation tools that help students translate English using google translation and u-dictionary because it has many complete features that can be used such as voice, photo, document, and copy-paste features. This can be seen from the statements of student interviews below:

> "*Saya menggunakan google translate dan u-dictionary karena … memiliki banyak fitur."*
> " I use Google translate and u-dictionary because it has many features."
> (S1.4, December 27th, 2021)
> *"Oke jadi fitur yang membantu dalam proses penerjemahan adalah fitur poto yahh.. jadi kita cukup menpoto…tes dalam buku yang ingin kita terjemahkan …kemudian yang kedua fitur rekam suara jadi nanti kita akan berbicara dan otomatis ee.. kata yang kita ucapkan tertranslate dalam bahasa yang kita tuju."*
> "Okay, so the feature that assisting in the translation process is the photo feature, we just need to take a photo of the text in the book we want to translate, then secondly, there is the voice note feature, we will speak and automatically the words we say are translated into the language we are going to."
> (S4.6, January 3th, 2022)

The same thing was also stated by one of the informants who stated that:

> *"….kita diarahkan untuk mengupload dokumen yang ingin diterjemahkan, jadi terdapat fitur uploading emm.. kita langsung saja mengupload dan kemudian tool tersebut menerjemahkannya".*
> "….we are directed to upload the document that we want to translate, so there is an uploading feature emm .. we can just upload it and then the tool will translate it."
> (S6.6, January 3th, 2022)

In addition to having voice notes, photos and documents, the Google translate and u-dictionary application also has a copy-paste feature that helps students copy translated translations with one tap. Furthermore, students also

thought that the two applications also had features with languages that were easy to choose as desired.

3). Improving the vocabulary

Apart from the many features in translation tools that produce translations that are easy to understand because of the addition of vocabulary they did not know before. This agress with the opinion of English students at the Universitas Muhammadiyah Parepare:

> *"....,kemudian ketika kita menerjemahkan teks pasti banyak vocabulary yang belum diketahui."*
> "…..,Then when we translate a text, we definitely find a lot of unknown vocabulary."
> (S7.10, January 3th, 2022)

Another student said the same thing as follows:

> *"Saya terbantu di karakteristik vocabulary dan juga voicenya karena ee..."*
> I was helped in the characteristics of the vocabulary and also the voice because ee.."
> (S10.9, December 31th, 2021).

Based on the opinion above, it can be concluded that the Google translate and u-dictionary application helps them translate in learning English by means of easy access, simple and easy to understand because it has been used for quite a long time. Besides being easy to access, the two translation tools have various features that make it easier for them to translate in various languages, especially English learning.

Google translate and u-dictionary is an application that is very helpful in translating online-based English lessons, where the application is accompanied by photo, voice, and document features that are used to translate easily, in addition to the copy-paste feature that makes it easier for them to copy the translation. Which, they have translated with one tap. They often use the Google translate application

to translate a large number of sentences, while they use u-dictionary when translating words they don't know.

b. Google translate and u-dictionary in assisting students' writing in learning English

In this case, after the researcher knew what made Google translate and u-dictionary an application that assisted translating in learning English, the researcher then asked the students about how Google translate and u-dictionary helped in English, especially in writing. The following are some of the data obtained from interviews:

1). Understanding the translation of the text.

The use of translation tools that help students in translating their writings so that they understand the meaning of what they write, such as the statements of some students below:

> "*Karena yahh saya gunakan memang aplikasi terjemahan yang saya dapat mudah di playstore, jadi ada memang aplikasi yang dinamakan google translate dan u-dictionary dan itu yang saya gunakan sampai saat ini dalam menerjemahkan dan itu sangat membantu dalam memahami penulisan saya"*
> "Because when I use the translation applications from the playstore, namely Google Translate and u-dictionary, I have used them so far in translating and they are very helpful in understanding my writing."
> (S14.5, December 27th, 2021)

The same opinion also expressed by one of English student who said that:

> *"Translation tool membantu saya memahami tulisan saya dengan saya memperhatikan e.. penulisan saya yang sebelumnya kemudian melihat lagi hasil terjemahannya sehingga, dari situ saya bisa melihat dan mendapatkan solusi dari apa yang saya terjemahkan."*
>
> "The translation tool helps me understand my writing by paying attention to my previous e.. writing and then reviewing the translation results so that, from there I can see and get solutions from what I translated."
> (S8.9, January 3th, 2022)

So the use of the translation tool in translating their writing is able to help students understanding the meaning of their writing.

2). Clarity on characteristic of good writing

Google translate and u-dictionary applications are helpful for students in learning English, especially writing can assist students in translating writing while understanding some of the characteristics of good writing such as grammar, voice, language and organization. This statement is supported by several student statements as follows:

> "*Baik, jadi, menggunakan aplikasi Google translate and u-dictionary itu yang saya merasa terbantu di bagian organization dan juga voicenya, dari segi organization itu saya merasa terbantu karena penyusunan katanya sudah terlihat bagus dan dari segi voicenya itu mengetahui pronouncation atau pengucapan dari kalimat yang saya terjemahkan."*
> "Okay, so, using the Google translation and u-dictionary application, I find it helpful in the organization section and also the voice, from the organization point of view, I find it assisting because the wording already looks good and in terms of voice, I know the pronunciation or the pronunciation of the sentence that I translate."
> (S3.10, December 27th, 2021)

Overall, students think that the Google translate and u-dictionary applications are helpful for them in translating writing when learning English as some of the students' opinions below:

> "*Emm..... mungkin..., grammarnya kali yahh..yang terbantu karena, ketika kita terjemahkan sebuah teks maupun kalimat itu otomatis grammarnya menyesuaikan dengan bahasa yang dituju."*
> "Erm..... maybe... the grammar helps because, when we translate a text or sentence, the grammar automatically adjusts to the target language."
> (S4.9, January 3th, 2022)
> *"Kalau ee..karakteristik yang menurut saya biasanya paling membantuka kak, grammarnya. Karena, kan biasanya kak kita kasi masuk bahasa indonesia kak ee.. nanti struktur kalimatnya bakalan beda kalau misalnya berubah jadi bahasa inggris."*
> "If so, the characteristic that I think is usually the most assisted, Sis, is the grammar. Because, usually, we will enter Indonesian, Sis ee..later the sentence structure will be different if for example it is changed to English."
> (S5.8, December 27th, 2021)

It is not only grammar that is helped when using the translation tool, as for characteristics such as language, voice and ideas, such as student statements below:

> *"Jadi pada saat menggunakan aplikasi Google translate dan u-dictionary karakteristik yang merasa saya terbantu disini adalah bagaimana voice, languagenya, dan bagaimana ideasnya yang membantu saya dalam menerjemahkan tulisan."*

> "So when using the Google translation and u-dictionary applications, the characteristics that I feel assisted, here how the voice, language, and ideas assist me in translating writing."
> (S6.8, January 3th, 2022)

And there are student who think that when they use the application, they are not satisfied with the translation results, so they use the grammarly application to ensure the correctness of the grammar of their translation.

> *"Yang pertama itu jika yang ingin saya terjemahkan adalah kata per kata saya menggunakan aplikasi u-dictionary, kemudian yang kedua, ketika saya ingin menerjemahkan sebuah paragraph, saya menggunakan aplikasi google translate dan yang ketiga saya biasanya menggunakan bantuan web yaitu grammarly untuk memeriksa translation saya grammernya sudah benar atau salah*."
> "The first is if I want to translate word by word I use a regular application such as u-dictionary and the second, when I want to translate a sentence or paragraph, I use the Google translation application and the third, I use web Grammarly to find out to check if my translation results have the grammar true or false."
> (S3.6, December 27th, 2021)

Based on the statement above, it can be concluded that the features contained in the translation tool help some students understand the characteristics of good writing that they have translated, and some students also think that they are helped in translating, but not completely because, the results of the translation are less accurate, so that students try to check their translations using Grammarly application.

3). Vocabulary enrichment

On the other hand, students think that in addition to the writing characteristics that are helped by using the translation tool, they can also learn a lot of new vocabulary when translating writing.

> "*Mungkin kalau eee.. yang paling terbantu itu adalah apa, e..... kosakata karena, kan tujuan mentranslate itu untuk mendapatkan bahasa tujuan jadi eee... mungkin yang terbantu adalah kosakata penulisannya*."
> "Maybe if eee.. the most assist thing is, e..... vocabulary because, the purpose of translating is to get the destination language, so eee... maybe what is helped is the writing vocabulary."
> (S11.8, December 30th, 2021)

This was added by some students who gave statements such as the following:

"...., kemudian kita menerjemahkan pasti banyak vocabulary yang belum diketahui".
"……, so we can improve it, then we translate for sure a lot of unknown vocabulary."
(S7.10, January 3th, 2022)
"Saya terbantu di karakteristik vocabulary dan juga voicenya karena ee.. kalau misalkan menggunakan aplikasinya ada fitur ee.. fitur speaker disitu untuk emm.. pronuncation."
I was helped in the characteristics of the vocabulary and also the voice because ee.. if for example using the application there is an ee feature.. the speaker feature is there for emm.. pronuncation".
(S10.9, December 31th, 2021).

From the statement above, it can be concluded that in addition to helping in writing, the use of translation tools also helps students in enriching new vocabulary from the results of their written translations.

After researcher describes the various benefits of translation tools, in this study, the researcher gave questions about the disadvantages and obstacles they experienced when using translation tools. From these questions, the description of the problems faced by students as shown at below figure:

Figure 2. Problems faced by students in using translation tools.

No	Problems faced by students in using translation tools
1	Difficult for students to understand the text because, inexact translation
2	Unstable network

Based on the table above, we can see several obstacles faced by students in using translation tools such as difficulty understanding writing due to inaccurate translation results and network instability because translation tools are not yet available offline. Meanwhile, nine out of fourteen students experienced problems with the translation results such as grammatical structures and some statements are as follows:

> *"....., ketika saya ingin menerjemahkan sebuah paragraph, saya menggunakan aplikasi google translate dan yang ketiga saya biasanya menggunakan bantuan web yaitu grammarly untuk memeriksa translation saya grammernya sudah benar atau salah*."
> "…., when I use the Google translation application and the third, I use web Grammarly to find out to check if my translation results have the grammar true or false."
> (S3.6, December 27th, 2021)

The same statement was also conveyed by other students such as:

> *".... untuk kekurangannya google translate dari Indonesia ke inggris atau sebaliknya kadang kalimatnya masih banyak berantakan, kemudian untuk google u-dictionary I think ee.. hasil translationnya itu ee bagus kemudian kekurangannya kita tidak bisa langsung copy-paste di u-dictionary."*
> "…. for the drawbacks of Google translate from Indonesian to English or vice versa sometimes the sentences there's still a lot of mess, then for Google u-dictionary I think ee.. the translation results are good, then the drawback is that we can't directly copy-paste in the u-dictionary."
> (S7.6, January 3th, 2022)

In addition to the results of the translation being inaccurate in its grammatical structure, there are also other obstacles, such as an unstable network that hinders the process of translating writing because translating writing in paragraph form requires an adequate network. in an unstable network, as stated by several students below:

> *"Kendala yang saya alami saat menggunakan aplikasi tersebut yahh ituji tadi kak terkendala di jaringan....."*
> "The problem that I experienced when using the application was that there was a problem with the network..."
> (S2.7, December 29th, 2021)

> *"Kendala yang sering saya alami juga seperti susah di sinyal, ketika kita berada di kawasan yang mempunyai jaringan internet biasanya kita tidak bisa menggunakan aplikasi tersebut."*
> "The obstacles that I often experience are also difficult to get a signal, when we are in an area that has an internet network, we usually can't use the application."
> (S5.7, December 27th, 2021)

The same thing was also stated by one of the informants who stated that:

> "*Kendalanya itu kak haruspi nyala jaringan baru bisa diakses."*
> "The problem is that you have to turn on the network before it can be accessed."
> (S13.7, December 30th, 2021)

From some of the problem statements above, such as the lack of accuracy in the translation results in the grammar structure, they can be overcome by using

the grammarly application to produce the correct translation results, the following is a statement from one of the students below:

> *"....ketika kita mentranslate dari bahasa Indonesia ke bahasa inggris itu terkadang hasil translatenya itu ee.. acak acakan atau bisa saya katakana bahwa grammarnya itu tidak tepat sehingga perku dilakukan grammarly pemeriksaan ulang ketika kita telah mentranslate.."*
> "….when we translate from Indonesian to English, sometimes the result of the translation is er.. random or I can say that the grammar is not correct, so we need to do a grammar check when we have translated it…"
>
> (S3.7, December 27th, 2021)

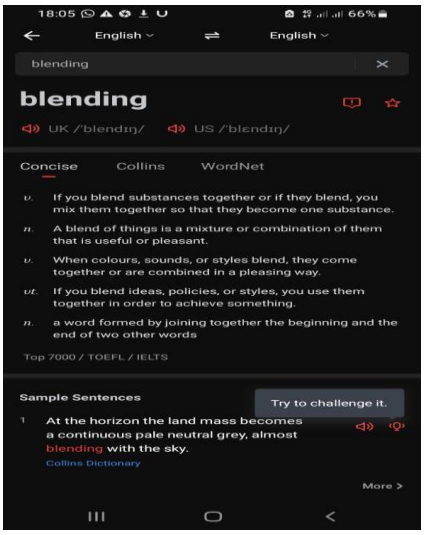
From some of the statements above regarding the problems or obstacles faced by students in using the translation tool, it can be concluded that there are two obstacles, namely inaccurate translation results in the grammar structure and constraints on network instability which they can overcome by using additional applications such as Grammarly to produce accurate translations. Good conditioning a place that is really adequate for the network to translate the text.

Therefore, based on the results of the interviews above, the researcher can conclude that the Google translate and u-dictionary application is helpful for students in learning English, especially writing lessons, it can also help improve students' writing comprehension both in terms of the characteristics of good writing such as grammar, voice, organization, language and enriches in vocabulary for more details attached to the appendix page. They more often use the Voice feature to translate a sentence easily translating in English when learning to write. When learning to translate writing using Google translation and u-dictionary applications, students can use the available features.

The following is the documentation of the students' learning process in English when translating writing in learning writing:

Figure 3.Writing documentation in learning English.





B. DISCUSSION

In this section, the researcher will discuss the results of the study. The first aspect proposed in this research is to discuss Google translate and u-dictionary as applications that help students in learning English; and the second is that Google translate and u-dictionary help in learning English, especially writing. The results of the research findings will be discussed as follows:

1. Google translate and u-dictionary as tools in assisting students in learning English

From the results of the study, the researchers found that the Google translation and dictionary application helped students in translating easily and simply. This is related to research conducted by Robertson and Fluck (2017) in their research that Google Translate is a tool that helps users translate the first language into the target language. This is also in line with the research of Oktaviana (2016) and also Palluzi J (2018), stated that Google Translate is a free online machine translation tool that is easily available. Other than being easy to use, Wulandari (2019) his stated that many students prefer to download these

applications through Playstore or Appstore on their mobile phones, making it easier to use without have to log in on the website.

Furthermore, the researchers found that the Google translation and u-dictionary applications assisting students with various features contained in these applications, such as voice, photo and document features. This is also related to the research conducted by Lustiyantie (2019), stated that feature makes it easier for them to translate in English learning so that it becomes an alternative tool for students to use because it is have many available features. It's the same in Josefsson's (2017) his stated that even now, he can translate not only in text form, but also in written photos, handwriting, direct conversation sentences, and voice.

This shows that Google translate and u-dictionary have various features that can be used to translate online, such as voice features for voice recording, photos for translating in the form of photos, documents for translating one document at a time and even a copy-paste feature for copy in translation results. All of these features make it easier for students to translate English lessons with an adequate internet connection.

Next, Maulida (2017) stated that Google translation and u-dictionary are applications with their online-based use but this has a positive effect as previously. He also said that Google translate provided a lot of assist. Students can translate faster and complete their assignments. Besides being easy to use and having many features, writing requires basic vocabulary mastery, as stated in the research of Anderian and Feebody (2015), who stated that vocabulary is known as an important indicator of general language ability, from the use of translation tools. It's supported in research Coady (2016), which stated that they can expand

the new vocabulary they encounter. It is also able to increase students' vocabulary because, from the results of the translation, they can see some of the vocabulary they have just seen.

From the explanation above, it can be concluded that the use of translation tools in learning English helps students to make it easier to translate sentences. Google Translate and u-dictionary are tools in the form of applications that students can get by downloading from the Playstore and Appstore on their handphone. This is, of course, supported by an adequate network. Besides being easy to use, translation tools have many features available to make it easier for students to translate sentences, such as voice, picture, document, and copy-paste features, among several other features. After the translation is successful, students can find various new vocabulary so, that they can enrich their vocabulary.

2. Google translate and u-dictionary in assisting students' writing in learning English

In this session, the researcher shows some of the results of previous studies and then compares them with this research. There are three studies related to this research, focusing on the application of Google Translate and u-dictionary as tools in the form of applications that assist students learn English, especially writing.

Based on the results of this study, it shows that Google Translate and U-dictionary are tools that are very assist for students. The use of the application is able to help students translate their ideas into writing and how to understand their writing. This is related to Oktaviana's (2016), which states that Google translation in writing analytical exposition text is using because people have difficulties understanding English writing. This is related to research conducted by Robertson

and Fluck (2017) in their research that the use of translation tools helps users to understand a translation in a sentence. Previously stated by Putri (2019), the use U-Dictionary as a tool can improve students' writing skills. Although the study used a quantitative method with 32 participants, it showed that the use of translation tools in assisting students translate their writings.

Furthermore, in the results of the study use of translation tools that help students understand translation and the characteristics of good writing and some students also think that they are helped in translating, but not completely because, the translation results are less accurate, so students try to check their translation using the Grammarly application. The obstacles encountered by Sjolie (2016), who stated that most of the students agreed that Google Translate helped them a little in writing analytical exposition. This is in line with Ahmad's research (2018), which stated that Google Translate is inaccurate, but understanding of the meaning text is still understandable. It is supported research by Haryanti Dwi (2014), who stated that Google Translate translates well even though there are a few languages that need to be edited or selected, such as experiencing errors from the accuracy of the translation results.

Next, students still choose to use these translation tools to help translate their writings because, from the results of the translation. It’s supported in research Coady (2016), which stated that they can expand the new vocabulary they encounter. This is also found in the research of Anderian and Feebody (2015), who stated that vocabulary is known as an important indicator of general language ability, from the use of translation tools. It is also able to increase

students' vocabulary because, from the results of the translation, they can see some of the vocabulary they have just seen.

In addition, students also have some problems when using translation tools. Some students experience network problems when using translation tools when translating their writings. This explanation is certainly related to the research conducted by Hamad (2017) in his research, which states that almost all research findings support the use of translation tools to help students in writing, claiming that it helps students with their English writing skills and expands their vocabulary. On the other hand, Fortuna et al. (2021) also added that their use of translation tools faced problems such as internet connection and inaccurate translation results.

Therefore, some of the obstacles that occur can be overcome because the government has provided a free quota that helps students with online learning. It is recommended to have sufficient phone storage capacity and use other applications to get more accurate translation results.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section is conclusion, which is based on the research findings. The second is suggestion based on the conclusion.

A. Conclusion

Based on the findings and discussion presented in the preceding chapter, it can be seen that the focus of this research is on translation tools to assist students in learning English writing. Therefore, to obtain the data, researcher applied observations checklist and semi-structured interviews with students. In addition, data collection was carried out using voice notes via WhatsApp and documentation.

After conducting initial observations and in-depth interviews with students, the researcher found that translation tools can assist student in learning English by considering the simplicity of the application, the complexity of the translation tools features such as sound, photos, documents, and copy-paste. Furthermore, translation tools help students learn to write because from the results of the translation, they can understand the text and also the clarity on characteristics of good writng such as organization, language, ideas, themes, grammar, and voice. Althought, it does not meet all students need such as the lack of accuracy in translation results in grammatical structures, translation tools still help students in translating their writing.

Despite the fact that they face some challenges while using the translation tools such as inccorret translation and an unstable network. However, it can be

overcome by students who use other applications to produce accurate translations. Then good conditioning is completely adequate for network to translate the text

B. Suggestion

Based on the conclusions above, the researcher proposes using Google Translate and u-dictionary applications to help learn to translate English. The first suggestion for further researchers is to increase the number of participants who are sampled outside of the English language education environment and high school level to get more accurate results. Second, the application is available in offline form so that translation can still be done even if the network does not allow it, and third, the inaccurate results of the translation tool in the grammar section can be overcome by using the Grammarly application to check the grammar results of the translation tool.

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