

**STUDENTS' PERCEPTION OF USING U-DICTIONARY AND  
GOOGLE TRANSLATE TO COMPREHEND ENGLISH TEXT AT  
SMP BATIK PK SURAKARTA IN THE ACADEMIC YEAR 2022/2023**

**THESIS**

**Submitted as A Partial Requirements  
for the degree of *Sarjana***



**By :**

**KHOIRUN NISAA'**

**SRN.183221090**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF CULTURES AND LANGUAGES  
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA  
2022**

## ADVISOR'S SHEET

Subject : Thesis of Khoirun Nisaa  
SRN. :183221090

To:  
The Dean  
Faculty of Cultures and Languages  
UIN Raden Mas Said Surakarta  
In Sukoharjo

*Assalamu'alaikum Wr. Wb*

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state the thesis of :

Name : Khoirun Nisaa  
SRN. : 183221090  
Title : Students' Perception of Using U-Dictionary and Google Translate to Comprehend English Text at SMP Batik PK Surakarta in The Academic Year 2022/2023

has already fulfilled the requirements to be presented before The Board of Examiner (*munaqasyah*) to gain Bachelor Degree in English Language Education Study Program.

Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

Sukoharjo, 27 September 2022

Advisors,



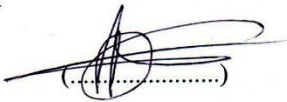


**Sabariyanto, M.Pd.**

**NIP. 19750325 201701 1 164**

## RATIFICATION

This is to certify the *Sarjana* thesis entitled  
“Students’ Perception of Using U-Dictionary and Google Translate to Comprehend  
English Text at SMP Batik PK Surakarta in The Academic Year 2022/2023” by Khoirun  
Nisaa has been approved by The Board of Thesis Examiners as the requirements for the  
degree of *Sarjana* in Raden Mas Said Surakarta State Islamic University of Surakarta.


Chairman	: <u>Nuning Wahyu Astuti, M.TESOL.</u> NIP. 19890413 201903 2 025	(..... 
Secretary	: <u>Sabariyanto, M.Pd</u> NIP. 19750325 201701 1 164	(..... 
Main Examiner	: <u>Prof. Dr. H. Giyoto, M.Hum.</u> NIP. 19670224 200003 1 001	(..... 

Sukoharjo, 30 Desember 2022

Approved by

Dean, Faculty of Cultures and Languages



  
Prof. Dr. Toto Suharto, S.Ag., M. Ag.

NIP. 19710403 199803 1 005

## **DEDICATION**

This thesis is dedicated to:

1. The researcher's beloved father and mother, Mr. Chambali ad Mrs, Siti Roichanah who always pray for her, motivation, spirit, and everything that she can not mentioned one by one.
2. The researcher's teachers, Dr. K.H. Moh. Mahbub, M.Si., Mrs. Hj. Kamila Adnani, M.Si., Mr. Muharror Ali, Mr. Fahim Mulabby and his wife, Mr. Nabil and his wife, Mr. Azam, Mr. Rohmad, Mrs. Wahyu, Mr. Khoir and all of the her teachers.
3. The researcher's brother, Mr Ahmad Haniful Faruq and Mr. Muhammad Subchan Assyafi' who always support her.
4. The researcher's best friends, Izah, Wiwit, Exo, Isti, Nasya, Anisaul, Flora.
5. The researcher's friends in boarding school, friends in English Language Education Department of UIN Raden Mas Said Surakarta, and friends in Students Movement Islamic Indonesia Sukoharjo.
6. Everyone who helps her that she can not mentioned the name one by one.

## **MOTTO**

“If you don’t go after what you wanted, you’ll never have it. And if you don’t ask, the answer is always no. Also if you don’t step forward, you’re always in the same place.”

-Nora Roberts

## PRONOUNCEMENT

Name : Khoirun Nisaa'  
SRN : 183221090  
Study Program : English Language Education Study Program  
Faculty : Cultures and Languages Faculty

I hereby sincerely state that the thesis titled  
“The Students’ Perception of Using U-Dictionary and Google Translate to  
Comprehend English Text at SMP Batik PK Surakarta in Academic Year  
2022/2023” is my real masterpiece. The things out of my masterpiece in this  
thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the  
academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 27 September 2022

Stated by,



**Khoirun Nisaa'**  
**SRN. 183221090**

## ACKNOWLEDGMENT

*Alhamdulillah*, all praises to be Allah, the single power, the Lord of the universe, master of the day judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis untitled “Students’ Perception of Using U-Dictionary and Google Translate to Comprehend English Text at SMP Batik PK Surakarta in Academic Year 2022/2023”. Peace be upon to Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Mudhofir Abdullah, S.Ag., M.Ag., as the Rector of the Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag. as the Dean of Cultures and Languages Faculty.
3. Mr. Wildan Mahir Muttaqin, M.A. TESL. as the Coordinator English Language Education Study Program.
4. Mr. Sabariyanto, M.Pd. as the advisor for his guidance, precious, advices, and motivation for the research.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 27 September 2022

The researcher  
Khoirun Nisaa

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	<b>i</b>
<b>ADVISOR SHEET</b> .....	<b>ii</b>
<b>RATIFICATION</b> .....	<b>iii</b>
<b>DEDICATION</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>PRONOUNCEMENT</b> .....	<b>vi</b>
<b>ACKNOWLEDGMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>viii</b>
<b>LIST OF TABLES</b> .....	<b>x</b>
<b>LIST OF APPENDICES</b> .....	<b>xi</b>
<b>ABSTRACT</b> .....	<b>xii</b>
<b>CHAPTER I : INTRODUCTION</b> .....	
A. The Background of The Study .....	1
B. The Identification of The Problems .....	6
C. The Limitation of The Problems .....	6
D. The Formulation of The Problems .....	7
E. The Objective of The Study .....	7
F. The Benefits of The tudy .....	8
G. The Definition of Key Terms .....	9
<b>CHAPTER II : LITERATURE REVIEW</b> .....	
A. Theoretical Review .....	10
B. Previous Related Study .....	33
<b>CHAPTER III RESEARCH METHODOLOGY</b> .....	
A. Research Design .....	36
B. Research Setting .....	36
C. Research Subject and Object.....	38
D. Data and Source of the Data .....	39



E. Techniques of Collecting the Data .....	40
F. Trustworthiness of the Data.....	49
G. Techniques of Analyzing the Data .....	51
<b>CHAPTER IV.....</b>	
<b>RESEARCH FINDING AND DISCUSSION .....</b>	
A. Research Finding.....	56
B. Discussion .....	75
<b>CHAPTER V .....</b>	
<b>CONCLUSION AND SUGGESTION .....</b>	
A. Conclusion .....	82
B. Suggestion.....	83
<b>BIBLIOGRAPHY.....</b>	<b>85</b>
<b>APPENDICES.....</b>	<b>xiii</b>

## LIST OF TABLES

Table 3.1. Time of Research .....	37
Table 3.2. The Blueprint of Questionnaire.....	41
Table 3.3. The Blueprint of Interview .....	45
Table 4.1. The Percentage of Factor Influenced Students to Use U-Dictionary and Google Translate in Second Grade .....	59
Table 4.2. The Data Findings of The Type of Students' Perception in VIII A and VIII B Class .....	72

## LIST OF APPENDICES

Appendix 1 :List of Participants .....	83
Appendix 2 : Guideline of Questionnaire.....	84
Appendix 3 : List of Students Questionnaire Result .....	85
Appendix 4 : Table Data and Data Analysis The Results of Interview VIII B Classroom.....	110
Appendix 5 : The Questionnaire Assesment Results.....	118
Appendix 6 : The First Data Validation of Results of Questionnaire in VIII A Classroom.....	122
Appendix6:The First Data Validation of Results of Questionnaire in VIII B Classroom .....	123
Appendix 7 :The Second Data Validation of Results of Questionnaire in VIII A Classrroom.....	124
Appendix 8 :The Result of Questionnaire Interview.....	125

## ABSTRACT

Khoirun Nisaa. 2022. *Students' Perception of Using U-Dictionary and Google Translate to Comprehend English Text, SMP Batik PK Surakarta, Academic Year 2022/2023*. Thesis. English Language Education Study Program, Cultures and Languages Faculty. Advisor: Mr. Sabariyanto, M.Pd.

This research is about students' perception of using U-Dictionary and Google Translate to comprehend English text at SMP Batik PK Surakarta in Academic year 2022/2023. In this research, the researcher focus on analysis factors and types of perception used by the students. The aim of this research is to describe the students' perception that using U-Dictionary and Google Translate to comprehend English text at SMP Batik PK Surakarta in academic year 2022/2023.

In this research, researcher applies descriptive qualitative as the method of the research. The researcher used the theory of Robbins to analyze the factors and the types of students' perception. The researcher conducted the observation about two times for each class in English learning process. Besides, the subjects of this research are students in VIII A and VIII B classes. In collecting the data for this research, the researcher used questionnaire and interview. Furthermore, the researcher used method triangulation to check the validity of the data.

The research findings of this research, the researcher found that overall students' perceptions of using U-Dictionary and Google Translate were influenced by several factors which indicated positive and negative perceptions. The researcher found 75% of the perception data, 10% of the target factor data, and 15% of the situational data that influenced students' perceptions. Determination of the type of perception is based on motivational factors and students' experiences in using U-Dictionary and Google Translate.

*Keywords: Students' Perception; U-Dictionary; Google Translate; Comprehending; English Text.*

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

According to (Crystal, 2003), a language becomes a global language because the power of the people who speak it. English is a global language that often used by scientists, business organizations, the internet, the education and the tourism sector. English language learning is difficult because it was served to the students as a foreign language, not a first or second language. Grammar in English is very different from Indonesia. In English, adjective located before noun, for example; "*there is a red book on the floor*". Other in Indonesian, adjective located after a noun itself, for example "*ada buku merah di lantai*". (Sreena & Ilankumaran, 2018) in their research found that in English skills, there are two essential aspects, they are; 1) productive skills, such as speaking and writing; and 2) receptive skills, such as listening and reading.

When students read an English text, sometimes they confused about the meaning because they do not have enough references for translating. It is not easy for them to comprehend a text when their book are written in a foreign language. Therefore, they need to translate English text into their local language to understand the meaning of the text. Translation is a process of rendering the meaning of the text, from source text into target text in different

stages until becomes a qualified translation result. In translating a word or a sentence, the result of machine translations is definitely online. The meaning of the sentences if translated as a whole with the help of machine translations turned out irrelevant. It means, sometimes machine translation does not provide the correct translation. Therefore, considering the problem above, the researcher decided to investigate students' perception of using machine translations.

According to (Robbins & Judge, 2013) state that perception is defined as conscious mental processes of observing, viewing, responding, and understanding in which someone give a meaning on the stimulus he received. According to Sidhu (2003), students' perception is the student's view of what happened during the learning process. Therefore, students' perception can be said as a process of how the students think and react to what they have done and what they have learned.

Currently, machines translation are so popular, for example, Papago, Transtool, *Bing Microsoft*, *Google Translate*, *U-Dictionary*, etc. *U-Dictionary* is an application that is used both when the phone is online and offline. The advantages of using *U-Dictionary* are free, unique, and simple to get in the application and just download it. According to (Juwita, Riadi, & Handayani, 2020), there are

features that check and give the rating for speaking pronunciation and fluency when people use this application.

Besides that, students are also familiar of using Google Translate. (Medvedev, 2016) argued that Google Translate might be one of the easiest and accessible machine translation to aid the users find their translation needs. Jaganathan, Hamzah, and Subramaniam (2014) said that Google Translate is one of the important tools in language learning in the group of English Foreign Language (EFL) students. To translate the text, Google Translate searches various documentaries to find the most appropriate translation pattern among the human-translated text. This pattern search is called SMT. However, Google Translate is not 100% accurate, sometimes it makes errors and these errors can be seen clearly. In this research, the researcher chose to discuss U-Dictionary and Google Translate because of their familiarity and accessibility in Indonesian users.

Many students used U-Dictionary and Google Translate to comprehend English text. On a certain occasion, the students have difficulty to understand the meaning of English text, word by word even sentence by sentence. Therefore, the students are commonly translate a whole text to these applications, such as paragraph by paragraph. Based on the description above, the researcher required to analyze whether both of U-Dictionary and

Google Translate can be beneficial machine translations to comprehend the English text.

The researcher observed on the second grade on SMP Batik PK Surakarta. Based on the pre-research that has been conducted by the researcher especially on March, researcher found that the students have difficulty to understand an English text in reading lessons. Therefore, the students used machine of translator to help their difficulty, those were U-Dictionary and Google Translator. In this research, researcher has conducted observation and interview to collect the data directly. The research was carried out on the new normal era, meaning that the public had adapted blended learning so the researcher could meet the participants. According to Chaeruma (2013), blended learning generally understood as a learning process that combines face-to-face learning and online learning.

Moreover, the researcher chose the students in the second grade. The researcher had several reasons. Firstly, they were suitable to be observed based on their cognitive development. Children aged 10-12 years could be invited to discuss current events and many other things. Secondly, many of them used machine translation to translate English text in English lessons. Their perceptions were very important to be listened by the teacher, in the hope teacher could understand how the English translation method that appropriate for their age.



SMP Batik PK Surakarta was suitable to be observed because he facilitates students to be good in English application, both to writing and speaking skills. The school facilitated their students an extracurricular English Club, activities that were carried out on Mondays at 4:00 to 5:00 p.m. The purpose of this activity was to improve students' English skills which were trained through group discussions and daily language conversations. Another information, SMP Batik PK Surakarta was a part of Batik Education Foundation located near of SMP Batik Surakarta and SMA Batik Surakarta.

There are two relevant studies related to this study. First, the research by Tantri Wulandari Hartono (2020), entitled "Students' use of Google Translate in academic writing course". She found that the students prefer Google Translate rather than other translation machine because it is easy to use and also free. Second, the research by Shinta Fenanda Putri (2021), entitled "The Use of U-Dictionary as a Media to Increase Student's Listening Skill". She found there is a significant difference teaching students using U-Dictionary in listening skill.

Based on these two previous studies and pre-research no one has ever researched about students' perception of using U-Dictionary and Google Translate here. Therefore, researcher wanted to analyze students' perception of using U-Dictionary and Google Translate in the second grade of SMP Batik PK Surakarta deeply. The title of this

research is **“STUDENTS’ PERCEPTION OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHEND ENGLISH TEXT AT SMP BATIK PK SURAKARTA IN ACADEMIC YEAR 2022/2023”**.

## **B. Identification of The Problems**

Based on the background above, the researcher identified some problems as follows:

1. The average of student had difficulty in translating when they write English text.
2. There were many new words in English lessons that students have not understand yet.
3. The students were mostly lazy to think and wanna to fast process and quick result.
4. Translation machines had different features in their application.
5. Currently, translate English text with a translation machine was not accurate to purpose comprehending English text.

## **C. Limitation of the Problems**

Based on the identification of problems, the researcher limited the research on the students’ perception of using U-Dictionary and Google Translate to comprehend English text. The researcher chose class of VIII A and VIII B at SMP Batik PK Surakarta in the academic year 2021/2022. In this research, the researcher used the

theory of Robbins. To be more specific, the researcher focused on the types of perception and factors that influencing perception. According to Robbins, perceptions had two types there were, positive perception and negative perception. Otherwise, the factor influencing perception there were three components. They were perceiver, target, and situation.

#### **D. Formulation of the Problems**

1. How are the students' perceptions of using U-Dictionary and Google Translate to comprehend English text-?

#### **E. Objectives of the Study**

Based on the problem statement above, the researcher had the objective of the study as follows:

1. To describe the students' perception that using U-Dictionary and Google Translate to comprehend English text.

#### **F. Benefits of the Study**

The researcher's hope that the research of this study could give some benefits for the readers and the others. The benefits of the study were as follows :

### **1. Theoretical Benefit**

The research could support the theory that was useful for learners, students, and readers. So that people could learn more about the theory of machine translator especially in U-Dictionary and Google Translate of theory. Besides, the research was purposed to help the students particularly in comprehending English text through machine translator.

### **2. Practical Benefit**

- a. The result of this study could increase students' the knowledge to choose which application was appropriate to use.
- b. Hopefully, the students had already known how to solve the problems of using a machine translator.
- c. The results of the study would be useful as a reflection to teacher in order to always accompanied students' learning process and accurated the result of the machine translator.
- d. To researcher, the result of this research could be used as a way to learn about machine translations.

### **G. Definition of Key Terms**

To make the title was clearer and more accurate, the researcher gave key terms. They were Students' perception, U-Dictionary, Google Translate, Comprehend, English text.

### **1. Students' Perception**

Perception is a biological process that takes place in the human brain. (Robbins & Judge, 2013) state that perception is defined as conscious mental processes of observing, viewing, responding, and understanding in which someone gave a meaning on the stimulus he receives. It means,- perception was a way to people could express what there was in their mind using human sense.

### **2. Comprehension**

Comprehension means understanding text: spoken, written, and/or visual. Meanwhile, reading comprehension according to (Snow, 2002) is a process where a reader concurrently extracts and construct meaning through interaction and involvement with written language. The other definition was stated by (Anastasiaou & Griva, 2009) reading comprehension as a complex cognitive ability which requires the capacity in integrating text information with the prior knowledge of the reader and resulting in the elaboration of a mental representation

### **3. U-Dictionary**

(Juwita, Riadi, & Handayani, 2020), stated that U-Dictionary is an application that is used both when the phone is online and offline. The advantages of using U-Dictionary are free, unique and simple to get in the application and just download it. In addition, there are features which can check and give the rating

for speaking pronunciation and fluency when people use this app.

#### **4. Google Translate**

According to (Karami, 2014), Google Translate is service provider to translate various sentences from one language to another, translating 90 languages. It can translate not only words, but also sentences, sections of text, or web pages.

#### **5. English Text**

Mark and Anderson (1998) state that, "Texts are pieces of spoken or written language created for a particular purpose". The particular purpose is text types. Text types are classes of text which share certain structural and functional elements and have developed conventionalised patterns with a high level of the usage

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Students' Perception**

###### **a. Definition of perception**

Perception is an invisible process that occurs in the human head. According to (Robbins & Judge, 2013), "Perception can be defined as a process which individuals organize and interpret their sensory impressions in order to give meaning to their environment". (p.121-122). Robbins also add a state that perception is defined as conscious mental processes of observing, viewing, responding, and understanding in which someone gave a meaning on the stimulus he receives. The theory above is supported by Gibson (2006), that define perception as a process that involves receiving, organizing, and interpreting stimuli. Therefore, perception does not solely involve sensory processor, it is also a mental process.

Another definition by Aristoteles (Knuuttila & Karkkainen, 2008) is that perception is a process that correlates with sensory organ inversion, which is influenced by the subject of perception, and everyone has the impression of

like and dislike. An intentional object that suggests that you are.

As an example, three judges are choosing a singing audition. There was a woman who was singing in a melodious and kind voice, but there was only one jury who liked the singer, the other two juries did not like the singer because they thought her voice could be said standard and ordinary.

Based on the example, the three judges have different opinions and feelings when looking at the same object. Gibson's theory participated by specifying an object. This is the basis of Gibson's theory and the belief that our perception is determined by the optical flow optical array. Gibson believed that a person perceives objects (their sensory ception properties) via information packets from objects where a particular (structured) array enters the sensor .

From some definitions above, it can be concluded that students' perception is proses in the students' brain used to nurture message and information come from the five senses which is influenced by experience of objects, even some relation obtained into the objects.

#### **b. Factors Influencing Perception**

According to (Robbins & Judge, 2013), there are three factors which influence the perception. They are a



perceiver, target, and situation in which the perception is occurring. Each of these components influences the perceiver's impression or interpretation of the target. First impression are important in forming the perception through certain stimuli.

Having good impressions can encourage someone to learn about it. These impressions will ultimately lead to the positive perceptions, in which the person feels happy and likes the thing. In contrary, having bad impressions will lead people to have negative perceptions, in which people will feel unhappy and dislike the thing. Therefore, if the students have good impression through machine translation, it is positively expected that they will perceive machine translation positively.

There were three factors that could influenced a perception, as follows :

1). Perceiver

The perceiver's or student's experience, need, and emotions can influenced his or her perception on the target. When a person is looking at the target and trying to interpret what he or she sees, the interpretation is strongly influenced by the characteristics of the person which involve the

attitude, personality, motivation, interests, experience, and expectations.

The factors in the perceiver that can influence perception are:

a. Attitudes

Attitudes known as the reflection of the perceiver's feeling about an object can be expressed in two ways such as a pleasant and unpleasant statements. (Robbins & Judge, 2013)

b. Personality

Personality is an individual's emotional state strongly influences perception. Anger and frustration distort perception.

c. Motivation

Motivation is defined as a reason or impetus of the perceiver to take an action

d. Interests

Interests is the perceiver's attractiveness and curiosity towards the object. Interest is the perceiver's curiosity to something or an object of perception.

e. Experience

Experience is some incident that happened to the perceiver to gain any kind of knowledge and

information. If students have pleasant experiences of using Google Translate, he or she will expect that Google Translate is beneficial in helping him to do his tasks. Thus, if students have pleasant and beneficial experience in using Google Translate, it is possible those students will have good perception.

f. Expectations

Expectation known as perceiver's expectation of something that will happen in the future.

2). Target

The characteristic of target also influenced what is perceived. Loud people are more likely to be noticed in a group than quiet ones. The relationship between the target and background also influences the perception because the targets are not looked at in isolation. The factors in the target that influenced perception are:

a. Novelty

Novelty is something new that contrast with others.

b. Motion, Sound, Size

Motion is the sequential order in which actions are performed. Size is the target's perception capacity. Sound is a vibration that propagates as an acoustic wave, through a transmission medium such as a gas, liquid or solid.

c. Background

Background is situation that supports current issues. A target is not looked at in isolation. The relationship of target to its background influences perception.

d. Proximity

Proximity is about how close the relationship between the target and the perceiver. Proximity called as objects that are close to each other tend to be perceived together.

e. Similarity

Similarity is something likeness but has some different in various aspect. Similarity things need to be grouped together. For example; black people are perceived as alike even in unrelated characteristics.

3). Situation

According to (Robbins & Judge, 2013), every perception occurs in some situational context, and this context can influenced what one perceives. The factors in the situation that influenced perception involve the time, work setting, and social setting. One of the most important effects that the situation can make is adding information about the target. The press of the time will literally force the manager to overlook some details, to rush certain activities and to ignore certain stimuli such as request from other managers or from superiors.

People tend to work quickly when they do not have much time. Because of the limitation of the time, people pay less attention to the factor, which might influenced the work outcomes. They make decision about certain thing without further understanding on their perceptions toward the problem. Thus, the another factors that influenced perception, as follow:

a. Time

The time is described as the arrangement of the time that is needed to interpret the target by the perceiver. The time at which an object or event is seen influenced perception. For examples; a daily report arriving after two days may be ignored by the perceiver.

b. Work Setting

Work setting define the circumstances that influenc environment that influenced perceivers to act in a particular way. The changing context of the work setting influences perception. For example; stressful work situations distort perception.

c. Social Setting

The social setting is the environments that influenced that perceivers to do some action. The changing social setting influences perception. For example; a male student

wearing earrings may not be noticed in a disco but highly noticeable in the classroom.

Based on the explanation above, the researcher understood the classification of the factor influenced perception clearly. It can be used to know the factors influenced perception that are used by students. Thus, it also can be used to know the types of perception.

### **c. Types of Perception**

According to (Robbins & Judge, 2013) there are two types of perception, namely positive perception and negative perception. The difference between positive and negative perception are explained below :

#### **1) Positive perception**

Positive perception is a human point of view on things with a positive assessment or as expected of the perceived objects. Someone who experiences a stimulus, by having sensation, he may receive this stimulus directly without any process to interpret, analyze, and understand about it. If someone believes that stimulus will bring his needs, it will cause him to have positive perception toward stimulus. This positive perception also occurs when someone has a big expectation toward the stimulus.

Having good impressions can encourage someone to learn about it. These impressions will ultimately lead to the positive perceptions, in which the person feels happy and likes the thing.

## 2) Negative perception

Negative perception is a perception of an individual through specific objects or information with the negative perception or contrary with expected the perceived objects. In contrary from good impression, having bad impressions will lead people to have negative perceptions, in which people will feel unhappy and dislike the thing.

Based on the explanation above, the researcher understood the classification of the type of perception clearly. It can be used to know the type of perception that are used by students. Also the researcher used Likert Scale with “Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)” to analyzes whether positive and negative perception. Then, the score of Likert Scale is typically assigned to positive statements:

1. Strongly Agree (SA) : 5
2. Agree (A) : 4
3. Undecided (U) : 3
4. Disagree (D) : 2

5. Strongly Disagree (SD) : 1

Whereas to negative statements:

1. Strongly Agree (SA) : 1

2. Agree (A) : 2

3. Undecided (U) : 3

4. Disagree (D) : 4

5. Strongly Disagree (SD) : 5

Criteria Measurement of Perception :

- a. Perception is positive if the value of the T score obtained by the respondent from the questionnaire is  $> T$  Means
- b. Perception is negative if the value of the T score obtained by the respondent from the questionnaire is  $\leq T$  Means

## 2. Translation

### a. Definition of Translation

There are various experts who have a different concept about definition of translation. In this research, researcher used the concept of translation by some experts that can become a reference to understanding the meaning of translation. Generally, translation is a process of rendering the meaning of a text from source text (ST) into target text (TT). There



are some concepts of translation by experts; stated by Catford (1965), translation is replacement of textual material in one language by equivalent textual material in another language.

Another definition is stated by Newmark (1998), “translation is rendering the meaning of a text into another language in the way that the author intended the text” (p.5). Then supported by Bazegar (2008), “translation is defined as an attempt to replace written message and or statement in one language by the same messages and or statement in another.”

Based on all of the concepts, it can be concluded that translation is a process of transferring messages from source text (ST) into target text (TT). In the translating process, translator must have knowledge of the source text and target text because in translation, translator also finds the closest material of meaning and style on the target language.

### **3. Machine Translation**

#### **a. Definition of machine translations**

According to (Yao, 2017), translation has a function as a bridge to connect people from different cultures and languages. The existence of machine translations makes it easier for people to connect in different cultures and languages. In addition, (Way, 2018) stated that machine translations are used by millions of people today.

(Abdi, 2019) supported in his research, stated that translation is important to introduce history and transfer the culture of the country. In this decade, digital translation is very famous to help learning process than dictionary. Therefore, in this research researcher focused on machine translations namely U-Dictionary and Google Translate.

**b. Kinds machine translations**

1). Naver papago

It is a South Korean application that has the same function as other translation applications. Papago has the advantage of being able to translate text, images and even audio directly, The users can also access Papago offline. Papago only supports 13 languages so far, but the translation application is very popular in Korea due to the accuracy of this application in translating languages.

Four human translators from another study in (Brooks, 2017) have compared three popular machine translations programs (Google Translate, Systran's translation engine and the Papago app. From Naver) using English and Korean languages. Then, its result that Google Translate was the best, followed by the Papago app. and Systran.

From the explanation above, it can be concluded that Naver Papago is the application from South Korea that has

function to translate one languages into another languages. The users can translate text, images or audio directly. So far, Papago only support 13 languages, but the translation application is very popular in Korea due to the accuracy to translating languages. However, may be in the future this application will become the best machine translator for general, not only in South of Korea.

## 2). DeepL Translator

DeepL Translator is a high quality translation service. Its support limited languages, but the supported language translations seem to be of a higher quality than those by comparable translation services. So far, DeepL has only been able to translate into nine languages, including English, German, French, Spanish, Portuguese, Italian, Dutch, Polish, and Russian.

(Takakusagi, Oiko, & Shirai, 2021) defined in their research that DeepL Translator (DeepL GmbH, Cologne, Germany) is one of the machine translator applications employing neural network systems. It was launched in August 2017, and its Japanese translation service was launched in March 2020. DeepL Translator purposed to provide accuratemachine translations. However, the

reliability of DeepL Translator in translating medical articles has not yet been verified.

This site can be said to be one level higher than the translator sites other because DeepL can do the translation in .doc or .ppt format. The users only need to upload their documents and they will automatically be translated into the selected language.

From the definition above, it can be concluded that DeepL Translator is the higher than other machine translations because the reliability and the result meaning is better than Google Translate and U-Dictionary. However, the access to use is still limited and until now it can only provide 9 languages from various countries. Thus, in distribution it is still less more popular than Google Translate and U-Dictionary.

### 3). Bing Translator

Nierstrasz and Lungu (2015) states that Bing Translator is Microsoft's application or automated translation service for translating entire text or web pages into different languages. Microsoft developed this service in 2006 and extended it with the introduction of language translation in 2014. It currently supports 51 languages and

can even translate a single word into an entire document or web page.

According to Almahases (2018), Bing Translator as an online translation portal that provides translations in 50 languages. Bing Translator, like any other machine translations, is based on the fact that translations still have weaknesses.

From the explanation above, it can be concluded Bing Translator is Microsoft output application that has function to translate a languages in the form of text or web pages into a different languages. It currently support 51 languages in its services.

#### 4). U-Dictionary

(Zheng, 2015) in his study found that U-Dictionary helps students enter and translate words and phrases, especially when they take a picture and upload it, which has the useful feature that the system can scan the text and translate it when online. Camera function allows the user to scan the source language without typing and immediately see the meaning of the target.

It is supported by (Z. & Suciati, 2018) research who mentioned that U-Dictionary can improve students' ability in pronunciation. According to (Juwita, Riadi,

&Handayani, 2020), U-Dictionary is an application that is used both when the phone is online and offline, and this application was released on March 24<sup>th</sup>, 2016, offered by Youdao, Hong Kong.

The advantages of using U-Dictionary are free, unique, and simple to get into the application and just download it.

According to (Wulandari & Handayani, 2020), stated tha U-Dictionary can be used as a teaching media for EFL. They said that U-Dictionary has positive effects on training students English speaking skill. The research recommended U-Dictionary as an English teaching media because it is equipped with games, exercises, learn-from-the-android-lockscreen, and features English articles.

Based on all of the concepts, it can be concluded that U-Dictionary is an application that can used in online or offline mode by translatting the word or sentence and also can be used as teaching media to improve students' ability in pronunciation.

##### 5). Google Translate

Google Translate is a Google product used as a machine translator from one language to another. It was one of the most popularmachine translations at school.

Aiken and Balan (2011) first evaluated and conducted a study on the translation quality of Google Translate by considering 50 different languages rather than a single language pair. At the end of the study, they noted that Google Translate translates European languages into other European languages much better than language pairs that develop Asian languages.

According to Jaganathan, Hamzah, and Subramaniam (2014), Google Translate is one of the important tools in language learning in the group of English Foreign Language (EFL) students. In their research, they state that the popularity of Google Translate is influenced by peers in the group of students. They also found that in helping students, even though Google Translate has a significant role as example, fast and quick responses but students still need to rely on their teacher despite the existence of the modern language learning equipment, or in other words the speed and sophistication of the machine translator cannot guarantee the accuracy and suitability the meaning words.

Recently, Bozorgyan and Azadmanesh (2015) provided another estimate from a Google Translate study. In the case of subject-verb reconciliation, we looked at

both Google Translate and human translator, and in the end, we concluded that Google Translate was not as good at subject-verb reconciliation when translating English sentences into Persian compared to human translators.

According to (Medvedev, 2016), Google Translate has become an integral part of the Google suite and could be one of the simplest and cheapest machine translations to help users find their translation needs.

Meanwhile, according to (Karami, 2014) Google Translate is service provider to translate various sentences from one language to another, translating 90 languages. It can translate not only words, but also sentences, sections of text, or web pages. To translate the text, Google Translate searches various documentaries to find the most appropriate translation pattern among the human-translated text. This pattern search is called SMT.

From some definitions above, it can be concluded that Google Translate is product from Google suite that used to translate from one language to another language. Beside that, Google Translate also has a significant role as like fast responses and easy media learning, and it provided to translate various sentences from one language to another language, translating 90 languages.



In this research, researcher chose U-Dictionary and Google Translate to be observed because their popularity and accessibility in Indonesian students, especially to students of second grade at SMP Batik PK Surakarta in Academic year 2021/2022.

#### **4. Comprehension**

##### **a. Definition of Comprehension**

Comprehension means understanding text: spoken, written, and/or visual. Meanwhile, reading comprehension according to (Snow, 2002) is a process where a reader concurrently extracts and constructs meaning through interaction and involvement with written language. The other definition is stated by (Anastasiaou & Griva, 2009) reading comprehension is a complex cognitive ability that the capacity in integrating text information with the prior knowledge of the reader and resulting in the elaboration of a mental representation.

In this research, reading comprehension is defined as an ability to comprehend the message and information from English text that has been translated by a machine translator. Therefore, in dealing with reading comprehension, students must be able to understand the words, sentences, and the whole text relating to the context to get the gist of the text.

Here are the lists of skills of reading comprehension according to Brown :

- a. Discriminate among the distinctive graphemes and orthographic patterns of English
- b. Retain chunks of the language of different lengths in short-term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core of words, and interpret word order patterns and their significance.
- e. Recognize grammatical word classes (nouns, verbs, etc) systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

## **b. Level of Reading Comprehension**

According to Brassel (2008), there are three levels of taxonomy reading comprehension, namely 1) literal comprehension, 2) inferential comprehension, and 3) critical comprehension.

### **1. Literal Comprehension**

Literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are example of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he/she can not.

## 2. Inferential Comprehension

Inferential comprehension, the next level refers to the ability of a reader to take in information that is inferred or implied within a text.

If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers their background knowledge.

## 3. Critical Comprehension

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical

judgements about the information presented in the text, are the characters reputable and honest in their action? Did the selection offer the reader new information, new insights, or added enjoyment? Are the characters authentic? Was the literary quality of the text high? Answer to such question require a high level of interaction between information from the text, the reader perhaps other people with whom the reader has interacted, or even other textsthe reader has read. Moreover, in depth analysis and critical thinking are necessary to make informed judgments and evaluation. Due to responses to inferential and critical level question are highly dependent on the reader's own background, interest and disposition, determining a reader's level and quality of a reader's inferential and critical comprehension is not easy.

From definition above, it can be concluded that reading comprehension is process where a reader requires the capacity in integrating text information with the prior knowledge of reader and construct meaning through interaction and involvement with written language.

## **5. English Text**

In linguistics, the term *text* refers to original word of something written, printed, or spoken, in contrast to a summary or

paraphrase. A text is any stretch of language that can be understood in context. It may be as simple as 1-2 words (such as a stop sign) or as complex as a novel. Any sequence of sentences that belong together can be considered a text.

Mark and Anderson (1998) state that “Texts are pieces of spoken or written language created for a particular purpose”. The particular purpose is text types. Text types are classes of text which share certain structural and functional elements and have developed conventionalised patterns with a high level of the usage.

English has been taught as a foreign language in Indonesia. Crystal (2003) says that the reasons a person for whom English not as a mother language might wanted to learn English as historical, economic, intellectual, political, practical or related to entertainment.

Based on the explanation above, it can be concluded that English text is a language that has been taught as foreign language, in the form of spoken or written language created for a particular purposes.

## **B. Previous Related Studies**

The research by Hartono (2020), entitled “Students’ Use of Google Translate in Academic Writing Courserat English Language Department University of MuhammadiyahMalang.”

This research aimed to recognize the patterns of Google Translate use in Academic Writing 4th academic year 2018/2019 at English Language Education Department, University of Muhammadiyah Malang and the student's perception of Google Translate. The results of this research find that students prefer Google Translate rather than other machine translator because it is easy to use and also free. Besides, it has a lot of vocabularies, gave quick response and provide synonym. But they also realize that Google Translate has disadvantages such as makes grammatical errors and structure of a sentence still need fixing

The research by Putri (2021) entitled "The Use of U-Dictionary as a Media to Increase Students' Listening Skill." The aimed of this research are to find out the use of U-Dictionary as a media to increase students' listening skill at SMPN 35 Makassar. The results of this study showed there is a significant different teaching students using U-Dictionary in listening skill. It can be seen based on the students' post-test scores using U-Dictionary. It was proved by the mean score of students' pre-test and post-test. The mean score of students' pre-test was 61.25 and the mean score of students' post-test was 83.84. The results of students' post-test scores is higher than the students'pre-test scores in teaching learning toward U-Dictionary.

The journal by Juwita et al., (2020), entitled “The Students’ Perception of Using U-Dictionary in Learning Pronunciation at STBA Pontianak.” The results of this research show that learning pronunciation is important to them as English study program students. They realized that English pronunciation feature in U-Dictionary more practical to overcome difficulty in learning pronunciation in a fun way. The data of this research are taken from interview with 30 students from 2 A 1 class of STBA Pontianak. The research design of this research used qualitative method.

The journal by (Sipayung, Sianturi, Arta, Rohayati, & Indah, 2021) entitled “Comparison of Translation Techniques by Google Translate and U-Dictionary: How Differently Does Both machine translations Tools Perform in Translating?”. The objective of this research are to describe translation techniques between Google Translate and U-Dictionary. This study used a qualitative research method with a descriptive design. The source data of this research are from expository text entitled “*Important of Good Manners in Every Day Life*”. The results of this research, both of machines translation have different target texts for the same source language due to different applications of techniques. U-Dictionary proven to apply more variety of translation techniques than Google Translate.





## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

As the method of the research, this study applied descriptive qualitative method. The research focused on describing the students' perception of comprehending English text using machine translations which the researcher did not only collect the data but also analyze and interpret. According to Bagdon and Taylor (in Zulfa, 2021), they define that in the qualitative research method, conclusions are formed according to the words of the observers, and the output of the data is the same as the descriptive data. (Moleong, 2018) said that the goal of qualitative research is to accurately understand and analyze the object being studied in a deep understanding, not to constantly search for caused and effects of variables.

In this research, the researcher made accurate explanations to analyze and present what has been found. As a result, descriptive data analysis naturally results in objective and factual results by applying a set of procedures used to solve evidence-based problems.

#### B. Research Setting

##### 1. Place

This research has been conducted in SMP Batik PK Surakarta, especially in English lessons in VIII A and VIII B of second grade at SMP Batik PK Surakarta. This school is located in Jl.

SlametRiyadi No.447, Pajang, Laweyan-Surakarta 57146. SMP Batik PK Surakarta has about three grades. In this research, the researcher focused on VIII A and VIII B in second grade at SMP Batik PK Surakarta.

## 2. Time

The time of research conducted at July 2022. The researcher conducted about fourth in English lesson for each student of second grade who learn in English lesson. The researcher analyzed 25 students to conduct the research.

**Table 3.1.**

**Time of Research**

No.	Activities	Mar	April	May	June	July	August	Sept
1.	Observation							
2.	Collecting Data							
3.	Proposal							
4.	Literature Review							
5.	Analyzing the Data							
6.	Writing the Report							
7.	Submitting the Document							

## C. Research Subject and Object

### 1. Subject

The subject of this research were the students who learn in VIII A and VIII B class of second grade at SMP Batik PK Surakarta in Academic Year 2021/2022. Totally there were 25

subjects, 13 male students from VIII A class and 12 female students from the VIII B class. The research subjects were taken through the snowball sampling technique, which at first the number of samples was small, but gradually became large. The researcher carried out this way because the small number of data sources had not been able to provide satisfactory data, so the researcher looked for other people who could be used as data.

## **2. Object**

The object of this research are students' perception that occurred when the researcher give some questionnaires and interview to the students of second grade in SMP Batik PK Surakarta in Academic Year 2021/2022.

## **D. Data and Source of the Data**

### **1. Data**

The data in this research were students' perception about using U-Dictionary and Google Translate to comprehend English text in English lessons at VIII A and VIII B class at SMP Batik PK Surakarta. The data are performed in the classroom. Moreover, in collecting data, the researcher used three instruments for gaining data. They are observation, questionnaire and interview. In this research, the researcher did observation by come in students' class room. When the data were in the questionnaire, the

researcher analyzed data directly. Meanwhile, when the data were from interviews, the data were recorded in mobile phone or spoken form. So that, the researcher was necessarily transferred to written data to make the analysis easier.

## **2. Data Source**

The data source is basic information. According to Bogdan and Biken (in Zulfa, 2021), this is a rough material that researcher have collected from the world they are studying. Details that form the basis of the analysis. Researcher use data sources to support their research. This is because the data source is the key used to further explore that study. In other words, researcher are using common qualitative research methods. There are several tools for general qualitative surveys. These tools are semi- or fully structured interviews, questionnaires, and written or oral surveys.

The sources of the data in this research were the students from VIII A and VIII B class at SMP Batik PK Surakarta as an informant in this research. The sources data will be taken from the observation through a questionnaire in paper consist of questions for students based on their experience in using U-Dictionary and Google Translate, and from data interviews that will be transcribed in written form.

## **E. Techniques of Collecting the Data**

Depending on the qualitative descriptive research approach and the type of data source for that study, researcher use data collection methods as follows :

### **1. Observation**

Observation is way of gathering data by watching behaviour, events, or nothing physical characteristics in their natural setting. Observations can be overt (everyone knows they are being observed) or covert (no one knows they are being observed and the observer is concealed). The benefit of covert observation is that people are more likely to behave naturally if they do not know they are being observed. In this research, the researcher had conducted the covert observation. The researcher carried out the observation on March, when the researcher did pre-research.

The observation guideline:

- 1). What tools do students often use to translate English texts?
- 2). Are students familiar with machine translation U-Dictionary and Google Translate?
- 3). Have students ever used the U-Dictionary and Google Translate machine translation?
- 4). How often do students use machine translation to help with schoolwork?

- 5). What are the reasons students choose to use machine translation?
- 6). What are the reasons students choose not to use machine translation?
- 7). Do students also use printed English-Indonesian dictionaries?
- 8). Who teaches or introduces students to machine translation?
- 9). Does the use of machine translation help students in doing English text assignments?
- 10). Do students usually use printed or machine translation dictionaries most often?

## 2. Questionnaire

Questionnaire is a set list of questions that several students who are the subjects of research are asked in order to collect information needed. The questionnaire is a survey to find general information. According to (Creswell, 2008) a questionnaire is a form that participants in study complete and return to the researcher. It was used in the second step of data collection to gather basic information about students' perception of using U-Dictionary and Google Translate to comprehend English text.

According to Likert (1932), the questionnaire can be said to be a reflection of his thoughts on the attitude test, which he conducted in 1929 mainly on some people in the past community. Likert also noted that there are four types of questionnaires: first, yes and no questions. Second, for multiple-choice questions, you can choose from five possible answers. Third, the evaluation scale refers to question that must be answered with words such as 'strongly agree', 'agree', 'undecided', 'disagree', and 'strongly disagree'. Fourth, a type of questionnaire that asks respondents to indicate their answer to the results. In this study, the researcher used Likert's theory using evaluation scale. In this research, researcher used closed questionnaire. The researcher distributed the questionnaire into 25 students.

In the questionnaire, there are five aspects that are used to reveal the students' perception of using U-Dictionary and Google Translate to comprehend English text. The aspects are motivation, interests, experience, time and proximity. Thus, in this research, the students' perception of using U-Dictionary and Google Translate to comprehend English text was operationalized in twenty items. Therefore, the subjects of research are asked to indicated their degree of agreement and disagreement to each item.(Sugiyono, 2009)stated that empirically the ideal amount of item of question or statement for a questionnaire are 20 to 30.The

theory of blueprint of questionnaire the researcher used the theory from (Robbins & Judge, 2013).



**Table 3.2**  
**Blueprint of Questionnaire**

<b>No.</b>	<b>Dimension</b>	<b>Indicator</b>	<b>Statement</b>
1.	<p><b>The Perceiver</b> The perceiver is determined as an individual who did the observation of specific thing through their organ senses and gives it meaning</p>	<p><b>Interests</b> Interests is the perceiver attractively and curiosity towards the object.</p>	<p>1. In translating English text, I always use UD/GT 2. I have UD/GT application in my mobile phone that is always available for used.</p>
		<p><b>Motivation</b> Motivation is defined as a reason an impetus of the perceiver to take an action.</p>	<p>3. I use UD/GT to check collocations. 4. I use UD/GT to check synonyms. 5. I use UD/GT to translate a phrase. 6. I use UD/GT to translate a sentence. 7. I use UD/GT to translate a clause. 8. I use UD/GT to translate a paragraph. 9. I use UD/Gt to translate an article consisting of two paragraphs or more. 10. I use UD/GT to translate a whole article</p>
		<p><b>Experience</b> Experience is some incident that happened to the perceiver to gain any kind of knowledge and information.</p>	<p>11. UD/GT is very helpful to improve my translation skills 12. UD/GT can be a good medium of translation tool</p>

			<p>in translating English text.</p> <p>13. UD/GT can translate text effectively.</p> <p>14. UD/GT results are exactly the same as in the dictionary.</p> <p>15. I can not translate without using UD/GT</p>
2.	<p><b>The Target</b></p> <p>Target determined as the object of the perception that the perceiver wanted to observe and interpret.</p>	<p><b>Proximity</b></p> <p>Proximity is about how close relationship between the target and the perceiver.</p>	<p>16. I use UD/GT when the situation is pressing.</p> <p>17. Everyday, I often translating English text use UD/GT.</p>
3.	<p><b>The Situation</b></p> <p>Situation is defined as conditions can be a place that influences the perceiver and the target.</p>	<p><b>Time</b></p> <p>Time is described as the arrangement of time that is needed to interpret the target by the perceiver</p>	<p>18. UD/GT makes me lazy to open the dictionary.</p> <p>19. Ud/GT make me lazy to learn structure (grammar/tenses)</p> <p>20. I feel addicted when using UD/GT in translating English text.</p>

### **3. Interview**

According to Beverly (2009), an extreme case of an interview is prepared questions that are presented to each interviewer in the same way in a strictly specified order. On the other hand, an interview may not be completely structured like a free conversation. Interviews can be in-person or online. An online interview is helpful if the participant cannot interview in person. Researcher may provide historical information from participants. Researcher also allowed control of the interrogation line. In this research, the researcher interviewed directly in the school that be observed, that is SMP Batik PK Surakarta by 25 students.

This study uses a structured interview type. Structured interviews are used when the researcher knows for sure about the information to be obtained. In conducting interviews, researchers prepared research instruments in the form of written questions which had also been prepared with alternative answers. With structured interviews, each respondent is asked the same questions, and the data collector takes notes.

Table 3.3

## Interview Guideline

No.	Dimension	Indicator	Items
1.	The Perceiver The perceiver is determined as an individual who did the observation of a specific thing through their organ senses and gives it meaning	<b>Interests</b> Interest is the perceiver attractively and curiosity towards the object (Robbins& Judge 2013)	1. <i>Mengapa kamu tertarik menggunakan U-Dictionary dan google Translate?</i>
		<b>Motivation</b> Motive is defined as a reason an impetus of the perceiver to take an action (Robbins& Judge 2013)	2. <i>Apa alasan kamu menggunakan U-Dictionary dan Google Translate?</i>
		<b>Experience</b> Experience is some incident that happened to the perceiver to gain any kind of knowledge and information (Robbins& Judge 2013)	3. <i>Bagaimana pengalamanmu saat menggunakan U-dictionary dan Google Translate? Coba ceritakan pengalaman baik dan burukmu!</i>
2.	The Target Target determined as the object of the perception that the perceiver wanted to observe and interpret	Proximity Proximity is about how close relationship between the target and the perceiver (Robbins& Judge 2013)	4. <i>Bagaimana kondisi pola belajarmu setelah menggunakan U-Dictionary dan Google Translate?</i>
3.	The Situation Situation is defined as conditions can be a place that influences the perceiver and the target.	Time Time is described as the arrangement of time that is needed to interpret the target by the perceiver (Robbins& Judge 2013)	5. <i>Pada saat apa kamu sering menggunakan U-Dictionary dan Google Translate?</i>

## **F. Trustworthiness of the Data**

Data are validated by confirming the conclusions. The researchers can use triangulation data to validate the data. (Moleong, 2018) defined triangulation as a data validation method that used other non data means to validate the data itself for comparison. There are four types of triangulation originally identified by (Moleong, 2018): (1) data triangulation; (2) investigator triangulation; (3) theory triangulation; (4) methodological or method triangulation.

Data triangulation is the use of different data sources such as time, space, and people in a survey. By increasing the validity and reliability of the results, you can predict weaknesses in your data. This approach has been used in many areas to strengthen conclusions about findings and reduce the risk of misunderstandings.

Investigator triangulation is the use of multiple investigators, interviewers, observers, researchers, or data analysts in an investigation. The ability to support findings between investigators without prior discussion or collaboration can greatly increase the credibility of the findings. Investigator triangulation is especially important to reduce bias in collecting, reporting, and / or analyzing research data.

Theoretical triangulation is the use of multiple theories or hypotheses to examine the situation and phenomenon. This idea is to look at a situation/ phenomenon from different perspectives, through

different lenses, with different questions in mind. Different theory or hypotheses do not have to be similar or compatible. Actually, branching is more likely to recognize various questions and concerns.

Methodological triangulation is the use of multiple methods to examine the situation or phenomenon. Its intention is to reduce the disadvantages and prejudice that originate from a single way. In other words, the strengths of one method may compensate for the weaknesses of another. This type of triangulation is very similar to the mixing method approach used in social science research. There is a result of how to improve, strengthen and clarify other results. In contrast to data collected for various programs, locations, and populations, it is also a change in data triangulation, focusing on the use of data collected in various ways.

In this research, the researcher used methodological triangulation. Therefore, the researcher checks the data whether it is reliable or not according to some verifiers. The researcher is preparing the table data of validation and the data recording so that the validator can classify the factor influencing perception and types of perception as stated in chapter II to get a more valid analysis.

To earn this trust, we have taken the following steps :

1. Comparison of questionnaire data and interview data.
2. Compare what people say in questionnaire with what they say in recorder.

3. Comparison of situations and perceptions of people with different opinions and perceptions of different classes.
4. Compare the content of the questionnaire from the interview results.

In this study, researchers cross check information obtained from questionnaire with data obtained from interview. This is necessary to ensure the reliability of the data under study. Triangulation can be performed using a variety of techniques (Nasution, 2004), including interviews, observations, and documentation.

## **G. Techniques of Analyzing the Data**

The next process after the researcher got some data is analyzing the data. The data was analyzed together to describes the student's perception to use U-Dictionary and Google Translate to comprehend English text. In this kind of analysis, the researcher still engaged in four components, namely data collection process, data reduction, data presentation, and conclusion or verification that used during the data collection process takes place. (Miles &Hubberman, 1994) stated that there are some techniques of data analysis:

### **1. Data Collection**

Data collection is an activity to accumulate data in the scope of source data that has been selected with a particular data

collection technique. In this research, the researcher compile the data from observation, questionnaires, and interview.

The data are collected by several steps: (1) making questions for the questionnaire and interview; (2) distributing the questionnaire to and conducting the interview with the participants (students); (3) asking the participants to fill in the questionnaire; (4) collecting the questionnaire that had been answered; and (5) interviewing all the participants.

## **2. Data Reduction**

According to Miles and Hubberman (1994), data reduction aimed at the process of sorting, concentrating, simplifying, abstracting, and transforming data appearing in written field notes or manuscripts. Develop resume writing, coding, highlighting, clustering, segmentation, and writing even in data reduction processes. This implies a selection process that does not focus on simplifying, abstracting and transforming the raw data obtained from the field notes. In this research, the researcher used the code data based on the questionnaire, and interview. The coding of the questionnaire data are mentioned below:



Note:

15.07.2022	: Timing of Getting Data
16.07.2022	: Timing of Getting Data
M	: Motivation
I	: Interest
E	: Experience
T	: Time
P	: Proximity
PP	: Positive Perception
NP	: Negative Perception
Qu	: The Results of Questionnaire
AC	: VIII A Class
BC	: VIII B Class
N1	: Students (Number 1)

The coding of the interview data are mentioned below:

22.07.2022/I/PP/In/AC/N1

Note:

22.07.2022	: Timing of Getting Data
23.07.2022	: Timing of Getting Data
M	: Motivation
I	: Interest
E	: Experience

T	: Time
P	: Proximity
PP	: Positive Perception
NP	: Negative Perception
Qu	: The Results of Questionnaire
AC	: VIII A Class
BC	: VIII B Class
N1	: Students (Number 1)

According to Likert, the questionnaire can be said to be a reflection of his thoughts on the attitude test, which he conducted in 1929 mainly on some people in the past community. Likert also noted that there are four types of questionnaires: first, yes and no questions. Second, for multiple-choice questions, you can choose from five possible answers. Third, the evaluation scale refers to question that must be answered with words such as Strongly Agree (SA), Approve (A), Undecided (U), Disapprove (D), and Strongly Disagree (SD). Fourth, a type of questionnaire that asks respondents to indicate their answer to the results. The questionnaire used Likert Scale with “Strongly Agree (SA), Approve (A), Undecided (U), Disapprove (D), and Strongly Disagree (SD). Then the score of Likert Scale is assigned to positive statements: SA=5, A=4, U=3, D=2, SD=1, whereas assigned to negative statements: SA=1, A=2, U=3, D=4, SD=5.

### **3. Data Display**

Display data is structured and concise information that allows conclusions to be drawn. Qualitative data presentation forms represent data presentation types, that is, accessible, concise, and organized information about data. In this research, the researcher classified the data of observation, questionnaires, and interview about the students' perception use U-Dictionary and Google Translate to comprehend English text.

### **4. Conclusion and Verification**

Verification is an activity to approve the conclusions which has been taken. The interactive model scheme by (Miles & Hubberman, 1994). The source data in this research was gained from students of second grade at SMP Batik PK Surakarta, who use machine translator when they learning English text in the home. In this research, the researcher would able to interpret it and realize the conclusion and verification. Then next step was describing and interpreting data about students' perception use U-Dictionary and Google Translate to comprehend English text.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

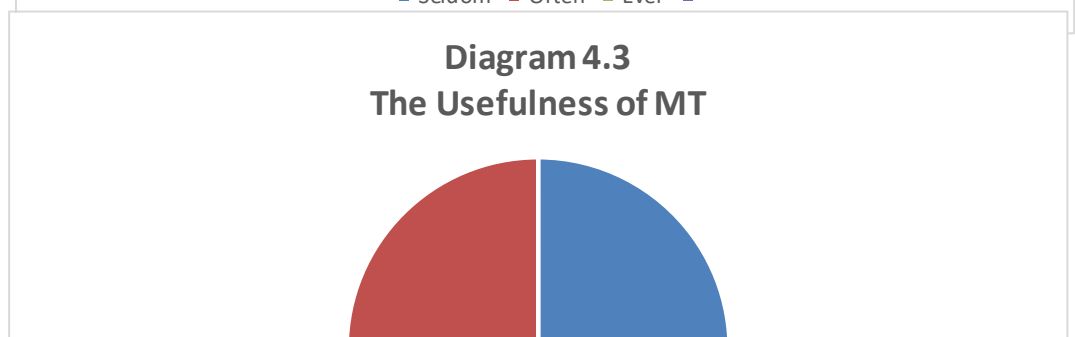
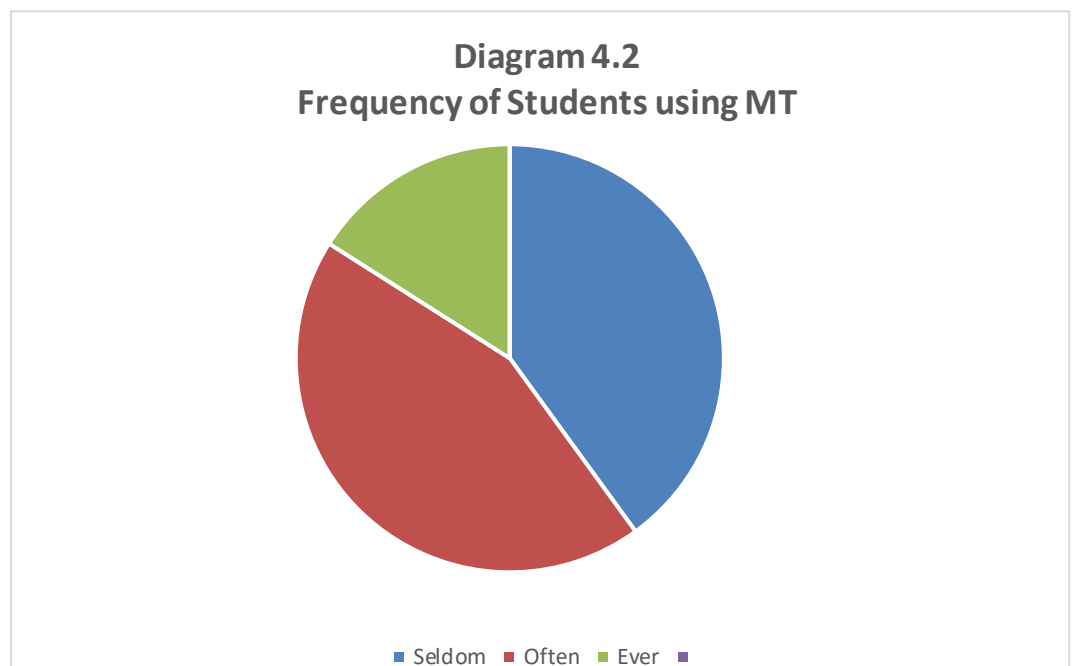
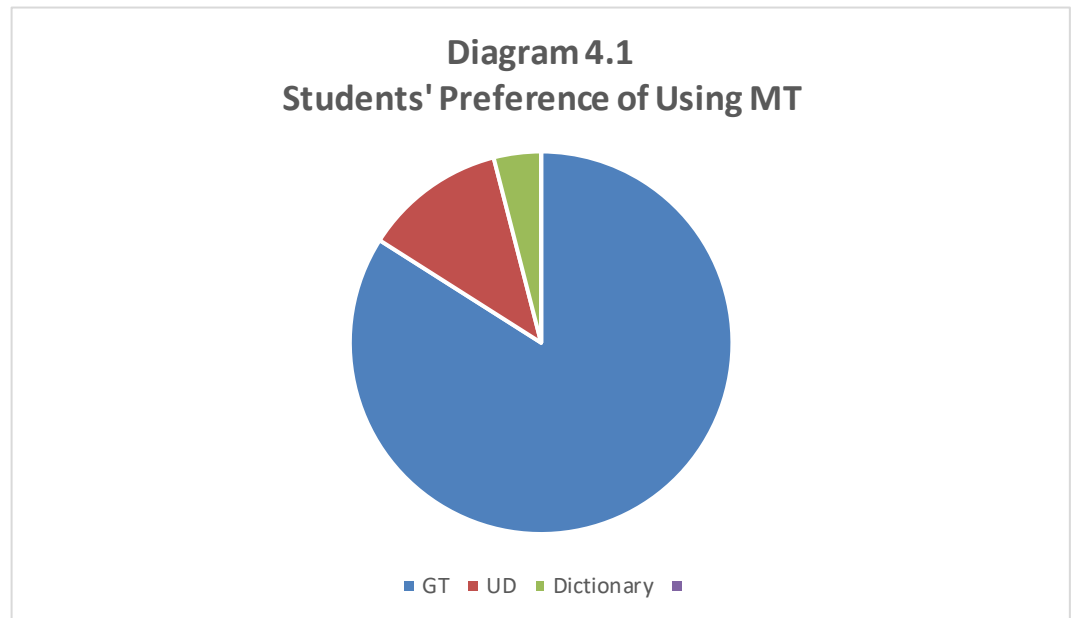
#### **A. Research Finding**

In the research findings section, the researcher presented the data that has been collected from the observation. The data were classified based on their characteristics. The researcher also gave descriptions for each data about them. Based on the objective of the study, the study aimed to describe students' perception that use U-Dictionary and Google Translate to comprehend English text at SMP Batik PK Surakarta in the academic year 2022/2023. This part would be divided into the finding and discussion sections.

#### **1. The Students' Perceptions of Using U-Dictionary and Google Translate to Comprehend English Text at SMP Batik PK Surakarta in Academic Year 2022/2023**

In this section, the researcher would present the factors influencing students' perception and types of perception by second grade's students at SMP Batik PK Surakarta. In this research, the researcher has carried out this observation for four meetings on the different theme. The themes were to share a questionnaire, and taking an interview for respondents. However, previously the researcher

wanted to present pre-research data which the researcher used as initial data before going into the field. The data can be seen below:



Based on the diagram 4.1., 4.2, and 4.3, researcher found that students have known of using machine translation. Google Translate and U-Dictionary are the most of MT that students use to translate English text. They also often use these application in daily or on English lesson. According to the students, Google Translate and U-Dictionary are very useful to help them finished assignment or homework. That is primary data that researcher used to continue the research.

Then, on July the researcher did observation to SMP Batik PK Surakarta. Here, the researcher explain about the data finding after she observed the students. The data findings of research reported the overall results for four meetings. The explanation of this chapter divided into factor and type of students' perception of using U-Dictionary and Google Translate.

**a. The Factors Influencing Students' Perceptions of Using U-Dictionary and Google Translate to Comprehend English Text at SMP Batik PK Surakarta in Academic Year 2022/2023**

The data in this research based on the student's answers from the questionnaire and interview. The questionnaire provided the options from the Likert scale ranging from 1-5. The questions were arranged from the factor that influenced students' perception of using U-Dictionary and Google Translate. This research was taken from 25 students of SMP Batik PK Surakarta who took part in this research and completed the questionnaire.

The researcher has carried out this observation for two meetings on the same theme. The researcher reported the overall results for two meetings on the factor that influenced students' perceptions. During these meetings, the researcher did the same activities that are distributing the questionnaire. The researcher carried out the research on three aspects of factors influencing students' perception in a questionnaire. Based on the theory of Robbins, they are perceiver, target, and situation. In the perceiver's aspect, the researcher found 3 sub aspects, they were interests, motivation, and experience. In the target's aspect, the researcher found 1 sub aspect which was, proximity. In the situation's aspect, the researcher found 1 sub aspect which was, time. The findings

can be seen in the following data. In this research, the researcher used coding to explain the data. The coding was:

15.07.2022	: Timing of Getting Data
16.07.2022	: Timing of Getting Data
22.07.2022	: Timing of Getting Data
23.07.2022	: Timing of Getting Data
M	: Motivation
I	: Interests
E	: Experience
T	: Time
P	: Proximity
PP	: Positive Perception
NP	: Negative Perception
Qu	: The Results of Questionnaire
AC	: VIII A Class
BC	: VIII B Class
N1	: Students (Number 1)

Based on the coding above, the researcher coded the timing of getting the data with “15.07.2022”, etc. Timing of getting data was sorted from the date, month, and year. Besides, the researcher coded “Qu” for coding the results of questionnaire. Besides, the researcher also provided the code “AC” and “BC” to make it easier for the researcher to classify the data of students’ VIII A and students’ VIII B. The last, the researcher coded “N1”, for coding the students of number 1.



In this section, the researcher presented the data by students of second grade which are included in a factor of students' perception. The data can be seen below:

Day : Thursday and Friday.  
Date : 15 July 2022 and 16 July 2022  
Time : At 09.00  
Place : SMP Batik PK Surakarta

The observation was done on 15 July 2022 and 16 July 2022 to observe a factor influenced students' perception of using U-Dictionary and Google Translate to comprehend English text. The data in this research were taken from the students of second grade. The students are asked to check (✓) the answer that are closest to their opinion. The questions of the questionnaire are 20 points, and the students' options are classified into five categories: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD). The researcher used the theory from Robbins. The table below is the students' answer.

**Table 4.1**  
**The Percentage of Factor Influenced Students' Perception**

	SD	D	U	A	SA
1) Interests	0%	4%	36%	60%	0%
	0%	4%	20%	76%	0%
2) Motivation	20%	20%	20%	40%	0%
	12%	12%	28%	48%	0%
	16%	12%	20%	52%	0%
	16%	12%	0%	72%	0%
	24%	24%	20%	32%	0%
	8%	8%	32%	52%	0%
	12%	12%	44%	32%	0%
	12%	0%	20%	68%	0%
3) Experience	8%	8%	24%	60%	0%
	0%	36%	44%	8%	12%
	12%	16%	40%	32%	0%
	12%	16%	44%	28%	0%
	0%	28%	32%	20%	20%
4) Proximity	8%	24%	16%	52%	0%
	0%	40%	0%	28%	32%
5) Time	0%	40%	0%	28%	32%
	0%	20%	52%	20%	8%
	0%	12%	76%	4%	8%

Based on the table 4.1 above, the researcher found a high tendency of the participants on the perceiver aspect, especially on the interests sub aspect. The participants that used machine translation towards item number 1 showed that as much as 60% of participants agreed with translating English text through machine translation, whereas as much as 36% of participants chose to undecided, and 4% chose to disagree. Students' perception towards item number 2 showed that as much as 76% of the participants agreed that they have a machine translation on their mobile phone, 20% of participants were undecided, 4%

of participants disagree. Based on the data presented, the students were very interested to use machine translation in the English translation learning process.

On the motivation aspect towards item number 3,4,7,8, and 9, the participants who use U-Dictionary and GT to check collocations (40% of participants were agree, 20% of participants were undecided, 20% of participants were disagree, and 20% of participants were strongly disagree); to check synonyms (48% of participants agreed, 28% of participants undecided, 12% of participants disagree, and 12% of participants strongly disagree); to check clause (32% participants agree and 20% participants undecided, 24% participants disagree, and 24% participants strongly disagree), paragraph (52% participants agree, 32% participants undecided, 8% participants disagree, and 8% participants strongly disagree), or article consist two paragraphs or more (32% of participants agree, 44% participants undecided, 12% disagree and 12% participant strongly disagree). They prefer to use U-Dictionary and Google Translate to translate a phrase, a sentence, and a whole of article. Students' perception towards item number 5,6,10 showed that around 52% of participants had a motivation to translate a phrase, 20% participants undecided, 12% participants disagree, and 16%

participants strongly disagree. Then, 72% of participants (18 students) had a motivation to translate a sentence, 12% participants disagree, 16% participants strongly disagree. Next, 68% of participants had a motivation to translate a whole of an article, 20% participants undecided, and 12% participants strongly disagree. The number of participants who agree to translate a phrase, sentence, and a whole text through U-Dictionary or Google Translate are higher than those who disagree. It was a significant difference appeared.

On the experience aspect, most of participants showed high dependency of using U-Dictionary or Google Translate to translate a text when the participants at the classroom. Based on the students' perception towards item number 11, U-Dictionary or Google Translate were very helpful to improve their translation skills (60% of participants who agree, 24% of participants undecided, 8% of participants disagree, and 8% strongly disagree). They often utilize U-Dictionary or Google Translate to search a meanings due to variety of English semantics. All of the respondents agreed that the variety of English words has become a serious strain for them to choose the most suitable meanings for the given situation. As a results, this has led them to depend highly on U-Dictionary or Google Translate for equivalent terms.

Comparable to explanation above, the students' perception towards item number 15 showed a high dependency that participants could not translate a English text without using U-Dictionary or Google Translate. It shown by a percentage of participants strongly agreed as much as 20% participants. Otherwise, as much as 20% of participants chose to agree that they could not translate without using these machines translation, 28% of participants undecided, 32% of participants disagree. The results of this number related on their perception on questionnaire number 11.

The students' perception towards item number 12 showed that participants higher on undecided option. Based on table 4.1, U-Dictionary and Google Translate could not yet be a good medium of translation skill, it was shown by the percentage 36% participants disagree, 44% participants that chose undecided. The numbers of those who only agree as much as 8% of participants, and 12% participants strongly agree when they used U-Dictionary and Google Translate.

The students' perception towards item number 13 also showed neutral perception. As much as 12% strongly disagree, 16% participants disagree, 40% of participants undecided, and 32% participants agree that these MT can translate effectively. Besides, the students' perception towards item number

14 showed the result as on the table. The number of those who strongly disagree were 12% of participants, 16% participants disagree, the number of who those undecided were 44% of participants, the number of those who agree were 28% of participants. It showed that students do not yet have a strong opinion because they lack on experience.

A low tendency are found on students' perception towards item number 16. The number of those who strongly disagree 8% of participants, 24% participants disagree, 16% participants undecided, 52% participants agree of using U-Dictionary or Google Translate when the situation is pressing. Otherwise, the students' perception towards item number 17 showed a tendencies on participants who those disagree 40% participants, students who agree as much as 28% of participants, 32% participants strongly agree that almost everyday, they often translating English text use U-Dictionary and Google Translate. The result of these number did not show a related answer. It means, time was not a factor that influence students' perception of using U-Dictionary and Google Translate.

Based on the table 4.1, the results of item number 18 showed that participants disagree when they were said too lazyness opens a dictionary. As much as 40% of participants

disagree, while 28% of participants agree, 32% of participants strongly agree. Otherwise, on the students' perception towards item number 19, the table showed the result that 20% participants disagree, 52% participants undecided, 20% agree, and 8% participants strongly agree that U-Dictionary and Google Translate make them too lazyness learn grammar or tenses. Whereas, as much as 12% of participants disagree, 76% participants undecided, 4% participants agree, and 8% participants strongly agree that they addicted when using U-Dictionary and Google Translate to translate english text.

From the explanation above, the researcher gave final results of the questionnaire data finding for two meetings. From five factors that influenced students' perception, the researcher found that only interests aspect which actually influence students' perception of using U-Dictionary and Google Translate to comprehend the text.

The researcher also wants to show the result of the interview about the students' perception of using U-Dictionary and Google Translate to comprehend English text. From the result of the questionnaire, the researcher could see that the most of students' perception were agree and undecided.

In this section, the researcher presented the results of data produced by students of second grade which are included in a factor of students' perception. The data can be seen below:

Day : Thursday and Friday.  
Date : 22 July 2022 and 23 July 2022  
Time : At 09.00  
Place : SMP Batik PK Surakarta

The observation was done on 22 July 2022 and 23 July 2022 to observe a factor influenced students' perception of using U-Dictionary and Google Translate to comprehend English text. In this interview the researcher desired to make sure the results of the questionnaire. The researcher takes several participants with disagree, undecided, and agree perception which is seen by the researcher as being able to represent the overall perception of students. The researcher takes research samples for interviews using purposive sampling technique. Here, the results of interview according to the participants.

According to the result of interview, students mostly have Google Translate application available in the browser. Only 2 of 12 interviewees have ever used U-Dictionary. Usually they use Google Translate to do their English assignments. However, sometimes they use Google



Translateonly when there is an unknown vocabulary. The last, they can also learn writing and pronunciation of English vocabulary through this application.

As the interviews proceeded, the students said that they are interesting of using Google Translate to comprehend English text because they feel very helpful in terms of working on English assignments by translating difficult English vocabulary. This is what the student said:

*H.N : I don't have U-Dictionary app, but I used to use Google Translate. I use Google Translate so I can quickly do English translation tasks, increase English vocabulary, help in pronunciation and writing English words.*  
(22.07.2022/In/BC/N1)(Agree)

Whereas, the other students said that they ever use U-Dictionary because they are they are interested in the features offered in U-Dictionary, which include games, vocabulary reminders, practice questions that can be said to be varied and creative. In the following except the interview transcription, we can see what exactly they meant.

*S.S : In my opinion, both U-Dictionary and Google Translate help me to do English assignments quickly, help me to know the meaning of words I don't know, add new*

*vocabulary, help in English pronunciation and help in writing English vocabulary.*(23.07.2022/In/BC/N9) (Agree)

Moreover, the interviewees were asked about their interesting when using Google Translate. All of the interviewee said that they really enjoyed to using Google Translate. They also said that they could write and read English better through Google Translate. Furthermore, they are more motivated to speak English through this machine translation because it was easy activity. This following as student said when they was interviewed.

K.N : *Because Google Translate helps me in pronouncing and writing English vocabulary, easy to use, free access to internet services without having to download it.*(22.07.2022/In/BC/N3)(Undecided)

S.Q : *According to me, Google Translate is more practical to use and easy to access anywhere and anytime. Useful for improving the ability to understand English sentences for beginner levels, and there is also a speaker feature to find out how to pronounce a word*  
(23.07.2022/In/BC/N8)(Agree)

The interviewees are asked about improving their understanding through Google Translate's translated text. Most of the interviewees said that their English test scores got good

this way. They can translate word by word, sentence by sentence, even paragraph by paragraph. In addition, they can also add a lot of information from an English text with the efficiency of the time they use. As they said:

H.S : *I ever got good grades when translating vocabulary in English, even then I checked the results of the translation from Google Translate.*(22.07.2022/In/BC/N2)(Agree)

S.Q : *I ever got bad grades for choosing the wrong English vocabulary in Google Translate.*(23.07.2022/In/BC/N8) (Disagree)

The interviewees are asked about the times when they used Google translate the most. Most of the interviewees said that they often use Google Translate when they encounter vocabulary that they do not understand in English. They can also find out the synonym form and word class of each word that appears. In addition, they also use Google Translate when they are in a state of urgency, or just to make sure their translation is correct. Their answers when they are interviewed:

M.R : *When I don't know a vocabulary in English, to cross check the final result of the assignment.*(23.07.2022/In/BC/N11) (Undecided)

K.N : *When I have troubles to understanding the context of the problem in one paragraph as a whole and when time is so pressed.*(23.07.2022/In/BC/N12)(Disagree)

When asked about their tendency to use U-Dictionary and Google Translate to understand English texts, eight students said that they became more fluent in English pronunciation and writing. They said that this method did not influence their enthusiasm to learn grammar, tenses, or just to open the English dictionary. On the other hand, there are four students who think that Google Translate makes them addicted to translating English texts in a practical and instant way, without having to learn grammar and memorize a lot of English vocabulary. The interviewees' opinions as follows:

H.N : *I became more skilled to use English vocabulary on daily, it was also improved my ability to pronounce English. However, there must still be control from parents and oneself so as not to always depend on Google Translate.*(22.07.2022/In/BC/N1) (Disagree)

N.A : *It makes me lazy to learn grammar and tenses because in Google Translate it's available, easily accessible.*(22.07.2022/In/BC/N6)(Agree)

The resulted interview above toward factor influenced students' perception who using U-Dictionary and Google

Translate to comprehend English text are, interest aspect influenced students perception to speak positive or negative perception. Participants who ever use U-Dictionary and Google Translate would say a positive perception both them because they have experience on it. Then, from the aspect of motivation and experience, students have a low tendency. This is indicated by the percentage of disagree and decided perception of students which is quite high compared to the percentage of agree perception.

Besides that, in aspect of time, the researcher found two questions out of three questions that most students answered in the agree perception option. The time aspect slightly affect students' perception to use U-Dictionary and Google Translate to comprehend English text. While in the aspect of proximity, the authors found data that 12% participants disagree and 76% of participants undecided that they had a dependency with the use of Google Translate. Some of the results shown are varied, some are in the form of increasing students' communication, writing and reading skills, but some are actually becoming lazy to learn grammar and tenses.

**b. The Types of Students' Perceptions of Using U-Dictionary and Google Translate to Comprehend English Text at SMP Batik PK Surakarta in Academic Year 2022/2023**

In this section, the researcher would present the types of perception by second grade's students at SMP Batik PK Surakarta. In this research, the researcher has carried out this observation for four meetings on the different theme. The themes were to share a questionnaire, and taking an interview for respondents. The data findings of the type of students' perception reported the overall results for four meetings. Meanwhile, the researcher found the data of two types perception performed by students based on the theory of Robbins, there are: positive perception and negative perception.

According to the questionnaire, these are positive and negative perception. Table 4.2 below showed the percentage of participants which include positive perceptions. Perception is positive if the value of the T score obtained by the respondent from the questionnaire is  $> T_{\text{Means}}$ . Perception is negative if the value of the T score obtained by the respondent from the questionnaire is  $\leq T_{\text{Means}}$ .

**Table 4. 2.**  
**Percentage of Positive Students' Perception**

<b>Categoires of Questions</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
1. Interests	0%	4%	36%	60%	0%
	0%	4%	20%	76%	0%
2. Motivation	20%	20%	20%	40%	0%
	12%	12%	28%	48%	0%
	16%	12%	20%	52%	0%
	16%	12%	0%	72%	0%
	24%	24%	20%	32%	0%
	8%	8%	32%	52%	0%
	12%	12%	44%	32%	0%
	12%	0%	20%	68%	0%
3. Experience	8%	8%	24%	60%	0%
	0%	36%	44%	8%	12%
	12%	16%	40%	32%	0%
	12%	16%	44%	28%	0%
	0%	28%	32%	20%	20%
4. Proximity	8%	24%	16%	52%	0%
	0%	40%	0%	28%	32%
5. Time	0%	40%	0%	28%	32%
	0%	20%	52%	20%	8%
	0%	12%	76%	4%	8%

Based on table 4.2. the rows with the yellow colour block are the data of positive perceptions. It takes from the answer of respondents that choose agree and strongly agree about the questionnaire that have been given. The value of T score > T means. The total of score of Agree is 816, then divided into 20 equals 40,8. T means is 40,8, and many value of T score that > than T means.

Table 4.3. below showed the percentage of participants which include negative perceptions.

**Table 4. 3.**  
**Percentage of Negative Students' Perception**

<b>Categoires of Questions</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
1. Motivation	20%	20%	20%	40%	0%
	12%	12%	28%	48%	0%
	24%	24%	20%	32%	0%
	12%	12%	44%	32%	0%
2. Experience	0%	36%	44%	8%	12%
	12%	16%	40%	32%	0%
	12%	16%	44%	28%	0%
	0%	28%	32%	20%	20%
3. Time	0%	20%	52%	20%	8%
	0%	12%	76%	4%	8%

Based on the table 4.3The value of T score  $\leq$  T means. Item number 12, there were 36% participants (9 students) disagreed and 44% participants (11 students) who undecided on the statement “*UD/GT can be a good medium of translation tool in translating English text*”. It means, as much as 20 participants give a negative respon in the form disagree and undecided respons. The other finding also showed by the questionnaire item number 13. As much as 12% participants (3 students) strongly disagree, 16% participants (4 students) disagree, and 40% participants (10 students) undecided when they answer the questionnaire about U-Dictionary or Google Translate can translate text effectively.



Besides, the researcher found students' negative perception towards item number 14. The data showed the percentage of 12% participants (3 students) strongly disagree, 16% participants (4 students) disagree, and 44% participants (11 students) undecided that the results of U-Dictionary or Google Translate are exactly same as on the dictionary. Then, towards item number 15, the participants also gave a negative respon that they can not translate without using UD/GT. It showed by the percentage 28% participants (7 students) disagreed and 32% participants (8 students) undecided. It means, they can translate a text although they did not use U-Dictionary and Google Translate.

In addition, in questionnaire item number 19 it is shown that there are 20% participants (5 students) disagreed and 52% participants (13 students) undecided that U-Dictionary or Google Translate make them lazy to learn structure. That is, even though they used U-Dictionary and Google Translate to translate English texts, they were still not lazy to learn grammar and tenses. Moreover, based on the result of questionnaire item number 20, the researcher found that as much as 76% participants (19 students) undecided and 12% participants (3 students) disagree that they feel addicted when used U-Dictionary or Google Translate.

In this case, the researcher also provided the results of interview to support the data of questionnaire. The interviewees were some students who are taken from the questionnaire results. The researcher took the students as the interviewees by using purposive sampling technique. The advantages from interview, the interviewers can track detailed information around the topic. Moreover, the researcher listened all of recording very carefully and did not interrupt in their discussion. This gave the students the opportunity to express their sensory experiences. Here, the students' perception towards interview. (positive perception)

The result of interview number 1:

R :*Apakah kamu mempunyai aplikasi U-Dictionary dan Google Translate dalam Hp anda? Dan apa alasan anda menggunakan U-Dictionary and Google Translate?*

N1 :*Saya tidak punya aplikasi U-Dictionary, tapi saya pernah menggunakan Google Translate. Saya menggunakan Google Translate biar bisa cepat mengerjakan tugas penerjemahan bahasa Inggris, menambah kosa kata bahasa Inggris, membantu dalam pelafalan dan penulisan kata bahasa Inggris.*(Interview with I/PP/In/BC/N1 (Agree), On Thursday, July 22, 2022)

N5 :*Saya pernahnya pakai google Translate, kalau U-dictionary belum pernah, malah baru denger ini. Terus untuk Google Translate itu menurut saya sangat bermanfaat untuk menerjemahkan tugas bahasa Inggris, mengetahui makna dari kosakata bahasa Inggris yang sulit, membantu dalam*

*pelafalan dan penulisan kosa kata bahasa Inggris. (Interview with I/PP/In/BC/N5 (Agree), On Thursday, July 22, 2022)*

Meanwhile, the result of students' interview with negative perception, there are :

The result of interview number 3:

R : *Bagaimana pengalaman kamu menggunakan U-Dictionary dan Google Translate?*

N10 : *Ada kosa kata yang tidak dapat diterjemahkan di GT, jadi hasil penerjemahan dari GT tidak sesuai dengan yang saya pahami. (Interview with E/NP/In/BC/N10 (Disagree), on Friday, July 23, 2022)*

N11 : *Terkadang ada beberapa kosa kata dalam bahasa Indonesia yang diterjemahkan dalam bahasa Inggris, namun tidak sesuai dengan konteks kalimat. (Interview with E/NP/In/BC/N11 (Undecided), on Friday, July 23, 2022)*

The result of interview number 5:

R : *Bagaimana implikasi yang anda rasakan setelah menggunakan U-Dictionary dan Google Translate?*

N6 : *Membuat ku malas belajar grammar dan tenses karena di Google Translate sudah tersedia, dapat diakses dengan praktis. (Interview with P/NP/In/BC/N6 (Disagree), on Thursday, July 22, 2022)*

N2 : *Menjadikencanduanmenggunakan GT dibandingkanmenghafalkosakatadanmempelajari grammar sekaligus tenses dalam pembelajaran bahasa Inggris. (Interview with P/NP/In/BC/N2 (Disagree), on Thursday, July 22, 2022)*

## **B. Research Discussion**

In this discussion, the researcher focuses on discussing the objective of the study. The objective of the study includes describing the students' perception of using U-Dictionary and Google Translate to comprehend English text in Academic Year 2022/2023. The researcher used the theory of Robbins that divided into the factor influence students' perception which include perceiver, target, and situation. On other hand, Robbins also divided types of perception into two the types which include positive and negative perception.

Perception is a process that correlates with sensory organ inversion and conscious mental processes of observing, viewing, responding, and understanding to give meaning to the environment. Here, the researcher conduct observation and research about students' perception of using Machine Translation which include U-Dictionary and Google Translate.

Translation is a process of rendering the meaning of a text from source text (ST) into target text (TT). In did translation process, translator must have knowledge of the source text and target text because translator need to find the closest meaning and style on the target language. The way people understand about the text is called comprehension skills. A reader concurrently extracts and constructs meaning through interaction and involvement with the written language. Therefore, in dealing with reading comprehension, the

students must be able to understand the words, sentences, and the whole text relating to the context to get the gist of the text.

The researcher had written on chapter II, at comprehension sub-chapter. Some points in it mentioned several lists of skills of reading comprehension :1) Recognize a core of words, and interpret word order patterns and their significance. 2) Recognize grammatical word classes (nouns, verbs, etc) systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms. 3) Recognize that a particular meaning may be expressed in different grammatical forms. This theory is used to assess the translation results of U-Dictionary and Google Translate, whether the results of both translations can be understood inferentially for students or not.

Based on the data findings, the researcher desired to discuss the factors and the types of students' perception below :

### **1. The Students' Perception of Using U-Dictionary and Google Translate to Comprehend English Text ar SMP Batik PK Surakarta in Academic Year 2022/2023**

In the discussion activity, the researcher would discuss the factor influence students' perception and types of students perception. The researcher used the theory by Robbins. According to Robbins, there were several quite different principles of the three factors influence students' perception. There are three

factors of students' perception such as perceiver, target, and situation. The researcher makes a direct observation in the classroom for twice meeting to each method of data collection.

This research was taken from students of second grade on English lesson. They were students of VIII A and students of VIII B. The researcher doing questionnaire in student of VIII A classes on 15 July 2022, and 22 July 2022. Furthermore, the researcher doing a questionnaire in student of VIII B classes on 16 July 2022, and 23 July 2022.

The researcher doing a twice meeting for each class on the same theme. The theme was the students' perception of using U-Dictionary and Google Translate. In addition, the data findings of the factor influenced students' perception for twice meetings would report the overall results for two meetings. Moreover, the researcher found that there are five points that show high tendency on factor of students' perception. The five points had been stated in the form of questions which had been distributed to students for primary data collection. There are 20 number of the question that adapted from Robbins' theory about factor influencing perception.

In the factor influenced students' perception, the researcher found the data of the perceiver. Based on the observation, perceiver to be mostly influenced by the factor of

interest and motivated. The researcher found 375 data of perceiver with different categories. There were 38 participants who strongly disagree, 53 participants who disagree, 106 participants who undecided, 170 participants who agree, and 8 participants who strongly agree.

The perceiver contains aspects of interest, such as students' interest to use Google Translate because of the advantages and the feature. The advantages and the feature will make students interested in choosing applications between the two applications offered. Meanwhile, motivating of students using Google Translate can prove how much Google Translate helps students to comprehend English text. In this research, the participants use experience to determine the use of the Google Translate engine translation.

Furthermore, the researcher also found the data of target of factor influenced students' perception. The target can influence a person's opinion in viewing something, one of which is due to the experience factor that the perceiver experiences when using the target. The researcher found 50 data of participants that answer on target factor. There were 2 participants who strongly disagree, 16 participants who disagree, 4 participants who undecided, 20 participants who agree, and 8 participants who strongly agree. In this research, the participants

use proximity between participants and machines translation to determine the use of the U-Dictionary and Google Translate.

In the last of questionnaire, the researcher found 75 data of situation that influenced students' perception. As much as 18 of participants chose to strongly disagree, 13 participants chose to disagree, 19 participants chose to undecided, 13 participants chose to agree, and 12 participants strongly agree. Usually, the participants use Google Translate when they are on the urgent time. Based on the research finding, the time was a factor that was important to influence students' perception because a lot of time affects a person's decision in making decisions.

The researcher used the result of interview to support the data from questionnaire. Based on the results of the interview, in which the author made five questions regarding the factors causing perception, it proved that the five sub-factors mentioned above not really affect the perception of a student. The result can be seen below:

N1 : *Saya tidak punya aplikasi U-Dictionary, tapi saya pernah menggunakan Google Translate. Saya menggunakan Google Translate biar bisa cepat mengerjakan tugas penerjemahan bahasa Inggris, menambah kosa kata bahasa inggris, membantu dalam pelafalan dan penulisan kata bahasa inggris.*



(I don't have a U-Dictionary app, but I did use Google Translate. I use Google Translate so I can quickly do English translation tasks, increase English vocabulary, help with pronunciation and writing of English words.)(Interview with Ms. HN (Agree), On Thursday, July 22, 2022)

N5 : *Saya pernahnya makai google Translate, kalau U-dictionary belum pernah, malah baru denger ini. Trus untuk Google Translate itu menurut saya sangat bermanfaat untuk menerjemahkan tugas bahasa Inggris, mengetahui makna dari kosakata bahasa Inggris yang sulit, membantu dalam pelafalan dan penulisan kosa kata bahasa Inggris.*

(I've used Google Translate, and I've never used the U-dictionary. I just heard this. Then for Google Translate, I think it is very useful for translating English assignments, knowing the meaning of difficult English vocabulary, helping in pronunciation and writing English vocabulary.)(Interview with Ms. Nasywa Yumna D (Agree), On Thursday, July 22, 2022)

From the results of the interviews above, the researcher found a relationship between participants who have an interest in machine translation, indicated by the statement that he had used

U-dictionary and Google Translate, and had even used them. Participants who have used the two translation machines above tend to have a positive perception because they have insight into both. Meanwhile, participants who do not have interest from both or from one of the two, will tend to give responses that are neither positive nor negative.

Based on the results of questionnaires and interviews, the researcher found that students have two perceptions of the use of U-Dictionary and Google Translate to comprehend English Text. The First, positive students' perceptions of using U-Dictionary and Google Translate to help them translate English texts. The findings show that 76% (19 students) of students agree that they always use U-Dictionary or Google Translate to translating English text. According to the students, Google Translate was a simple, instant, practical and easy-to-use translation machine. However, even though they feel fortunately by the existence of Google Translate, they also do not become lazy to learn grammar and tenses. It was because when learning class, they are not allowed to bring cellphones, except when certain conditions are needed. The solution, they ask the teacher or by opening the dictionary book they brought.

For example, at the number of data 22.07.2022/M/PP/In/BC/N5 “Because it is easier to look up

foreign vocabulary in GT than in a dictionary, it helps in pronunciation and writing of English words". The perception of this utterance happens when the participants answer the interview questions about motivating them in using Google Translate. The researcher used questions based on the question questionnaire. In addition, the researchers were asked to explain their answers according to what they had experienced. However, there was a student who difficult to explain their perception about the target. Therefore, the researcher helps students to parse sentences from what they wanted to convey.

Furthermore, the students' of VIII B Class is more actively to respond to this interview. There are various opinions of them which are included in positive-negative perception. The positive perception is shown by looking at the suitability of the answers from participantas with the scale of Likert. Where the answer to a perception is closer to the direction of the answer to each question, the higher the value obtained. Vice versa. Then, their opinions are accumulated and classified according to their respective types of perception.

From the discussion above, the researcher knows that U-Dictionary and Google Translate can be used in translating English text and comprehend their meaning. Furthermore, the lecturers and the students who know about the theory of students'

perception may have the more interpretation of U-Dictionary and Google Translate to comprehend English text. Furthermore, in the learning English text, the students difficulty to comprehend English text because of their lack of vocabulary on English. Therefore, knowing the theory about students' perception can reduce students' difficulty to comprehend English text.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

This study aims to describe students' perception of using U-Dictionary and Google Translate to comprehend English text at SMP Batik PK Surakarta in the academic year 2022/2023. Looking at the theory of factors that influence student perceptions which include perceiver, target, and situation analysis as well as the theory of types of student perceptions which include positive and negative perceptions. Then from the research that has been done, some conclusions are obtained as follows:

1. Perception can be defined as a process which individuals organize and interpret their sensory impression in order to give meaning to their environment. As well as the concept disclosed by (Robbins & Judge, 2013) when students express the perceptions, there are several factors that influenced their perception which include perceiver aspect, target, and situation. Perceptual factors that emerged in this study were interest, motivation, experience, proximity, and time. Perceptual types are also influenced by perceptual factors such as positive and negative perceptions. People who have good interest, motivation, and experience in an object or event will produce positive perceptions, and vice versa.

2. The purpose of translation is to translate the meaning of the text from the source text into the target text, therefore an inferential understanding is needed to extract information referred to or implied in a text.

## **B. Suggestions**

In this research, some suggestions will be directed toward the readers and the other researchers. The suggestions are as follows:

### **1. To The Readers**

In this research, the researcher focuses to discuss the factors and types of students' perception to comprehend English text. The researcher suggests that the readers understand about factors and classification the types of students perception. This is useful to the readers to increase the readers' knowledge of this study. This study can also be practiced directly, especially in the education field. By understanding the study of students' perception, the readers can be what causes a translation device to be well received in the student learning environment, so that in the future in helping to facilitate teaching and learning tasks, readers already have a classification of translation tools that are in accordance with each student's English proficiency.

### **2. To Other Researcher**

In this research, the researcher focuses to discuss the factors and types of students' perception to comprehend English text. The

researcher suggests that this research may lead other researchers to conduct further research with the similar approach or different. This research is useful to the other researchers that will conduct the research about human approach. By understanding the study of students' perception, the other researcher can also make a research gap for your own research. Therefore, the other researcher's research can increase the next research.

## REFERENCES

- Abdi, H. (2019). Translating Culture Specific Items (CSIs) asa Conundrum for Iranian M. A. Translation Students : Considering the Level of Study. *Journal of New Advances in English Language Teaching and Applied Linguistics* , 88-109.
- Akmalun Niam Zam Zami;Suciati . (2018). Improving Student's Pronunciation by Using U-Dictionary Application in TBI-C'18 IAIN Kudus. *Britania* , 73-84.
- Anastasiaou, D., & Griva, E. (2009). Awareness of Reading Strategy Use and Reading Comprehension among Poor and Good Readers. *Elementary Education Online* , 283-297.
- Creswell, J. W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education, Inc.
- Crystal, D. (2003). *English as a Global Language Second Edition*. New York: Cambridge University Press.
- Juwita, Riadi, A., & Handayani, M. (2020). The Students' Perception of Using U-Dictionary in Learning Pronunciation. *Jurnal Ilmiah Spectral* , 6.
- Karami, O. (2014). The Brief View on Google Translate Machine. *Seminar in Artificial Intelligence on Natural Language* , 1-6.
- Knuuttila, S., & Karkkainen, P. (2008). *Theories of Perception in Medieval and Early Modern Studies in History of Philosophy*. Finland: Springer Science.
- Maulida, H. (2017). Persepsi Mahasiswa Terhadap Penggunaan Google Translate sebagai media Menerjemahkan Materi Bahasa Inggris. *Jurnal Sains, Teknologi, Komputer dan Manajemen* , 56-66.
- Medvedev, G. (2016). Google Translate in Teaching English. . *Journal of Teaching English for Specific and Academic Purposes* , 181-193.
- Moleong, L. (2018). *Metode Penelitian Kualitatif*. Bandung: PT REMAJA ROSDAKARYA.



- Nugroho, A. (2007). Meaning and Translation. *Journal of english and Education* , 66-74.
- Robbins, S., & Judge, T. (2013). *Organizational Behavior.15th Edition*. New York: Prentice Hall.
- Sipayung, K., Sianturi, N., Arta, I. M., Rohayati, Y., & Indah, D. (2021). Comparison of Translation Techniques by Google Translate and U-Dictionary. *Journal of English Language Study (ELYSA)* , 236-245.
- Snow, C. E. (2002). *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Pittsburgh: RAND.
- Sreena, S., & Ilankumaran, M. (2018). Developing Productive Skills Through Receptive Skills - A Cognitive Approach. *International Journal of Engineering & Technology* , 669=673.
- Sugiyono. (2009). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Takakusagi, Y., Oiko, T., & Shirai, K. e. (2021). Validation of Reliability of Machine Translations for a Medical Article From Japanese to English Using DeepL Translator. *Cureus* .
- Walgitto, B. (2004). *Pengantar Psikologi Umum*. Jakarta: Andi Jakarta.
- Way, A. (2018). Quality expectations of machine translations. *Translation Quality Assesment* , 159-178.
- Wulandari, D., & Handayani, C. (2020). 2020. *Jurnal Penelitian Pendidikan Bahasa dan Sastra* , 0-65.
- Yao, S. (2017). Application of Computer-Aided Translation in English Teaching Application. *Paper* , 105-117.
- Z., M. A., & Suciati. (2018). Improving Student's Pronunciation by Using U-Dictionary Applicationin TBI-C'18 IAIN Kudus. *Britania* , 73-84.
- Zheng, H. (2015). A Case Study of Machine Translation : Problems and Suggestions. *International Journal of English Linguistics* , 92-99.

**APPENDIX 1**  
**LIST OF PARTICIPANTS**

<b>No.</b>	<b>Name</b>	<b>Class</b>
1.	Althaf Putra M	VIII A
2.	Alvino Rizkiya Putra M	VIII A
3.	Annasai Anhar Danadyaksa	VIII A
4.	Evan Kaindra Wibowo	VIII A
5.	Fakih Abimanyu Armadhani	VIII A
6.	Hafiz Rafka A.	VIII A
7.	Moh. Bayu Affandi	VIII A
8.	M. Arfan Setyawan	VIII A
9.	Muh. Asyam R.F.K	VIII A
10.	Navarya Tikshafiya Suhardi	VIII A
11.	Fano	VIII A
12.	Muhammad Zulfan Fahri	VIII A
13.	Ibrahim Rasyid P	VIII A
14.	Hanida Nur Hidayah	VIII B
15.	Haura Shabira	VIII B
16.	Kalila Nareswari Naeem	VIII B
17.	Karisa Nareswari Naeem	VIII B
18.	Maura Rasya Azkiya	VIII B
19.	Nadine Kusuma Hikarinozha	VIII B
20.	Nasywa Yumna Dhia Rahardjo	VIII B
21.	Nayfa Alia Farazziyan	VIII B
22.	Nur Sakinah	VIII B
23.	Selipi Surbani	VIII B
24.	Sheryl Quanesa Kusumo Azalia	VIII B
25.	Adwyna Rezky Juniar	VIII B

**APPENDIXES 2**  
**GUIDELINE OF QUESTIONNAIRE**

<b>Pertanyaan</b>	<i>SD</i>	<i>D</i>	<i>U</i>	<i>A</i>	<i>SA</i>
1) In translating English text, I always use U-D/GT					
2) I have U-D/GT application in my gadget that is always available for used.					
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high. "She is short" or "She is low".)					
4) I use UD/GT to check synonyms					
5) I use UD/GT to translate a phrase (For example, "a good boy", will go to school.)					
6) I use U-D/GT to translate a sentence.					
7) I use U-D/GT to translate a clause.					
8) I use U-D/GT to translate a paragraph.					
9) I use UD/GT to translate parts of an article consisting of two paragraphs or more.					
10) I use UD/GT to translate a whole article.					
11) UD/GT is very helpful to improve my translation skills.					
12) UD/GT cannot be a good medium of translation tool in translating English Text.					
13) UD/GT could translate text effectively.					
14) UD/GT results are exactly the same as in the dictionary.					
15) I can't translate without using UD/GT.					
16) I use UD/GT when the situation is pressing.					
17) Every day, I often translating English Text use UD/GT.					
18) UD/GT makes me lazy to open the dictionary.					
19) UD/GT make me lazy to learn structure (grammar/tense) (UD/GT).					
20) I feel addicted when using UD/GT in translating English text.					

**STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT**

(11)

Nama : Alayya Perly Jorow  
Kelas : VII B

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

**2. Isilah kolom jawaban dengan tanda (✓)**

	Sangat Tidak Setuju	Tidak Setuju	3	Ragu-Ragu	Setuju	Sangat Setuju
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)					✓	
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)					✓	
3) I use U-D/GT to check collocations (for example, to find out which is used for a person's high, "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata)					✓	
4) I use U-D/GT to check synonyms (Saya menggunakan U-D/GT untuk mengecek sinonim.)		✓				
5) I use U-D/GT to translate a phrase (for example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)					✓	
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)					✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)		✓				
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)		✓				

**APPENDIX 3**  
**LIST OF STUDENTS QUESTIONNAIRE RESULTS**

1) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)					✓	
2) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)				✓		
1) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)					✓	
2) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)				✓		
3) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)				✓		
4) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)					✓	
5) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)					✓	
6) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)				✓		
7) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)				✓		
8) UD/GT make me lazy to open the dictionary. (UD/GT make me lazy to learn structure (grammar/tenses). UD/GT membuat saya malas untuk belajar grammar/tenses.)					✓	
9) I feel addicted when using UD/GT in translating English text.				✓		

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Sheryl Qlunuen Kumomo Aralia

Kelas : VIII B

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju 1	Tidak Setuju 2	Ragu-Ragu 3	Setuju 4	Sangat Setuju 5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)			✓		
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high, "She is short" or "She is low"). (Saya menggunakan U-D/GT untuk mengecek sanding kata)				✓	
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim.)				✓	
5) I use UD/GT to translate a phrase (for example, "a good boy"; will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)				✓	
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)				✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)				✓	
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)				✓	

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)				✓	
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)		✓			
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian menerjemahanku.)				✓	
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)				✓	
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)		✓			
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)				✓	
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)				✓	
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)		✓			
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)			✓		
18) UD/GT make me lazy to open the dictionary. (UD/GT make me lazy to open the dictionary.)		✓			
19) UD/GT make me lazy to learn structure (grammar/tenses). (UD/GT membuat saya malas untuk belajar grammar/tenses.)				✓	
20) I feel addicred when using UD/GT in translating English text.			✓		

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Selpi, Surbeni  
Kelas : VIII B

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju 1	Tidak Setuju 2	Ragu-Ragu 3	Setuju 4	Sangat Setuju 5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)				✓	
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)			✓		
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high, "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata)		/			
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim.)		✓			
5) I use UD/GT to translate a phrase (For example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)				✓	
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)				✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)		✓			
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)				✓	

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)	✓				
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)				✓	
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian menerjemahanku.)				✓	
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)	✓				
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)					✓
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)	✓				
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)	✓				
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)				✓	
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)	✓				
18) UD/GT make me lazy to open the dictionary.	✓				
19) UD/GT make me lazy to learn structure (grammar/tenses). UD/GT membuat saya malas untuk belajar grammar/tenses.)	✓				
20) I feel addicred when using UD/GT in translating English text.				✓	



STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

9

Nama : Nur Savitriah

Kelas : VIII B

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Setuju	Tidak Setuju	Ragu-Ragu	Sangat Setuju
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)				5
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)			✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high, "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata)				✓
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim.)		✓		
5) I use UD/GT to translate a phrase (for example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)				✓
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)				✓
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)				✓
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)				✓

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)	✓			
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)				✓
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)	✓			
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)	✓			
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)				✓
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)	✓			
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)	✓			
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)			✓	
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)	✓			
18) UD/GT make me lazy to open the dictionary. (UD/GT make me lazy to learn structure (grammar/tenses). UD/GT membuat saya malas untuk belajar grammar/tenses.)	✓			
20) I feel addicered when using UD/GT in translating English text.			✓	

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Nayla Awa Faridatulayun  
Kelas : VII B

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju 1	Tidak Setuju 2	Ragu-Ragu 3	Setuju 4	Sangat Setuju 5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)				✓	
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high. "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata)		✓			
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim.)			✓		
5) I use UD/GT to translate a phrase (For example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)		✓			
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)		✓			
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)		✓			
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)				✓	

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)				✓	
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)				✓	
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)				✓	
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)		✓			
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)				✓	
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)			✓		
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)			✓		
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)			✓		
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)				✓	
18) UD/GT make me lazy to open the dictionary. (UD/GT make me lazy to learn structure (grammar/senses). UD/GT membuat saya malas untuk belajar grammar/senses.)			✓		
20) I feel addicted when using UD/GT in translating English text.					✓



①  
STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE  
TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Ningsya Yumna Dhis Bahardjo

Kelas : VIII B

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju		Tidak Setuju		Ragu-Ragu		Setuju		Sangat Setuju	
	1	2	3	4	5	6	7	8	9	10
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris)										✓
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)										✓
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high. "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata)						✓				
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim.)						✓				
5) I use UD/GT to translate a phrase (For example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)						✓				
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)							✓			
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)										✓
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)						✓				

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)										✓
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)										✓
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian menerjemahanku.)							✓			
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)							✓			
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)										✓
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)										✓
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)										✓
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)							✓			
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)										✓
18) UD/GT make me lazy to open the dictionary. (Saya menggunakan UD/GT membuat saya malas untuk belajar grammar/tenses.)									✓	
19) UD/GT make me lazy to learn structure (grammar/tenses). (Saya menggunakan UD/GT untuk belajar grammar/tenses.)									✓	
20) I feel addicted when using UD/GT in translating English text.										✓

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Nadeha Kusuma Hidayat  
Kelas : VII B

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Setuju	Tidak Setuju	Ragu-ragu	Sangat Setuju	Sangat Setuju
	1	2	3	4	5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris)			✓		
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person is high. "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata)		✓			
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim)			✓		
5) I use UD/GT to translate a phrase (For example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)		✓			
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)		✓			
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)		✓			
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)		✓			

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)		✓			
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)					✓
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian menerjemahannya.)				✓	
12) UD/GT cannot be a good substitute of translator you is translating English I see. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)				✓	
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)					
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)				✓	
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)				✓	
16) I use UD/GT when it is part of a lesson. (Saya menggunakan UD/GT ketika simulasi pertama.)				✓	
17) Every day, I often translating English I see use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)					✓
18) UD/GT make me lazy to open the dictionary. (UD/GT membuat saya malas untuk membuka kamus.)					✓
19) UD/GT make me lazy to learn structure (grammar lesson). (UD/GT membuat saya malas untuk belajar grammar lesson.)					✓
20) I feel satisfied when using UD/GT in translating English text. (Saya merasa puas ketika menggunakan UD/GT dalam menterjemahkan Inggris text.)					✓

U

5

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : M<sup>lowo</sup> P<sup>usjo</sup> A<sup>tk-jo</sup>

Kelas : VII B

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju 1	Tidak Setuju 2	Ragu-Ragu 3	Setuju 4	Sangat Setuju 5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)				✓	
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high, "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata)			✓		
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim.)			✓		
5) I use UD/GT to translate a phrase (For example, "a good boy"; will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)			✓		
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)				✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)		✓			
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)			✓		

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)		✓		✓	
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)					✓
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian menerjemahanku.)				✓	
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)				✓	
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)				✓	
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)				✓	
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)			✓		
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)			✓		
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)					✓
18) UD/GT make me lazy to open the dictionary. (UD/GT make me lazy to learn structure (grammar/tenses) UD/GT membuat saya malas untuk belajar grammar/tenses.)					✓
20) I feel addicted when using UD/GT in translating English text.					✓



STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Karissa Ningswari Nissem  
Kelas : VII B

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju 1	Tidak Setuju 2	Ragu-ragu 3	Setuju 4	Sangat Setuju 5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)			✓		
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high, "She is short" or "She is low"). (Saya menggunakan U-D/GT untuk mengecek sanding kata)				✓	
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim.)				✓	
5) I use UD/GT to translate a phrase (For example, "a good boy", will go to school) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)				✓	
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)				✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)			✓		
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)			✓		

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)				✓	
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)				✓	
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)					✓
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)					✓
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)				✓	
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)					✓
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)					✓
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)			✓		
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)			✓		
18) UD/GT make me lazy to open the dictionary. (UD/GT make me lazy to learn structure (grammar/tenses). UD/GT membuat saya malas untuk belajar grammar/tenses.)			✓		
19) UD/GT make me lazy to learn structure (grammar/tenses). (UD/GT membuat saya malas untuk belajar grammar/tenses.)					✓
20) I feel addicted when using UD/GT in translating English text.					✓

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Kalila Naresan Nabwa  
 Kelas : VII B  
 Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju		Ragu-Ragu		Sangat Setuju	
	1	2	3	4	5	
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)			✓			
2) I have U-D/GT application in my gadget that is always available for use. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)					✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high. "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata.)		✓				
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonimi.)					✓	
5) I use UD/GT to translate a phrase (For example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)					✓	
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)					✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)				✓		
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)				✓		

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)			✓		
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)				✓	
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)				✓	
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)				✓	
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)		✓			
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)				✓	
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)				✓	
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)		✓			
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)			✓		
18) UD/GT make me lazy to open the dictionary. (UD/GT make me lazy to learn structure (grammar/tenses). UD/GT membuat saya malas untuk belajar grammar/tenses.)		✓			
20) I feel addicted when using UD/GT in translating English text.				✓	

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Haure Shabrina

Kelas : VII B

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Setuju 1	Tidak Setuju 2	Ragu-ragu 3	Sangat Setuju 4	Sangat Setuju 5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)			✓		
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)			✓		
3) I use U-D/GT to check collocations (for example, to find out which is used for a person's high, "She is short" or "She is low"). (Saya menggunakan U-D/GT untuk mengecek sandiing kata)			✓		
4) I use U-D/GT to check synonyms (Saya menggunakan U-D/GT untuk mengecek sinonim.)				✓	
5) I use U-D/GT to translate a phrase (for example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frase.)			✓		
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)				✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)				✓	
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)				✓	

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)				✓	
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)				✓	
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)				✓	
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)				✓	
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)				✓	
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)				✓	
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)				✓	
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)				✓	
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)				✓	
18) UD/GT make me lazy to open the dictionary. (UD/GT membuat saya malas untuk belajar grammar/tenses.)				✓	
20) I feel addicted when using UD/GT in translating English text.				✓	



STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Hamida Nur Hidayah  
Kelas : VIII B

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju	Tidak Setuju	Ragu-Ragu	Setuju	Sangat Setuju
	1	2	3	4	5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)				✓	
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high, "She is short" or "She is low"). (Saya menggunakan U-D/GT untuk mengecek sandi kata.)		✓			
4) I use UD/GT to check synonyms (saya menggunakan UD/GT untuk mengecek sinonim)				✓	
5) I use UD/GT to translate a phrase (for example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)		✓			
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)				✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)		✓			
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)				✓	

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)	✓				
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)		✓			
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian menerjemahanku.)	✓				
12) UD/GT cannot be a good medium of translation tool in translating English Text (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)			✓		
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)	✓				
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)	✓				
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)				✓	
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)	✓				
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)	✓				
18) UD/GT make me lazy to open the dictionary. (Saya menggunakan UD/GT untuk membuka kamus.)	✓				
19) UD/GT make me lazy to learn structure (grammar/tenses). (UD/GT membuat saya malas untuk belajar grammar/tenses.)				✓	
20) I feel addicted when using UD/GT in translating English text.				✓	

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menterjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)				✓	
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menterjemahkan artikel.)				✓	
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)				✓	
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menterjemahkan bahasa Inggris.)				✓	
13) UD/GT could translate text effectively. (UD/GT dapat menterjemahkan teks dengan efektif.)			✓		
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)			✓		
15) I can't translate without using UD/GT. (Saya tidak dapat menterjemahkan tanpa menggunakan UD/GT.)			✓		
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)				✓	
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menterjemahkan teks bahasa Inggris menggunakan UD/GT.)				✓	
18) UD/GT make me lazy to open the dictionary.				✓	
19) UD/GT make me lazy to learn structure (grammar/tenses). (UD/GT membuat saya malas untuk belajar grammar/tenses.)				✓	
20) I feel addicted when using UD/GT in translating English text.			✓		



3

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Anindya Anhar Dinda-gita  
 Kelas : VIII A

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)  
 2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju	Tidak Setuju	Ragu-ragu	Setuju	Sangat Setuju
1) In translating English text, I always use U-D/GT. (Saya selalu menggunakan U-D/GT ketika menerjemahkan teks bahasa Inggris.)	1	2	3	4	5
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-D/GT yang selalu siap digunakan.)			✓		
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high, "She is short" or "She is low"). (Saya menggunakan U-D/GT untuk mengecek sanding kata)				✓	
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim.)				✓	
5) I use UD/GT to translate a phrase (For example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)				✓	
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)				✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)			✓		
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)			✓		

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)			✓		
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)				✓	
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)				✓	
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)				✓	
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)		✓			
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)					✓
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)			✓		
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)					✓
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)		✓			
18) UD/GT make me lazy to open the dictionary. (UD/GT make me lazy to open the dictionary.)		✓			
19) UD/GT make me lazy to learn structure (grammar/tenses). (UD/GT membuat saya malas untuk belajar grammar/tenses.)				✓	
20) I feel addicted when using UD/GT in translating English text. (Saya merasa kecanduan ketika menggunakan UD/GT dalam menerjemahkan English text.)					✓

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Ewan Kandra Wibowo  
Kelas : VII A

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Setuju	Tidak Setuju	Ragu-ragu	Sangat Setuju	Sangat Setuju
	1	2	3	4	5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)				✓	
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata)				✓	
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim.)				✓	
5) I use UD/GT to translate a phrase (For example, "a good boy", will go to school). (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)				✓	
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)				✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)	✓				
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)			✓		

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)		✓			
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)				✓	
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian menerjemahanku.)				✓	
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)				✓	
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)				✓	
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)				✓	
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)				✓	
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)				✓	
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)			✓		
18) UD/GT make me lazy to open the dictionary. (UD/GT membuat saya malas untuk belajar grammar/tenses.)			✓		
19) UD/GT make me lazy to learn structure (grammar/tenses). (UD/GT membuat saya malas untuk belajar grammar/tenses.)				✓	
20) I feel addicted when using UD/GT in translating English text. (Saya merasa kecanduan ketika menggunakan UD/GT dalam menerjemahkan teks Inggris.)				✓	

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Fajrah Abimayya Annelkan

Kelas : VII A

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Setuju	Tidak Setuju	Ragu-Ragu	Sangat Setuju	Sangat Setuju
	1	2	3	4	5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)				✓	
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high, "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sandiing kata)			✓		
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim.)			✓		
5) I use UD/GT to translate a phrase (For example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)			✓		
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)				✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)			✓		
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)			✓		

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)	✓				
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)		✓			
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)	✓				
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)	✓				
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)	✓				
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)	✓				
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)		✓			
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)				✓	
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)				✓	
18) UD/GT make me lazy to open the dictionary. (UD/GT make me lazy to learn structure (grammar/tenses). UD/GT membuat saya malas untuk belajar grammar/tenses.)		✓			
20) I feel addicted when using UD/GT in translating English text.		✓			



STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Hoqiz Qskta A.

Kelas : VII A

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju	Tidak Setuju	Ragu-Ragu	Setuju	Sangat Setuju
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)			✓		
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high. "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata.)	✓				
4) I use U-D/GT to check synonyms (Saya menggunakan U-D/GT untuk mengecek sinonim.)	✓				
5) I use U-D/GT to translate a phrase (For example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)	✓				
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)	✓				
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)	✓				
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)	✓				

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)		✓			
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)				✓	
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)		✓			
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)		✓			
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)					
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)		✓			
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)		✓			
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)		✓			
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)				✓	
18) UD/GT make me lazy to open the dictionary. (UD/GT membuat saya malas untuk belajar grammar/tenses.)		✓			
19) UD/GT make me lazy to learn structure (grammar/tenses). (UD/GT membuat saya malas untuk belajar grammar/tenses.)				✓	
20) I feel addicted when using UD/GT in translating English text.			✓		

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Nabih Algham Rifki  
 Kelas : VIII A

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju		Ragu-Ragu		Sangat Setuju	
	1	2	3	4	5	
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)				✓		
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)			✓			
3) I use U-D/GT to check collocations (for example, to find out which is used for a person's high. "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata.)					✓	
4) I use U-D/GT to check synonyms (Saya menggunakan U-D/GT untuk mengecek sinonim.)	✓					
5) I use U-D/GT to translate a phrase (for example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)					✓	
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)					✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)					✓	
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)					✓	

9) I use U-D/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)	✓				
10) I use U-D/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)		✓			
11) U-D/GT is very helpful to improve my translation skills. (U-D/GT sangat membantu meningkatkan keahlian menerjemahkan.)	✓				
12) U-D/GT cannot be a good medium or translation tool in translating English Text. (U-D/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)					✓
13) U-D/GT could translate text effectively. (U-D/GT dapat menerjemahkan teks dengan efektif.)					
14) U-D/GT results are exactly the same as in the dictionary. (Hasil U-D/GT sangat sama dengan yang ada di kamus.)					
15) I can't translate without using U-D/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan U-D/GT.)	✓				
16) I use U-D/GT when it's urgent. (Saya menggunakan U-D/GT ketika situasi penting.)					✓
17) Every day, I often translating English Text use U-D/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan U-D/GT.)	✓				
18) U-D/GT make me lazy to open the dictionary. (U-D/GT make me lazy to learn structure (grammar tenses). U-D/GT membuat saya malas untuk belajar grammar tenses.)					✓
20) I feel addicted when using U-D/GT in translating English text.					✓

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : M. Chloë Setyaningrum

Kelas : VIII A

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju 1	Tidak Setuju 2	Ragu-Ragu 3	Setuju 4	Sangat Setuju 5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)				✓	
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high, "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata)	✓				
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim.)			✓		
5) I use UD/GT to translate a phrase (for example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)	✓				
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)	✓				
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)	✓				
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)					✓

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)				✓	
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)					✓
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian menerjemahanku.)					✓
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)			✓		
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)					✓
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)				✓	
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)			✓		
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)					✓
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)					✓
18) UD/GT make me lazy to open the dictionary. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)					✓
19) UD/GT make me lazy to learn structure (grammar/tenses). UD/GT membuat saya malas untuk belajar grammar/tenses.)				✓	
20) I feel addicted when using UD/GT in translating English text.					✓



STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Noverga Tihefyng Subari  
Kelas : VIII A

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju 1	Tidak Setuju 2	Ragu-Ragu 3	Setuju 4	Sangat Setuju 5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)				✓	
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high, "Site is short" or "Site is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata)					
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim.)	✓				
5) I use UD/GT to translate a phrase (For example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)				✓	
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)				✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)	✓				
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)					✓

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)	✓				
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)		✓			
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)				✓	
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)	✓				
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)					✓
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)					✓
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)	✓				
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)					✓
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)	✓				
18) UD/GT make me lazy to open the dictionary. (UD/GT make me lazy to open the dictionary.)	✓				
19) UD/GT make me lazy to learn structure (grammar/tenses). (UD/GT membuat saya malas untuk belajar grammar/tenses.)	✓				
20) I feel addicted when using UD/GT in translating English text. (Saya merasa kecanduan ketika menggunakan UD/GT dalam menerjemahkan English text.)					✓

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Fano

Kelas : VIII A

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju	Tidak Setuju	Ragu-ragu	Setuju	Sangat Setuju
	1	2	3	4	5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)				✓	
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high, "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata)				✓	
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim)	✓				
5) I use UD/GT to translate a phrase (For example, "a good boy", will go to school) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)				✓	
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)				✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)	✓				
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)	✓				

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)					✓
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)	✓				
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)				✓	
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)			✓		
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)				✓	
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di Kamus.)		✓			
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)				✓	
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)					✓
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)	✓				
18) UD/GT make me lazy to open the dictionary. (UD/GT membuat saya malas untuk belajar grammar/enseses.)	✓				
19) UD/GT make me lazy to learn structure (grammar/enseses). (UD/GT membuat saya malas untuk belajar grammar/enseses.)				✓	
20) I feel addicted when using UD/GT in translating English text.					✓



STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Mukhammad Zulfan Zahri

Kelas : VIII A

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju	Tidak Setuju	Ragu-Ragu	Setuju	Sangat Setuju
	1	2	3	4	5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)				✓	
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (for example, to find out which is used for a person's high, "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata)	✓				
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim.)				✓	
5) I use UD/GT to translate a phrase (for example, "a good boy", will go to school) (Saya menggunakan U-D/GT untuk menerjemahkan frasa)	✓				
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)				✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)	✓				
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)					✓

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)	✓				
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)	✓				
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian menerjemahanku.)	✓				
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)	✓				
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)	✓				
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)	✓				
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)				✓	
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)					✓
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)	✓				
18) UD/GT make me lazy to open the dictionary. (UD/GT make me lazy to learn structure (grammar/tenses) UD/GT membuat saya malas untuk belajar grammar/tenses.)	✓				✓
20) I feel addicied when using UD/GT in translating English text.					✓

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Ibrahim Rasyid P.  
Kelas : VIII A

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Setuju	Tidak Setuju	Ragu-Ragu	Sangat Setuju	Sangat Setuju
	1	2	3	4	5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)				✓	
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high. "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata)				✓	
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonimi.)				✓	
5) I use UD/GT to translate a phrase (For example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)				✓	
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)	✓				
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)			✓		
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)				✓	

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)		✓			
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)					
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)				✓	
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)					✓
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)				✓	
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)				✓	
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)				✓	
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)			✓		
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)			✓		
18) UD/GT make me lazy to open the dictionary. (UD/GT make me lazy to learn structure (grammar/enses). UD/GT membuat saya malas untuk belajar grammar/enses.)			✓		
20) I feel addicted when using UD/GT in translating English text.				✓	

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Moh. Bayu Affandi  
Kelas : VIII A

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju 1	Tidak Setuju 2	Ragu-Ragu 3	Setuju 4	Sangat Setuju 5
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-D/Dictionary/GT ketika menerjemahkan teks bahasa Inggris.)			✓		
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-D/Dictionary/GT yang selalu siap digunakan.)				✓	
3) I use U-D/GT to check collocations (for example, to find out which is used for a person's high. "She is short" or "She is low".) (Saya menggunakan U-D/GT untuk mengecek sanding kata)	✓				
4) I use UD/GT to check synonyms (Saya menggunakan UD/GT untuk mengecek sinonim.)			✓		
5) I use UD/GT to translate a phrase (For example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa.)			✓		
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat.)	✓				
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa.)				✓	
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)			✓		

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)		✓			
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)			✓		
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)		✓			
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris.)		✓			
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)				✓	
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)				✓	
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)			✓		
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)				✓	
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)				✓	
18) UD/GT make me lazy to open the dictionary. (UD/GT membuat saya malas untuk belajar grammar/tenses.)				✓	
19) UD/GT make me lazy to learn structure (grammar/tenses). (UD/GT membuat saya malas untuk belajar grammar/tenses.)				✓	
20) I feel addicted when using UD/GT in translating English text.				✓	



6 V

STUDENTS' QUESTIONNAIRE OF USING U-DICTIONARY AND GOOGLE TRANSLATE TO COMPREHENDING ENGLISH TEXT

Nama : Akhsaf Rizki M  
Kelas : VII A

Catatan : 1. Sangat Setuju (5), Setuju (4), Ragu-ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah kolom jawaban dengan tanda (✓)

	Sangat Tidak Setuju	1	2	Ragu-Ragu	3	4	Sangat Setuju
1) In translating English text, I always use U-D/GT (Saya selalu menggunakan U-Dictionary/GT ketika menerjemahkan teks bahasa Inggris)						✓	
2) I have U-D/GT application in my gadget that is always available for used. (Saya mempunyai aplikasi U-Dictionary/GT yang selalu siap digunakan)						✓	
3) I use U-D/GT to check collocations (For example, to find out which is used for a person's high. "She is short" or "She is low") (Saya menggunakan U-D/GT untuk mengecek sunding kata)				✓			
4) I use U-D/GT to check synonyms (Saya menggunakan U-D/GT untuk mengecek sinonim)						✓	
5) I use U-D/GT to translate a phrase (For example, "a good boy", will go to school.) (Saya menggunakan U-D/GT untuk menerjemahkan frasa)						✓	
6) I use U-D/GT to translate a sentence. (Saya menggunakan U-D/GT untuk menerjemahkan kalimat)						✓	
7) I use U-D/GT to translate a clause. (Saya menggunakan U-D/GT untuk menerjemahkan klausa)						✓	
8) I use U-D/GT to translate a paragraph. (Saya menggunakan U-D/GT untuk menerjemahkan paragraf.)						✓	

9) I use UD/GT to translate parts of an article consisting of two paragraphs or more. (Saya menggunakan U-D/GT untuk menerjemahkan bagian dari artikel yang mengandung 2 paragraf atau lebih.)						✓	
10) I use UD/GT to translate a whole article. (Saya menggunakan U-D/GT untuk menerjemahkan artikel.)						✓	
11) UD/GT is very helpful to improve my translation skills. (UD/GT sangat membantu meningkatkan keahlian penerjemahanku.)						✓	
12) UD/GT cannot be a good medium of translation tool in translating English Text. (UD/GT tidak dapat menjadi alat penerjemahan yang baik dalam menerjemahkan bahasa Inggris)						✓	
13) UD/GT could translate text effectively. (UD/GT dapat menerjemahkan teks dengan efektif.)						✓	
14) UD/GT results are exactly the same as in the dictionary. (Hasil UD/GT sangat sama dengan yang ada di kamus.)						✓	
15) I can't translate without using UD/GT. (Saya tidak dapat menerjemahkan tanpa menggunakan UD/GT.)						✓	
16) I use UD/GT when it's urgent. (Saya menggunakan UD/GT ketika situasi penting.)						✓	
17) Every day, I often translating English Text use UD/GT. (Setiap hari saya sering menerjemahkan teks bahasa Inggris menggunakan UD/GT.)			✓				
18) UD/GT make me lazy to open the dictionary. (UD/GT membuat saya malas untuk belajar grammar/tenses.)			✓				
19) UD/GT make me lazy to learn structure (grammar/tenses). (UD/GT membuat saya malas untuk belajar grammar/tenses.)						✓	
20) I feel addicted when using UD/GT in translating English text.						✓	

#### APPENDIX 4

**Table Data and Data Analysis The Results of Interview VIII A**

No. Data	Utterances	Factor					Type	
		I	M	E	T	P	P	N
22.07.2022/I/PP/In /BC/N1	S :I don't have a U-Dictionary app, but I did use Google Translate. I use Google Translate so I can quickly do English translation tasks, increase English vocabulary, help with pronunciation and writing of English words.	✓					✓	
22.07.2022/I/PP/In /BC/N2	S :Yes, I have the Google Translate app. According to me Google Translate makes my time doing translation tasks more concise. In addition, Google Translate is also very helpful in learning English vocabulary pronunciation.	✓					✓	
22.07.2022/I/PP/In /BC/N3	S :I've only ever used Google Translate which is available in the browser. Usually I use it to help translate vocabulary that I just know and I don't understand. It's also very helpful in doing the whole assignment.	✓					✓	
22.07.2022/I/PP/In /BC/N4	S :I've only ever used Google Translate. Yes, because it is more effective to use, it can help me know difficult vocabulary, help summarize the time in doing English assignments and help with pronunciation and writing in English.	✓					✓	
22.07.2022/I/PP/In /BC/N5	S :I've used Google Translate, and I've never used the U-dictionary. I just heard this. Then for Google Translate, I think it is very useful for translating English assignments, knowing the meaning of difficult	✓					✓	

	English vocabulary, helping in pronunciation and writing English vocabulary.							
22.07.2022/I/PP/In /BC/N6	S :Yes, I know and I have used Google Translate to translate English text. Usually I also look up vocabulary that I don't know, that I don't understand on Google Translate. Google Translate also helps me in English pronunciation and helps me in writing English vocabulary..	✓					✓	
23.07.2022/I/PP/In /BC/N7	S :Yes, I only have the Google Translate app available in the browser but I also use the U-Dictionary app. I use Google Translate to learn the pronunciation of a word. In addition, I also use it to overcome difficulties in understanding my vocabulary and to add new vocabulary.	✓					✓	
23.07.2022/I/PP/In /BC/N8	S :That's right, I've only ever used Google Translate and I have the app on my cellphone. I use Google Translate sometimes to find out English vocabulary that I don't know, to summarize my time doing assignments in English pronunciation and help me with writing English vocabulary.	✓					✓	
23.07.2022/I/PP/In /BC/N9	S :Yes, that's right, I have both applications on my cellphone before, now it's only Google Translate because I just have to look for it on the internet. In my opinion, both U-Dictionary and Google Translate help me to do English assignments quickly, help me find out the vocabulary I don't know the meaning of, add new vocabulary, help in English pronunciation and help in writing English vocabulary	✓					✓	

23.07.2022/I/PP/In/BC/N10	S :I only have the Google Translate app. I often use Google Translate to find out English vocabulary that I don't understand, help summarize the time to do English assignments and help in writing English vocabulary	✓					✓	
23.07.2022/I/PP/In/BC/N11	S :No, I only have the Google Translate application because for me it is easier to find foreign vocabulary in Google Translate than in a dictionary. In addition, Google Translate is very helpful in pronouncing and writing English words.	✓					✓	
23.07.2022/I/PP/In/BC/N12	S :Yes, I have the Google Translate app which always connects easily in the browser. Sometimes I use Google Translate to help find difficult vocabulary, increase my English vocabulary, and to help translate whole English sentences.	✓					✓	
22.07.2022/M/PP/In/BC/N1	S :Because it is easy to use and easily accessible via internet services.		✓				✓	
22.07.2022/M/PP/In/BC/N2	S :Because its use is much more practical and easy to use.		✓				✓	
22.07.2022/M/PP/In/BC/N3	S :Because Google Translate helps me in pronouncing and writing English vocabulary, easy to use, free access to internet services without having to download it.		✓				✓	
22.07.2022/M/PP/In/BC/N4	S :Because it is easy to access with the internet and practical to use, it has also been proven to increase my English text translation skills		✓				✓	
22.07.2022/M/PP/In/BC/N5	S :Because it is easy to access with the internet and practical to use, it has also been proven to increase my		✓				✓	

	English text translation skills.							
22.07.2022/M/PP/In/BC/N6	S :Because it helps me improve my English translation skills, also because its use is easy to access and practical.		✓				✓	
23.07.2022/M/PP/In/BC/N7	S :Because of its practical use, it is easily and quickly accessed by the internet. Especially for the use of Google Translate, as long as we have internet quota, we can access it online anywhere.		✓				✓	
23.07.2022/M/PP/In/BC/N8	I think because Google Translate is more practical to use and easy to access anywhere and anytime. Useful for improving the ability to understand English sentences for beginners level, and there is also a speaker feature to find out how to pronounce a word.		✓				✓	
23.07.2022/M/PP/In/BC/N9	S :Because Google Translate makes it easier for me to do English assignments, and also its practical use because it is connected to the internet.		✓				✓	
23.07.2022/M/PP/In/BC/N10	S :Because GT makes it easier for me to do English assignments, easy to access via the internet, fast and practical, improves English translation skills, increases comprehension in English texts.		✓				✓	
23.07.2022/M/PP/In/BC/N11	S :More practical and efficient to use.		✓				✓	
23.07.2022/M/PP/In/BC/N12	S :Because it is easy for students to use, it is quickly accessible and practical to have, increasing translation skills in English texts		✓				✓	
22.07.2022/E/PP/In/AC/N1	S :After translating via Google Translate I became more aware of the material presented by the teacher, and was			✓			✓	



	able to find the correct answer from English articles.							
22.07.2022/E/PP/In/AC/N2	S :I got good grades when translating vocabulary in English, and even then I checked the results of the translation from Google Translate.			✓			✓	
22.07.2022/E/PP/In/AC/N3	S : I got pretty good grades when translating English via Google Translate.			✓			✓	
22.07.2022/E/PP/In/AC/N4	S :Less precise in determining the intended English vocabulary, so that it has received bad grades.			✓			✓	
22.07.2022/E/NP/In/AC/N5	S :Sometimes there are some vocabularies that cannot be translated into English.			✓				✓
22.07.2022/E/NP/In/AC/N6	S :Sometimes the translation results from GT are not quite right with the meaning of the sentence			✓				✓
23.07.2022/E/NP/In/BC/N7	: It is better to use U-Dictionary, because we can find out the synonym of the word we are looking for, thus increasing our vocabulary. During tutoring, I used GT to learn try aloud, but didn't know how to pronounce the words, and used GT's help. Sometimes the words that appear in GT are not quite right.			✓				✓
23.07.2022/E/NP/In/BC/N8	S : I ever got bad grades for choosing the wrong English vocabulary in GT.			✓				✓
23.07.2022/E/PP/In/BC/N9	S : I got good marks when translating sentences using GT.			✓			✓	
23.07.2022/E/NP/In/BC/N10	S :There are vocabularies that cannot be translated in GT, so the translation results from GT do not match what I understand.			✓				✓
23.07.2022/E/NP/In/BC/N11	S :Sometimes there are some Indonesian vocabularies that are translated into English, but they don't fit the context of the sentence			✓				✓

23.07.2022/E/PP/In/BC/N12	S :Increase comprehension in English texts, have received high marks in English lessons.			✓			✓	
22.07.2022/T/PP/In/BC/N1	S :When I don't know an English vocabulary, when you are in a state of urgency				✓		✓	
22.07.2022/T/PP/In/BC/N2	S : When I don't know an English vocabulary, and when i am in a state of urgency.				✓		✓	
22.07.2022/T/PP/In/BC/N3	S :When I don't know the vocabulary in English, when I finish working on an assignment and then confirm the meaning through GT.				✓		✓	
22.07.2022/T/PP/In/BC/N4	S :At the time of the English assignment which I didn't know about the related vocabulary, I also had to make sure the final result of the translation myself via GT.				✓		✓	
22.07.2022/T/PP/In/BC/N5	S :When talking to papa and mama, when doing English assignments, and when I don't know English vocabulary, also to check the final result of English assignments.				✓		✓	
22.07.2022/T/PP/In/BC/N6	S :When I want to make sure my final assignments.				✓		✓	
23.07.2022/T/PP/In/BC/N7	S :When I don't know a single vocabulary, when the condition is urgent.				✓		✓	
23.07.2022/T/PP/In/BC/N8	S : When urgent and I do not know certain vocabulary, and to make sure the English vocabulary is already known.				✓		✓	
23.07.2022/T/PP/In/BC/N9	S : Using GT when I don't know certain vocabulary, to ensure the final translation result from the dictionary.				✓		✓	
23.07.2022/T/PP/In/BC/N10	S :When there is an English assignment, and I don't know the related vocabulary.				✓		✓	

23.07.2022/T/PP/In/BC/N11	S: When I don't know a vocabulary in English, to cross check the final result of the assignment.				✓		✓	
23.07.2022/T/PP/In/BC/N12	S :When I feel a difficult to understand the context of the problem in one paragraph as a whole, when time is pressed.				✓		✓	
22.07.2022/P/PP/In/BC/N1	S :I became more skilled in the use of everyday English vocabulary, also improved my ability to pronounce English. However, there must still be control from parents and oneself so as not to always depend on Google Translate.					✓	✓	
22.07.2022/P/PP/In/BC/N2	S: I become addicted to using GT instead of memorizing vocabulary and learning grammar as well as tenses in learning English					✓	✓	
22.07.2022/P/PP/In/BC/N3	S :Makes me more fluent in the use of English vocabulary.					✓	✓	
22.07.2022/P/NP/In/BC/N4	S :Sometimes it makes me lazy to learn grammar and tenses.					✓		✓
22.07.2022/P/PP/In/BC/N5	S :Makes me more fluent in pronunciation, English translation					✓	✓	
22.07.2022/P/NP/In/BC/N6	S :It makes me lazy to learn grammar and tenses because in GT it's available and can be accessed practically.					✓		✓
23.07.2022/P/NP/In/BC/N7	S :Makes me more fluent in the use of English vocabulary					✓		✓
23.07.2022/P/PP/In/BC/N8	S :It's okay, because I rarely use it.					✓	✓	
23.07.2022/P/PP/In	S :It's quite helpful for me to practice speaking English.					✓	✓	

n/BC/N9								
23.07.2022/P/PP/I n/BC/N10	S :It helps me to practice using English more fluently, even though it is still stumbling.					✓	✓	
23.07.2022/P/NP/I n/BC/N11	S : If I say it's addictive, it's a bit addictive, because I'm so lazy to open a printed dictionary..					✓		✓
23.07.2022/P/PP/I n/BC/N12	S: What I feel after using Google Translate is that my English task is finished quickly, I understand a little bit about the use of everyday English vocabulary.					✓	✓	

**NOTE :**

- |                   |                                  |           |   |
|-------------------|----------------------------------|-----------|---|
| <b>22.07.2022</b> | <b>=Date of Data Collection</b>  | <b>NP</b> | <b>= Negative Perception</b>            |
| <b>23.07.2022</b> | <b>= Date of Data Collection</b> | <b>In</b> | <b>= Code of The Results' Interview</b> |
| <b>I</b>          | <b>= Interests</b>               | <b>BC</b> | <b>= Students from B Class</b>          |
| <b>M</b>          | <b>= Motives</b>                 | <b>N1</b> | <b>= Student Number 1</b>               |
| <b>E</b>          | <b>= Experience</b>              |           |   |
| <b>T</b>          | <b>= Time</b>                    |           |   |
| <b>P</b>          | <b>= Proximity</b>               |           |   |
| <b>PP</b>         | <b>= Positive Perception</b>     |           |   |

## APPENDIX 5

### The Questionnaire Assesment Results

Name	The Number of Questionnaire																			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
<b>Althaf Putra M</b>	4	4	3	4	4	4	4	4	4	4	4	2	3	3	3	4	5	5	3	3
<b>Alvino Rizkiya Putra M</b>	3	3	4	4	4	4	4	4	4	4	4	2	3	3	3	4	2	2	3	3
<b>Annasai Anhar Danadyaksa</b>	3	4	4	4	4	4	3	3	3	4	4	2	1	4	3	4	5	5	3	3
<b>Evan Kaindra Wibowo</b>	4	4	4	4	4	4	1	3	3	4	4	2	4	4	3	4	5	5	3	3
<b>Fakih Abimanyu Armadhani</b>	2	2	3	3	3	4	3	3	3	4	3	3	3	3	5	4	2	2	3	3

<b>Hafiz Rafka A.</b>	3	4	1	1	1	1	1	1	3	4	3	3	1	3	5	1	2	2	3	5
<b>Moh. Bayu Affandi</b>	3	4	1	3	3	1	4	3	3	4	3	3	4	4	3	4	2	2	3	3
<b>M. Arfan Setyawan</b>	4	4	1	3	1	1	1	4	3	4	4	3	4	3	5	4	2	2	3	5
<b>Muh. Asyam R.F.K</b>	4	3	4	1	4	4	4	4	1	3	1	5	4	1	5	4	5	5	3	3
<b>Navarya Tikshafiya Suhardi</b>	4	4	1	1	4	4	1	4	1	3	4	5	4	4	5	4	5	5	5	3
<b>Fano</b>	4	4	4	4	1	4	1	1	4	1	4	3	3	1	3	4	5	5	3	3
<b>Muhammad Zulfan Fahri</b>	4	4	1	4	1	4	1	4	1	1	1	5	1	1	3	4	5	5	3	3

<b>Ibrahim Rasyid P</b>	4	4	4	4	4	1	3	4	3	1	4	2	3	3	3	1	5	5	5	3
<b>Hanida Nur Hidayah</b>	4	4	2	4	2	4	2	4	2	4	2	3	2	2	2	4	4	4	3	3
<b>Haura Shabira</b>	3	3	3	4	3	4	4	4	4	4	4	2	3	3	2	3	2	2	2	3
<b>Kalila Nareswari Naeem</b>	3	4	2	4	4	4	3	3	3	4	4	2	2	4	2	2	4	4	4	3
<b>Karisa Nareswari Naeem</b>	3	4	4	4	4	4	3	3	3	3	4	2	3	4	2	2	4	4	2	2
<b>Maura Rasya Azkiya</b>	4	4	3	3	3	4	2	3	3	4	3	3	3	3	4	2	2	2	2	2
<b>Nadine Kusuma Hikarinozha</b>	3	4	2	3	2	2	2	2	3	4	3	3	2	3	4	2	2	2	2	2

<b>Nasywa Yumna Dhia Rahardjo</b>	4	4	3	3	3	2	4	3	4	4	3	3	3	4	2	2	2	2	4	3
<b>Nayfa Alia Farazziyan</b>	4	4	2	3	2	2	2	4	4	4	4	3	4	3	4	2	2	2	4	3
<b>Nur Sakinah</b>	4	3	4	2	4	4	4	4	2	4	2	4	4	2	4	3	4	4	4	3
<b>Selpi Surbani</b>	4	3	2	2	4	4	2	4	2	4	4	4	4	2	4	3	4	4	4	3
<b>Sheryl Quanesa Kusumo Azalia</b>	3	4	4	4	4	4	4	4	4	3	4	2	3	3	2	3	4	4	2	3
<b>Adwyna Rezky Juniar</b>	4	4	4	2	4	4	2	2	4	3	4	3	2	2	2	4	4	4	3	4



## APPENDIX 6

### The First Data Validation of Results of Questionnaire in VIII A Classroom

No.	Number of Datum	Verified	
		Confirm	Unconfirmed
1.	15.07.2022/Qu/AC/N1	✓	
2.	15.07.2022/Qu/AC/N2	✓	
3.	15.07.2022/Qu/AC/N3	✓	
4.	15.07.2022//Qu/AC/N4	✓	
5.	15.07.2022/Qu/AC/N5	✓	
6.	15.07.2022/Qu/AC/N6	✓	
7.	15.07.2022/Qu/AC/N7	✓	
8.	15.07.2022/Qu/AC/N8	✓	
9.	15.07.2022/Qu/AC/N9	✓	
10.	15.07.2022/Qu/AC/N10	✓	
11.	15.07.2022/Qu/AC/N11	✓	
12.	15.07.2022/Qu/AC/N12	✓	
13.	15.07.2022/Qu/AC/N13	✓	

**The First Data Validation of Results of Questionnaire in VIII B  
Classroom**

No.	Number of Datum	Verified	
		Confirm	Unconfirm
1.	16.07.2022/Qu/BC/N1	✓	
2.	16.07.2022/Qu/BC/N2	✓	
3.	16.07.2022/Qu/BC/N3	✓	
4.	16.07.2022//Qu/BC/N4	✓	
5.	16.07.2022/Qu/BC/N5	✓	
6.	16.07.2022/Qu/BC/N6	✓	
7.	16.07.2022/Qu/BC/N7	✓	
8.	16.07.2022/Qu/BC/N8	✓	
9.	16.07.2022/Qu/BC/N9	✓	
10.	16.07.2022/Qu/BC/N10	✓	
11.	16.07.2022/Qu/BC/N11	✓	
12.	16.07.2022/Qu/BC/N12	✓	

**APPENDIX 7**

**The Second Data Validation of Results of Interview in VIII B  
Classroom**

No.	Number of Datum	Verified	
		Confirm	Unconfirmed
1.	22.07.2022/In/BC/N1	✓	
2.	22.07.2022/In/BC/N2	✓	
3.	22.07.2022/In/BC/N3	✓	
4.	22.07.2022/In/BC/N4	✓	
5.	22.07.2022/In/BC/N5	✓	
6.	22.07.2022/In/BC/N6	✓	
7.	23.07.2022/In/BC/N7	✓	
8.	23.07.2022/In/BC/N8	✓	
9.	23.07.2022/In/BC/N9	✓	
10.	23.07.2022/In/BC/N10	✓	
11.	23.07.2022/In/BC/N11	✓	
12.	23.07.2022/In/BC/N12	✓	

**APPENDIXES 8**  
**THE RESULTS OF TRANSCRIPT INTERVIEW**

**Day** : Thursday/Friday  
**Date** :22 July 2022 /23 July 2022  
**Time** :At 09.00  
**Place** :SMP Batik PK Surakarta  
**Lecturer** :Nunik Nur Fitriyani S.Pd.

The question of number 1 is *Apakah anda mempunyai aplikasi U-Dictionary dan Google Translate dalam Hp anda? Dan apa alasan anda menggunakan U-Dictionary dan Google Translate?*

a. The First of Students

*Saya tidak punya aplikasi U-Dictionary, tapi saya pernah menggunakan Google Translate. Saya menggunakan Google Translate biar bisa cepat mengerjakan tugas penerjemahan bahasa Inggris, menambah kosa kata bahasa inggris, membantu dalam pelafalan dan penulisan kata bahasa inggris.(Interview with Ms. Hanida Nur (Agree), On Thursday, July 22, 2022)*

b. The Second of Students

*Ya, saya punya aplikasi Google Translate. Bagi saya Google Translate itu membuat waktu saya mengerjakan tugas penerjemahan menjadi lebih ringkas. Selain itu, Google Translate juga sangat membantu dalam pembelajaran pengucapan kosa kata bahasa Inggris.(Interview with Ms. Haura shabira (Undecided), on Thursday, July 22, 2022)*

c. The Third of Students

*Saya hanya pernah menggunakan Google Translate yang tersedia di browser. Biasanya saya menggunakannya untuk membantu menerjemahkan kosa kata yang baru saya ketahui dan belum saya mengerti, terus juga sangat membantu mengerjakan tugas secara*

*keseluruhan.*(Interview with Ms. Kalila Nareswari N. (Undecided), On Thursday, July 22, 2022)

d. The Fourth of Students

*Saya cuman pernah menggunakan Google Translate. Ya, karena lebih efektif penggunaannya, bisa membantu saya mengetahui kosa kata yang sulit, membantu meringkas waktu dalam mengerjakan tugas bahasa Inggris serta membantu pelafalan, penulisan dalam bahasa Inggris.*(Interview with Ms. Nadine Kusuma H (Undecided), On Thursday, July 22, 2022)

e. The Fifth of Students

*Saya pernahnya makai google Translate, kalau U-dictionary belum pernah, malah baru denger ini. Trus untuk Google Translate itu menurut saya sangat bermanfaat untuk menerjemahkan tugas bahasa Inggris, mengetahui makna dari kosakata bahasa Inggris yang sulit, membantu dalam pelafalan dan penulisan kosa kata bahasa Inggris.* (Interview with Ms. Nasywa Yumna D (Agree), On Thursday, July 22, 2022)

f. The Sixth of Students

*Iya, saya tau dan pernah memakai google Translate untuk menerjemhkan teks bahasa Inggris. Biasanya saya juga mencari kosa kata yang tidak saya ketahui, yang tidak saya pahami di Google Translate. Google Translate juga membantu saya dalam pelafalan bahasa inggris dan membantu dalam penulisan kosakata bahasa Inggris.* (Interview with Ms. Nayfa Alia F (Agree), On Thursday, July 22, 2022)

g. The Seventh of Students

*Ya, namun saya hanya mempunyai aplikasi Google Translate yang tersedia di browser. Saya juga pernah menggunakan aplikasi U-Dictionary. Saya menggunakan Google Translate untuk belajar pelafalan dari sebuah kata. Selain itu, saya juga menggunakannya untuk membantu mengetahui kosakata yang sulit diartikan dan*

*untuk menambah kosa kata yang baru. (Interview with Ms. Adwyna Rezky J. (Agree) on Friday, July 23, 2022).*

h. The Eighth Students

*Iya benar, saya hanya pernah menggunakan Google Translate dan saya memiliki aplikasinya di Hp. Saya menggunakan Google Translate kadang-kadang agar bisa mengetahui kosa kata bahasa Inggris yang belum saya ketahui, meringkas waktu mengerjakan tugas dalam pelafalan bahasa Inggris dan membantuku dalam penulisan kosakata bahasa Inggris. (Interview with Ms. Sheryl Quanesa K.A (Undecided) on Friday, July 23, 2022).*

i. The Ninth Students

*Iya benar, saya mempunyai kedua aplikasi tersebut dalam hp saya dulu, kalau sekarang hanya Google Translate karena tinggal mencarinya di internet. Menurut saya, baik U-Dictionary dan Google Translate membantu saya mengerjakan tugas bahasa Inggris secara cepat, membantu mengetahui kosa kata yang belum saya ketahui artinya, menambah kosa kata yang baru, membantu dalam pelafalan bahasa Inggris dan membantu dalam penulisan kosa kata bahasa Inggris. (Interview with Ms. Selpi Surbani (Agree) on Friday, July 23, 2022)*

j. The Tenth Students

*Saya hanya mempunyai aplikasi Google Translate. Saya seringkali menggunakan Google Translate untuk mengetahui kosa kata bahasa Inggris yang belum saya mengerti, membantu meringkas waktu mengerjakan tugas bahasa Inggris dan membantu dalam penulisan kosa kata bahasa Inggris. (Interview with Ms. Nur Sakinah (Agree) on Friday, July 23, 2022)*

k. The Eleventh Students

*Tidak, saya hanya memiliki aplikasi Google Translate karena bagi saya lebih gampang mencari kosa kata asing di Google Translate ketimbang di kamus. Selain itu, Google Translate amat sangat membantu dalam pelafalan dan penulisan kata bahasa Inggris.*

(Interview with Ms. Maura Rasya A. (Agree) on Friday, July 23, 2022)

1. The Twelfth Students

*Ya, saya mempunyai aplikasi Google Translate yang selalu tersambung dengan mudah di browser. Kadang-kadang saya menggunakan Google Translate untuk membantu mengetahui kosa kata yang sulit, menambah perbendaharaan kosa kata bahasa Inggris, dan untuk membantu menerjemahkan kalimat bahasa Inggris secara keseluruhan.*(Interview with Ms. Karisa Nareswari N. (Undecided) on Friday, July 23, 2022)

The question of number 2 was *Mengapa kamu tertarik menggunakan U-Dictionary atau Google Translate untuk menerjemahkan teks bahasa Inggris?*

a. The First of Students

*Karena mudah digunakan dan gampang diakses melalui layanan internet.*(Interview with Ms. Hanida Nur H, on Thursday, July 22, 2022)

b. The Second of Students

*Karena penggunaannya jauh lebih praktis dan mudah digunakan.*(Interview with Ms. Haura Shabira, on Thursday, July 22, 2022)

c. The Third of Students

*Karena Google Translate membantu saya dalam pelafalan dan penulisan kosa kata bahasa Inggris, mudah digunakan, free akses di layanan internet tanpa harus mendownloadnya.*(Interview with Ms. Kalila Nareswari N, on Thursday, July 22, 2022)

d. The Fourth of Students

*Karena mudah diakses dengan internet dan praktis penggunaannya, juga terbukti menambah skill penerjemahan teks bahasa Inggris saya.*(Interview with Ms. Nadine Kusuma H, on Thursday, July 22, 2022)

e. The Fifth of Students

*Karena mudah digunakan untuk pelajar dan cepat diakses dengan internet. (Interview with Ms. Nasywa Yumna D, on Thursday, July 22, 2022)*

f. The Sixth of Students

*Karena membantu saya meningkatkan skill penerjemahan bahasa Inggris, juga karena penggunaannya yang mudah diakses dan praktis.(Interview with Ms. Nayfa Alia F., on Thursday, July 22, 2022)*

g. The Seventh of Students

*Karena penggunaannya yang praktis, mudah dan cepat diakses oleh internet. Apalagi untuk penggunaan Google Translate, asalkan punya kuota internet, kita bisa mengaksesnya secara online dimanapun. (Interview with Ms. Adwyna Rezky J. on Friday, July 23, 2022)*

h. The Eighth Students

*Menurut saya karena Google Translate lebih praktis digunakan dan mudah diakses dimanapun dan kapanpun. Berguna untuk meningkatkan daya kemampuan memahami kalimat berbahasa Inggris untuk level pemula, dan juga ada fitur speaker untuk mengetahui cara melafalkan suatu kata (Interview with Ms. Sheryl Quanesa K.A. on Friday, July 23, 2022)*

i. The Ninth Students

*Karena Google Translate memudahkan saya mengerjakan tugas bahasa Inggris, dan juga penggunaannya yang praktis karena terhubung dengan internet.(Interview with Ms. Selpi Surbani, on Friday, July 23, 2022)*

j. The Tenth Students

*Karena GT memudahkan saya mengerjakan tugas bahasa Inggris, mudah diakses dengan internet, cepat dan praktis, meningkatkan skill penerjemahan bahasa Inggris, menambah daya pemahaman dalam teks bahasa Inggris.(Interview with Ms. Nur Sakinah, on Friday, July 23, 2022)*

k. The Eleventh Students



*Lebih praktis dan efisien digunakan.*(Interview with Ms. Maura Rasya A., on Friday, July 23, 2022)

l. The Twelfth Students

*Karena mudah digunakan oleh para pelajar, cepat diakses dan praktis untuk memilikinya, menambah skill penerjemahan dalam teks bahasa Inggris.*(Interview with Ms. Karisa Nareswari Naeem, on Friday, July 23, 2022)

The question number 3 was *Bagaimana pengalaman kamu menggunakan U-Dictionary dan Google Translate?*

a. The First of Students

*Setelah menerjemahkan lewat Google Translate saya menjadi lebih paham materi yang disampaikan guru, dan bisa mencari jawaban yang benar dari artikel berbahasa Inggris.*(Interview with Ms. Hanida Nur H. (Strongly Disagree), on Thursday, July 22, 2022)

b. The Second of Students

*Pernah dapat nilai baik ketika menerjemahkan kosa kata dalam bahasa Inggris, itupun saya periksa kembali hasil penerjemahan dari Google Translate.*(Interview with Ms. Haura Shabira (Undecided), on Thursday, July 22, 2022)

c. The Third of Students

*Dapat nilai lumayan bagus ketika menerjemahkan bahasa Inggris melalui Google Translate.*(Interview with Ms. Kalila Nareswari N. (Agree), on Thursday, July 22, 2022)

d. The Fourth of Students

*Kurang tepat dalam menentukan kosa kata bahasa Inggris yang dituju, sehingga pernah mendapat nilai jelek.*(Interview with Ms. Nadine Kusuma H. (Agree), on Thursday, July 22, 2022)

e. The Fifth of Students

*Terkadang ada beberapa kosa kata yang tidak bisa diterjemahkan dalam bahasa Inggris.*(Interview with Ms. Nasywa Yumna D.R. (Agree), on Thursday, July 22, 2022)

f. The Sixth of Students

*Hasil penerjemahan dari GT kadang ada yang kurang tepat dengan maksud dari kalimat itu. (Interview with Ms. Nayfa Alia F. (Strongly Disagree), on Thursday, July 22, 2022)*

g. The Seventh Student

*Lebih enak menggunakan U-Dictionary, karena kita bisa mengetahui sinonim dari kata yang tengah kita cari, sehingga menambah kosakata kita. Sewaktu les pernah menggunakan GT untuk belajar try aloud, tapi tidak tahu cara mengucapkan katanya, dan menggunakan bantuan GT. Kata yang dimunculkan dalam GT terkadang ada yang kurang tepat. (Interview with Ms. Adwynya Rezky J. (Agree), on Friday, July 23, 2022)*

h. The Eighth Student

*Pernah dapat nilai jelek karena salah memilih kosa kata bahasa Inggris yang tepat di GT. (Interview with Sheryl Quanesa K.A. (Disagree), on Friday, July 23, 2022)*

i. The Ninth Student

*Mendapat nilai yang bagus ketika menerjemahkan kalimat menggunakan GT. (Interview with Ms. Selpi Surbani (Agree), on Friday, July 23, 2022)*

j. The Tenth Student

*Ada kosa kata yang tidak dapat diterjemahkan di GT, jadi hasil penerjemahan dari GT tidak sesuai dengan yang saya pahami. (Interview with Ms. Nur Sakinah (Disagree), on Friday, July 23, 2022)*

k. The Eleventh Student

*Terkadang ada beberapa kosa kata dalam bahasa Indonesia yang diterjemahkan dalam bahasa Inggris, namun tidak sesuai dengan konteks kalimat. (Interview with Ms. Maura Rasya A (Undecided), on Friday, July 23, 2022)*

l. The Twelfth Student

*Menambah daya pemahaman dalam teks bahasa Inggris, pernah dapat nilai tinggi dalam pelajaran bahasa Inggris.*(Interview with Ms. Karisa Nareswari N. (Agree), on Friday, July 23, 2022)

The question number 4 was *Pada saat apa kamu sering menggunakan U-Dictionary dan google Translate?*

a. The First Students

*Pada saat saya tidak tahu akan suatu kosa kata bahasa Inggris, pada saat kondisi terdesak.*(Interview with Ms. Hanida Nur H. (Strongly Disagree), on Thursday, July 22, 2022)

b. The Second Student

*Ketika ada kosa kata bahasa Inggris yang tidak saya ketahui, saya lalumencarinya di GT.*(Interview with Ms. Haura Shabira (Agree), on Thursday, July 22, 2022)

c. The Third Student

*Pada saat nggak tahu akan kosa kata dalam bahasa Inggris, juga pas selesai mengerjakan tugas lalu memastikan artinya melalui GT.*(Interview with Ms. Kalila Nareswari N. (Disagree), on Thursday, July 22, 2022)

d. The Fourth Student

*Pada saat tugas bahasa Inggris yang mana saya tidak tahu akan kosa kata terkait, juga pernah untuk memastikan hasil akhir penerjemahan sendiri melalui GT.*(Interview with Ms. Nadine Kusuma H. (Agree), on Thursday, July 22, 2022)

e. The Fifth Student

*Saat bicara dengan papa dan mama, saat mengerjakan tugas bahasa Inggris, dan saat tidak tau akan kosa kata bahasa Inggris, juga untuk memeriksa hasil akhir dari tugas bahasa Inggris.*(Interview with Ms. Nasywa Yumna D.R. (Agree), on Thursday, July 22, 2022)

f. The Sixth Student

*Pada saat saya ingin memastikan pekerjaan akhir tugas bahasa Inggris.*(Interview with Ms. Nayfa Alia F. (Agree), on Thursday, July 22, 2022)

g. The Seventh Student

*Ketika aku nggak tahu satu kosa kata, ketika kondisi terdesak.*(Interview with Ms. Adwyna Rezky J. (Disagree), on Friday, July 23, 2022)

h. The Eighth Student

*Saat mendesak, pas tidak tahu kosa kata tertentu, dan untuk memastikan kosakata bahasa Inggris yang sudah diketahui.*(Interview with Sheryl Quanesa K.A. (Disagree), on Friday, July 23, 2022)

i. The Ninth Student

*Menggunakan GT pada saat tidak tahu kosa kata tertentu, untuk memastikan hasil akhir penerjemahan dari kamus.*(Interview with Ms. Selpi Surbani (Disagree), on Friday, July 23, 2022)

j. The Tenth Student

*Saat ada tugas bahasa Inggris, dan saya tidak mengetahui kosa kata yang berkaitan.*(Interview with Ms. Nur Sakinah (Disagree), on Friday, July 23, 2022)

k. The Eleventh Student

*Ketika nggak tahu akan suatu kosa kata dalam bahasa Inggris, untuk cross check hasil akhir pengerjaan tugas.*(Interview with Ms. Maura Rasya A (Undecided), on Friday, July 23, 2022)

l. The Twelfth Student

*Ketika kesulitan memahami konteks permasalahan dalam satu paragraf secara keseluruhan, ketika waktu terdesak.*(Interview with Ms. Karisa Nareswari N. (Disagree), on Friday, July 23, 2022)

The question number 5 was *Bagaimana implikasi yang anda rasakan setelah menggunakan U-Dictionary dan google Translate?*

a. The First Student

*Saya menjadi lebih terampil dalam penggunaan kosa kata bahasa inggris sehari-hari, juga meningkatkan kemampuanku dalam pengucapan bahasa Inggris. Namun, tetap harus ada kontrol dari orang tua dan diri sendiri agar tidak selalu bergantung pada Google*

*Translate.*(Interview with Ms. Hanida Nur H. (Agree), on Thursday, July 22, 2022)

b. The Second Student

*Menjadi kecanduan menggunakan GT dibandingkan menghafal kosa kata dan mempelajari grammar sekaligus tenses dalam pembelajaran bahasa Inggris.*(Interview with Ms. Haura Shabira (Disagree), on Thursday, July 22, 2022)

c. The Third Student

*Membuat saya menjadi lebih fasih dalam penggunaan kosa kata bahasa Inggris.* (Interview with Ms. Kalila Nareswari N. (Agree), on Thursday, July 22, 2022)

d. The Fourth Student

*Kadang-kadang membuat saya malas belajar grammar dan tenses.*(Interview with Ms. Nadine Kusuma H. (Agree), on Thursday, July 22, 2022)

e. The Fifth Student

*Membuatku lebih fasih dalam pelafalan, penerjemahan bahasa Inggris.* (Interview with Ms. Nasywa Yumna D.R. (Disagree), on Thursday, July 22, 2022)

f. The Sixth Student

*Membuat ku malas belajar grammar dan tenses karena di GT sudah tersedia, dapat diakses dengan praktis.*(Interview with Ms. Nayfa Alia F. (Disagree), on Thursday, July 22, 2022)

g. The Seventh Student

*Membantu saya lebih fasih dalam menggunakan bahasa Inggris.*(Interview with Ms. Adwyna Rezky J. (Agree), on Friday, July 23, 2022)

h. The Eighth Student

*Biasa aja, karena saya jarang menggunakannya.*(Interview with Sheryl Quanesa K.A. (Agree), on Friday, July 23, 2022)

i. The Ninth Student

*Agak cukup membantu saya dalam latihan berbicara menggunakan bahasa Inggris.*(Interview with Ms. Selpi Surbani (Agree), on Friday, July 23, 2022)

j. The Tenth Student

*Membantu saya lebih lancar practice penggunaan bahasa Inggris, meskipun masih terbata- bata.*(Interview with Ms. Nur Sakinah (Agree), on Friday, July 23, 2022)

k. The Eleventh Student

*Kalo dibilang buat kecanduan, agak bikin kecanduan ya, karena saya jadi malas membuka kamus cetak.*(Interview with Ms. Maura Rasya A (Agree), on Friday, July 23, 2022)

l. The Twelfth Student

*Yang saya rasakan setelah menggunakan Google Translate adalah tugas bahasa inggris saya menjadi cepat selesai, agak sedikit mengerti penggunaankosa kata bahasa Inggris sehari-hari.*(Interview with Ms. Karisa Nareswari N. (Agree), on Friday, July 23, 2022)