



The english students' perception in using u-dictionary translator in translator class

Lia Pertiwi¹, Syafryadin²

^{1,2}Postgraduate Program of English Education, Universitas Bengkulu, Bengkulu, Indonesia

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ABSTRACT

U-Dictionary is the automatic attempt to translate words, phrases, documents, or speeches from one language to another. Examining students' perceptions of utilizing the U-Dictionary to translate words, phrases, texts, or speeches is the aim of this study. Twelve students participated in this study using the descriptive-qualitative methodology, and this type of U-Dictionary was reported and assessed. Data for the translation quality study were gathered using U-Dictionary procedures and questionnaires distributed to 12 English students in class B. The findings show that in order to obtain a decent translation based on their own understanding, students in the third semester of the English education department at UIN Fatmawati Sukarno Bengkulu had to double-check and rearrange words, phrases, sentences, and paragraphs. Another choice for understanding the meaning of other languages is U-Dictionary. Student can use U-Dictionary as a dictionary as well. U-Dictionary is immensely helpful and practical; it can give users a general description and provide them with ideas or considerations to help them understand the meaning.

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Corresponding Author:

Lia Pertiwi,

Postgraduate Program of English Education,

Universitas Bengkulu,

Jl. WR. Supratman, Kandang Limun, Muara Bangka Hulu, Bengkulu, 38371, Indonesia

Email: liapertiwi2004@gmail.com

INTRODUCTION

Learning a language certainly has its own challenges. Given how crucial it is to become proficient in the English language, using learning media to aid in the process is one way to do so. Prior to the digital age, books and texts were frequently employed as learning resources (Rizki, 2022). In contrast, technology is advancing at a breakneck pace right now, and the world is moving toward the digital age. According to (Nugraha & Hermina, 2023), digital refers to the current period of technological renewal associated with the internet and information technology. It is often found that many students are still not fluent in speaking English (Wulandari & Handayani, 2020). Of course, all of that has its own reasons. Lack of understanding of meaning in English is one of the factors (Susanthi, 2020). Then, the term translator is familiar to us, especially academics in the field of language. In addition to all other disciplines, the learning system also includes translation as one of the courses that needs to be continuously improved. According to (Barokah, 2024) say that, translation allows for the implementation of a multilingual educational approach, where students

learn more than one language at a time. This creates opportunities to understand content in the original language and encourages deeper understanding. As Suzanne Flynn, a professor of linguistics, says, "Multilingual education helps students to become more knowledgeable and proficient language speakers in cross-cultural communication". Translation is very important in communicating, especially in this modern world (Hidayat et al., 2024)(Killman, 2024)(Pritam & Singh, 2023)(IŞIDAN, 2021). Translation means conveying the meaning of the text in various languages according to the author's intended intention. The idea is expressed in the source that the translator must be fluent in the target language in addition to being able to interpret the communication accurately to avoid mistakes. For that, using applications or other tools is one way to make it easier. One of them is the use of U-Dictionary in learning. According to Wulandari and Handayani (2020), U-Dictionary shows that it has a positive influence as a learning aid, especially in improving speaking skills and expanding vocabulary. Students' vocabulary increases drastically as they utilize U-Dictionary, with each student learning at least one hundred new words from different categories of words such as nouns, adjectives, verbs, and adverbs.

Today, translation plays an important role, especially in the academic environment. Students who have difficulty speaking English often have difficulties. Many software programs and websites can be used as learning resources as a result of rapid technological developments. According to (Zahari & Ananda, 2024), the use of media in learning English is very helpful for students in improving their ability to understand translation. As a result, there are many technology translation options accessible, including the ability to translate messages from English to Indonesian using U-Dictionary or Google's application translation engine. This has become the latest advance in internet technology and new media in the development of digital dictionaries. While the phone is online, U-Dictionary is a mobile app that may be used both online and off. On March 24th, 2016, Youdao in Hong Kong made it accessible. The fact that U-Dictionary has been downloaded by more than 50 million individuals as of 2019 suggests that students in the present period should at the very least use this app to help with translation.

In this day and age, this is full of progress. The direct use of dictionaries may not be effective. Similarly in 2016, there were 4.9 million students identified as English language learners (ELLs) in U.S. public schools who practiced learning, the use of dictionaries is not allowed at the same rate in all states; some limit use (Nerlinger, 2021). In this case, it is important to have an effective or non-effective factor in the use of the dictionary and look for other methods in its use that are practical. On the other hand, many students prefer electronic dictionaries to verify vocabulary meanings, understanding, alternatives, definitions and broad examples, and obtain accurate pronunciation. In addition, electronic dictionaries in showing the use of new vocabulary grammar and accelerating vocabulary recall and retention (Alamri & Hakami, 2022). However, according to (Wati, 2020), the use of electronic dictionaries has benefits for students, making them understand the importance of learning English and electronic dictionaries can increase the efficiency of learning English, motivate and improve their English, and have sufficient word input, are easy to use, have a fast translation system, and have voice translation.

There are several previous studies that are relevant to this research. The first study about perception of Google Translate by (Rahayu, 2021)(Khotimah et al., 2021)(Setiawan & Axelina, 2023), found that students use Google Translate to acquire pronunciation, add vocabulary, and find synonyms other than translating. Subsequent research by (Mustika et al., 2021) found that most students use internet dictionaries rather than printed dictionaries when learning English. If used broadly, perception refers to a person's point of view, understanding, or way of seeing or interpreting something. In its narrowest form, perception is sight, or how a person perceives something. According to (Sujarwo, 2020), perception is defined as the act of receiving, selecting, arranging, interpreting, testing, and reacting to a thing, event, or problem. In addition, there has been previous research comparing the translation results of Google Translate and U Dictionary, and the results show that the translation results of U Dictionary are more accurate than Google

Translate (Arif, 2024). Then, U-Dictionary as a supporting tool in the translation process. However, some challenges were also identified, including limitations in dictionary functionality and language ability (Barokah & Burhayani, 2024)(Muslimawati et al., 2021)(Sunyoto et al., 2023)(Arif, 2024). The focus of some previous research has been on how people perceive the use of Google Translate; however, the study focused more on how people perceive the use of online dictionaries, specifically how English students perceive the use of U-Dictionary in translation classes. Research on U-Dictionary has also been carried out by previous researchers, such as (Ismailia, 2023)(Maulia & Amin, 2023)(Yuliyanti & Siahaan, 2022).

This study will try to understand how students see the benefits, limitations, and impact of using U-Dictionary on their understanding and translation skills. By evaluating students' perceptions of U-Dictionary, this study can yield valuable insights into the effectiveness of the app in supporting language learning and translation. This study focuses on the perception of students of the third semester English study program of UIN Fatmawati Sukarno Bengkulu towards the use of U-Dictionary as an aid in the translation process.

RESEARCH METHODOLOGY

This study used descriptive qualitative research as its approach. It was based on research that examined the third semester of the English Education Program Study's examination of students' perceptions of using the U-Dictionary. (Kuantitatif, 2016) asserts that data collection is a natural phenomenon or process. According to the aforementioned criteria, the natural world is a direct source of data, and researchers are an essential tool in qualitative research.

The English Education Program Study, Tarbiyah and Tadris Faculty, UIN Fatmawati Sukarno Bengkulu, conducted this study. There were 14 individuals in all who were third-semester English Education Program Study students Class B as the sample. Students who were deemed to have utilized U-Dictionary in class were included in the study.

Researchers collected data using online surveys and questionnaires (Google Form), and interview. This questionnaire will contain questions specifically designed to explore students' perceptions related to the use of U-Dictionary as a tool in translation. Then, the collected data will be analyzed qualitatively descriptively, which allows researchers to detail and describe the results of the survey appropriately. In addition to the questionnaire, it may also be possible to do a thorough translation using the descriptive text that has been provided to gain a deeper understanding of the use of this application. This method is expected to help uncover students' perceptions in detail and provide valuable insights related to the use of U-Dictionary in the translation process in the educational environment

The data of this study is the result of students' perception of U-Dictionary. The app is used to translate the descriptive text that is already provided, after asking them to translate and pay attention. They were asked to fill out a questionnaire through a Google form and interview random students to find out their perception of the U-Dictionary application. After collecting the data, the researchers analyzed the different responses of the students. The technique for analyzing data is a process of transformation, modeling informational conclusions, suggesting conclusions, supporting decision-making. After collecting data, the author analyzes students' responses or perceptions by taking several steps. Sugiyono (2018) conducted a content analysis. In order to deepen your comprehension of the interview transcripts, field notes, and other materials you gather, as well as to transform yourself so that you may communicate what you've learned to others, you must carefully explore and arrange the data.

RESULTS AND DISCUSSIONS

In order to determine the study's conclusions, the researcher used questionnaires to collect the data described below:

Table 1. The importance of english subject matter in using u-dictionary

No	Statement	Total Participant (N)	Percentage
1	Have you ever used U-Dictionary?	14	92.9%
2	How often do you use U-Dictionary?	14	57.1%
3	What type of language do you generally search for in a U-Dictionary?	14	57.1%
4	Have you used U-Dictionary as a learning devices or tools?	14	92.9%
5	Does U-Dictionary help you on translation class?	14	100%
6	What is the role of U-Dictionary for you?	14	100%
7	Do you find it easy to use U-Dictionary?	14	100%
8	How is importance U-Dictionary on your English studies?	14	71.4%
9	Can you find all of the words that you are looking for in U-Dictionary?	14	50%
10	What is the easier one between English-Indonesian and Indonesian-English translation?	14	51.1%

As per the table above, it can be explained that, out of 14 respondents only one person has never used the U-Dictionary, with a percentage difference of 92.9% and 7.1%. Students can use U-Dictionary to virtually translate words or phrases from one language to another. Then, for how often they used U-Dictionary, 8 students answered sometimes with a percentage of 57.1%, and 4 students usually 28.6%, and two students always used a percentage of 14.3%. Most students often use U-Dictionary with the type Indonesian-English with a percentage of 57.1%, while those who use English-Indonesian are 35.7%, and those who choose other languages are 7.1%. In the use of U-Dictionary in learning tools almost all students use with percentages of 92.9% and 7.1%. Whereas, the use of U-Dictionary is very helpful for students in translating with a percentage of 100%. For word searches in U-Dictionary not all can be searched, for percentages sometimes by 50%, then always 28.6%, and 21.4% usually. And the last one for ease in finding translations is easy to use languages from English- Indonesian compared to Indonesian-English, with percentages of 57.1% and 42.9%.

An explanation of the results of this study can also be described as follows:

Q1. Have you ever used U-Dictionary?

Only one of the twelve students disagreed; the other eleven did. Students can use U-Dictionary to virtually translate words or phrases from one language to another.

Q2. How often do you use U-Dictionary?

When faced with challenging words, the students frequently consult the U-Dictionary. They can place the appropriate words in the target language by having a partial understanding of the meaning of the words. As a result, they only occasionally use U-dictionaries when they encounter a challenging word.

Q3. What type of language do you generally search for in a U-Dictionary?

Indonesian-English and English-Indonesian are the main language pairs used. In certain cases, students type in English first, and then translate it into Indonesian, and vice versa.

Q4. Have you used U-Dictionary as a learning devices or tools?

The students utilized U-Dictionary as a tool or learning aid to help them translate challenging terms. They typically use it to look up new terms.

Q5. Does U-Dictionary help you on translation class?

Because U-Dictionary can assist with word translation, including for unknown words, the students preferred it. Quick translation results are available from U-Dictionary. On occasion, students in the class can complete assignments using U-Dictionary.

Q6. What is the role of U-Dictionary for you?

Students found new terms, including unknown words, and swiftly translated between the source and destination languages using U-Dictionary.

Q7. *Do you find it easy to use U-Dictionary?*

Students believe that U-Dictionary is universally applicable. Students won't be hesitant to use this U-Dictionary because it can be easily incorporated into tools to translate.

Q8. *How is importance U-Dictionary on your English studies?*

Students benefit from the U-Dictionary. They are able to translate foreign words into Indonesian and English while comprehending their meaning. This U-Dictionary is crucial for students.

Q9. *Can you find all of the words that you are looking for in U-Dictionary?*

Sometimes U-Dictionary provides students with all the words they require. Terms are one factor that makes it challenging to find. Students should look up information from different sources.

Q10. *What is the easier one between English-Indonesian and Indonesian-English translation?*

Students always use English-Indonesian Dictionary's translation service. It is adaptable; the words immediately appear in the desired language. There are also sound and speech components.

After compiling and analyzing survey data, the researcher received some findings. This shows that U-Dictionary had already been utilized by all of the students. They needed translation in order to use it for a variety of reasons. They used it for what it was meant for, which was to identify all meanings that they were inquisitive about, demonstrating that they were unsure of their command of the vocabulary. When they encountered unfamiliar or challenging words to translate into the target language, the students used U-Dictionary. This provides students with the opportunity to expand their vocabulary. Students frequently utilize U-Dictionary, which is available anywhere.

U-Dictionary was the only resource used by students who lacked the time or motivation to expand their vocabulary. To acquire a competent translation based on their own understanding, students double-checked and rearranged the sentences. To translate words, phrases, sentences, paragraphs, and even text, they used U-Dictionary. As English education department students, it was definitely not a good setting for them, and it was detrimental for them to attempt direct interaction when they had no time to research which one kids typically use online. The majority of pupils used computational linguistics, or U-Dictionary, to learn new and challenging terms. They tended to emphasize searching for English and Indonesian in their responses. However, individuals occasionally indicated that they did not understand all of the search phrases when the researcher questioned if the terminology used in U-Dictionary was easy to understand. They used U-Dictionary to translate some terms; however, this needs further analysis because the researcher lacked control over the type of word they chose to translate, whether it was a straightforward familiar word or an obscure one. They said that every student used U-Dictionary to translate words for words; therefore, it also became a sensation. Given that context can alter a word's meaning, it has not produced the best translation results when compared to translation theory. The U-Dictionary was useful. The practice part was the most beneficial because it was pertinent to the pupils' responses. Opinions about the U-Dictionary have a significant influence on both its perceived value and actual use. They might learn the definitions of words, phrases, sentences, and perhaps even paragraphs faster by utilizing U-Dictionary than by looking them up in a dictionary. It indicated that the students utilized U-Dictionary as a comparison translation tool and as an alternative type of dictionary. They believed that translating from English to Indonesian would be simpler than the reverse. Since Indonesian is their native language, they might be able to determine the meaning based on the context of the sentence. Therefore, this response was influenced by the users' varied linguistic backgrounds. The researcher then inquired, "What is the role of U-

Dictionary for you?" They said that U-Dictionary assisted in translating and discovering new words; both responses were equivalent due to U-Dictionary's use simple.

The students' responses indicated that using U-Dictionary had three possible outcomes: positive, negative, and no effect. They understood that using U-Dictionary had three possible outcomes: a positive effect in that it helped them discover more words; a negative effect in that it decreased our interest in using an open dictionary; and a result of translation that was occasionally irrelevant. Positively, it put a lot of emphasis on practicing. They were given a general explanation of acceptance; all that was needed was an understanding of the context, but U-Dictionary put them in a difficult situation because it occasionally had incorrect grammar and a lack of correlation with what they already knew, and it was challenging to use if there was no network.

CONCLUSION

The conclusion is that U-Dictionary is a technological creation that adds another method to understand the meaning of English. In its use it is very helpful and practical, then provides a general description to users and gives them ideas or considerations to help them understand its meaning. In addition, students often use it when they meet words that are considered difficult. In other cases, of course, there are weaknesses. Therefore, they must re-check and make plans to produce good translations themselves, which is contrary to students' conceptions of their own tasks inside and outside the classroom when using U-Dictionary. They must also have students' personal perceptions of the overall category. Therefore, U-Dictionary can be used for purposes other than translation and can be learning sounds or pronunciation with U-Dictionary. In addition, it is recommended that someone can thoroughly assess the results of students' translations through U-Dictionary to conduct future studies. This topic offers comments and considers students' perceptions. For further research, it would be nice to have a development of teaching methods in using U Dictionary in learning English. Therefore, it is important for researchers after that, especially those who have an interest in the same research topic but with different objects, variables, or methods in order to dig deeper into the answers.

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