

SKRIPSI
THE IMPACT OF USING MOBILE TRANSLATION
ON EFL STUDENTS IN ACADEMIC WRITING
COURSES

Submitted in partial Fulfillment
of the Requirement for Gaining the Degree
of Bachelor of English Language Education



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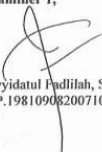
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ABSTRACT

Title : The Impact of Using Mobile
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This paper investigates the impact of using mobile translation on the academic writing skill of EFL students. The purpose of this article is to be able to find out the pattern of using mobile translation in academic writing courses, and the effect of using mobile translation on students in the short and long term. This research uses a case study research design that occurs in EFL UIN Walisongo students in semester 6 in 2023. The data collection method uses direct interviews with students, and academic writing practice using mobile translation. The results show that the positive impact received by EFL students when using mobile translation is less than the negative impact they receive, the positive impact is only related to the process of churching writing assignments faster while the negative impact actually has a huge impact such as being lazy in learning and improving English skills, making students dependent on mobile

translation. Researchers found a way to prevent EFL students from relying on mobile translation by 1. Practice reducing opening the application and switching to the traditional dictionary (dictionary) 2. Students must be diligent in opening dictionaries and using their vocab in everyday life, 3. Trying to translate scientific writing by manual means, 4. Improving language skills by reading English-language scientific journals and watching movies without subtitles, 5. Make a habit of constructing sentences using your own vocabulary guided by the grammar structure that has been learned without using the help of mobile translation

Keywords: Mobile Translation, EFL Student, Academic Writing.

MOTTO

"Allah will exalt those who believe in you all and those who have knowledge by several degrees"

(QS. Al Mujadalah 58:11)

"Tanpa tindakan, pengetahuan tidak ada gunanya dan pengetahuan tanpa tindakan itu sia-sia"

"Abu Bakar Ash-Shiddiq"

"Barang siapa yang menjauhkan diri dari sifat suka mengeluh maka berarti ia mengundang kebahagiaan"

"Abu Bakar Ash-Shiddiq"

"Lakukan sebaik mungkin dan kurangi mengeluh, karena tuhan tidak suka dengan orang yang banyak mengeluh"

DEDICATION

I dedicate this thesis to my supervisor, guardian lecturer, lecturers in English education, and all those who have helped the author to finish this thesis. especially to my beloved mother and father(Sri wahyuni {almh}, Munawir {alm}), who has passed away brother - brother, and friends who have accompanied me until now.

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Finally, the writer realizes that this thesis is still not perfect. That way, the writer is happy to accept criticism and suggestions to make it better. The writer also hopes that this thesis can be useful for future readers

Semarang, 4 April 2023

The writer.

A handwritten signature in red ink, consisting of a stylized 'M' followed by a horizontal line with some scribbles underneath.

Muh Khoirun Nur Zaini

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CHAPTER 1

INTRODUCTION

A. Background of The Research

English has 4 important aspects namely speaking, listening, reading, and writing. The four aspects, it is divided into two skills, the first is receptive skills (listening and reading) and the second is productive skills (writing and speaking). Writing is the most difficult aspect to learn ¹, because writing is not just about communicating using speech, to be able to focus on writing students must be able to master the relationship between speech and written text ². Writing is less popular in Indonesia, writing is considered a boring job since it requires the ability to think critically. Critical thinking and writing are basic in learning and studying in higher education; they are required for the successful acquisition of knowledge and skill.

¹ 2003 Hyland, *On Second Language Writing*, *TESOL Quarterly*, 2002, xxxvi <<https://doi.org/10.2307/3588251>>.

² (Ismail Ibrahim, 2013)

Writing is not a natural activity, but a complex cognitive activity, therefore the author must be able to control many variables simultaneously. Arij Mustafa states variables in writing include: qualified knowledge, ideas, and vocabulary.³ According to Tenri Ampa and Quraisy, the essential components of writing are structure, content, vocabulary, mechanics, and organization.⁴ In Indonesia, the competence of writing syllabus starts from elementary to university level. It is possible with this long process, student writing must change general desires, containing language structure, and lexical choices⁵. Sari & Sari Indicated that the competence to write academically for university students in Indonesia is need to be more vital considered.⁶ Therefore, there is

³ Arij mustafa, 'Difficulties in Academic Writing in English as a Second/Foreign Language from the Perspective of Undergraduate Students in Higher Education Institutions in Oman', 13.3 (2019), 41–53.

⁴ Andi Tenri Ampa and Hidayah Quraisy, 'Needs Analysis of the English Writing Skill as the Base to Design the Learning Materials', *SHS Web of Conferences*, 42 (2018), 00050
<<https://doi.org/10.1051/shsconf/20184200050>>.

⁵ Aunurrahman Aunurrahman, Fuad Abdul Hamied, and Emi Emilia, 'A Joint Construction Practice in an Academic Writing Course in an Indonesian University Context', *Celt: A Journal of Culture, English Language Teaching & Literature*, 17.1 (2017), 27
<<https://doi.org/10.24167/celt.v17i1.1137>>.

⁶ Sari & Sari, (2018)

an academic writing course taught by all lecturers to their students. English students for academic purposes, need to face some difficulties in language teaching such as: lexical, morphological, syntax, and learning the language structure of academic writing ⁷. In writing a strong ability in translation is needed.

Having writing skills is very important for students from all disciplines. Students need to support their activities in the academic world. The ability to write a complete academic essay is widely seen as one of the hallmarks of college. However, much literature states that Asian students have many problems developing writing skills. One of the reasons is that many EFL students need to learn self-study strategies in writing. English education students are required to be able to write in English scientifically, so an academic writing course is provided to hone and train the ability to write in English under the scientific arrangement. Writing cannot be separated from reading, because students can gain writing skills through reading. Research Rose in 2008 mentioned that writing and reading have a close

⁷ Sara and Schoolnik, 'Google Translate in Academic Writing Courses?', *The EuroCALL Review*, 26.2 (2018), 50
<<https://doi.org/10.4995/eurocall.2018.10140>>.

relationship.⁸ The ability and interest in reading must be mastered from an early age. Students at the tertiary level need to gain more knowledge of writing in English⁹. An author must be able to organize cognitive, metacognitive, motivational, and linguistic processes when creating a long text. Most phenomena of EFL students do not use the writing method taught by the lecturer and instead use mobile translation to translate the writing assignments given by the lecturer to students. Due to the many uses of mobile translation for EFL students, they always rely on mobile translation to do their duties, including when writing in a foreign language. Mobile translation in previous studies significantly impacted students' writing skills both positively and negatively. This is the main problem in this research.

Technology developing rapidly and the use of dictionaries is starting to be abandoned with the advent of mobile translation. The use of traditional dictionaries takes a lot of time, therefore tools were invented to be able to translate from one

⁸ (Rose, 2008)

⁹ Maryam Farnia and Safoora Barati, 'Writing Introduction Sections of Research Articles in Applied Linguistics: Cross-Linguistic Study of Native and Non-Native Writers', *Indonesian Journal of Applied Linguistics*, 7.2 (2017), 486–94
<<https://doi.org/10.17509/ijal.v7i2.8357>>.

language to another easily and cheaply. In this century, technology is developing very quickly, there are so many instant translations from one language to another ¹⁰. World digital tools, for example, online wordlists, spelling, grammar checkers, and search engines are everywhere and can help the writing practice. Programmed translation otherwise engine translation is a digital tool. Engine translation is the method of translating text from one language to a different language using a computer. Machine translation has been widely used by students who write foreign languages ¹¹. The use of mobile translation has been increasing in either the academic discipline or the non-academic discipline. Although the processing time produced by machine translation is fast, however, the quality of machine translation is far from perfection ¹². In the process of learning English, of course, students will find words or sentences that they do not understand. To understand the material in general, students try using mobile

¹⁰ Gennady Medvedev, 'Google Translate in Teaching English', *Journal of Teaching English for Specific and Academic Purposes*, 4.1 (2016), 181–93.

¹¹ Sara and Schcolnik.

¹² Sependi Napitupulu, 'ANALYZING INDONESIAN-ENGLISH ABSTRACTS TRANSLATION IN VIEW OF TRANSLATION ERRORS BY GOOGLE TRANSLATE', 5.2 (2017), 1–14.

translation. This is why the role of mobile translation is very important in the translation process. This application helps students to translate foreign languages, especially English to their language, or vice versa. In the use of mobile translation, many students use it excessively which makes them rely on this application to write academically. This is the reason why researchers conducted this study.

The previous research studies only focused on the advantages and disadvantages of using mobile translation (MT) in students, besides that the data taken only focused on surveying the effects of using MT in writing. Therefore the author researches the case study that has occurred, the researcher will analyze: 1 The effect of mobile translation on EFL students in academic writing courses. 2 Knowing how EFL students can overcome dependence on mobile translation when writing in English. The researchers will focus on the impact directly felt by academic writing students in the short term as well as in the long term, and also how they can not depend on MT when writing in English.

B. Question of the Research

1. What is the impact of using mobile translation on EFL students in academic writing courses?
2. How do EFL students overcome dependence on mobile translation when writing in English?

C. Objectives of the research

1. To explain the positive and negative impacts of using a mobile translation by EFL students in academic writing courses.
2. To explain how students can eliminate dependence on mobile translation when writing in English.

D. Pedagogical Significance

1. Theoretical Benefit

This study can enrich literacy about information and communication technology in the context of English learners.

2. Practical Benefit

A. For teachers or lecturers

This study can provide teachers with an overview of the application and impact of the latest digital products in English language teaching, especially in terms of writing and translation

B. For students

The findings of this study can provide many benefits for students, especially for English language education learners. They can know the impact of the overuse of mobile translation on academic writing and can also know how not to rely on mobile translation when writing in English.

C. For the readers

This research is useful for enriching knowledge and studies in translation problems. So that it can enrich knowledge in the scientific field of English language education majors, especially in the field of writing and translation

CHAPTER II

RELATE OF LITERATURE REVIEW

A. Previous Research

Sangmin and michele lee, 2019 conducted research entitled **“The impact of using machine translation on EFL students’ writing”**.¹³ This study aims to investigate MT's role as a call-in EFL writing tool. Students translate from L1 writing into L2 then after that new, students improve their writing by using MT for comparison. The result of this study that is students' writing ability increases significantly. It is due to student writing shows that MT can improve their vocabulary, grammar, and expression, ultimately improving the writing quality. The study also found that MT could positively influence students' writing strategies during revisions, but also found flaws in MT, such as inaccuracy, literal translation, and reliance on L1 writing style. This study established that MT functions similarly to peer-editing: nothing is perfect but both can help students' writing, but teachers need to remind students to focus on problems beyond lexical grammar. MT is not always correct and accurate so it is difficult for

¹³ (Sangmin & Michelle, 2020)

students with low language skills to use it appropriately. Teachers should advise students to double-check the translations from other sources rather than just adopting from MT. In this study, students use several kinds of writing strategies when studying with MT, such as: re-examining the results, using the knowledge that has previously been learned, inferring, paraphrasing, and rewriting. Comparing their results to the MT version can encourage students to identify and correct their own mistakes. The similarity of this study is the effect of using machine translation on EFL students. The difference between this study and our research is using MT in data collection. Their study used MT after students translated into L2 independently, while this study used MT at the beginning of writing from L1 to L2. The second difference is in the method used. In their study, researchers used mixed methods and in our research used a qualitative case study.

Marco Cancino, (2020) conducted research entitled “**The impact of Google Translate on L2 writing quality measure: Evidence from Chilean EFL high school learners.**”¹⁴ This study aims to analyze the results of writing produced by high

¹⁴ Marco Cancino and Jaime Panes, ‘The Impact of Google Translate on L2 Writing Quality Measures: Evidence from Chilean EFL High School Learners’, *System*, 98 (2021), 102464
<<https://doi.org/10.1016/j.system.2021.102464>>.

school students using Google Translate. Sixty EFL students in high school were randomly selected and divided into three groups (GT without instructions, GT with instructions, and Group without access to GT). The quality of writing is seen in terms of T-unit length, syntactic complexity, and accuracy in narrative tasks. The results showed that complexity scores and syntax accuracy were higher in the GT access group. Google Translate as an effective learning tool is discussed while emphasizing the need for learning to receive adequate instruction on how to use it. The similarity of the above research with this study is in the use of translation as a tool used by EFL students in writing to L2. The difference is in the object studied, the research above focuses on the results of writing produced by EFL students while this study focuses on EFL students who receive the impact of using mobile translation.

Sara Kolodnik, (2018) conducted research entitled "**Google Translate in academic writing courses ?**." ¹⁵ The purpose of this study was to explore the benefits of using Google Translate (GT) at different levels of English courses for academic purposes (EAP) to see if the use of GT affects the quantity and quality of student writing. This study explains a significant difference in students' writing assignment scores after using GT. Due to the

¹⁵ Sara and Scholnik.

time, students have to write. There is no need to think about how students write in English. They can search for vocabulary and expressions quickly. In the second assignment, students significantly used longer, more academic words. It is expected that students will be able to enter the words they use into their active language. Academic writing depends on the level of use of academic vocabulary. The use of student vocabulary depends on the level of knowledge and motivation of the student. Cases of not knowing a suitable word in English occur a lot in the environment of students, even though they know the word in their L1. This research reveals that using GT can help students to be able to use vocabulary in everyday life. A common admonitory in this study is the purpose of the study. The difference is in the aspect under study.

Ignacio Garcia, Dkk, (2011) conducted research entitled **“Machine translation assisted language learning: writing for beginners.”**¹⁶ This study aims to find out whether machine translation (MT) can help develop students in writing skills in a second language. The result of this study that is MT helps

¹⁶ Ignacio Garcia and María Isabel Pena, ‘Machine Translation-Assisted Language Learning: Writing for Beginners’, *Computer Assisted Language Learning*, 24.5 (2011), 471–87
<<https://doi.org/10.1080/09588221.2011.582687>>.

learners to communicate more in a second language, to be able to write more words that are relevant to a situation, and assistance appears to be greater when the learner knows less Spanish. MT can also help students to write better, even if only a little. In this study, it is explained that machine translation can help students learn Spanish, then this may also happen in other language lessons. MT can be a motivating tool for designing communicative activities, but there is also a bad effect that students become lazy. The similarity in this study is in the use of machine translation in research. The difference between this study and our research is: 1. Previous studies used MT for assisted language learning, but my research examined the impact of using MT on EFL students. 2. These studies use Spanish as a second language, and our research uses English as second language studies.

Sayida,2019 conducted research entitled "**A qualitative study: the use of google translate among the English education department.**"¹⁷ This study aims to reveal students' problems with the use of google translate (GT) and address their problems when using GT in the language learning process. The

¹⁷ Zulkifli Sayida Ralia Mawallia, "A Qualitative Study: The Use of Google Translate among English Education Department Students", *Ayan*, 8.5 (2019), 55.

result of this study is five aspects of the problems that students face when using GT in the learning process related to google translate technology: 1. The absence of facilities to adjust the speaker speed when speaking. 2. cannot translate slang. 3. GT cannot translate idiom language. 4. Low grammatical accuracy in GT translations. 5. GT has limited words for translation(5000 words) and also limited file size for translation(1 MB per file format). This study also found students' strategies in solving problems when using GT, namely: the first strategy is that students repeat the speaker's pronunciation while listening and students must understand the context before practicing pronunciation. The second strategy is that students understand the main points when reading. The third strategy is to review the source language before it is translated and must correct all sentences that have been translated. The similarity of this study is the research method and the research subject. The difference between this study and my research is the primary focus of the problem in this study, this study focuses on the shortcomings in google translate that hinder students from learning English, and my research focuses on the impact of using mobile translation on students' academic writing skills.

Nuri Nadifhah (2022) conducted research entitled “**The Use of Google Translation by Students in Writing a narrative**

essay.”¹⁸ This paper describes the process of writing which is prewriting, organizing, writing, and polishing: revising and editing. Researchers found several types of Google translate to use in the first student writing process, namely students using MT in the writing and polishing process: revising and editing. The second is that students use MT only in the writing process. With this tool, students write directly in English even though they first used Indonesian. Some students like to think and write in Indonesian first. The reason is that they can focus on writing and not lose the essential points to be written. This study explains that students use google translate because they find it difficult when writing directly into English, still have difficulty understanding the structure of the text, and also the limitations of vocabulary they are good at. Students receive several impacts when writing using google translate, such as their vocabulary increases and time efficiency in the writing process. The similarity in this study is the aspect of using mobile translation in student writing. The different lies in the participant and the focus of the study.

¹⁸ Nuri Nadhifah, 'THE USE OF GOOGLE TRANSLATE BY STUDENTS IN WRITING A', 6.2 (2022), 59–66.

B. Literature Review

1. Mobile Translation

In the 20th century, much research began on machine translation, and conflicts between countries influence this. Various countries are competing to be able to understand content from other countries, including languages. The rapid development of the world, wide, web was followed by the emergence of a site called Altavista Babelfish, a machine translation from one language to another language. Systran first introduced the two boxes in today's translation engines. With the increasing number of smartphone users, translation applications have emerged with additional capabilities such as speech recognition and augmented reality. Then comes the name mobile translation with various names according to the name given by the application developer such as Google Translate, U Dictionary, Speak and Translate, Reverso Translate, and Learning, Microsoft Translate, and others.

The mobile translation is a tool used in language learning. Niño in 2009 found that Out of 250 EFL Students, 75% of undergraduates feel that mobile translation is a beneficial device and 81% state that mobile translation has an impact on improving their ability, but One of the main weaknesses of using free online MT systems is the fact that there are usually many

errors in their output and their translations are often “structure-preserving” if not word-for-word¹⁹. His teacher attitude survey found that 23% of language teachers use mobile translation in their teachings, both from the first language to the second language and from the second language to the first language. Thirty percent of instructors who do not use mobile translation in their classes say they are ready to use it. Mobile translation is beneficial for students in learning language education, especially in writing. It can support our research on whether mobile translation positively or negatively impacts students.

In a survey in 2012 of a language instructor in the division of a foreign language at a regional college in Sweden, 66% of participants said they would choose if their learners did not use mobile translation while doing written assignments. However, all lectures agree that if students use mobile translation, they must good language skills to correct the results²⁰. In 2014, Sara and Schcolnik makes a survey conducted on tertiary students with a total of 203 respondents to find out whether English for academic

¹⁹ Ana Niño, ‘Machine Translation in Foreign Language Learning: Language Learners and Tutors Perceptions of Its Advantages and Disadvantages’, *ReCALL*, 21.2 (2009), 241–58
<<https://doi.org/10.1017/S0958344009000172>>.

²⁰ Sara and Schcolnik.

purposes students utilize mobile translation when writing in English, their stimulus for using it, and their outlooks towards mobile translation.²¹ The results show that 80% of students always use mobile translation, a lot or occasionally. Eighty-two percent were informed about using it to convert 1 word, and only 28% said they used it to translate the entire paragraph. There are findings in this study namely ; When using GT, the vocabulary profile of student writing improved. The two surveys above have slight differences, namely about the use of mobile translation where in the first study students using mobile translation must have good language skills to correct the result, and in the second study, students are not required to have good language skills to be able to use mobile translation. In Indonesia learners who want to use mobile translation are not required to have good skills in correcting their translation results.

Mobile translation serves as a good and effective support tool for L2 writing learning. Mobile translation can facilitate student writing by improving lexical fluency.²² Research

²¹ Sara and Scholnik.

²² M. H. Chen and others, 'Developing a Corpus-Based Paraphrase Tool to Improve EFL Learners' Writing Skills', *Computer Assisted Language Learning*, 28.1 (2015), 22–40
<<https://doi.org/10.1080/09588221.2013.783873>>.

conducted Garcia and Pena found that Beginner students benefit the most from mobile translation, and mobile translation can help them express themselves better by communicating through writing.²³ Niño shows that mobile translation can improve students' paraphrasing skills, which is important for successful writing.²⁴ In several studies showing the frequent comparison between the use of dictionaries and electronic translation tools, they concluded that mobile translation is better at translating things such as phrases and collocations than traditional dictionaries²⁵. Other research suggests that Mobile translation can help students' revision in writing L2.²⁶ That study only examined the benefits of mobile translation on students but did not examine its adverse effects on students' dependence on mobile translation.

The research from Medvedev in 2016 gives his thoughts on the advantages of mobile translation. Mobile

²³ Garcia and Pena.

²⁴ Niño.

²⁵ (Mahdi , 2022)

²⁶ Garcia and Pena.

translation has free access for its users.²⁷ They need to open its website in a browser or download the application on the gadget to use it. Users can get the translation result with just one click. Photo recognition is one of the widely used features to save translation time. Students only need to take a picture of the text or word and then the mobile translation will do the work. Medvedev, and Santoso State that mobile translation has some shortcomings such as: Often being wrong when translating long sentences, and this tool cannot handle idioms or figurative language.²⁸ The longer the text determines the quality of the translated product; The shorter a text is, the better it will turn out.²⁹ Mendedev concluded that mobile translation has advantages and disadvantages in interpreting a sentence, this supports my research that mobile translation has flaws and this can make students not know that the transliterated is not 100% correct.

Although there mobile translation has many advantages in developing knowledge and increasing student

²⁷ Medvedev, 2016

²⁸ Iman Santoso, 'Analisis Kesalahan Kebahasaan Hasil Terjemahan Google Translate Teks Bahasa Indonesia Ke Dalam Bahasa Jerman', *Seminar Internasional Jurusan Pendidikan Bahasa Jerman*, 2010, 1–10.

²⁹ Medvedev.

awareness about the importance of learning other languages, some studies have found some weaknesses in mobile translation. Shei explains the weakness of mobile translation, namely that there is a grammatical error in the translation results, due to incorrect language input and insufficiency of the MT grammar system.³⁰ Sentence errors generated by the MT system differ from each language and target domain to a different target. It is used to determine the quality of a translation based on the number of errors encountered.³¹ Although much opposition is still to using of MT in English language learning, especially writing, previous research has found many benefits in language education. As technology develops, it is hoped that MT can be used more widely in the context of academic writing.

2. EFL Student s

The skills of writing in English is a priority for many college students in Indonesia. Writing in English is a skill that is included in the core academic skills and complex skills and is the most difficult to master compared to the other three skills such as reading, listening, and speaking. In language classes, EFL is required to have skills in communicating in verbal and non-verbal

³⁰ (Shei, (2005)

³¹ (Kuzmanovic, 2012)

forms. When viewed writing is the process of creating meaning, meaning that writing requires recursive that can convey the meaning to be conveyed, because this is what makes EFL students difficulty when it comes to writing and they decide to use machine translation as a tool they can use when writing in English. The writing ability of EFL students is currently considered weak; therefore many EFL students use MT to support their ability to write. The more technology develops, the more ways students can learn the language. Previous research revealed some of the benefits and drawbacks of using technology. Currently, many EFL students use a mobile translation for various educational purposes as well as in everyday life. They use mobile translation to learn vocabulary, translators, reading comprehension, and writing assignments.

EFL students consider mobile translation to be the best and most complete complementary tool in language learning.³² Williams, in 2006 revealed that mobile translation can push students to think about language as a media of communication, and not only a set of vocabulary words and

³² Eid Alhaisoni and Maha Alhaysony, 'An Investigation of Saudi EFL University Students' Attitudes towards the Use of Google Translate', *International Journal of English Language Education*, 5.1 (2017), 72 <<https://doi.org/10.5296/ijele.v5i1.10696>>.

sentences.³³ Previous studies have confirmed that EFL students can use mobile translation as an effective additional device during second-language writing. Mobile translation can help students write quickly and produce smoother and more natural writing with fewer errors.³⁴ Students can indeed learn languages easily using mobile translation, but they must also pay attention to every sentence they translate properly and correctly.

Bernardini revealed that EFL students in class more often use mobile translation to meet individual needs and references.³⁵ This is because data-driven learning is more effective for EFL or ESL students, especially for those at low levels. Other studies as well explained that about 220 foreign language students on American campuses use daily (27.7%) and weekly online dictionaries as much as (39.7%) and to help them write as much as (85.3%). Numerous studies have detected that mobile translation can help students revise in second language writing, and can help EFL students who often have difficulty

³³ Williams, 2006

³⁴ Esma ŞENEL, 'The Integration of Creative Writing into Academic Writing Skills in EFL Classes', *International Journal of Languages Education*, 1. Volume 6 Issue 2 (2018), 115–20
<<https://doi.org/10.18298/ijlet.2869>>.

³⁵ Bernardini, 2016

getting individual feedback about their writing in class. Because it can help EFL students in detecting and correct errors. Students tend to be defensive when their writing is corrected by the lecturer and conversely students will be less defensive and more comfortable in using mobile translation. Therefore this study investigates the influence of mobile translation on EFL students when they write academic writing and how they cannot depend on MT when writing in English.

3. Academic Writing

Academics is a long-standing form of communication. Writing has a complicated interaction between the author and the reader.³⁶ Learning to communicate through the genre of academic writing is an activity that has a high risk. Means to assist students in acquiring academic literacy skills have grown rapidly such as the existence of E-books, online journals, online libraries, and many other things. But until now, student academic writing is still a big problem that requires a lot of improvement. Therefore now in all colleges teach how to write academically. Academic writing is widely developed in students through formal instructional settings, namely in academic writing

³⁶ Hyland, XXXVI.

influenced by cognitive development, student writing experience, educational experience, and proficiency in mastering L2.

Academic writing is a process of producing text through a process of transformation and elaboration of knowledge, very different from the retelling of knowledge which many consider a superficial writing strategy. From this theory, the writing that a person does spontaneously where a person expresses his feelings and thoughts is considered superficial. It is therefore very important to know the difference between deep/transactional (high) and superficial / transmission (low) writing approaches.

In Indonesia, the competence of writing is covered at the basic level of higher education. The writing process is very long and must meet several general requirements such as grammar, conventions, and lexical. But academic writing of students in Indonesia is currently considered weak. A study that has been conducted by Maguire, Reynolds, and Delahunt in 2013 states that academic writing competence requires a knowledge base of a particular discipline, Or background knowing about anything to write.³⁷ Irvin in 2010 as well as followed by facts of

³⁷ Moira Maguire, Ae Reynolds, and Brid Delahunt, 'Self-Efficacy in Academic Reading and Writing, Authorial Identity and Learning

certain texts have common functions and organizational outlines by language systems.³⁸ It can improve the critical thinking ability of an author³⁹. Academic writing is very important for students because they can practice the ability to organize a sentence according to the correct academic writing.⁴⁰

Students are required to be able to write academically, but with their L2 skills that are not qualified and the ability to organize sentences in English is still lacking, they

Strategies in First-Year Students.’, *Journal of Teaching and Learning in Higher Education*, 5.1 (2013), 1111–11117

<<http://ojs.aishe.org/index.php/aishe-j/article/viewArticle/111>>.

³⁸ L Lennie Irvin, ‘Research and Study Skills: Academic Writing’, *Writing Spaces: Readings on Writing*, 1 (2010), 3–16

<<http://dx.doi.org/10.1016/j.tws.2012.02.007>http://wlv.summon.serialssolutions.com/link/0/eLvHCXMwY2BQSEkEtoUtgTVdcqJRaopJErC_lppilpaWZGKQYmhuloZy0j5Sae4myiDp5hri7KFbnlMWDx2-iDe1MAB24AzFGFiA_eFUAFSeF1w%0Ahttp://dx.doi.org/10.6092/uni-bo/amsacta/2393>.

³⁹ Gita Dasbender, ‘Critical Thinking in College Writing: From the Personal to the Academic’, *Writing Spaces: Reading on Writing*, 2 (2011), 37–51.

⁴⁰ Marilyn Lewis, ‘Book Review: BRUCE, Ian, *Academic Writing and Genre: A Systematic Analysis* (London: Continuum, 2008), Pp. 194.

ISBN 978026498441’, *RELC Journal*, 39.2 (2008), 275–76

<<http://doi.org/10.1177/00336882080390020902>>.

choose many shortcuts, namely using mobile translation or machine translation. The use of mobile translation does not need to learn the right structure, language, and word usage, just open the gadget and search for existing applications and they can use it anytime and anywhere. Therefore, in this study, researchers examined the impact that EFL students will receive when using mobile translation when writing in English for a short and long period, and whether it can affect their ability to write positively or negatively. This research also examines how students' events do not rely on mobile translation when they write.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a qualitative approach and a case study approach. Qualitative research is a concern with developing explanations of social phenomena.⁴¹ This research focuses on the case study of the use of mobile translation in EFL students when write in academic writing courses, the impact that students receive when relying on mobile translation, and how students do not rely on mobile translation when writing in English. A suitable approach in this article is a case study of 6th-semester English Language Education students who have completed academic writing courses. A case study shows that the researcher took the case study in one place. The goal of a case study is to focus on situations encountered in a professional context. Not like textbooks that describe solving a problem using predetermined techniques. The prospect for the researcher is to increase a profound holistic opinion of the research difficulty and may

⁴¹ Beverley Hancock, 'An Introduction to Qualitative Research Au t Hors', *Qualitative Research*, 4th (2006), 504
<<https://doi.org/10.1109/TVCG.2007.70541>>.

facilitate describing, accepting, and explaining a research difficulty or condition.⁴²

The qualitative method was chosen because this study aims to provide an overview of the use case of mobile translation in EFL UIN Walisongo Semarang students during the academic writing course. Qualitative research appries the analysis of research problems that discuss the denotation of individuals or groups recognized as common or human problems, starting with human assumptions and using interpretive or theoretical frameworks.⁴³ The case studies in this study serve to formulate interpretations for specific cases and to provide useful generalizations. Therefore the case study approach allows researchers to study specific students in an attempt to understand a particular case. A case study may involve several techniques that provide insight into the resolution of a problem. The most interesting part about case

⁴² W John Creswell and J David Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, *Journal of Chemical Information and Modeling*, 2018, LIII
<file:///C:/Users/Harrison/Downloads/John W. Creswell & J. David Creswell - Research Design_ Qualitative, Quantitative, and Mixed Methods Approaches (2018).pdf%0Afile:///C:/Users/Harrison/AppData/Local/Mendeley Ltd./Mendeley Desktop/Downloaded/Creswell, Cr>.

⁴³ Creswell and Creswell, LIII.

studies is to generalize the methods learned from the learning process of one case and the situation of another.⁴⁴The descriptive case study focuses on historical and case aspects with questions that are usually like what, who, and how.

B. Participant

The participants in this study are English language education students of UIN Walisongo Semarang. The selection of Participants is based on participants who have the information needed and have the ability to describe their experiences, as well as events, and problems that occur. The population of the study amounted to 10 people or one class. The criteria for participants in this study include:

1. English language education students UIN Walisongo Semarang who have completed academic writing courses
2. Using mobile translation in academic writing courses
3. Willing to provide information that is in accordance with the purpose of the study Research Instruments

⁴⁴ Creswell and Creswell, LIII.

List of Participant Names.

1. Noor Mirza Nellya
2. Dhenia shafa kamila
3. Yasifa Qoriqotul Zulfa
4. Fikri Hamzah
5. Siti Nur Aini
6. Muhamad Sulthon Ubaidillah
7. M. Qudsi Amirullah Harahap
8. Raihan Fatkur Rahman syah
9. Triya pangesti
10. Muhamad Rizqi Mauludin

C. Research instrument

A research tool is a tool or equipment used by a researcher to collect data that helps the researcher achieve satisfactory results. in this case, the researcher uses the interview as a research tool.

The interview was the primary tool for gathering data. It is one of the most recognized tools in qualitative research.⁴⁵ Through interviews, respondents can share experiences in their

⁴⁵ Understanding Values, *Researching Values: Methodological Approaches for Understanding Values Work in Organisations and Leadership*, 2022.

context and meaning. For research purposes, structured interviews are conducted using interview questions that are firmly guided by the research objectives. To archive interactions between researchers and participants, researchers collected interview results in a single Word document. So in this study, the data instruments needed by the researcher included observations of participants, interviews, and the results of student essay writing.

a. Indicator interview

Indicator	Indicator	Q N
1. Using mobile translation	a. Knowledge about mobile translation	1,2,3,4
	b. The benefit of using mobile translation	5
	c. The Impact of mobile translation on academic	6,7,8

	writing skills	
2. Students Dependency	a. How to make the student not depend on mobile translation	9,10

The question is:

1. Have you ever taken an academic writing course?
2. do you use a translation application in the course?
3. How often do you use it? , (Often, very often, never)
4. How do you use MT when writing?
5. What benefits do you feel when using the MT application when writing in English?
6. Does your writing ability increase or decrease when using MT? tell me your experience!"
7. Does the translator application have high accuracy in its translation?

8. What impact do you receive when using the translator continuously?

9. Can EFL students not rely on MT when writing?

10. How does an EFL student not rely on MT?

b. The instrument of observation and writing practice

Task

Write a 150-word essay with your own mind with the theme "Tell me about yourself at this time", you can use MT as a tool, or you can not use it

D. Data Collection Procedure

For data collection on this research using the interview, observation, and documents. The observation was carried out through a Google meeting, with all participants, at different times. The researcher asked participants to make an essay with a topic that has been determined by the researcher, the number of words that participants must write is 150 words, and they are allowed to use the mobile translation they usually use. Researchers look at and observe how each individual uses a mobile translation that they usually use to assist in writing in academic writing subjects.

Qualitative interviews are widely used as a data collection method in the social sciences, the purpose is to reveal other people's views, descriptions, and perspectives on the themes that are talked. According to Thagard in 2013 interviews provide a solid basis for gaining insight into people's thoughts, thoughts, and feelings⁴⁶. In this study, the researcher conducted indirect interviews using the Whatsapp application. During the interview, participants were asked about the use of a mobile translation that they used in an academic writing course, and whether mobile translation can improve their ability to write or vice versa.

Another supporting data in retrieving data is documents. This document is obtained from essays that have been worked on by participants. There are several useful ways to collect documents such as what document can assist researchers in answering questions. By collecting documents, researchers hope to amplify the data obtained.⁴⁷

E. Data Analysis Technique

In this study, researchers will analyze data with 4 steps, namely data reduction, display data, and drawing/verification.

⁴⁶ Paul Thagard, 'Thought-Experiments Considered Harmful', 2013.

⁴⁷ Creswell and Creswell, LIII.

1. Data reduction refers to the processes of selection, focusing and simplification, abstraction, and transformation that appear in the corpus(body) of observation, interview transcripts, documents, and other empirical materials. By compacting the data, researchers can make the data stronger in this study, the researcher will select interview data from EFL students and documents obtained from student essay writings.
2. The display data is the second model of the Miles and Huberman model's qualitative data analysis. Data collection can be a visual format that presents information systemically so that researchers can draw conclusions and take the necessary actions. At the display stage, additional higher categories or themes will probably emerge from previously reduced data.
3. Conclusion Drawing/Verification, Attracting a conclusion involves the previous step to consider what the analyzed data means and to assess its implications for the question at hand. Verification is related to drawing conclusions, requiring a large revision of the data, it is necessary to cross-examine or verify the conclusions that appear using coherent organizing the display of the data. Verification is a process that is able to explain the answers to the researcher's questions and the

researcher's objectives. In this study, the researcher will verify the data by comparing data from interviews, observations, and document

CHAPTER IV

RESULT AND DISCUSSION

A. Finding

The researcher provides 10 questions in the form of questions and answers. Respondents will answer each question based on experiences that have passed while using mobile translation in academic writing lectures. The question aims to find out the impact of using mobile translation on EFL students in academic writing courses and the impact of using mobile translation on EFL students' writing skills. The researcher provides 10 questions in the form of questions and answers. Respondents will answer each question based on experiences that have passed while using mobile translation in academic writing lectures. The question aims to find out the role and impact of using mobile translation on students' writing skills.

1. In the data collection process, there are several obstacles experienced by researchers, namely :

a. The difficulty of obtaining resource persons, at first the researcher wanted to examine a class of English language education students who were studying in semester 6 but out of the 21 students interviewed there were only 10 people who were

willing to be interviewed, finally, the researcher only conducted research on 10 people who were willing to be interviewed.

b. It is difficult to find the right time to be able to take the second data, which is in the form of academic writing practice using mobile translation as a tool, this second data collection will be observed by each student when they write academically, besides that the results of student writing will be additional material in the results of this study. It is difficult to find the right time to be able to take the second data, which is in the form of academic writing practice using mobile translation as a tool, this second data collection will be observed by each student when they write academically, besides that the results of student writing will be additional material in the results of this study.

c. The last obstacle experienced by researchers is that they are not related to the results of the study or sources but come from the researcher himself, namely illness. When the data collection and work on this study suddenly arrived the researcher suffered from pain for about a month, which delayed the research process that we carried out.

2. Effects of Using Mobile Translation By EFL Student In Academic Writing

The research findings are based on the results of data analysis using questionnaires with the WhatsApp application. It is done to answer the first research question. There are three parts that will be discussed here, namely the reasons why students use mobile translation, the positive impact, and the negative impact of using mobile translation on their academic writing skills.

A. Why do students use mobile translation to write in English?

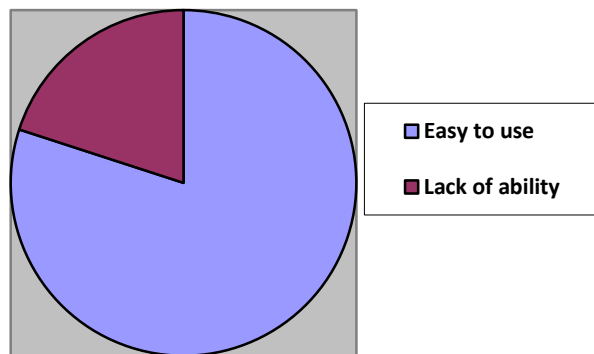


Figure 1. The reason why EFL Students use mobile translation

a. Using mobile translation is very easy

Almost all students mentioned that mobile translation helps students in writing and translating. Students don't have to spend a lot of time translating with a manual dictionary. This makes it easier for students to be able to create long paragraphs in a short time. Mobile translation can also be accessed through gadgets such as cell phones, laptops, tablets, and PC. Some of the translation applications used by students of the UIN Walisongo English education study program are 80% use Google Translate, and the rest use U-Dictionary, and Microsoft Translate. Some students explained that the use of mobile translation is only used to search for some words that are difficult and do not know the English language, others explain that they write directly in the mobile translation using their native language and translate.

b. Lack of ability to write English

As an English student, of course, qualified abilities are needed to be able to master English in all aspects such as listening, reading, writing, and speaking. However, many of them admitted that their ability was very lacking if asked to write in English compared to the other three aspects. This they admit and several factors that cause a lack of ability in English, namely: 1. Lack of literacy, literacy is the foundation of writing because someone

can understand various words that academically come from reading. 2. Lack of practice in writing, even though they read a lot of references if they do not practice what they read in writing then all that will disappear quickly, then a lot of practice is needed in writing academically. 3. The lack of vocabulary that students have, in addition to reading and writing, students also needs to memorize every new word or difficult word they encounter while studying or reading.

B. Positive Impact of Using Mobile Translation

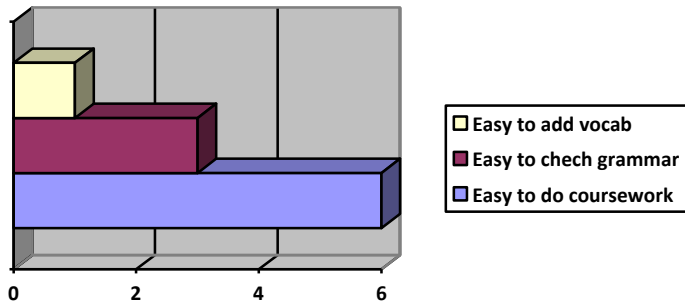


Figure 2. Positive Impact of Using Mobile Translation On EFL Students

a. **Make it easier to do tasks.**

Some students explained that mobile translation is very useful for them to support the work of assignments, they gave the reason that lecturers give a short processing time while within a week each lecturer gives one assignment and they cannot do the one by one task without help mobile translation. By using mobile translation, the task becomes faster and easier without the need to think about making sentences in English. There is one student who thinks that mobile translation does not provide too many specific benefits only enough to help in the work on assignments.

b. Simplify comprehension and add to the vocabulary

The use of mobile translation for EFL students in the sense of helps to facilitate students' understanding of the text that will be the source of learning, this is because some students reread what they have translated and then they paraphrase it again using their own language. The mobile translation is also considered to help students in knowing and learning new vocabulary related to academics, but this does not last long because students will forget it for some time because they do not often use the new word.

c. Make it easier to check grammar

Several speakers revealed that their English skills were very lacking to be able to do assignments from lecturers, including their grammar skills which were very less than what

they learned when they were in high school. This causes them to always use mobile translation to be able to do all the assignments given by lecturers. Grammar, which is supposed to be the basis for sentence formation in English, is very important and students are worried that if they write directly using their own language, lecturers will scold and question the results they have written, which is the reason why EFL students rely heavily on mobile translation to check and justify their grammar. Some of these students know that the grammar of mobile translation is not 100% correct, therefore they after using mobile translation are checked again manually one by one.

C. Negative Impacts of Using Mobile Translation

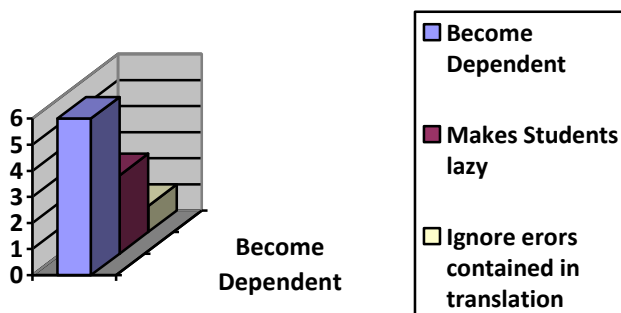


Figure 3. Negative Impact of Using Mobile Translation On EFL Students

a. Become dependent on mobile translation

Almost all respondents responded that the negative impact they felt by using mobile translation too often was dependence. This dependence began to be taken seriously by them because without using mobile translation they considered that learning English was difficult. In the writing aspect, they revealed that it is impossible to write in English without the help of mobile translation. Each gadget they have at least two translator applications including google translate and U Dictionary. They say that when they write directly without the translation then their writing will be written in just a few sentences because they are confused to express the word they are going to write from L1 to L2. And in the end, they depend on the translator application.

b. Makes students lazy

Some respondents who were asked about the negative impact they felt, all answered the same i.e. the use of mobile translation too often caused laziness. This feeling of laziness arises because it is easy to translate from Indonesian to English using an application, which at first they had to think with their

own ability to make sentences in English now they can immediately open the application and write what they will write using their mother tongue. This feeling of laziness causes many domino effects such as they become lazy to learn new vocabulary using traditional dictionaries, and become lazy to improvise their skills in listening, reading, writing, and speaking. From the domino effect that occurs, there is a huge negative impact of using the mobile translation application.

c. Ignore errors contained in the translation

Some participants agreed that mobile translation was not 100% true in its translation, but even though they knew it they claimed that they did not copy raw sentences that had been translated using mobile translation, they checked and replaced some of the wrong words in the translation they did. But for the most part, they don't really care about the grammar writing mistakes that occur in the translation, they consider that the most important thing is that their task can be completed on time and can be handed over to the lecturer.

d. Effects of Using Mobile Translation on EFL Students' Writing Ability

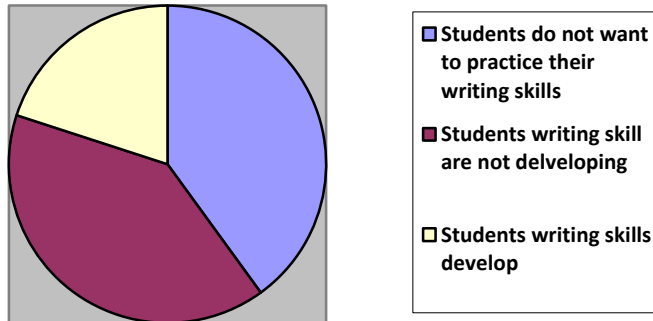


Figure 4. Effects of Using Mobile Translation on EFL Students' Writing Ability

In addition to examining the positive and negative impacts of using a mobile translation by students, we also examined the effect of mobile translation on students' writing skills, there were three answers we found, namely 1. Students become lazy and do not want to practice their writing skills, 2. Student's writing skills are not developed, 3. Students' writing skills development using mobile translation.

a. Students do not want to practice their writing skills

Some interviewees found that with the existence of mobile translation, they felt dependent which made them lazy to practice their own writing skills. Another reason is the lack of

understanding of the structure of English that EFL students are working on. In addition, the willingness to change and learn tends to be low because they are too comfortable with the development of technology that exists at this time. This is what causes English skills that they should hone to be weak.

b. Student's writing skills are not developing

Starting from the lack of interest of students to train their writing skills academically resulted in a reduction in all aspects of their abilities including writing. In this case, students should be able to write academically and structure but their skills do not develop at all, although they still write basically the language they compile comes from Indonesian, and not directly to English. 70% of the interviewees revealed that when they wrote it was not at the beginning of starting writing and continued to be lazy to do it, this is the reason behind the student's dependence on mobile translation.

c. Students' writing skills develop

There are several sources that actually reveal that with the existence of mobile translation, they feel enjoyed in writing, some of the things they expressed, namely: a. increasing their comprehension ability in analyzing a piece of writing derived from their translation, b. increasing new vocabulary that was not

familiar to them before, c. increasing the enthusiasm of students to be able to write and make structured academic writing. In this discovery, I can see from the results of their writing when doing the writing test, there are some students who have actually succeeded in making good and well-structured writing.

3. How to keep EFL students from relying on mobile translation.

The findings of this second research question were obtained from the results of observation and questionnaire collection of 10 English language education students UIN Walisongo Semarang who had completed academic writing courses in the previous semester. The number of questions was two points and answered honestly by the source.

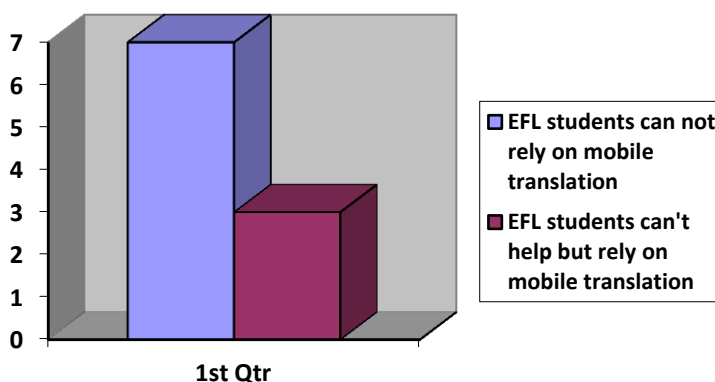


Figure 4. Can EFL Students Not Rely On Mobile Translation In Academic Writing?

A. Can EFL Students Not Rely On Mobile Translation In Academic Writing?

a. EFL students can not rely on mobile translation

The findings found that out of 10 respondents who were given this question, as many as 7 people answered that EFL students could not rely on mobile translation applications. There are several factors that can affect the dependence of EFL students on mobile translation, namely: 1. The student's own puzzle, when students often translate an article or similar writing independently, it can increase vocabulary and can escape the translator's dependence. 2. If you are used to writing directly without relying on the translation application. 3. Some other answers explain that students can not rely on mobile translation, namely by using it for difficult words only and not translating the entire full sentence from beginning to end.

b. EFL students can't help but rely on mobile translation

The findings found that 30% or 3 people answered that EFL students could not rely on translator applications. They explained that when students want to write in English, there must be an unknown word, and it is simpler to search through MT than through traditional (book dictionary). There are several factors that make it difficult for students not to rely on mobile translation, namely: 1. Lack of students' ability to process words in a structured manner, 2. At least the vocabulary owned by students, 3. Excessive fear of lecturers when the writing they make themselves is wrong in grammar and use of the word, 4. They lack the desire to learn and improve their language skills.

B. How Can EFL Students Not Rely On Mobile Translation?

From the results of the study, it found several ways so that students do not rely on mobile translation, there are: 1. Practice reducing opening the application and switch to the traditional dictionary (dictionary) 2. Students must be diligent in opening dictionaries and using their vocab in everyday life, 3. Trying to translate scientific writing by manual means, 4. Improving language skills by reading English-language scientific journals and watching movies without subtitles, 5. Make a habit of constructing sentences using your own vocabulary guided by

the grammar structure that has been learned without using the help of mobile translation.

B. Discussion

This study discusses the impact of using mobile translation on EFL students in academic writing courses, as well as how EFL students do not always rely on mobile translation when writing in English. The first problem that will be discussed here is the effects of using mobile translation by EFL students in academic writing, the first problem will be discussed sequentially starting from the reasons why EFL students use Mobile translation to help them in writing, the positive impact of using the mobile translation by EFL students. The negative impact of using mobile translation by EFL students, and the impact of using mobile translation on EFL students' academic writing skills. There are several reasons why EFL students use mobile translation such as easy, practical, and fast, providing many features, mobile translation is also the most accessible tool to help users meet their translation needs. Students have discovered the benefits of this app and tend to use it more often both inside and outside the classroom because it offers a fast and somewhat accurate translation service in multiple languages. For reasons that are fast and practical so as to make mobile translation easily accepted by EFL students in the learning process. It is related to

the result of research by Bayu in 2020 analysis that the use of translators helps speed up vocabulary mastery because it can be used directly and practically without the need to use a thick dictionary.⁴⁸ This is the same as what Alam explained who said that the benefits of translators are fast and easy.⁴⁹ The second reason is the low ability of EFL students in writing, this is in accordance with research conducted by Sara and Scholnik, which states that "Academic writing depends on the level of use of academic vocabulary" when EFL students' academic vocabulary skills are weak, it will be difficult for them to be able to write academically, besides that the low application of English in everyday life is a factor in students' weak English skills EFL.
50

The second discusses the positive and negative impacts of using mobile translation on academic writing. Of the 10 total respondents, 80% stated that the use of mobile translation has a positive impact on them, including 1) Facilitate in completing

⁴⁸ Bayu, 2020

⁴⁹ Adi Alam, 'Google Translate Sebagai Alternatif Media Penerjemahan Teks Bahasa Asing Ke Dalam Bahasa Indonesia', *Instruksional*, 1.2 (2020), 159 <<https://doi.org/10.24853/instruksional.1.2.159-163>>.

⁵⁰ Sara and Scholnik.

assignments given by lecturers, this is in accordance with research conducted by Garcia and Pena in 2011 that is MT helps novice learners to communicate more in the second language, to be able to write more words that are relevant to a situation, and assistance appears to be greater when the learner knows less Spanish.⁵¹ Using mobile translation, the task becomes easier and faster even though the work is not 100% made by one's own ability. 2) The use of mobile translation for EFL students in the sense of helps to facilitate students' understanding of the text that will be the source of learning This finding is the same as the results of the research put forward by Sangmin & Michelle in 2020 "That is MT functions similarly to students to focus on problems beyond lexical grammar.⁵² peer-editing: nothing is perfect but both can help students' writing, but teachers need to remind In this case, students not only copy and paste the results from the translator but check back and paraphrase the results using their own language. The results of the analysis found that almost all interviewees knew The negative impacts that will occur are: 1) students become lazy, with the ease of using the mobile translation application students will relax for a long time and do

⁵¹ Garcia and Pena.

⁵² (Sangmin & Michelle, 2020)

assignments close to the deadline time this is according to the results of research conducted by Garcia and Pena, in 2011 that is "MT can be a motivating tool for designing communicative activities, but there is also a bad effect that students become lazy.⁵³) The second negative impact is dependence, with the existence of mobile translation making students feel that all assignments can be done easily, then students become lazy to learn and more often use mobile translation to do assignments and write in English. This is in accordance with research conducted by Nuri Nadhifah, 2022 "This study explains that students use google translate because they find it difficult when writing directly into English, still have difficulty in understanding the structure of the text, and also the limitations of vocabulary they are good".⁵⁴ 3) the third finding is Ignore errors contained in translation, students because of their dependence on mobile translation of them do not re-examine the results of their writing but directly collect their assignments to lecturers this is in accordance with the findings of Sangmin & Michelle in 2020 that is " MT is not always correct and accurate so it is difficult for students with low language skills

⁵³ Garcia and Pena.

⁵⁴ (Nuri Nadhifah, 2022)

to use it appropriately.⁵⁵ Teachers should advise students to double-check the translations from other sources rather than just adopting from MT". In addition to finding positive and negative impacts of using mobile translation, researchers also found Effects of Using Mobile Translation on Students' Writing Ability, including 1) Students do not want to practice their writing skills, from the results of the study it was found that laziness that occurs among EFL students makes them unwilling to practice to improve their writing skills similar to the results of research from Garcia and Pena that is "there is also a bad effect that students become lazy".⁵⁶ 2) students' academic writing skills improved, from the findings showed that 80% of resource persons revealed that mobile translation caused their academic writing skills to increase this is because they get a lot of new vocabulary and reuse it when doing other tasks, this is in accordance with the results of research from Sangmin & Michelle that is the " students' writing ability increases significantly. It is due to student writing shows that MT can improve their vocabulary, grammar, and expression, ultimately improving the writing quality".⁵⁷ 3) Students' writing

⁵⁵ (Sangmin & Michelle, 2020)

⁵⁶ Garcia and Pena.

⁵⁷ (Sangmin & Michelle, 2020)

skills decrease, there are 20% of resource persons think that by using mobile translation their writing skills do not increase but instead stuck and do not increase, this is because they are used to copying and pasting the writing results from the translator and not paraphrasing it.

The third discussion is about how EFL Students Do Not Rely On Mobile Translation In Academic Writing. In the results of research and observation, it was found that the level of dependence of EFL students on mobile translation is very high, this is evidenced by 70% of student answers stating that with mobile translation they feel dependent. This is the same as the results of research conducted in 2021 by Somers, which stated that excessive dependence on MT is mostly carried out by EFL students who have low abilities. The researchers mentioned that "translations produced without intellectual input have no instructional value, and therefore waste teachers' time to correct them", a criticism justified when EFL students use MT too much and look for less accurate translations. The researchers found that 70% of interviewees believed that EFL students could not rely on mobile translation and the remaining 30% believed that EFL students would not be able to rely on mobile translation in several ways so that students do not rely on mobile translation, namely: 1. Practice to reduce opening the application and switch to the

traditional dictionary (dictionary) 2. Students must be diligent in opening dictionaries and using their vocab in everyday life, 3. Trying to translate scientific writing by manual means, 4. Improving language skills by reading English-language scientific journals and watching movies without subtitles, 5. Make a habit of constructing sentences using your own vocabulary guided by the grammar structure that has been learned without using the help of mobile translation. From the results of this latest study, it can be concluded that basically many students feel dependent on mobile translation, but this can be prevented by the motivation oneself to always learn independently without having to rely on any tools. Tools such as Mobile translation are basically used to help human work to be easier, but if the existence of these tools actually has a lot of negative impacts then their use must be reduced. According to Marco Uccio's research, "Learners should know how to correct mistakes made by translators, the use of mobile translation should depend on learners' language skills, and lecturers should also provide guidance to learners to ensure that MT is used effectively for learning."⁵⁸

⁵⁸ Cancino and Panes.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, The researcher presents a conclusion and gives suggestions related to the research problem ;

A. Conclusion

After analyzing the result of the research, the researcher comes to conclude that the reason students use mobile translation is that it can make it easier to do assignments in English, so students are very easy in the process of translating many paragraphs. Students do not spend a lot of time translating this is different when students use printed dictionaries and it takes a long time. Using mobile translation is better than traditional dictionaries with higher speed and accuracy especially for translating collocations, phrases, and words.

Data obtained from the results of research on the impact of using mobile translation on EFL students in academic writing courses found 3 things, there are 1) The positive impact of using mobile translation. 2) The negative impact of using mobile translation. 3) The impact of using mobile translation on students' writing skills academically. On the positive impact found several things such as; 1) Simplifying the task, 2) Simplifying comprehension and adding to the vocabulary, and 3) making it

easier to check grammar. The negative impact found several things such as: 1) students become lazy, with the ease of using the mobile translation application students will relax for a long time and do assignments close to the deadline time 2) The second negative impact is dependence, with the existence of mobile translation makes students feel that doing all assignments can be done easily, then students become lazy to learn and more often use mobile translation to do assignments and write in English. 3) The third finding is Ignore errors contained in translation, students because of their dependence on a mobile translation of them do not re-examine the results of their writing but directly collect their assignments to lecturers

Researchers also found Effects of Using Mobile Translation on Students' Writing Ability, including 1) Students do not want to practice their writing skills, from the results of the study it was found that laziness that occurs among EFL students makes them unwilling to practice to improve their writing skills 2) students' academic writing skills improved, from the findings showed that 80% of resource persons revealed that mobile translation caused their academic writing skills to increase this is because they get a lot of new vocabulary and reuse it when doing other tasks. 3) Students' writing skills decrease, there are 20% of resource persons think that by using mobile translation their

writing skills do not increase but instead stuck and do not increase, this is because they are used to copying and pasting the writing results from the translator and not paraphrasing it.

In the results of the data analysis, it was found that 80% of interviewees believed that students could not rely on mobile translation and the remaining 20% did not believe that students could abandon mobile translation. From these data, it can be concluded that EFL students can not rely on mobile translation if they really have the intention to study diligently. Although mobile translation has inaccurate translation results and errors in language translation, the facts in the field show that there are still many EFL students who rely on mobile translation to support their learning, assignment, and writing in other languages.⁵⁹. The same opinion was also given by⁶⁰, that it is difficult to sensitize EFL students who often use mobile translation to do their studies

⁵⁹ Jesús Martínez, Alexander López-Díaz, and Elica Pérez, 'USING PROCESS WRITING IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE', *RECIE. Revista Caribeña de Investigación Educativa*, 4.1 (2020), 49–61
<<https://doi.org/10.32541/recie.2020.v4i1.pp49-61>>.

⁶⁰ Rila Hilma, 'Literal Translation Using Google Translate in Translating the Text from French to English in Digital Tourism Brochure "Bienvenue À Paris"', *Binus Business Review*, 2.1 (2011), 502
<<https://doi.org/10.21512/bbr.v2i1.1156>>.

because the use of mobile translation is very easy and makes students interested in using it. The researchers found that 70% of interviewees believed that EFL students could not rely on mobile translation and the remaining 30% believed that EFL students would not be able to rely on mobile translation in several ways so that students do not rely on mobile translation, namely: 1. Practice to reduce opening the application and switch to the traditional dictionary (dictionary) 2. Students must be diligent in opening dictionaries and using their vocab in everyday life, 3. Trying to translate scientific writing by manual means, 4. Improving language skills by reading English-language scientific journals and watching movies without subtitles, 5. Make a habit of constructing sentences using your own vocabulary guided by the grammar structure that has been learned without using the help of mobile translation tools such as Mobile translation are basically used to help human work to be easier, but if the existence of these tools actually has a lot of negative impacts then their use must be reduced.

B. Suggestion

Studying the result the researcher wants to give some suggestions to readers, especially to the future researcher :

1. English Education Students

The mobile translation is just a tool for translating. This application does not have to be the main focus used in learning. In fact, although there are many benefits felt when using the mobile translation application, there are still many shortcomings and also the bad effects caused by this application such as; less precise translation, the use of mobile translation too often can make EFL students dependent. Make it a habit to practice writing on assignments from lecturers without using the help of mobile translation, in this way it can improve the quality and skills in English. Because by habituation practice, the ability to write in the English language will increase and the translation results will be better because through a long process, use mobile translation if necessary so as not to cause dependence to always use it.

2. Future Researcher

Researchers' suggestions for subsequent researchers in order to be able to conduct more optimal research in the future. Based on this study: 1) researchers need a very long time because, at the time of taking the sample, students are practicing teaching outside the campus, the researcher hopes that the next researcher can make the right time in data collection. 2) the number of samples used is too small. Researchers hope that subsequent researchers will use more samples, with a large number of sample samples that can project the results of the analysis more sharply.

Researchers should then be able to review other impacts of using mobile translation and other ways that students do not rely on mobile translation

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DOCUMENTATION

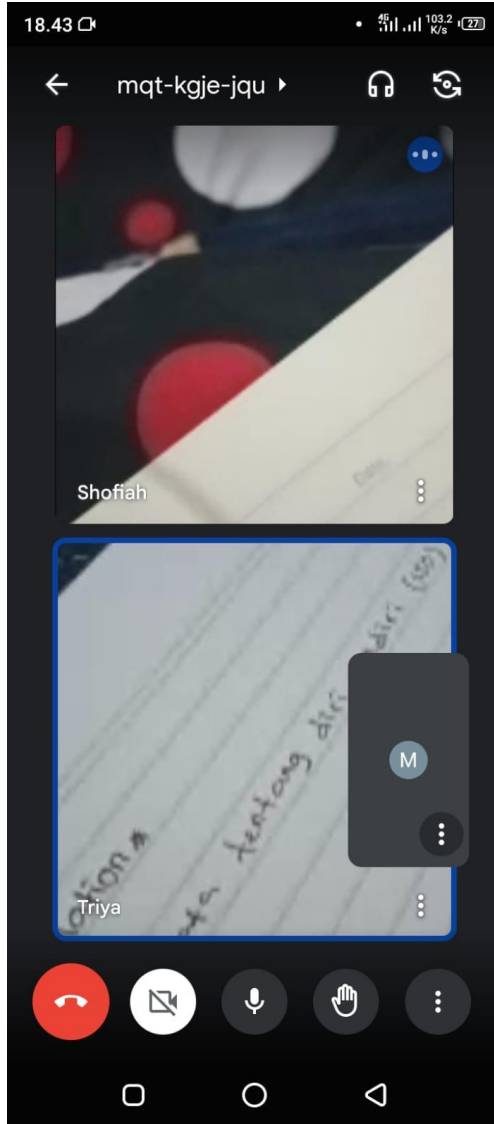
Nama : Shafiah Qoethrun Nada
NIM : 2003046042
Class : PBI 6B

My name is Shafiah Qoethrun Nada. I am an English education student at UIN Walisongo Semarang. I am 21 years old. My hobby is drawing. I am the 3rd child of 3 siblings. I have one older brother and one older sister. I am from Pekalongan Regency. I like watching film and listening music. My favorite food is chicken noodle and I love spicy food. I was born in Jepara but from elementary to junior high school I lived in Magelang then when I was in high school I lived in Pekalongan. Now, I live in Semarang and I live in a boarding house. I have been in Semarang for 2 years. I started living in Semarang since my 3rd semester until 6th semester. My activities while in Semarang are lectures from Tuesday to Friday then Saturday I rest at the boarding house and Sunday I use to clean the boarding house.

Triya Pangestiasih (2003046065) PBI 6B

Hello, my name is Triya Pangestiasih, my daily life is usually called me is Triya. I was born on August 29 in Jember, East Java, Indonesia. I was the three of three children. I am study at UIN Walisongo. My father worked as a farmer and my mother just house wife. My goal after completing my study I will have a bakery. I have a hobby that many people know that maintaining the cute animals and plants grow and care for plants that can beautify the environment. I am so obsessed with someone who has a high science and humble. I hope to have a heart like that. I always imagined having a handsome and rich husband like Indra Priawan. I also need a big house is equipped with a large area.

I have a quiet nature and compassionate. I am very fond of each person. People said I'm very humble, but in case I just try to restrain anger and envy. I am very angry with someone if I get hurt over and over. I have the usual behavior makes other feel less comfortable that has a very quiet nature and test others. I have lived in maintaining the principle of friendship.

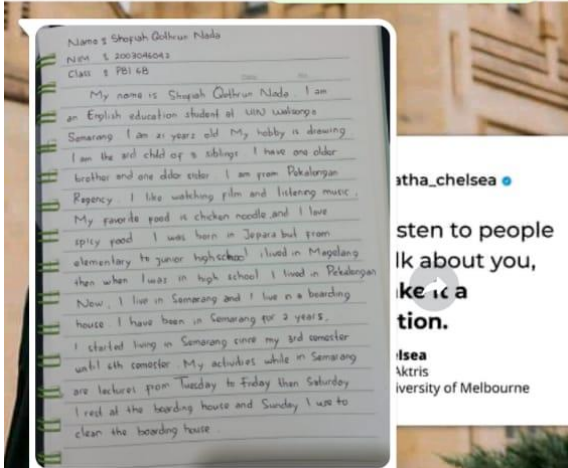


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Mon maaf gajelas mas 😊

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Bagus ko 19.46 ✓✓

Mksh 19.47 ✓✓

Kek anak sd sumpah 😭

19.49

Mas kok tau aku

suka



Anda

😊 Ketik pesa

Raihan Fatkur

12.57

•  114 B/s 

←  Aini



17 Februari 2023

1. Siti Nur Aini
2. Pend B.inggris, smt 6
3. Sudah, di semester 5 kemarin yg diampu oleh mam Siti Tarwiyah
4. Iya
5. Iya, untuk mempermudah dalam penulisan b.inggris
6. Biasanya menggunakan google translate
7. Iya, tetapi harus ditinjau kembali dari sisi grammarnya apakah sudah benar apa belum
8. Sering, sesuai dengan kebutuhan
9. Dengan menulis bahasa indonesianya terlebih dahulu lalu diterjemahkan dalam bahasa inggris
10. Lebih mudah dalam menulis bahasa inggris
11. Iya, karena terbantu dalam menulis dan meningkatkan kosa kata.
12. Tidak. Karena terkadang artinya berbeda/tidak sesuai maknanya.
13. Lebih mudah dan cepat dalam menulis bahasa inggris
14. Bisa, jika sudah terbiasa menulis secara langsung tanpa bergantung pada aplikasi translate
15. Membiasakan menyusun kosakata sendiri dengan berpedoman pada struktur grammar yang telah dipelajari sebelumnya.

15.15

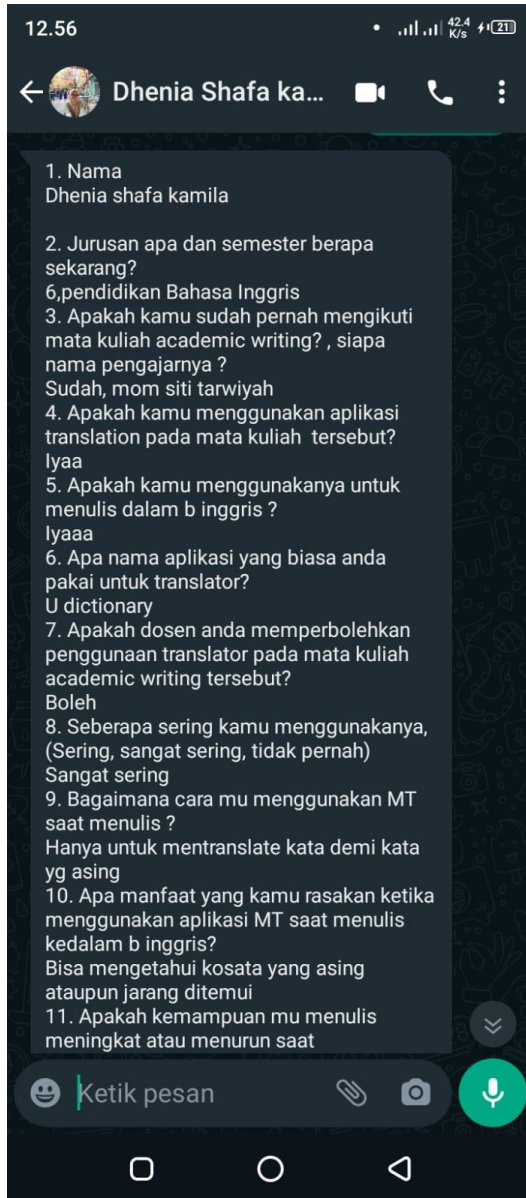
Misi ka, mau ngrim jwaban 15.16

Mksh dek 15.51 



Ketik pesan





12.57

•   2.4 K/s  21



+62 812-2750-18...



1. Fikri Hamzah
2. Pendidikan Bahasa Inggris, Semester 6
3. Sudah, Bu Siti Tarwiyah
4. Iya terkadang.
5. Iya.
6. Aplikasi translate bawaan dari Microsoft Word.
7. Tidak ada aturan mengenai penggunaan translator pada mata kuliah tersebut.
8. Sering.
9. Menyusun terlebih dahulu kalimat dalam bahasa Indonesia dan mencoba merangkainya ke dalam bahasa Inggris lalu memasukkan juga kedalam aplikasi translate tersebut untuk menyakinkan bahwa kalimat itu benar.
10. Dapat mengetahui banyak kosa kata baru.
11. Meningkatkan, sebab penggunaan aplikasi tersebut bukan sebagai alat utama namun hanya sebagai alat bantu jika mengalami kendala dalam penulisan.
12. Tidak 100% yakin benar, karena namanya mesin masih mempunyai kekurangan karena mesin hanya bekerja untuk merubah kosa kata saja.
13. Ketergantungan, namun seperti yang saya bilang sejak awal bahwa aplikasi translate sebisa mungkin saya gunakan jika mengalami kendala dalam penulisan berbahasa Inggris.
14. Bisa.
15. Tidak perlu menggunakannya.

17.24

Mksh 18.06 ✓✓

 Ketik pesan



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