

**IMPLEMENTATION OF THE I-TRANSLATE APPLICATION IN
TRANSLATING INDONESIAN TO ENGLISH TEXTS AT SMK N 3
BANDA ACEH**

Thesis

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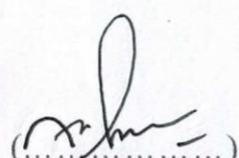
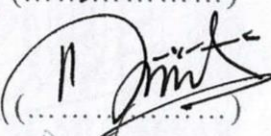
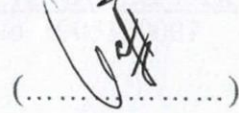
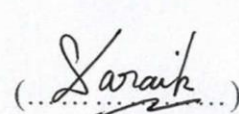
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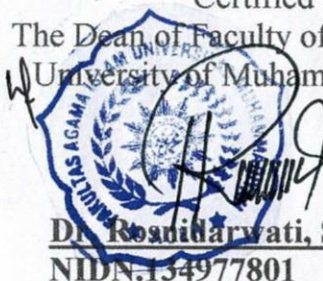
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DECLARATION

I declare that the thesis entitled "*Implementation of I-translate Application in Translating Indonesian to English Texts at SMK N 3 Banda Aceh*" is entirely my own work. There is no part in it that contains plagiarism from other people's work nor I plagiarize or cite in ways that are not in accordance with the prevailing scientific knowledge in the scientific community. For this statement, I am ready to bear the risks/sanctions imposed on me if in the future it is found that there is a violation of scientific ethics in my work, or there are claims from other parties about the authenticity of my work.

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ABSTRACT

This study investigated how students at SMK N 3 Banda Aceh used the I-Translate software to translate texts from Indonesian to English. The study examined how students interacted with the app and the difficulties they encountered when using it. The writer delivered questioner to get the result. The study found that the I-Translate app was extensively utilized by female students to translate Indonesian text into English. Most participants found the app easy to use and recognized its positive impact on motivation and vocabulary improvement. However, concerns arose regarding translation accuracy, sentence structure, and changes in meaning. Additionally, usability challenges were identified with specific features such as voice and camera functions. These findings connected with prior research in the field, providing a broader comprehension of the implications and uses of translation tools in contemporary language education. Ultimately, this study contributed to both educators and app developers by offering a comprehensive understanding of the interaction between technology and language learning.

Keywords : I-translate, Application, Translating, Students, Texts.

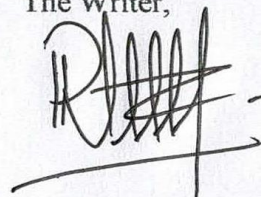
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First of all, I would want to sincerely thank Allah (SWT) for his blessings and grace throughout the rest of my life, and especially for always guiding me whenever I feel sad and lost. The person who has given me many insights and the drive to work hard to finish my thesis. In addition, may peace and salutations be upon our prophet Muhammad SAW for his direction and religious teachings. the person who led us out of the dark and into the light. I therefore truly respect all of his sacrifices made for the globe.

Second, I want to express my gratitude to my mother and father, who are the most valuable and significant individuals I have ever encountered. Because of the two of them, I am able to be who I am today. I am especially appreciative of their financial support because without it, I may not have been able to get through all of this.

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Banda Aceh, August, 12th 2023
The Writer,

A handwritten signature in black ink, appearing to be 'M. Riyan Al Muzaffar', with a long horizontal line extending from the bottom of the signature.

M. Riyan Al Muzaffar

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CHAPTER I

INTRODUCTION

The researcher describes the introduction utilized in the study named "Implementation of the I-translate application in translating Indonesian to English Text at SMK N 3 Banda Aceh" in this chapter. This section will describe the research background, research questions, research objects, research relevance, and terminology in brief.

A. Background of Study

One of the key components of interactivity and communication between people is language. People may be impacted from around the world through various applications on the internet or in person in this fast-paced global era. In general, a revolution is an unexpected shift. The Industrial Revolution will significantly impact humans as its subjects and affected their lives. One of them, sometimes known as the Fourth Industrial Revolution, is characterized by the advent of several jobs that move human power. According to Suwardana (2018, p.110), the Industrial Revolution is a change that takes place quickly in the implementation of the production process where the original work of the production process is carried out by humans who are beaten by machines. This means revolution Industry is closely related to digitalization where all aspects are integrated with technology and information aimed at facilitating all work to be effective and efficient. In simple terms, the Industrial Revolution can be said to be a digital era in which all machines need an internet system. The digital era encourages technological advances referred to in the field of education.

The ability of a teacher to create engaging, innovative lesson plans using technology is one sign of a teacher's perfection in the context of education. The use of communication and information technology in the learning process today is very beneficial for changing old learning methods (conventional teaching) to learning methods that are open and easily accessible to students wherever they are. Online learning is an acceptable replacement for face-to-face instruction due to the coronavirus pandemic at former jobs. Using e-learning techniques goes hand in hand with online learning. E-learning is a component of digital learning, which is any learning that uses technology and the Internet.

Researchers are interested in using I-translate as a digital learning application. I-translate is a machine translation service that provides free and quick text translation into a variety of official languages. I-translate supports more than 100 languages. There are various functions, including text translation, voice translation, camera translation, keyboard translation, and the ability to translate offline. Without an internet connection, I-translate can translate more than 30 languages. Depending on the language want to translate, may need to download some additional dictionaries to use it. With I-translate can practice speaking any language while translating words and short phrases. I-translate can access a quick test to practice the language want from the main tab. In addition to translating words or text.

I-translate Voice translation application offers text-to-speech and voice-to-voice translation processes on mobile platforms. Based on my experience teaching at school, this application also has better sound input and output than other applications. Students can immediately get the translation results after they interpret the word want to translate. Students can also save common phrases in your phrasebook for easy access in the future. This application

is interesting to be used as students learning material and increases students' interest in learning English easily.

Based on interviews with English subject teachers at SMK N 3 Banda Aceh, it is said that students' interest in Translating Indonesian texts into English texts is still lacking. The classroom learning process, which still employs lecture methods and traditional media, causes low student interest in learning. Students dislike the monotonous and boring nature of lectures. The outcomes of student learning are impacted by low interest. According to Susan, Bassnet, and Trivedi (2012, p.2) In fact, many students still face the problem of translating an English text into Indonesian. One problem that anyone working in the field of translation studies has to confront is the relationship between the text termed the original, or the sources, and the translation of that original.

From these opinions above the researcher want to apply this application because learning with the I-Translate application provides new learning variations for students. Students can use their gadgets to access the I-translate application whenever and wherever they want.

Based on the background above, the researcher wants to develop a gadgets-based I-translate application to support Translating texts. This application is ultimately expected to become a learning medium that can increase student interest and learning outcomes in learning English activities. Apart from that, with this application students are directed to make better use of the gadgets they have not only for communicating but also for the realm of education. Departing from this, the researcher took the title "Implementation of the I-translate application in translating Indonesian to English Text at SMK N 3 Banda Aceh" for this research.

B. Research Questions

Based on the background of the problems stated above, the formulation of the problem of this research consists of:

1. How do students use the I-translate application to translate the text?
2. What are the obstacles when students use I-translate to translate a text?

C. Aim of the Study

In general, the objectives of this research are:

1. To find out how students use the I-translate application to translate text.
2. To find out the obstacles when students use I-translate to translate a text.

D. The Significance of the Study

This research is beneficial not just to Students, but also to teachers and schools. As a result, these are the benefits of this research:

1. Students
 - a. Using mobile phones to learn English improve students' learning spirits.
 - b. Increase student participation in English language learning activities.
 - c. Developing students' creativity and independence as they learn English.
2. Teachers
 - a. Assist teachers in performing learning activities.

- b. Improving the teacher's capacity to construct learning activities using media learning makes teaching more enjoyable and conducive.
- 3. School
 - a. As a reference for schools in developing policies for mobile phone application-based learning.
 - b. Learning media development in schools mobile can be used to access mobile-based schools.

E. Terminology

Another similar study related to the implementation of the I-translate application in translating Indonesian texts into English in the English department. Some of them are:

1. I-Translate application

According to the official I-translate blog (2023), Artificial Intelligence (AI) is frequently used as a catch-all term for a variety of technologies such as machine learning, deep learning, computer vision (AR, VR, and 3D analysis), and natural language processing (NLP). I-translate becomes an artificial intelligence powerhouse and grammatical transition to a multi platform product.

From the description above researcher conclude that I-translation is more than just translating foreign messages, it will be easier to use this translator application to improve the way of translating foreign language messages using the I-translate application

because I-translate becomes an artificial intelligence powerhouse and grammatical transition to a multi platform product.

2. Translation

The process of transferring a text from one language to another using equivalent material so that the reader may grasp the original message in the target language is known as translation. According to Newmark (1988, p.5) rendering the meaning of a text into another language in the way that the author intended the text. Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic, and stylistic equivalences. Bell (2016, p.13).

As stated in the summary above, this section addresses the idea of translation, which entails converting a text from one language to another while preserving its original intent and meaning. It takes a lot of work to translate a document so that it can be understood in a language other than the original.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses the theoretical studies used in the study entitled "Implementation of the I-Translate application in translating Indonesian to English Text at SMK N 3 Banda Aceh". This section will provide theory on I-translate application theory, translation theory, and previous studies.

A. I-Translate

1. Application I-translate

Language tools have been integrated into the services provided by the Internet. I-translate is one of them. I-translate Translator is a language translator app for text, voice, conversations, cameras, and photos. Users can easily translate into over 100 languages by using this translator app anywhere they go. Individually or in combination, these technologies make applications "intelligent". The global trend toward it is unbroken, as it is used in an increasing number of application industries, making artificial intelligence a crucial aspect for long-term economic success. Understanding and processing natural language is one of the most difficult artificial intelligence problems. Machine Learning, a component of artificial intelligence, is critical in this process. Grammatical, the innovative writing aid, includes a dedicated spell checker and grammatical support. It also has predictive typing, autocorrection, synonyms, style suggestions, a personal dictionary, and, most crucially, a

keyboard extension that can be used in conjunction with other apps. Grammatical is a fantastic result of using today's artificial intelligence technologies for language processing. Users with a Grammatica account can enjoy the same capabilities as those found in the iOS app.

Use the new Offline Mode to translate while traveling abroad without paying expensive roaming charges. I-translate Translator enables travelers, students, business professionals, employers, and medical staff to read, write and speak in the desired languages and translate anywhere in the world. You can translate using your camera for photo translation, conducting offline translations, engaging in voice mode for speech translation, and more. Based on a review from channel MoneyZG (2020) about I-translate vs Google Translate best online translator?, the state of these two applications (I-translate application and Google translate) has the same variety in terms of translating text. This application has similarities with the Google Translate application, especially in terms of application features, usability, and similar benefits

According to Allen (2023), the translation app is truly impressive and exceptional. It is likely to become my sole choice for all future translation needs. Many other apps available are subpar and ineffective in providing accurate language translation, which is crucial when dealing with a new language. This app is outstanding and highly recommended.

2. The Features of I-Translate

There are many features available in this I-Translate application, including:

a. Text Translation

The I-Translate application offers auto-complete text tools and alternate translations in over 100 languages, with a sophisticated user experience. The I-Translate application's main feature is text translation. This is a frequent feature used when translating words or sentences, simply type the required word or sentence, and the desired language translation will appear instantly.

b. Voice Translation

The I-Translate application also features voice translation capabilities, users just click on the chat button and speak the word to be translated, and the translation results are presented automatically. This feature is useful when users have difficulty writing the words or sentences they want to translate and also be used when conversing face-to-face.

c. Camera Translation

The I-Translate application also provides a camera translation feature that can translate text only with a photo from the camera, users just have to click on the camera feature then the photo want to translate, select the part they want to be translated, and the translation results are presented automatically. users can use the phone's camera to interpret menus, cards, signs, and almost anything else users come across

d. Offline Translation

The I-translate application is a service application that uses the internet for some of its capabilities, but also contains offline translation options. Offline solutions are comparable to how we store language databases on phones. When the user does not have access to the internet, this feature is very helpful.

3. **Benefits of the I-Translate Application**

According to Maulida (2017) state there are many benefits contained in this Google translate application, including:

a. Translator

Translator its primary role is to translate from Indonesian to English, but it can also translate from other languages. This program can also be used as a translator tool by users who are having direct conversations.

b. Online Dictionary

When a user does a word-for-word translation, google translate will automatically display the translation results as well as the verb conjunctions of the destination language. This is beneficial for students who are too lazy to bring their dictionaries.

c. Online Thesaurus

Other than a translator and dictionary online, google translate is also beneficial as a thesaurus or references choice of word meaning the same

(synonym). This is a great tool for the user to paraphrase a word or sentence.

d. Inspection Spelling

Another benefit of google translate is as a spell checker resulting in a word typing error. Very useful when want to spell-check English.

e. Learning Media for Pronunciation

Google Translate application is also excellent for anyone who wants to learn how to pronounce words, as it includes a very good and clear pronunciation option. This is very helpful for English beginners. There are still many benefits to this machine translation.

4. Disadvantages of the I-translate Application

The disadvantage of I-translate is found in the translation outcomes. I-translate translates without considering word structure, resulting in a vastly different meaning than the original term. In other words, errors in translating sentences or text can occur because I-translate only translates in vocabulary form. Because it translates word for word, I-translate frequently produces grammatical problems. I-translate has not had many commercial features such as camera translation, offline translation, and voice translation. Users cannot freely access the given functionalities with this premium feature.

B. Translation

1. Definition of Translation

Some experts present a theory to communicate their ideas on a translation. In doing this research, the theory is employed as a guide. In this chapter, the researcher will conclude expert judgments on the meaning of a translation. According to (Larson, 1984, p.36). The translation is thus communicating the same meaning in a second language as in the first. However, to do so effectively, one must be aware of the fact that there are numerous types of meanings. Not all of the meaning transferred is expressed explicitly in the forms of the source language. Seleskovitch, a brilliant interpreter and writer, in Newmark (1988, p.6) states that translation is an instrument of education as well as of truth precisely because it has to reach readers whose cultural and educational level is different from and often lower and earlier, then, that of the readers of the original. Translation has its excitement, and its interest. A satisfactory translation is always possible, but a good translator is never satisfied with it. It can usually be improved. There is no such thing as a perfect, ideal or correct translation.

The translation may be defined as the replacement of textual material in one language (source language) by equivalent textual material in another language or target language. This definition is intentionally wide-not vague, though it may appear so at first sight. Two lexical items in it call for comment. These are “textual material” (where ‘text’ might have been expected) and “equivalent” (Catford, 1965, p.20).

The translation is an extremely wide concept that can be interpreted in a variety of ways. For example, one can refer to translation as a process or a product, and separate subtypes such as literary translation, technical translation, subtitling, and machine translation; additionally, while the term typically refers to the transfer of written texts, it can also refer to interpreting. The translation is a difficult procedure. However, a translator concerned with conveying meaning will discover that the receptor language can express the intended meaning, even if it differs from the source language form.

2. Process of Translation

According to Newmark (1988, p.19), four levels should be kept in mind when translating:

- a. The source language text level, the level of language, is where they start and where they return repeatedly (but not always).
- b. The referential level, the level of objects and events, actual or imagined, that we must gradually visualize and construct, is an essential aspect of the comprehension and reproduction processes.
- c. The cohesive, more generic, and grammatical level traces the train of thought, the feeling tone, and the numerous presuppositions of the source language text.
- d. The level of naturalness, or common language, suited to the writer or speaker in a specific situation.

1. Translation Method

The translation method is an important aspect of the translation process. The translator must have a strategy to make it easier to translate a language to understand the text's substance or meaning. Global approaches are strategies for translators to solve problems and make decisions. Global techniques enable translators to have an impact on the ongoing translation process. Bell (1991, p.46) defines translation methods as literal and non-literal (free translation). The subdivisions of literal translation are:

a. Borrowing

The carry-over of lexical items from the source language, normally without formal or semantic modification. According to Molina and Albir (2002, p.510), borrowing takes a word or expression straight from another language. It can be pure (without any change), or it can be naturalized (to fit the spelling rules in the TL)

b. Loan Translatio (Calque)

The linear substitution of one language by elements of the other (normally noun phrases). It can be defined as a foreign term or phrase that has been translated and placed in another language, or other words. A word or phrase is translated from the source language into the target language. Then, Calque is a word acquired from the source language but with the target language structure.

c. Literal Translation

The replacement of source language syntactic structure by target language structure (normally at clause level) which is isomorphic (or near isomorphic) in terms of number and type of lexical item and synonymous in terms of content.

Bell (1991, p.46) defines the subdivisions of non-literal translation (free translation) are:

a. Transposition

The rendering of source language elements by target language elements which are semantically, but not formally equivalent (because of, for example, word-class changes). according to Molina and Albir (2002, p.511), Transposition is to change a grammatical category. It can be concluded that this translation technique changes grammatical categories in the source language to the target language English, for example changing words into phrases, which is usually caused by differences in the grammar of the source and target languages.

b. Modulation

Modulation is shifting the point of view of the speaker. according to Molina and Albir (2002, p.510) To change the point of view, focus, or cognitive category about the ST, can be lexical or structural.

c. Equivalence

The replacement of a stretch of the source language (particularly idioms, cliches, proverbs, and the like) by its functional equivalent

(greeting, etc). Equivalence is a method of locating similar words or sentences in another language. In terms of translation strategy, it can be both simple and sophisticated. It is handy for translating idioms, advertising slogans, proverbs, interjections, and institutional names.

d. Adaption

Adaptation translation is compensation for cultural differences between the two languages. According to Molina and Albir (2002, p.509), the adaptation approach is to replace an ST cultural element with one from the target culture. According to them, adaptation is a translation approach that combines the cultural components of the source language with the cultural elements of the target language. This can be done because the cultural components of the source language are not found in the target language, or because the cultural elements of the source language are more familiar and can be accepted or digested readily by the target readers.

4. Unit Translation

The message, which is the sign created by the vocabulary modified by the grammar, as well as the style of expression adopted by the speaker, such as the speaker's social standing, character, and mood, must be examined in translation. This needs a translator to pay attention to the context of the speech based on its atmosphere or actuality.

Saussure (in Pelz, 2002, p.45) divides the concept of a linguistic sign into two parts: *signifié* (concept) and *signifiant* (picture of visual, sound, or phrase), the latter of which can alter spontaneously. Signs can have different meanings than other signals in the same linguistic system. A translator must pay attention to this in specific cases while translating the two ideas of linguistic signs.

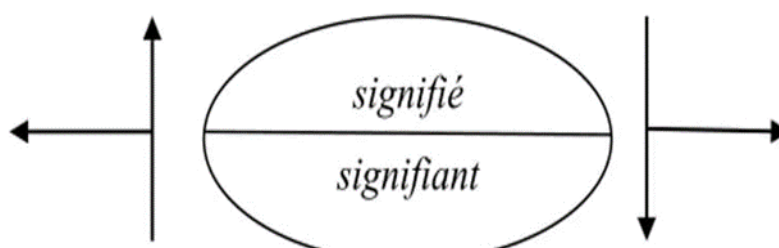


Figure 2.1 Linguistic Sign Concept (Vinay and Darbelnet, 1933, p.13)

The translation process is related to the interaction of the two concepts in interpreting the message from the image above. Because a translator is concerned with the message to be sent to the target language reader, the interaction operates not just vertically, but also horizontally to develop the message.

Translation units are closely related to linguistic units as a result of the translation process involving the interaction of two concepts in linguistics. The initial stage in the translation process is to determine these units. Whereas in translation, the units depend on the chosen translator. Undefined unit with just formal criteria demanded by a translator. According to Vinay and Darbelnet (1995, p.21) states this means that a translator identifies the

unit of thought by translating ideas or feelings instead of translating words. The unit of translation is the smallest segment of an utterance in which signs are inextricably linked and cannot be translated one by one. Vinay and Darbelnet (1995, p.22) define the message translation unit as divided into three parts: (1) the semantic unit, which is the meaning unit; (2) dialectical units, which are units for stating arguments; and (3) prosodic units, which are units whose elements have the same intonation.

Newmark (1988, p.54), states who describe the unit of translation using part of a hierarchical ranking scale in Halliday's linguistics consisting of morphemes, words, word groups, clauses, and sentences. A sentence is a unit of translation in which a translator processes a translation, according to Bell (1991, p.29). It signifies that the words in a text must be combined to make a clause to obtain the overall meaning and constitute the basic unit of communication.

Due to the reasoning provided above, the translation unit is closely related to the linguistic unit. Whereas consists of words, groupings of words, clauses, phrases, paragraphs, and text. A translator pays attention to the messages included in the source language so that the message can be transmitted to target language readers without translating word for word. For example, warning labels in pharmaceuticals inform target language readers of potential hazards. Only with a doctor's prescription.

C. Previous Studies

Other studies in the English department are related to the role of the translation application in translating a text. Among them are:

Conducted by Maulida (2017) focused on investigating Student perceptions of the use of Google translate as a media translation of the material in the English language at STKIP PGRI Banjarmasin. The research aimed to explore students' impressions and opinions regarding the use of Google Translate for translating English texts, particularly through the utilization of cell phones as a learning aid. The researcher employed a random sampling technique to select the sample in this study. The participants included 50 students from semesters I, III, V, and VII who were familiar with and frequently used Google Translate in their learning activities. The data collection process involved the use of questionnaires and interviews. After collecting the data, the researcher evaluated the questionnaire responses and conducted interviews. If the initial data analysis indicated poor results, additional interviews were conducted with the research subjects to obtain more reliable data. The data analysis process included activities such as data reduction, data display, and conclusion drawing/verification.

Based on the results of the study, students identified several advantages of using the Google Translate application. They appreciated the speed at which the service provided translations, allowing them to quickly find translated words' meanings. Additionally, the convenience of using an application rather than carrying around a physical dictionary was noted as a positive aspect. However, students also acknowledged certain drawbacks of using Google Translate. They mentioned occasional erroneous translations, which required them to cross-check

and harmonize the translated findings with the context. Despite these challenges, students generally believed that with careful consideration of context, the translations would be accurate and suitable for the intended meaning.

The second study by Khabibul (2015) focused on exploring the role of Google Translate in the Arabic-Indonesian translation process among fourth-semester PBA (Arabic Language Education) students at UIN Walisongo Semarang. The research followed a descriptive qualitative research design, aiming to provide an understanding of the student's perceptions and experiences with Google Translate. The study employed various data collection methods, including interviews and a questionnaire. The findings revealed several key points. First, based on the interview results, Google Translate was found to play a significant role as a tool in the translation process for students. The questionnaire instrument assessed different aspects related to the use of Google Translate. The results indicated the following percentages for each aspect: intensity of use (58%), function (60%), effectiveness (45%), how to use (59%), impact of use (58%), efficiency (61%), quality (63%), facilities (47%), benefits (58%), disadvantages (52%), and advantages (56%).

The third study by Ningtias (2022) focused on the role of Google Translate in translating texts in the English department at Muhammadiyah Aceh University. The objective of the study was to explore the various ways in which Google Translate is utilized for translating text from English to Indonesian and to identify the challenges faced by students in using Google Translate. The study employed a quantitative research approach, with the data collection technique being a

questionnaire. The participants in the study consisted of English students at Muhammadiyah Aceh University, with a total of 62 students, and a sample size of 33 students. The findings of the study indicated that all students were aware of Google Translate as a service for translating from one language to another. It was revealed that the majority of the students, specifically 30 students or 90% of the sample, preferred using Google Translate over other translation aids.

There are some similarities with this research however it is slightly different, notably in terms of title, because this study employs a new application than prior research and researchers want to discover how influential this I-translate application is for students.

CHAPTER III

METHODOLOGY RESEARCH

In this chapter researcher discusses the research methods employed in the study titled "Implementation of the I-Translate application in translating Indonesian to English Text at SMK N 3 Banda Aceh." This section will provide a summary of the research design, population and sample, instrument development, data collection, and analysis tools used data.

A. Research Design

The quantitative research design was adopted in this investigation. Quantitative research is a means of putting theories to the test by studying the relationship between variables. These factors are measured so that data can be collected. Statistics can be used to assess data made up of numbers. According to Creswell (2014, p. 26), "Quantitative methods are used to test relationships between variables that have been predetermined, measure the level of occurrence of phenomena, and provide a more general understanding of the population".

B. Population and Sample

This study's population is students actively learning in the 2023-2024 academic year at SMK N 3 Banda Aceh. Population is the total number of units or persons whose characteristics are to be researched; these units are known as units of analysis and can be people, institutions, objects, or other things (Djarwanto,

1994). Questionnaire participants will be selected using a purposive selection technique because the sample consisted of the writer's students at that school. The sample will consist of 30 students from class XI to translate Indonesian material into English. Purposive sampling ensures that participants have relevant knowledge about the application and direct experience with it (Merriam, 2009). The sample size will be determined by data saturation, which occurs when additional individuals do not offer new information or insights (Patton, 2014). According to some of these perspectives, it will be easier for the sample to use the application that will be used for this research.

C. Data Collection Technique

To collect the data researcher teach respondents how to use the I-translate application to translate Indonesian text into English text in the form of several paragraphs to be translated, and the researcher directs respondents on how to use the I-translate application properly and correctly. The teaching experiment lasted four meetings and gave them the basic knowledge and abilities to translate Indonesian texts into English texts. Only students participated by completing a questionnaire after participating in the experiment. The questionnaire comprises two sections: one focusing on the implementation of the I-translate application and the other addressing the challenges encountered when using it. Each section comprises 10 questions related to the research topic. Subsequently, the responses provided in the questionnaires were collated, analyzed, and synthesized to derive hypotheses or draw conclusions.

D. Research Instrument

The following are some of the research instruments that will be used in this study:

1. Experiment

An experimental method is a series of experiments designed to test a theory. As Sagala (2006, p.7-17) states, the experiment is an experiment to prove a certain topic or hypothesis. Because it can be integrated into learning techniques, experimenting implies learning to do. It can be stated that the experimental method provides lesson material in which students do experiments by themselves to prove a question or hypothesis. However, the writer provides several lessons in the form of phrases, sentences, and paragraphs that have been prepared by the writer and then the students work on them. The teaching experiment lasted for four meetings and provided them with basic knowledge and the ability to translate Indonesian texts into English texts.

2. Questionnaire

When conducting research, a questionnaire is a type of survey used to collect data from respondents. The questionnaire asks respondents to answer questions, a total of 20 questions which are divided into 2 parts, namely one focusing on the implementation of the I-translate application and the other addressing the challenges encountered when using it. Following the fact that responses are collected, analyzed, and synthesized, be a hypothesis or conclusion. According to Sugiyono (2010), a questionnaire is a data collection

method where respondents are asked a series of questions that require written responses.

Researchers apply a Likert Scale to determine how the I-Translate application may be used to translate text from Indonesian to English and what problems students have when using this I-Translate application. The questionnaire included four answer choices: strongly agree with a score of 4, agree with a score of 3, disagree with a score of 2, and strongly disagree with a score of 1, Sugiono (2016, p. 134-135). See the appendixes.

E. Data Analysis Technique

The data were evaluated by researchers using computer software that processed questionnaire data. There are many static software packages available for processing quantitative questionnaire data. SPSS (Statistics Package for the Social Sciences) can be used privately. SPSS is the application used to perform advanced statistical analysis, data analysis with machine learning algorithms, string analysis, and big data analysis, all of which can be integrated to create a data analytics platform. The information gathered from the research findings will be analyzed in stages. Descriptive statistics are used to examine data by describing the data that has been acquired without the intention of drawing generalizable conclusions or making generalizations. Descriptive statistics use sample and population data to assess or present an overview of the topic under study without making sweeping judgments. The mean, maximum, minimum, and standard deviation are employed in descriptive statistical analysis.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the results and findings obtained from the quantitative research conducted to investigate the implementation of the I-Translate application in translating Indonesian to English texts at SMK N 3 Banda Aceh. The data collected from the questionnaires and experimental design will be analyzed to address the research objectives and test the hypotheses.

A. Research Findings

After sending questionnaires to respondents and obtaining the results, the author will study how students use the I-translate program to translate the text and identify the obstacles found when students use I-translate to translate a text.

Table 4.1 Respondent Demographic

Variable	Category	Frequency	Percentage (%)
Gender Age	Female	30	100
	15	4	13,3
	16	25	83,3
	17	1	3,3

From the data above, it can be seen all participants (100%) were identified as female, which could potentially influence the generalizability of the study's findings. This gender imbalance should be taken into consideration when interpreting the results. The majority of respondents (83.3%) fell within the age of 16, followed by 15-year-olds (13.3%), and a smaller percentage of 17-year-olds (3.3%). This distribution highlights the prominence of students around the age of 16 in the study, indicating that the survey targeted this specific age group.

Descriptive statistical analysis is shown to provide an overview of the respondents' demographics or to provide an overview of the data in terms of mean, standard deviation, maximum, and minimum values.

Table 4.2 Interpretasi Mean

Interval Value	Category
1-1.75	Strongly Disagree
1.75-2.5	Disagree
2.5-3.25	Agree
3.25-4	Strongly Agree

The interpretation of the mean is used to assess respondents' responses by examining the value of the interval and its category. As a result, the author will be able to identify and categorize agree, strongly agree, disagree, and strongly disagree in statements that have been responded to by respondents.

Tabl 4.3 Perceptions of I-translate application

No	Statement	N	Min	Max	M	SD
1	I once used the I-translate application to translate Indonesian text into English	30	3	4	3.76	0.430
2	The I-translate application is very easy to use to translate Indonesian text into English	30	3	4	3.53	0.507
3	The I-translate application provides accurate text translation from Indonesian text to English	30	3	4	3.40	0.498
4	The I-translate application provides various features such as text translation which is useful in translating Indonesian text into English	30	3	4	3.63	0.490
5	The I-translate application has increased my enthusiasm for learning in translating Indonesian text into English	30	3	4	3.66	0.479
6	The I-translate application improves my English vocabulary	30	3	4	3.36	0.490

7	The I-translate application helps me to translate Indonesian vocabulary or text phrases into English	30	3	4	3.36	0.490
8	I use the I-translate application to translate Indonesian text sentence by sentence into English	30	3	4	3.50	0.508
9	I use the I-translate application to translate Indonesian text paragraph by paragraph into English	30	3	4	3.60	0.498
10	I use the I-translate application as a learning medium in class	30	3	4	3.40	0.498

Note : N : Total Respondent, Min : Minimal, Max : Maximal, M : Mean, SD : Standart Deviation.

From the data above, students' opinions about the use of I-translate, as shown from the number 3.25-4 in the "Strongly Agree" category, in statements 1,2,3,4,5,6,8,9, and 10. On this statement, students totally agree because students rely on I-translate in the translation process. As a result, there are students in this area who "Strongly Agree" with remarks regarding utilizing the I-translate application.

Table 4.4 Concerns and Challenges using I-translate

No	Statement	N	Min	Max	M	SD
1	I-translate results are sometimes inaccurate	30	1	4	2.16	0.647
2	Sentence structure and word order in the results of text translation in the I-translate application can be confusing	30	1	3	2.00	0.587
3	I-translate results sometimes change the meaning of the translated text	30	1	4	2.30	0.876
4	The I-translate application is not yet fully able to translate Indonesian vocabulary or phrases	30	1	4	2.16	0.791

5	The I-translate application is not fully able to translate text in paragraph form in Indonesian	30	1	4	2.23	0.773
6	The translation results from the I-translate application sometimes do not maintain the language style in the Indonesian text	30	1	4	2.13	0.730
7	I am having trouble using the voice feature in the I-translate application	30	1	4	2.26	0.739
8	I'm having trouble using the camera feature in the I-translate application	30	1	4	2.36	0.808
9	I have difficulty using the I-translate application as a learning medium in class	30	1	4	2.16	0.791
10	I am having trouble using I-translate because I have to access the internet	30	1	4	2.26	0.784

Note : N : Total Respondent, Min : Minimal, Max : Maximal, M : Mean, SD : Standart Deviation.

From the data above, Students' opinions about the usage of I-Translate in statements 1,2,3,4,5,6,7,8,9, and 10, as measured by the number 2.5-3.25, are included in the "agree" category. Students disagree with statement 2 because they rely on I-translate in the translation process. As a result, there are students in this section who "agree" and "disagree" with the statement about obstacles in using the I-translate application.

B. Discussion

Discussion of findings This section provides an in-depth discussion of the results, drawing connections between participants' usage patterns, challenges encountered, and insights

gained from the related previous studies. The implications of the findings are examined in the context of language learning, technology integration, and potential avenues for enhancing the I-translate application's effectiveness. This chapter serves as a comprehensive analysis of the study's findings, addressing the research questions and connecting them to the existing body of knowledge in the field.

Rs Q1. How do students use the I-translate application to translate the text?

The findings of this research align with those of Hidyda Maulida (2017), emphasizing the widespread use of translation tools by students. Both studies underscore the convenience and speed of translation as crucial factors influencing students' choice of translation applications. In line with Mustolikh Khabibul's (2015) research on Google Translate, these findings also demonstrate the role of I-translate as an auxiliary tool in the translation process. Students reported using the application to translate words and sentences, illustrating the alignment of the current findings with previous research.

The discovery that I-translate not only facilitates translation but also motivates students and enhances vocabulary supports the findings of Nurul Ayu Ningtias (2022). Both studies indicate that mobile translation applications can have a positive impact on the development of students' language skills beyond mere translation functions. This discussion asserts that students use I-translate not only as a practical tool for translation but also as a source of motivation and vocabulary expansion. Integrating these findings with previous research provides richer insights into patterns of student usage and the impact of translation applications in language learning.

Rs Q2. What are the obstacles when students use I-translate to translate a text?

The current findings, emphasizing the extensive utilization of translation tools among students. Both studies underscore the practicality and efficiency of these tools, providing insights into the consistent trends in the use of translation applications in language learning contexts. In connection with Mustolikh Khabibul's (2015) exploration of Google Translate, this research similarly positions I-translate as a facilitator in the translation process. Students' reported use of the application for various translation purposes echoes the versatile applications highlighted in Mustolikh Khabibul's work.

The positive impact of I-translate on motivation and vocabulary, as uncovered in this study, resonates with the findings of Nurul Ayu Ningtias (2022). Both studies emphasize the broader positive effects of translation applications on language learning, transcending their immediate translation functions. This discussion integrates the current research with previous studies, portraying a consistent pattern of widespread use, versatility, and positive impacts of translation applications on language learning. These insights contribute to the ongoing discourse on the role of such applications in language education.

In conclusion, this study findings provide valuable insights into students' use of the I-translate application and the challenges they face. The integration of these findings with insights from the related previous studies highlights the consistent patterns and challenges observed across different educational contexts. This understanding contributes to the ongoing discourse on the role of translation tools in language learning and underscores the need for continuous refinement and adaptation to optimize their educational impact.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter encapsulates the key conclusions drawn from the study's findings and offers practical recommendations for enhancing the implementation of the I-Translate application in translating Indonesian to English texts at SMK N 3 Banda Aceh. The conclusions are derived from the analysis presented in Chapter 4 and contribute to the broader understanding of the application's effectiveness, limitations, and potential improvements.

A. Conclusions

The analysis of the data provided valuable insights into the students' experiences and perspectives. The findings demonstrate that the I-Translate application is extensively used among the participants, and they generally perceive it as an effective tool for translating Indonesian to English texts. The app's ease of use, accuracy in translation, and availability of features were among the key positive aspects highlighted by the respondents. Furthermore, the application was found to have a positive impact on the student's motivation to learn English and enhance their vocabulary. Many participants reported using the app both for individual word or phrase translation as well as for translating entire paragraphs, highlighting its versatility.

However, several challenges and concerns were also identified. Some participants expressed worries about the accuracy of translations, particularly in terms of maintaining proper sentence structure, word order, and preserving the original meaning. Additionally, difficulties were reported with certain features such as the voice and camera functions, and concerns about

the application's compatibility with classroom settings and reliance on internet access were noted.

Comparing these findings with previous studies in the field, such as those conducted by Maulida (2017), Khabibul (2015), and Ningtias (2022), the writer observes recurring themes and patterns. Just as with the use of Google Translate in other contexts, students appreciate the convenience and speed of translation tools, while also acknowledging the limitations and potential inaccuracies they can bring.

Overall, the findings underscore the significance of translation applications in language learning and highlight the need for a balanced approach that takes advantage of their benefits while addressing the challenges. The insights gained from this chapter lay the groundwork for the subsequent discussions in Chapter 5, where recommendations and implications will be addressed based on the findings.

B. Suggestion

The paragraph offers several suggestions to improve the I-Translate app and tackle the issues identified by students. These suggestions encompass refining translation accuracy by enhancing algorithms and broadening the database, maintaining consistent meaning translation, bolstering sentence structure and grammar handling, delivering robust user support for advanced features, incorporating an offline mode, integrating the app into classrooms with educator collaboration, establishing channels for user feedback, exploring qualitative research for deeper insights, and contemplating long-term studies to gauge language skill development and learning outcomes. These recommendations aim to enhance the app's usability and impact positively on users.

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Kuisoneer Penelitian

A. Penerapan Aplikasi I-translate

1. Saya pernah menggunakan aplikasi I-translate untuk menerjemahkan teks bahasa Indonesia ke bahasa Inggris.
 - Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
2. Aplikasi I-translate sangat mudah digunakan untuk menerjemahkan text bahasa indonesia ke bahasa inggris.
 - Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
3. Aplikasi I-translate memberikan terjemahan text yang akurat dari teks bahasa Indonesia ke bahasa Inggris.
 - Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
4. Aplikasi I-translate menyediakan berbagai fitur seperti text translation yang berguna dalam menerjemahkan teks bahasa Indonesia ke bahasa inggris.
 - Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
5. Aplikasi I-translate meningkatkan semangat belajar saya dalam menerjemahkan text bahasa Indonesia ke bahasa Inggris.
 - Sangat Setuju
 - Setuju

- Tidak Setuju
 - Sangat Tidak Setuju
6. Aplikasi I-translate meningkatkan kosakata bahasa inggris saya.
- Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
7. Aplikasi I-translate membantu saya untuk menerjemahkan kosa-kata atau frasa text bahasa Indonesia ke bahasa Inggris.
- Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
8. Saya menggunakan aplikasi I-translate untuk menerjemahkan kalimat demi kalimat teks bahasa Indonesia ke bahasa Inggris.
- Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
9. Saya menggunakan aplikasi I-translate untuk menerjemahkan paragraf demi paragraf teks bahasa Indonesia ke bahasa Inggris.
- Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
10. Saya menggunakan aplikasi I-translate sebagai media pembelajaran di dalam kelas.
- Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju

B. Kendala dalam menggunakan aplikasi I-translate

1. Hasil terjemahan I-translate kadang-kadang tidak akurat.
 - Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
2. Struktur kalimat dan urutan kata dalam hasil terjemahan text di aplikasi I-Translate dapat membingungkan.
 - Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
3. Hasil terjemahan I-translate kadang-kadang mengubah makna dari teks terjemahkan.
 - Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
4. Aplikasi I-translate belum sepenuhnya dapat menerjemahkan kosa-kata atau frasa dalam bahasa Indonesia.
 - Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
5. Aplikasi I-Translate belum sepenuhnya dapat menerjemahkan teks dalam bentuk paragraf dalam bahasa Indonesia.
 - Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju

6. Hasil terjemahan dari aplikasi I-Translate kadang-kadang tidak mempertahankan gaya bahasa dalam teks Indonesia.
 - Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
7. Saya kesulitan menggunakan fitur voice di aplikasi I-translate.
 - Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
8. Saya kesulitan menggunakan fitur camera di aplikasi I-translate.
 - Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
9. Saya kesulitan menggunakan aplikasi I-translate sebagai media pembelajaran di kelas.
 - Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju
10. Saya kesulitan menggunakan I-translate karena harus mengakses internet.
 - Sangat Setuju
 - Setuju
 - Tidak Setuju
 - Sangat Tidak Setuju



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Benar yang namanya tersebut diatas telah melakukan Penelitian/Pengumpulan Data dalam rangka menyusun Skripsi di SMK Negeri 3 Banda Aceh, dengan judul " **Implementation of I-Translate Application in Translating Indonesian to English Texts in SMK Negeri 3 Banda Aceh** " dari tanggal, 20 Juli s.d 03 Agustus 2023.

Demikian surat keterangan telah selesai Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

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