

Chapter Four

Finding and Discussion

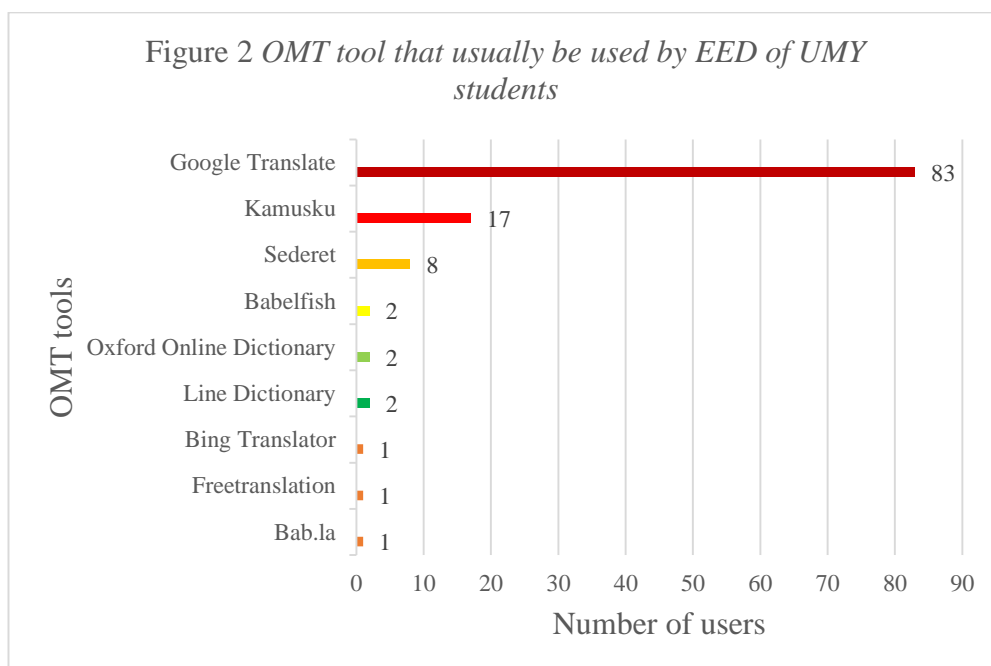
This chapter presents the finding as the result of data analysis process. There were two findings found. The first one is related to the use of OMT tool in students' learning, and the second one is related to benefits that students obtain by using OMT tool. The findings are later discussed in the discussion section.

Findings

The findings of this study are presented in two parts based on the research questions. The first finding answers the first research question about to the use of OMT tool in respondents' English learning. The finding was generated from respondents' responses to 9 statements, detailed in 24 items. The second finding answers the second research question related to the benefit that respondents' obtain in using OMT tool and was generated from respondents' responses to 10 statements.

Finding on the use of OMT tool in students English learning. At the beginning of the questionnaires, respondents were asked what OMT tools they usually use. The question allowed them to answer more than one OMT tool. Based on their answer, there were 9 different OMT tools that they usually used. Those OMT tools ranked by the number of the users were 1. Google Translate (used by 83 respondents); 2. Kamusku (used by 17 respondents); 3. Sederet (used by 8 respondents); 4. Babelfish (used by 2 respondents); 5. Oxford Online Dictionary (used by 2 respondents); 6. Line Dictionary (used by 2 respondents); 7. Bing Translator (used by 1 respondent); 8. Freetranslation (used by 1 respondent); 9.

Bab.la (used by 1 respondent). Out of 103 respondent, only 11 respondents used more than 1 OMT tool (9 respondents use 2 different OMT tools, and 2 respondents used 3 different OMT tools), while the other 92 respondents only used 1 OMT tool.



In this first part of the finding, there are total 24 items and each item' mean value is categorized based on the frequency scale to infer the respondents' responses generally. The mean value is categorized in low frequency category if it is ranging from 1.00 – 2.00, in moderate frequency category if it is ranging from 2.01 – 3.01, and in high frequency category if it is ranging from 3.01 – 4.00 (see Table 5 *Frequency scale* for the detail).

Table 7			
<i>The use of OMT tool in English learning</i>			
No	Statement	Mean	Category
1	I use OMT in my English learning	3.19	High frequency
2	I use OMT tool to help me in writing assignment	3.23	High frequency
3	I use OMT tool to help me in reading assignment	2.92	Moderate frequency
4	I use OMT tool to help me in speaking assignment	2.43	Moderate frequency
5	I use OMT tool to help me in listening assignment	2.15	Moderate frequency
6	I use OMT tool to translate vocabulary	3.22	High frequency
7	I use OMT tool to translate full sentence	2.61	Moderate frequency
8	I use OMT tool to translate short paragraph	2.37	Moderate frequency
9	I use OMT tool to translate short paragraph	1.80	Low frequency
10	I use OMT tool in Indonesian – English translation: Pre-writing	2.63	Moderate frequency
11	I use OMT tool in Indonesian – English translation: Writing editing	2.95	Moderate frequency
12	I use OMT tool in Indonesian – English	2.77	Moderate frequency

	translation: Revising assignment		
13	I use OMT tool in Indonesian – English translation: Preparing oral assessment	2.73	Moderate frequency
14	I use OMT tool in English – Indonesian translation: Understanding instruction in doing assignment	2.34	Moderate frequency
15	I use OMT tool in English – Indonesian translation: Understanding reading text	3.04	High frequency
16	I use OMT tool in English – Indonesian translation: Re-checking writing	2.83	Moderate frequency
17	I use OMT tool in English – Indonesian translation: Understanding audio or video tape	2.33	Moderate frequency
18	I re-formulate source text before translated by OMT tool to achieve better translation' quality	2.76	Moderate frequency
19	I identify error in OMT tool' translation	3.26	High frequency
20	I identify vocabulary errors in OMT tool' translation	2.29	Moderate frequency
21	I identify word order error in OMT tool' translation	3.05	High frequency
22	I identify grammar error in OMT tool' translation	3.09	High frequency

23	I identify idiomatic expression error in OMT tool' translation	2.90	Moderate frequency
24	I correct OMT tool' translation error	3.12	High frequency

General frequency of OMT tool use in English learning. This statement was addressed to identify general frequency of OMT tool use in respondent' English learning. As for the details of the use, they were asked in the next following statements.

Table 8				
<i>General frequency use of OMT tool in English learning</i>				
Statement	Responses	Frequency	Percent	Mean Value
I use OMT tool in my English learning	Never	0	0	3.19
	Rarely	14	13.6	
	Usually	55	53.4	
	Often	34	33.0	

All of the respondents reported of having experience in using OMT tool. There were 34 respondents (33%) answered "often," 55 respondents (53.4%) answered "usually," while another 14 respondents answered "rarely," to this statement. The mean value for this item is 3.19 and belongs to high frequency category which infers that respondents used OMT tool often in their English learning.

OMT tool use by assignment types. In terms of the frequency of OMT use by assignment types, there are 4 types of assignment proposed in this study, namely: writing assignment, reading assignment, speaking assignment, and listening assignment.

Statement	Response	Frequency	Percent	Mean
I use OMT tool to help me in writing assignment	Never	0	0	3.23
	Rarely	17	16.5	
	Usually	45	43.7	
	Often	41	39.8	
I use OMT tool to help me in reading assignment	Never	6	5.8	2.92
	Rarely	22	21.4	
	Usually	49	47.6	
	Often	26	25.2	
I use OMT tool to help me in speaking assignment	Never	16	15.5	2.43
	Rarely	42	40.8	
	Usually	30	29.1	
	Often	15	14.6	
I use OMT tool to help me in listening assignment	Never	30	29.1	2.15
	Rarely	40	38.8	
	Usually	21	20.4	

	Often	12	11.7	
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In writing assignment, there were 41 respondents or equal to 39.8% answered “often.” There were 45 respondents (43.7%) answered “usually,” 17 respondents (16.5%) answered “rarely,” while no respondents answered “never.” In reading assignment, 26 respondents (25.2%) answered “often,” 49 respondents (47.6%) answered “usually,” 22 respondents (21.4%) answered “rarely,” and 6 respondents (5.8%) answered “never.” In speaking assignment, 15 respondents (14.6%) answered “often,” 30 respondents (29.1%) answered “usually,” 42 respondents (40.8%) answered “rarely,” and 16 respondents (15.5%) answered “never.” In listening assignment, there were 12 respondents (11.7%) answered “often,” 21 respondents (20.4%) answered “usually,” 40 respondents (38.8%) answered “rarely,” while 30 respondents (29.1%) never use OMT tool for this type of assignment.

As for the mean values of these items, the use of OMT tool in writing assignment has the highest mean value which was 3.23 and belongs to high frequency category, followed by reading assignment with 2.92 (moderate frequency category), speaking assignment with 2.43 (moderate frequency category), and listening assignment 2.15 (moderate frequency category). The mean values of these items shows that respondent often used OMT tool in writing assignment, and sometimes in reading, speaking, and listening assignment.

OMT tool use by length of the text. The following statements were addressed to find out the use of OMT tool in terms of length of the text to be

translated. There were four types of translation by length proposed, namely:

vocabulary translation, short phrase translation, full sentence translation, and short paragraph translation.

Table 10				
<i>OMT tool use by length of the text</i>				
Statement	Responses	Frequency	Percent	Mean
I use OMT tool to translate vocabulary	Never	2	1.9	3.22
	Rarely	18	17.5	
	Usually	38	36.9	
	Often	45	43.7	
I use OMT tool to translate short phrase	Never	9	8.7	2.61
	Rarely	34	33.0	
	Usually	48	46.6	
	Often	12	11.7	
I use OMT tool to translate full sentence	Never	24	23.3	2.37
	Rarely	29	28.2	
	Usually	38	36.9	
	Often	12	11.7	
I use OMT tool to translate short paragraph	Never	44	42.7	1.80
	Rarely	42	40.8	
	Usually	11	10.7	
	Often	6	5.8	

There were 45 respondents or equal to 43.7% answered “often,” and 38 respondents or equal to 36.9% answered “usually,” that they used OMT tool to translate vocabulary. Other than that, there were 18 respondents (17.5%) answered “rarely,” and only 2 respondents (1.9%) answered “never” that they used OMT tool for this purpose. For short phrase translation, 12 respondents (11.7%) answered “often,” 48 respondents (46.6%) answered “usually,” 34 respondents (33%) answered “rarely,” and 9 respondents (8.7%) answered “never.” For full sentence translation, there were 12 respondents (11.7%) answered “often,” 38 respondents (36.9%) answered “usually,” 29 respondents (28.2) answered “rarely,” and 24 respondents (23.3%) answered never. In short paragraph translation, there were 6 respondents (5.8%) answered “often,” 11 respondents (10.7%) answered “usually,” 42 respondents (40.8%) answered “rarely,” and 44 respondents (42.7%) answered “never.”

As for the mean values of these items, the use of OMT tool to translate vocabulary has the highest mean value with 3.22 and belongs to high frequency category, followed by short phrase translation with 2.61 (moderate frequency category), full sentence translation with 2.37 (moderate frequency category), and short paragraph with 1.8 (low frequency category). The mean values of these item indicates that respondents often used OMT tool in vocabulary translation, sometimes in short phrase and full sentence translation, and they rarely used it in paragraph translation.

OMT tool use in Indonesian – English translation. The following statements were addressed to find out the use of OMT tool in Indonesian – English translation among the respondents. There were four purposes of OMT tool use in this regard, namely: for pre-writing, for writing editing, for revising assignment, and for preparing oral assessment.

Statement	Responses	Frequency	Percent	Mean
I use OMT tool in Indonesian – English translation: Pre-writing	Never	11	10.7	2.63
	Rarely	35	34.0	
	Usually	38	36.9	
	Often	19	18.4	
I use OMT tool in Indonesian – English translation: Writing editing	Never	6	5.8	2.95
	Rarely	17	16.5	
	Usually	56	54.4	
	Often	24	23.3	
I use OMT tool in Indonesian – English translation: Revising assignment	Never	8	7.8	2.77
	Rarely	27	26.2	
	Usually	49	47.6	
	Often	19	18.4	
I use OMT tool in Indonesian – English translation: Preparing oral	Never	10	9.7	2.73
	Rarely	29	28.2	

assessment	Usually	43	41.7	
	Often	21	20.4	

In terms of the use of OMT tool in pre-writing, 11 respondents or equal to 10.7% answered “never.” 38 respondents (36.9%) answered “usually,” 35 respondents (34%) answered “rarely,” and 11 respondents (10.7%) answered “never.” In terms of writing editing, there were 24 respondents (23.3%) answered “often,” 56 respondents (54.4%), answered “usually,” 17 respondents (16.5%) answered “rarely,” and 6 respondents (5.8%) answered “never.” In terms of revising assignment, there were 19 respondents (18.4%) answered “often,” 49 respondents (47.6%) answered “usually,” 27 respondents (26.2%) answered “rarely,” and 8 respondents (7.8%) answered “never.” In terms of preparing oral assessment, 21 respondents (20.4%) answered “often,” 43 respondents (41.7%) answered “usually,” 29 respondents (28.2%) answered “rarely,” and 10 respondents (9.7%) answered “never.”

The use of OMT tool in Indonesian – English translation in terms of writing editing has the highest mean value with 2.95, followed by revising assignment with 2.77, preparing oral assessment with 2.73, and pre-writing with 2.63. all of the four purposes belongs to moderate frequency category. Based on the mean values of these items, it can be assumed that respondents sometimes used OMT tool in writing editing, revising assignment, preparing oral assessment, and pre-writing.

The OMT tool use in English – Indonesian translation. On the contrast with the previous statements, the following statements tried to identify the use of OMT tool in English – Indonesian translation. There were also four types of OMT tool use including: for understanding instruction in doing assignment, for understanding reading text, for re-checking writing, and for understanding audio or video tape.

Table 12				
<i>The OMT tool use in English – Indonesian translation</i>				
Statement	Responses	Frequency	Percent	Mean
I use OMT tool in English – Indonesian translation: Understanding instruction in doing assignment	Never	19	18.4	2.34
	Rarely	36	35.0	
	Usually	42	40.8	
	Often	6	5.8	
I use OMT tool in English – Indonesian translation: Understanding reading text	Never	4	3.9	3.04
	Rarely	15	14.6	
	Usually	57	55.3	
	Often	27	26.2	
I use OMT tool in English – Indonesian translation: Re-checking writing	Never	7	6.8	2.83
	Rarely	26	25.2	
	Usually	47	45.6	
	Often	23	22.3	
I use OMT tool in English –	Never	23	22.3	2.33

Indonesian translation:	Rarely	39	37.9	
Understanding audio or video tape	Usually	25	24.3	
	Often	16	15.5	

In terms of understanding instruction in doing assignment, 6 respondents or equal to 5.8% answered “often,” 42 respondents (40.8%) answered “usually,” 36 respondents (35%) answered “rarely,” and 19 respondents (18.4%) answered “never.” For understanding reading text, there were 27 respondents (26.2%) answered “often,” 57 respondents (55.3%) answered “usually,” 15 respondents (14.6%) answered “rarely,” and 4 respondents (3.9%) answered “never.” For re-checking writing, 23 respondents (22.3%) answered “often,” 47 respondents (45.6%) answered “usually,” 26 respondents (25.2%) answered “rarely,” and 7 respondents (6.8%) answered “never.” For understanding audio or video tape, 16 respondents (15.5%) answered “often,” 25 respondents (24.3%) answered “usually,” 39 respondents (37.9%) answered “rarely,” and 23 respondents (22.3%) answered “never.”

The use of OMT tool in English – Indonesian translation in terms of understanding reading text has the highest mean value with 3.04 and belongs to high frequency category, followed by re-checking writing 2.83 (moderate frequency category), understanding instruction in doing assignment with 2.34 (moderate frequency category), and understanding audio or video tape with 2.33 (moderate frequency category). The mean values of these items infers that respondents often used OMT tool for understanding reading text, and sometimes

for re-checking writing, understanding instruction in doing assignment, and understanding audio or video tape.

Re-formulating source text to achieve better translation' quality. This statement was addressed to find out whether or not respondents re-formulate source text to gain better degree of OMT tool' translation quality.

Statement	Responses	Frequency	Percent	Mean Value
I re-formulate source text before translated by OMT tool to achieve better translation' quality	Never	9	8.7	2.76
	Rarely	28	27.2	
	Usually	45	43.7	
	Often	21	20.4	

There were 21 respondents or equal to 20,4% answered "often." There were 45 respondents (43.7%) answered "often," 28 respondents (27.2%) answered "rarely," and 9 respondents (8.7%) answered "never." The mean value for this item is 2.76 and belongs to moderate frequency category which infers that respondents sometimes re-formulated the source text before it was translated by OMT tool in order to obtain the better translation.

OMT tool' translation' error detection. Respondents were asked if they had ever detected error in OMT tool' translation, and the result showed that all of them had an experience in detecting error in OMT translation.

Table 14				
<i>OMT tool' translation' error detection</i>				
Statement	Responses	Frequency	Percent	Mean Value
I identify error in OMT tool' translation	Never	0	0	3.26
	Rarely	13	12.6	
	Usually	50	48.5	
	Often	40	38.8	

There were 40 respondents or equal to 38.8% answered “often,” 50 respondents (48.5%) answered “usually,” 13 respondents (12.6%) answered “rarely,” while none of them answered “never” that they detect error in OMT tool’ translation. The mean value for this item is 3.26 and belongs to high frequency category. It can be inferred that respondents often found error in OMT tool translation.

Error detection of OMT tool’translation by types of error. There were four errors that are commonly found in OMT tool’translation proposed in this study, namely: vocabulary error, word order error, grammar error, and idiomatic expression error.

Table 15				
<i>Error detection of OMT tool’translation by types of error</i>				
Statement	Responses	Frequency	Percent	Mean
I identify vocabulary errors in	Never	21	20.4	2.29

OMT tool' translation	Rarely	40	38.8	
	Usually	33	32.0	
	Often	9	8.7	
I identify word order error in OMT tool' translation	Never	3	2.9	3.05
	Rarely	19	18.4	
	Usually	51	49.5	
	Often	30	29.1	
I identify grammar error in OMT tool' translation	Never	3	2.9	3.09
	Rarely	16	15.5	
	Usually	53	51.5	
	Often	31	30.1	
I identify idiomatic expression error in OMT tool' translation	Never	7	6.8	2.90
	Rarely	23	22.3	
	Usually	46	44.7	
	Often	27	26.2	

For vocabulary error, there were 9 respondents or equal to 8.7% answered “often.” Another 33 respondents (32.0%) answered “usually,” 40 respondents (38.8%) answered “rarely,” and 21 respondents (20.4%) answered “never.” For word order errors, 30 respondents (29.1%) answered “often,” 51 respondents (49.5%) answered “usually,” 19 respondents (18.4%) answered “rarely,” and 3 respondents (2.9%) answered “never.” For grammar error, 31 respondents (30.1%) answered “often,” 53 respondents (51.5%) answered “usually,” 16 respondents (15.5%)

answered rarely, and 3 respondents (2.9%) answered “never.” In terms of idiomatic expression error, 27 respondents (26.2%) answered “often,” 46 respondents (44.7%) answered “usually,” 23 respondents (22.3%) answered “rarely,” and 7 respondents (6.8%) answered “never.”

The use of OMT tool in grammar error detection has the highest mean value with 3.09 and belongs to high frequency category, followed by word order error with 3.05 (high frequency category), idiomatic expression error with 2.90 (moderate frequency category), and the lowest is vocabulary error detection with 2.29 (moderate frequency category). The mean values of these items indicates that respondents often found grammar and word order errors, and sometimes found idiomatic expression and vocabulary errors.

Error correction of OMT tool’ translation. This last statement in the first part of the questionnaire identified the error correction task related to the error that sometimes OMT tool produce.

Statement	Responses	Frequency	Percent	Mean Value
I correct OMT tool’ translation error	Never	4	3.9	3.12
	Rarely	19	18.4	
	Usually	41	39.8	
	Often	39	37.9	

With the mean value of 3.12 which belongs to high frequency category, it can be assumed that respondents often did correcting the error of OMT tool' translation . There were 39 respondents or equal to 37.2% answered “often,” 41 respondents (39.8%) answered “usually,” 19 respondents (18.4%) answered “rarely,” and 4 respondents (3.9%) answered “never.”

Finding on the benefit that students obtain by using OMT tool. This second part of finding is presented to answer the second research question related to the benefit that respondents gain in using OMT tool in their English learning. There are 10 items in this findings. Each item' mean value is categorized based on the attitude scale below to measure the general response toward the statement. The mean value is categorized in low frequency category if it is ranging from 1.00 – 2.00, in moderate frequency category if it is ranging from 2.01 – 3.01, and in high frequency category if it is ranging from 3.01 – 4.00 (see Table 5, *Benefit scale*, for the detail).

No	Statement	Mean	Category
1	OMT tool is useful in my English learning	3.26	Highly beneficial
2	OMT tool increases my confidence in learning English	2.82	Moderately beneficial
3	OMT tool improves my vocabulary mastery	3.25	Highly beneficial

4	OMT tool improves my grammar accuracy	2.43	Moderately beneficial
5	OMT tool helps me produce native-like language	2.61	Moderately beneficial
6	OMT tool helps me to get a better assignment' score	2.80	Moderately beneficial
7	OMT tool helps me to save times in doing assignment	2.94	Moderately beneficial
8	OMT tool helps me to sharpen my translation skill	3.12	Highly beneficial
9	OMT tool helps me to improve my writing skill	2.88	Moderately beneficial
10	OMT tool helps me in understanding a reading text	3.17	Highly beneficial

The usefulness of OMT tool in English Learning.

Table 18				
<i>The usefulness of OMT tool in English Learning</i>				
Statement	Responses	Frequency	Percent	Mean
OMT tool is useful in my English learning	Disagree	0	0	3.26
	Less Agree	10	9.7	
	Agree	56	54.4	
	Strongly Agree	37	35.9	

There were 37 respondents or equal to 35.9% answered “strongly agree,” 56 respondents (54.4%) answered “agree,” and 10 respondents (9.7%) answered “less agree” that OMT tool is helpful in their English learning. There was no respondents who disagreed to this statement. With the mean value of 3.26 which belongs to highly beneficial category, respondents perceived that OMT tool was very useful in their English learning.

OMT tool in increasing confidence in learning English.

Table 19				
<i>OMT tool in increasing confidence in learning English</i>				
Statement	Responses	Frequency	Percent	Mean
OMT tool increases my confidence in learning English	Disagree	4	3.9	2.82
	Less Agree	27	26.2	
	Agree	56	54.4	
	Strongly Agree	16	15.5	

There were 16 respondents or equal to 15.5% answered “strongly agree.” Another 56 respondents (54.4%) answered “agree,” 27 respondents (26.2%) answered “less agree,” and 4 respondents (3.9%) answered “disagree” that OMT tool increases their confidence in learning English. The mean value of this items is 2.82 and belongs to moderately beneficial category. It infers that respondents perceived that OMT tool was useful in increasing their confidence in learning English.

OMT tool in improving vocabulary mastery.

Table 20				
<i>OMT tool in improving vocabulary mastery</i>				
Statement	Responses	Frequency	Percent	Mean
OMT tool improves my vocabulary mastery	Disagree	4	3.9	3.25
	Less Agree	9	8.7	
	Agree	47	45.6	
	Strongly Agree	43	41.7	

There were 43 respondents or equal to 41.7% answered “strongly agree,” 47 respondents (45.6%) answered “agree,” 9 respondents (8.7%) answered “less agree,” and 4 respondents (3.9) answered “disagree” that OMT tool improved their vocabulary mastery. With the mean value of 3.25 which belongs to highly beneficial category, it infers that respondents perceived that OMT tool was very useful in improving their vocabulary mastery.

OMT tool in improving grammar accuracy.

Table 21				
<i>OMT tool in improving grammar accuracy</i>				
Statement	Responses	Frequency	Percent	Mean
OMT tool improves my grammar accuracy	Disagree	12	11.7	2.43
	Less Agree	44	42.7	
	Agree	38	36.9	
	Strongly Agree	9	8.7	

There were 9 respondents or equal to 8.7% answered “strongly agree,” 38 respondents (36.9%) answered “agree,” 44 respondents (42.7%) answered “less agree,” and 12 respondents (11.7%) answered “disagree” that using OMT tool could improve their grammar accuracy. The mean value of 2.43 for this item which belongs to moderately beneficial category indicates that respondents perceived that OMT tool was useful in improving their grammar accuracy.

OMT tool in producing native-like language

Table 22				
<i>OMT tool in producing native-like language</i>				
Statement	Responses	Frequency	Percent	Mean
OMT tool helps me produce native-like language	Disagree	7	6.8	2.61
	Less Agree	41	39.8	
	Agree	40	38.8	
	Strongly Agree	15	14.6	

There were 15 respondents or equal to 14.6% answered “strongly agree,” 40 respondents (39.8%) answered “agree,” 41 respondents (39.8%) answered “less agree,” and 7 respondents (6.8%) answered “disagree” that OMT tool helped them to produce native-like language. The mean value for this items was 2.61 and belonged to moderately beneficial category. It indicates that respondents perceived OMT tool to be useful to help them in producing native-like language.

OMT tool in helping to get a better assignment score

Table 23				
<i>OMT tool in helping to get a better assignment score</i>				
Statement	Responses	Frequency	Percent	Mean
OMT tool helps me to get a better assignment' score	Disagree	2	1.9	2.80
	Less Agree	28	27.2	
	Agree	62	60.2	
	Strongly Agree	11	10.7	

There were 11 respondents or equal to 10.7% answered “strongly agree,” 62 respondents (60.2%) answered “agree,” 28 respondents (27.2%) answered “less agree,” and 2 respondents (1.9%) answered “disagree” that OMT tool helped them to get better assignment score. The mean value of this item was 2.80 which belongs to moderately beneficial category. It indicates that respondents perceived OMT tool to be useful to help them in attaining better assignment score.

OMT tool in saving time in doing assignment

Table 24				
<i>OMT tool in saving time in doing assignment</i>				
Statement	Responses	Frequency	Percent	Mean
OMT tool helps me to save times in doing assignment	Disagree	4	3.9	2.94
	Less Agree	18	17.5	
	Agree	61	59.2	
	Strongly Agree	20	19.4	

There were 20 respondents or equal to 19.4% answered “strongly agree,” 61 respondents (59.2%) answered “agree,” 18 respondents (17.5%) answered “less agree,” and 4 respondents answered “disagree” that OMT tool helped them to save time in doing assignment. The mean value for this item is 2.94 which belongs to moderately beneficial category. It indicates that respondents perceived that OMT tool was useful in saving their times in doing assignment.

OMT tool in translation skill drilling

Table 25				
<i>OMT tool in translation skill drilling</i>				
Statement	Responses	Frequency	Percent	Mean
OMT tool helps me to sharpen my translation skill	Disagree	1	1	3.12
	Less Agree	13	12.6	
	Agree	62	60.2	
	Strongly Agree	27	26.2	

There were 27 respondents or equal to 26.2% answered “strongly agree,” 62 respondents (60.2%) answered “agree,” 13 respondents (12.6%) answered “less agree,” and only 1 respondent (1%) who answered “disagree” to the statement. The mean value for this item is 3.12 which belongs to highly beneficial category. It infers that respondents perceived that OMT tool was very useful to sharpen their translation skill.

OMT tool in improving writing skill

Table 26				
<i>OMT tool in improving writing skill</i>				
Statement	Responses	Frequency	Percent	Mean
OMT tool helps me to improve my writing skill	Disagree	3	2.9	2.88
	Less Agree	25	24.3	
	Agree	56	54.4	
	Strongly Agree	19	18.4	

There were 19 respondents or equal to 18.4% answered “strongly agree,” 56 respondents (54.4%) answered “agree,” 25 respondents (24.3%) answered “less agree,” and 3 respondents (2.9%) answered “disagree” that OMT tool helped them to improve their writing skill. The mean value for this item is 2.88 which belongs to moderately beneficial category. It infers that respondents perceived OMT tool to be useful in improving their writing skill.

OMT tool for reading comprehension

Table 27				
<i>OMT tool for reading comprehension</i>				
Statement	Responses	Frequency	Percent	Mean
OMT tool helps me in understanding a reading text	Disagree	0	0	3.17
	Less Agree	12	11.7	
	Agree	61	59.2	
	Strongly Agree	30	29.1	

There were 30 respondents or equal to 29,1% answered “strongly agree,” 61 respondents (59.2%) answered “agree,” 12 respondents (11.7%) answered “less agree,” and none of the respondents disagreed that OMT tool helped them in understanding a reading text. The mean value for this item is 3.17 which belonged to high frequency category. It infers that respondents perceived OMT tool to be very useful in their reading comprehension.

Discussion

The use of OMT tool in English learning. In this first part of finding the frequency of some practices in using OMT tool by students of EED od UMY were identified. These practices included the use of OMT tool based on the assignment types, the use based on the length of the translation, the use based on the direction of the translation, error identification, and error correction. The finding indicated some most common uses of OMT tool: in writing assignment (based on the assignment types), in vocabulary translation (based on the length of the translation), in writing editing (Indonesian – English translation), and in reading comprehension (English – Indonesian translation). Additionally, the least common uses of OMT tool were as follow: in listening assignment (based on the assignment types), in short paragraph translation (based on the length of the translation), in pre-writing (Indonesian – English translation), and in understanding audio or video tape (English – Indonesian translation).

In terms of error identification in using OMT tool, grammar error was the most frequently found error, while vocabulary error was the least frequently found error. In terms of error correction in using OMT tool, post-editing process was more

frequently done by students than pre-editing in dealing with the error contained in OMT tool' translation.

The finding showed that all of students involved in this research used OMT tool in their learning. They used OMT tool often. It can be seen from the mean value of 3.19 which belonged to high frequency category. There were 9 kinds of OMT tools that students usually used, and Google Translate was the most frequently used one, as it was used by 83 out of 103 respondents. This means that 80.6% students were familiar with this particular OMT tool.

The popularity of Google Translate might due to the fact that Google is a renowned brand of technology company which everyone is familiar with. Moreover, Hampshire and Salvia (2010) experimented on the quality of OMT tools translation by comparing some of OMT tools, including Google Translate. The result showed that Google Translate attained the highest score in translation quality. These factors might be the reason of that made Google Translate to be the most popular translation tool among the user of OMT tool, particularly the students of EED of UMY.

The use of OMT tool based on the assignment types. OMT tool, as any other applicable technology in language learning and teaching, can be practical to help students in some language learning activities. One of the example of the use of OMT tool in this regard is to assist students in doing their assignments. This study identified the use of OMT tool to help students in this regard by proposing four types of assignments based on the four basic skills of English, namely writing, reading, speaking, and listening assignment. The finding revealed that the frequency

of OMT tool use by students in writing assignment was high with the mean value of 3.23. The other three assignments, reading (2.92), speaking (2.43), and listening (2.15), based on the mean values, belonged to moderate frequency category. This implied that students often used OMT tool in writing assignment, and used it sometimes in reading, speaking, and listening assignment.

This finding is in line with what Jolley and Maimone (2015) found in their research that students preferred to use OMT tool in writing assignment rather than another types of assignments. The reason why students use OMT tool more often in writing assignment might relate to the nature of writing itself. Unlike speaking and listening, in writing, students have more times to use a tool to help them performing the task. Therefore, students tended to use OMT tool more often in writing assignment than in speaking or listening assignment. However, the finding contradicts with Niño (2009), who argued that reading comprehension is the most popular use of OMT tool. Thus, the researcher assumes that the reason why students used OMT tool more often in writing assignment instead of reading assignment was because the assignments they were given to were more frequent in a form of writing than of reading.

The use of OMT tool based on the length of the translation. OMT tool can be used to translate a text in various length, from a single word to a whole document. This study examined the varieties of OMT tool use in this regard. There were 4 related uses proposed by this study, namely: vocabulary translation, short phrase translation, complete sentence translation, and short paragraph translation. With the mean value of 3.22, it can be implied that students used OMT tool often in

vacabulary translation. They also sometimes used OMT tool in short phrase (2.61) and complete sentence translation (2.37), while they rarely used it in short paragraph translation (1.8).

The finding is in line with Niño (2009) who stated that the use of OMT tool in vocabulary reference, along with reading comprehension use, is the most popular use of OMT tool that students have positive attitude toward its usefulness as a place where they look up for individual word they do not understand. The use of OMT tool to translate short phrase and complete sentence fell into moderate frequency category which implied that students sometimes used OMT tool for this type of translation. The last use, the use of OMT tool to translate short paragraph, belonged to low frequency category which implied that studentes rarely used it for this purpose. Similar result was found in the research of Jolley and Maimone (2015) that EFL students perceived that using OMT tool to translate a paragraph and an entire text were completely unethical, so they avoided using OMT tool in this way.

The use of OMT tool based on multi-directional translation. In the process of translation, particularly in OMT tool translation, there are two languages involved, L1 and L2. Thus, there will be two possible direction of the translation, either L1 into L2 translation or L2 into L1 translation. The use of OMT tool in either direction of translation will be different depending on what the purpose of the translation is. This study investigated the use of OMT tool in both L1 – L2 and L2 – L1 translation based on some purposes. In the context of this study, the two languages involved were Indonesian and English, and the two directions were Indonesian – English, and English – Indonesian translation.

In Indonesian – English translation, there were four activities using OMT tool proposed in this study, namely: pre-writing, writing editing, revising assignment, and preparing oral assessment. The mean values were as follow: 2.63 for pre-writing, 2.95 for writing editing, 2.77 for revising assignment, and 2.73 for preparing oral assessment. The range of the mean values for these items, 2.63 – 2.95, belonged to moderate frequency category. There was no significant difference between the mean value of these items. This implied that students of EED of UMY sometimes used OMT tool in pre-writing, writing editing, revising assignment, and preparing oral assessment. This result is supported by Clifford et al. (2013) who found that in L1 – L2 translation, students tend to use OMT tool in those purposes.

In English – Indonesian translation, the use of OMT tool in understanding reading text belonged to highly frequent categories with the mean value of 3.04. It inferred that students often used OMT tool in reading task. The other three uses: re-checking writing (2.83), understanding instruction in doing assignment (2.34), and understanding audio or video tape (2.33) belonged to moderate frequency category. This implied that they sometimes used OMT tool in re-checking writing, understanding instruction in doing assignment, and understanding audio or video tape.

Based on the finding, understanding reading text purpose was the most popular OMT use in English – Indonesian translation. This supports what Niño (2009) believed that this use is the most popular use of OMT tool. Moreover, it was quite plausible understanding audio or video tape purpose less frequent than the other three purposes, though it belonged to moderate frequency category, because

they were not familiar with speech input feature of OMT tool that allow the user to input the source language by simply saying it or by using an audio which will be transformed into a text.

Translation error detection and correction. Some weaknesses of OMT tool related to the language complexity and ambiguities prevent it to provide translation with 100% accuracy. Therefore, some errors are commonly found in its translation. That is why the editing process of OMT tool' translation becomes an integral part to gain better translation quality. In order to identify the editing process conducted by students as well as their experience regarding to OMT tool' translation error, some statements were proposed.

With the mean value of 3.26, the result showed that students of EED of UMY often found errors in OMT tool translation. They were aware that OMT tool often produced errors in its translation. There were four types of errors proposed in this study, namely: vocabulary error, word order error, grammar error, and idiomatic expression error. From these four errors, grammar error was the most frequently found with the mean value of 3.09 followed by word order error (3.05), idiomatic expression error (2.90), and vocabulary error (2.29). The mean value of these items inferred that students often found grammar and word order error, and sometimes found idiomatic expression and vocabulary error.

Tripathi and Sharkel (2010) mentioned that the main problems in OMT tool' translation are grammar inaccuracy and literal translation. Niño (2008) also stated that idiomatic expression is one of the common error in OMT tool translation, however, OMT tool is well in dealing with vocabulary translation. This

finding, then, confirms what those researchers argued about what kind of error that OMT tool most likely to produce.

In terms of editing process, there were two types of process proposed in this study, pre- and post-editing process. Pre-editing process is done by re-writing, re-structuring, and revising a source text to avoid it being mistranslated by OMT tool (Babych et al., 2009; Gerlach et al., 2013; Temnikova, 2010). In contrast with pre-editing process, post-editing is the process of editing translated text of OMT tool to to achieve a higher degree of quality and acceptable translation (Martinez, 2003). With the mean value of 2.76, it can be assumed that students of EED of UMY sometimes did reformulatie the source text before it was translated into target language (pre-editing). Unlike pre-editing process which was categorized in moderate frequency, they were identified to do correcting translated text (post-editing) often. The mean value for the statements was 3.12 which was categorized in high frequency category. It also implied that students more accustomed to do post-editing process than pre-editing process.

Both pre- and post- editing process are proved to be beneficial not only to gain better translation quality, but also can serve as a training to improve students' language knowledge, writing, and translation skills (Kliffer, 2005). However, the finding also revealed that there were some students who did not conduct the editing process, although they were aware of the errors that might be contained in OMT tool' translation. The lack of time and reluctance might be the reasons to this, or the students were what Hutchins (2009) called as 'occasional translator' in which they

use OMT tool only to find a basic idea of a text and do not concern about the quality of the translation.

The benefit of using OMT tool. Students of EED of UMY' view towards some of the benefit in using OMT tool that proposed by some researchers were identified in this second part of finding. The finding implied that OMT tool was perceived to be most beneficial in improving vocabulary, while it perceived to be least beneficial in improving grammar accuracy.

In general, students perceived that OMT tool was very useful in their english learning. It can be seen from the mean value for the statement was 3.26 which belonged to highly beneficial category. This is in line with some researchers (Kliffer, 2005; Gaspari, 2006; Niño, 2009; Case, 2010; Garcia, 2010; Clifford et al., 2013; Kadhim et al., 2013; Koponen & Salmi, 2015) who argued that OMT tool is beneficial for English learner. As for how OMT tool will particularly benefit, those researchers proposed some of the benefits, namely: increasing confidence in learning english, improving vocabulary mastery, improving grammar accuracy, attaining better assignment' score, producing native-like language, saving time in doing assignment, sharpening translation skill, improving writing skill, and reading comprehension. This study, therefore, investigated students' view toward those benefits.

OMT tool in increasing confidence in learning English. The mean value of this statement was 2.82 and belonged to moderately beneficial category. It implied that students perceived that OMT tool was useful in increasing their confidence in learning English. Some researchers (Gaspari, 2006; Case, 2010;

Garcia, 2010) believed that OMT tool can improve students' confidence in their English learning, especially in writing, and reading comprehension. Students might find OMT tool to be helpful to assist them in writing and reading, so they are more confident in dealing with learning activities related to writing and reading.

However, there is still no evidence yet about how OMT tool can boost students' confidence in speaking and listening, not to mention that there have not been a research to study a practical use of OMT tool in speaking and listening activities. Therefore, the researcher suggests that text-to-speech and speech recognition features can be utilized to train students how to pronounce a certain word or to know how that word is sound like. This way, students will have more confidence in their listening and speaking performances.

OMT tool in improving vocabulary mastery. This statements had the mean value of 3.25 and belonged to highly beneficial category. It implied that students perceived that OMT tool was very useful in improving their vocabulary mastery. This finding confirms what Clifford et al. (2013) believed that OMT tool is helpful in improving vocabulary mastery. By using OMT tool in a translation task, especially in vocabulary translation, students will be provided with alternative translations or synonyms. This, therefore, will make them experiencing new vocabularies which are potential to be acquired. As they are being familiarized with those new vocabularies, there is a higher chance of those vocabularies added to their vocabulary storage.

OMT tool in improving grammar accuracy. The mean value of this item was 2.43. It implied that students perceived that OMT tool was useful in improving their grammar accuracy. The finding confirms what Belam (2003) believed that students can learn new grammar points and stylistic aspect from OMT tool by doing post-editing. This finding is also in line with the first finding of this research which showed that students indeed did the post-editing process when using OMT tool.

What makes it interesting is that in the statements where respondents were asked about common errors that OMT tool produce, grammar errors was the most commonly found error. Despite OMT tool the weakness of OMT tool in grammatical aspect, students perceived that OMT tool was beneficial in improving their grammar accuracy.

OMT tool in helping to produce native-like language. This statement had the mean value of 2.61 and belonged to moderately beneficial category. It indicated that students perceived that OMT tool was useful to help them in producing native-like language. This is opposite to what Niño (2009) argued that OMT tool produce unnatural translation in which the translation is not smoothly flowing and readable by human. That is why OMT tool produce less authentic and unnatural language. Further, Niño asserted that OMT tool is unable to take cultural references into account unless it is previously identified and entered into its systems. Since a culture of a language is closely related to the language itself, there will be some cultural aspects that must be taken into account in native-like language production such as slang language and idiomatic expression. Therefore, OMT tool will more likely to fail as a reference of how native-like language is produced.

OMT in helping students to get a better assignment score. The mean value of this statement was 2.80 which belonged to moderately beneficial category. It implied that students perceived that OMT tool was useful to help them in attaining better assignment score. It is in line with the first finding of this study which showed that students used OMT tool in some assignments. The example of how OMT tool can be beneficial to help students in attaining better assignment score is by using it in writing assignment. It was proved by García (2010) who in an experimental study found that students who used OMT tool in writing got a better mark, did less pausing while writing, and produced more words than of those who wrote directly into L2. Another example is that when students use the help of OMT tool in their assignment, it will save them more time to finish the assignment. They will have more time left to do re-checking, editing, and revising the work that they have just finished. By doing this, they can reduce the numbers of mistakes contained in their work, which consequently will allow them to get a better assignment score.

OMT tool in saving time in doing assignment. The mean value of this statement was 2.94 which belonged to moderately beneficial category. It indicated that students perceived OMT tool to be useful helpful to save time in doing assignment. This is in line with what Lien and Chien (2009) stated that it is really time saving to use OMT tool in translation task. One of the advantages of OMT tool is that it provides real-time translation. OMT tool is able to do a translation task rapidly. Therefore, using OMT tool to assist students in doing assignments that

might involve translation process such as writing and reading assignment will be beneficial in saving time.

OMT tool in sharpening translation skill. With the mean value of 3.12 that belonged to highly beneficial category, students perceived that OMT tool was very useful in sharpening their translation skill. There are some ways that students translation skill can be improved. First, by doing editing process of OMT tool' translation, students will be accustomed to error identification of a translation that it will raise students' awareness of the complexity of the translation and stimulates them to learn from any translation error (Niño, 2008). Second, they will have an opportunity of comparing different grammar and stylistic points of two languages. Third, OMT tool can improve students vocabulary mastery that it will lessen their struggle in a translation task caused by lack of vocabulary mastery. Those ways can be encompassed by OMT tool to improve students' translation skill.

OMT tool in improving writing skill. The mean value for this item was 2.88 which belonged to moderately beneficial category. It indicated that students perceived OMT tool to be useful to help them in improving their writing. It is in line with what Niño (2008) believed that OMT tool can improve students' writing skill. Knowing the fact that OMT tool sometimes produces errors in its translation, and since to revise those error also involves writing skill, Niño argued that by doing editing process of OMT tool' translation error can sharpen students writing skill.

Another factors that might be related to the improvement of students' writing skills is the fact that students viewed OMT tool to be beneficial in improving their vocabulary mastery. Since the lack of vocabuarly mastery is one of

the factors that hampers students' writing, having good vocabulary mastery will be very helpful in transferring ideas into a written form.

OMT tool for reading comprehension. This statement had the mean value of 3.17 that belonged to highly beneficial category. It implied that students perceived that OMT tool was very useful in reading comprehension. This benefit of OMT tool allows students to have an improvement in their confidence about what they are reading (Gaspari, 2006). Students often find unfamiliar words, terms, expressions, and phrase in their reading. It, consequently, make them less understand about what they are reading. They may use OMT tool to translate the parts of the reading they do not understand. In a case where they have a real struggle in understanding most of the reading text, they can translate the whole text into their L1 so it can help them to get the summary or the basic of what the information is all about in a form of a draft translated text or document (Kadhim et al., 2013; Koponen & Salmi, 2015).