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To cite this article: Kamal Yusuf 2021 *J. Phys.: Conf. Ser.* **1933** 012024

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The Role of Mobile Applications in Learning Arabic-Indonesian Translation

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Abstract. The current study seeks to find to what extent mobile applications were explored in learning translation of Arabic-Indonesian by students of Arabic department at UIN Sunan Ampel Surabaya, Indonesia. This research aimed to survey students' perceptions and attitudes towards the use of mobile applications during their course in Translation. To investigate students' perceptions and attitudes, a set of questionnaires was employed to capture their opinion. 45 students were voluntarily participated in answering the questionnaire. The participants of the study were students of Arabic department in their 3rd year at the university. The study revealed that students demonstrated positive attitudes towardss the use of mobile applications in learning Translation. It was also found that mobile applications applied in Translation were beneficial and effective. The key benefits students' experienced were the improvement of learners' motivation to study, the increasing of learners' learning autonomy and confidence, and the encouragement of learners' opportunities to practices and self-learning.

1. Introduction

The shifting of learning styles from normal situation to a new situation certainly has significant implications for students' perceptions and attitudes [1], [2]. Although at first there is an awkwardness, slowly but surely, universities can anticipate it and carry out the learning process well. Even though there are some problems that occur, however, they are still at a reasonable level and can be overcome, furthermore even do not dampen the enthusiasm of students to continue learning.

Before the Covid-19 pandemic, foreign language learning courses were usually conducted face-to-face. In addition, the learning can also be done in a language laboratory. One of the main subjects related to language learning is translation. Teaching and learning translation also applied in face-to-face lecturing in class [3], [4]. The learning process requires active interaction between lecturers and students in the classroom, through practical and cooperative learning activities. Learning media that are usually used to support the translation course include the use of PowerPoint, white boards, and Youtube. These media can be said to be mainstream learning media, easy to use, applicable, easily accessible, and commonly used in normal situation.

However, since the Covid-19 pandemic began to attack the world, especially to Indonesia, teaching and learning in higher educations have experienced very significant changes. In normal situation, the learning process is usually done face-to-face. During this pandemic, the teaching or learning are conducted online. One of the digital platform used in foreign language learning is the use

of mobile application. Numerous studies have been done concerning the use of mobile application in language learning in various ways, such as [5]–[10].

Mobile application has been used widely in language learning, for example in English learning. One of mobile apps used is Duolingo. In their study, Inayah et al., [5] confirmed that the use of Duolingo can enhance students' motivation in learning English. By using this app, the study have found that students demonstrated positive perceptions. This study also highlights the usefulness and helpfulness of Duolingo as a mobile application in language learning.

The usability of mobile applications is continue explore. Al-Sabbagh et al., [6] conducted a research surveying three language learning applications that usable in the setting of Arabic speaking migrants in Sweden. Their study revealed that the Arab migrants found quite difficult in using the apps. So that to engage them using the apps, need to be overcomed some obstacles of functionality in order to motivate them learning language.

Another issue in language learning is vocabulary teaching. Basal et al., [7] studied the effectiveness of mobile application in vocabulary teaching. Their research proved that participants using mobile applications in studying vocabulary demonstrated significant positive result. This study also demonstrated the use of mobile applications is effective in learning vocabulary of language.

Zhu [11] investigated students' perceptionss on the use of mobile applications in English language learning. In her study, it was found that Chinese students chose to use mobile apps essentially for the reason for exams and work. They were contented in using mobile apps for English language learning. The design of apps as well as students' purposes for learning English, teachers' instructions impacted students' attitudess towardss using apps.

Based on the aforementioned studies, there have been no study examine the use of mobile applications in learning translation, especially in Arabic-Indonesian context. Therefore, this study was aimed to investigate students' perceptions and attitudes towards the use of mobile application in learning Arabic-Indonesian translation at the UIN Sunan Ampel Surabaya, Indonesia. This study attempted to figure out the role of mobile applications during the Covid-19 to further highlight the digest effect in learning Arabic-Indonesian translation.

2. Methodology
The data of this study were collected through survey. The study used a questionnaire to collect students' responses. Their responses were analyzed in terms of descriptive qualitative. The participant of the current research were students of the Arabic department of UIN Sunan Ampel Surabaya in their 3rd year. There were 45 students who voluntarily participated in responding to the questionnaire distributed online through Google Form. The questionnaire compasses of 16 items. Twelve statements of closed-ended were put into a five-point Likert scale ranges from strongly agree to strongly disagree and four items were ordered in open-ended questions.

3. Result and Discussion
Result
Part one of the questionnaire was designed to figure out the students' perceptions and attitudes towards the use of mobile applications in learning Arabic-Indonesian translation. There were thirteen statements to be responded as seen as follows.

	Statement f/%	SA	A	N	D	SD	M
1	Using mobile applications help me in learning Arabic-Indonesian translation	14 / 31.1	13 / 28.8	12 / 26.6	4 / 8.8	2 / 4.4	3.73
2	Using mobile applications benefit me in learning Arabic-Indonesian translation	14 / 31.1	12 / 26.6	15 / 33.3	2 / 4.4	2 / 4.4	3.75
3	Using mobile applications improve my motivation learning Arabic-Indonesian translation	8 / 17.7	13 / 28.8	18 / 40	6 / 13.3	-	3.51

4	Using mobile applications can improve my self-confidence in learning Arabic-Indonesian translation	7 / 15.5	16 / 35.5	14 / 31.1	8 / 17.7	-	3.48
5	Using mobile applications provide a wide opportunity to practice learning Arabic-Indonesian translation	12 / 26.6	14 / 31.1	14 / 31.1	5 / 11.1	-	3.73
6	Mobile applications should be better not used in learning Arabic-Indonesian translation	4 / 8.8	5 / 11.1	11 / 24.4	14 / 31.1	11 / 24.4	2.48
7	Mobile applications are easy to be used for learning Arabic-Indonesian translation	9 / 20	21 / 46.6	11 / 24.4	4 / 8.8	-	3.77
8	Mobile applications are quite complicated to be used for learning Arabic-Indonesian translation	2 / 4.4	6 / 13.3	19 / 42.2	13 / 28.8	5 / 11.1	2.71
9	I believe the mobile applications can help me improve my Arabic-Indonesian translation skills	5 / 11.1	6 / 13.3	22 / 48.8	11 / 24.4	4 / 8.8	3.31
10	I feel that the mobile applications can help me improve my Arabic-Indonesian translation skills	4 / 8.8	12 / 26.6	24 / 53.3	4 / 8.8	1 / 2.2	3.53
11	I have to learn to master the mobile app before learning to translate	8 / 17.7	13 / 28.8	19 / 42.2	5 / 11.1	-	3.57
12	I am directly able to use the mobile app to learn to translate	7 / 15.5	15 / 33.3	20 / 44.4	3 / 6.6	-	3.53

In response to item #1, most of students (31.1%) were strongly agree that mobile applications help them in facilitating learning Arabic-Indonesian translation, only around 4% responded strongly disagree. This is an evident that the participants of the current survey recognized that mobile applications help them in learning translation.

The result above is not far with students' responses pertaining the benefit of mobile applications in learning Arabic-Indonesian translation. 31% of participants acknowledged the benefit of using mobile applications as reflected by their strongly agreement to statement #2. Interestingly, 33.3% of them stated their neutral standing on this item. However, it can be said that the majority of students demonstrated their positive responses that mobile applications are benefit their learning. It is clearly proved by the mean score of the respondents to item #2 were high, i.e. 3.75.

The next items were related to improvement of students' motivation and self-confidence when using mobile applications in learning Arabic-Indonesian translation. The findings were very interesting, namely that quite a number of students show a neutral attitudes towardss items # 3 and # 4, as many as 31.1% of students responded neutrally to these two items. None of students showed their strongly disagreement to these items. Mostly the participating students admitted that mobile applications could improve their motivation and self-confidence in learning Arabic-Indonesian translation. This finding indicates that students have positive response and attitudes towardss this issue.

Item #5 and #6 depict pertaining the availability and the opportunity of using mobile applications in learning Arabic-Indonesian translation. According to students' responses, they demonstrated high and positive attitudes towards using the apps. The majority of students' agree that mobile applications give opportunity for them to practice the translation. It can be shown by the total number of percentage of their agreement with the statement #5, i.e. 57.7% out of 100%. This percentage is also similar with the result of students' response to statement #7, that the majority of respondents were disagree that "Mobile applications should be better not used in learning Arabic-Indonesian translation". However, the number of those who were in stand of neutral also quite high in number, i.e. 31.1% for item #5 and 24.4% for item #6.

One issue that also explored in the questionnaire was about the simplicity of mobile applications. This is related to what extent are the apps applicable or user-friendly. Statement #7 and #8 were responded positively by respondents who in majority expressed their agreement in response to item #7 and disagreement to item #8. More than 66% and 39% (respectively for #7 and #8) of the students showed positive perceptions and attitudes pertaining the easiness of using mobile applications in

learning Arabic-Indonesian translation. Interesting finding to note in item #8, is that 42.2% of them expressed their neutrality to the statement: Mobile applications are quite complicated to be used for learning Arabic-Indonesian translation.

To be more specific in investigating students' attitudes towards the effect of mobile applications on the improvement of their learning in Arabic-Indonesian translation, item #9 and #10 were proposed in the questionnaire. According to their responses, the mean scores of item #9 and #10 indicated that the students of Arabic department at UIN Sunan Ampel Surabaya demonstrated positive attitudes. In detail, it can be proved by the number of percentages of those who agree and disagree with the statements, circa 24% and 35% uninterruptedly for statement #9 and #10. Although it was not high, compared to the percentages of respondents who were stand in neutral (item #9 = 48.8% and item #10 = 53.3%), the mean scores were high (above 3). This reflects that students' perceptions and attitudes towards the effect of mobile applications to their translations are positive.

Along with considering the preparedness of students' of the mobile apps use, item #11 and #12 depicted that they had various responses. In response to statement if they have to learn using mobile apps before using them for learning translation, the students who participated in this survey mostly stand in neutral (42.2%). However, those who agreed with item #11 were higher in number (more than 45%). Approximately only 11% stated disagreement to the statement. This fact is quite similar to students' responses to item #12. The result indicated those who were neutral and agree shared nearly the same numbers. Students' with neutral perceptions were 44.4%, while those of stated agreement were 48.8%.

In section two of the questionnaire, students were asked to respond to four closed-ended questions related to issues such as type of apps used and their familiarity with the apps. In response to question: *Before taking the Arabic-Indonesian Translation course, what language learning applications are there on your mobile phone?* According to students' responses (Table 1), 26 of them stated that Google Translate was there in their mobile phones. In this study I distinguished two type of dictionary (general versus specific): general offline dictionary and offline Arabic dictionary. It was followed by offline dictionaries, such as Arabic-Indonesian, Indonesian-Arabic, Kamus Besar Bahasa Indonesia, and U-Dictionary. The last is Google Meet that was consider the least app (6 respondents) used in students' mobile cellular.

Table 1 Mobile applications in students' mobile phones

Google Translate	26
Dictionary	21
Whatsapp	19
Youtube	14
Google Classroom	11
Google Meet	6

Table 2 Mobile applications available in learning Arabic-Indonesian translation

Dictionary	27
Google Translate	25
Whatsapp	21
Ma'any	17
Google Classroom	15
Youtube	12
Google Meet	8

Table 2 displays respondents' preferences pertaining mobile applications that available in learning Arabic-Indonesian translation. Dictionary is in pole position with 27 respondents' selection. They claimed that general offline dictionary was available on their mobile cellular. Meanwhile, the specific Arabic dictionary was in fourth position with 17 students' opted Ma'any offline dictionary as mobile apps available on their mobile phones. The second and third place are Google Translate and Whatsapp. Google Meet is in last position like in Table 1.

As shown in Table 3, the most mobile applications prefer by respondents in order were Google Translate, offline general dictionary, Whatsapp, Ma'any Arabic dictionary, Google Meet, Google Classroom, and Youtube. The Google products dominate among the apps used. Most of the applications prefer by the respondents are factory ready-installed on mobile cellular. Only offline dictionaries were must self-installed, such as Ma'any and U dictionary.

Table 3 The most favorable mobile applications by students

Google Translate	21
Dictionary	17
Whatsapp	15
Ma'any	14
Google Meet	8
Google Classroom	7
Youtube	3

Table 4 The most difficult mobile applications operated in learning Arabic-Indonesian translation

None	18
Google Classroom	6
Youtube	6
Google Translate	5
Zoom	5
Whatsapp	3
Dictionary	3
Google Meet	2
Ma'any	1

An interesting finding is concerning the most difficult mobile application operated in learning Arabic-Indonesian translation. Table 4 depicts the description of students' answers to this issue. The majority of them confirmed that they know how to operate any single apps for learning translation. However, there were several applications they regard them difficult to use. Among of them were Google Classroom, Youtube, Google Translate, Zoom, Whatsapp, Google Meet, and Ma'any. Yet, the number of respondents were not too significant.

Discussion

Many studies have shown that there is a significant relationship between attitudes and language learning by using mobile applications. The effect of mobile applications can significantly enhance students' performance and achievement. This survey has demonstrated that students' mostly agree the benefit of using the apps in learning Arabic-Indonesian translation. They perceived there was an improvement of their self-confidence, motivation, and even the easiness of using the apps. Furthermore, the results of this study are also in line with most previous studies [10], [12]–[14], that students were satisfied in using mobile apps [15], [16]. The applications were also beneficial and play an important role in improving students' skill in language learning [9], [17], specifically in translation study.

4. Conclusion

This study aimed to investigate university students' perceptions and attitudes towards the use of mobile applications in learning Arabic-Indonesian translation. The results of this study showed that mobile applications applied in translation were beneficial and effective. The key benefits students' experienced were the improvement of learners' motivation to study, the increasing of learners' learning autonomy and confidence, and the encouragement of learners' opportunities to practices and self-learning. The current study also disclose students' preferences of mobile applications used in learning Arabic-Indonesian translation. Recommendation to further investigation can be made to explore to what extent mobile applications could be effectively implemented in a normal and new normal situation at higher education level.

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