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Research paper

The Usage of Online Dictionary and Translation among Student in University

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Abstract

The present research were aimed to find out how far the satisfaction level of non English department students in using online dictionary and translation and to determine the aspects involved in using online translation for comprehending material in English. This study was conducted due to many phenomenon have been noticed around the students' life. This research was correlation study among student's satisfaction and aspects involved it. 175 students selected as a respondents to conduct the data by using purposive sampling from the total of first year non English department student in UMKT Samarinda East Kalimantan. Questionnaire was applied as an instrument to obtain the data. The data analyzed quantitatively was computed by using Statictical analysis. Content validity and reliability was ensured. The reliability of several constructs was larger than the 0.7 threshold. The result showed that there was significant relationship between Google Translate (GT) and student satisfaction it was showed by the moderate correlation (.670**). The aspects which influence student's satisfaction on using GT were self efficacy, system function, and perceived usefulness. For future researcher suggested constructing the comparison among student in using online dictionary and vice versa.

Keywords: *Google Translate Student Satisfaction, Online Dictionary, Translation.*

1. Introduction

Primarily, dictionary is a source of words from any language provides definition and description in any other language as well, provide words equivalent, pronunciation, origin, as well as its usage. Nowadays, the user is able to choose whether applying either paper dictionary or online (electronic) dictionary which equipped by digital tools. Paper dictionary can be mentioned as printed dictionary that is conventional printed dictionary which vary in sizes from little pocket versions that could be affordable and simple to be carried to the wide-largest ranging multi volume works. Meanwhile, online dictionary is a searcher-engine which present complete search of word, phrase, or sentences including definitions, spelling, pronunciation, thesaurus entries and etymology outcome for any words. Automatic speech recognition (ASR) from online dictionary is able to assist the enhancement of pronunciation and able to offer feedback effectively. In addition, the existence of online dictionary allowed learning foreign language across countries by applying web or smart application from the provider [1]. It is easier, available in several languages detection and more flexible rather than using conventional dictionary.

Regardless of conventional dictionary, another moderate support claimed technology is able to enhance learners' interaction, affect, output, feedback, motivation, and meta-linguistic acquaintance especially technology in foreign language learning. In fact, online dictionary is more demanded by the user, particularly for the young generation who comprehended by the high technology. They utilize the network to do everything included to solve their problem in learning English [1]. Previous researcher revealed that the online dictionary is more significant for respective and productive tasks as well give performed much better than using paper/conventional dictionary for the students. She claimed that the student who apply online dictionary is more to recall both the meaning of the target items and the target collocations. It was also stated that online dictionary is more useful since its use affects students' withholding of the meaning and provides higher probability for more effective recovery of learned words especially foreign language as well as for translating [2].

Several terms, opinions, inventions, assumptions, and theories related to English as foreign language (EFL), English for Global language (EGL), English as a lingua franca (ELF), English for second language (ESL), etc. Those terms to be trend since majority of across information, product, entertainment, etc. are preferred to pack it and oriented in English words. United Nation (UN) stated English become one of their official languages besides Arabic, Chinese, Spanish, French, and Russian. Several schools in several non native-countries also attach English as their compulsory subject in their curriculum. Indirectly, this situation puts non native speaker to be required to either learn or master in English acquisition. Other study assumed that the features of English tend to be vital for global intelligibility and required to be taught for production and reception although slightly different from native [2].

Comprehending English as an EFL is much harder than ESL. To minimize the difficulty during study English is by applying dictionary or translation media. In fact, recently the existence of online dictionaries is giving higher contribution for learning EFL. Indonesia is one of developing country in South East Asia situates English as foreign language although every education level have applied English as a necessary subject in their institution. Learning EFL from the students' perspective nowadays is more significant by using online dictionary since it is the fastest way to learn new vocabulary. In another word, apprehend new vocabulary or translating language is not taken

long time. In fact, online dictionary is acquired as many as vocabulary items thus the students possibly not knowing the actual use of such context they need.
While, Google translate (GT) is one of Google product serves language translation from several languages in the world. Google's free service instantly translates words, phrases, and web pages between English and over 100 other languages. Related to this situation, GT in Indonesia turn into popular platform in a sense which can be applied to assist EFL. According to the record data from Google Corporation on May 2017, GT services over 500 million people every day. Even, the engineering director of GT, Macduff Hughes in his conference in Jakarta July 27th, 2017 claimed that Indonesia included as 10 biggest countries which employ GT in varies situations (Kumparantech.com). Some of students in higher education in STKIP PGRI Banjarmasin applied GT to comprehend the English material through their gadget [3].
As regard to the higher and faster spread technology among digital worlds, comprehending English text by using GT is able to be done with or without instruction especially for the students who already comprehend and expert in using electronic gadget. However, the level in experiencing applying this media are varies for every user and thus the view of satisfaction are varies as well. Furthermore, several user particularly few students who are not really master in using gadget, they can't operate well. Indirectly, it gives effect to their comprehension.
Based on those glancing, the present study intended to examine to what extent students are satisfied with GT in learning reading comprehension and identify the factors affecting students' satisfaction with GT in learning reading comprehension among students. Several studies were merely interested to attach their study in term of how to develop and update technology. Otherwise, it was few of them which highlight about how far technology especially the using of GT give satisfaction for specific limitation such as for student non language department.

2. Areas of Concern

2.1 Google Translate

GT is one of a free multilingual machine translation service created by Google, to translate the text. GT holds up more than 100 languages at different levels. It translates one written resource language to another directly or with English as a medium [4]. In another word, it can translate not only a word, but also a phrase, a section of a text, or a Web page. GT employed the statistical machine translation [5] by employed linguistic modeling, statistical decision theory, and matching probabilities [6] discovered out the most often used translation. The most popular system of GT included the phrase-based model with small text hunks and rearranging [7]. GT was hierarchical phrase-based models [8]. It was added that GT was in hierarchical and syntactic models [9].
Recently, GT basically has changed its service to be artificial intelligence. It's not merely word-based, it also phrase, and sentence-based translate. In another word, it is no longer translating word by word, otherwise one sentence intact by paying attention to the grammatical and sentence context thus, the result is more accurate than previous version. It causes majority user especially students apply this service to comprehend their material as well as to recognize their pronunciation which available by this service.
Online translation is becoming gradually sophisticated, and the use of tools available on the internet increasingly familiar. In particular, the capacity of GT to respond to the needs of those seeking translations seems limitless. The attraction of such tools is clear. Much quicker than leafing through a dictionary, much cheaper than paying a professional translator, GT appears to solve the students' problems and overcome the eternal language barrier. Its ability to translate not merely from Indonesia into English otherwise among 57 languages today including Arabic, Chinese and Korean, has allowed it to spread widely. It is possible, for example, to translate between Italian and Spanish, or between Italian and Dutch. The sheer number of languages supported by GT underlines the huge demand for this kind of service. Furthermore, it is probably used in a range of subjects and disciplines [2], although statistical data on GT output are rare, and hard evidence on who exactly uses this service, why and in which countries, is scarce and probably inaccurate [10].
The utilization of the automatic machine translation has improved dramatically recent years in terms of communication among countries. GT served a billion translations a day for more 200 million users, and apparently offers better performance than other machine translation tools available to the public [11]. Based on Google Corporation data on May 2017 reported that GT services over 500 million people every day. GT is an extensively used translation device for instant and inexpensive access to common information about the original texts for moderate quality of translation [12]. GT in the earlier assessment was merely concerned on the points of words, phrases, sentence length, and syntactic structure [11]. It was offered two types of GT focuses on they were intelligibility and usability [12]. However, no empirical studies have been conducted on the quality at the discourse level.
GT is able to translate not simply a word, but also phrase, section of text, as well as Web page. To translate a text, GT search different documentaries to find the best appropriate translation pattern between translated texts by human. This pattern searching is called SMT (Statistical Machine Translation). GT works depends on the number of human translated texts searched by GT [13]. GT was first based on a rule-based machine translation. After that, it then followed an SMT utilizing statistical model to determine the translation of a word in 2006. It was studied about different types applied in GT [13]. This prior study focused on two keys engines employed by GT and tried to appraise the benefits and the weakness of each one separately. It was summed up that rule-based models were efficient as well as for translation machine in translating languages which are simple in their linguistics. It was believes that for a machine translation such as GT which nowadays supports more than 90 languages and gets advantage of statistical models the quality of translated texts is due to data provided for the machine and the pair of languages applied in translation process [13].
One of the main advantages of GT is that it is very fast. In fact, a human translator(s) cannot compete with the speed nor, as a result, the quantity of translations that GT is able to perform. In an average workday an experienced translator can translate about 2,000 words maximum (300-400 words/hour) depending on the difficulty of the text. In contrast, GT is able to produce a translation with the similar number of words in just second minute. GT uses a statistical method to form an online translation database based on language pair frequency. GT applies a statistical approach to build an online database for translations that are often (*but not always*) produced by humans and are available online.

2.2. The Drawback of Using Google Translate

GT will perpetually discover a translation, whether the word typed in the source language exists or not whether the writer insert by using wrong keyword. In this case, the potential for error becomes apparent, even for individual pieces of vocabulary. This is exacerbated by

the fact that GT is not necessarily sensitive to context. Although it may suggest a range of possibilities for any particular word, it is required to decide the one which become the most vigorous in each specific case. Otherwise, GT is not able to do this more for the user. Statistical machine translation systems have a large problem because they use limited grammatical information and relied on a target language model in order to create accurate target language texts and often result ungrammatical output [14]. It was stated that Translation machine is totally blind when it in translating the texts that use a particular kind of context, structure or grammar, even ambiguity [15]. However, these mistakes generally are occurring when Translation Tools are given a mission to translate whole sentences. In comparative study of machine-translated and original language reports were conducted argued that GT had potential to diminish language partiality however it was definitely a trade-off among completeness and risk of error [16].

GT is quite difficult when translating single words and functioning as a bilingual dictionary, due to only giving one meaning at a time [17]. The software has since been improved upon, and GT recently provides multiple definitions of a word in the field underneath the main output. The author contests that this adaptation has greatly enhanced its efficacy in translating nouns, adjectives, and adverbs, however, GT still difficult when translating verbs, particularly into non-Romance languages. Because English does not deliver unique conjugations for verbs, and relies on auxiliary verbs to construct the greater number of its tenses, without the context of the rest of the sentence, the software is powerless to determine the correct equivalent, and in some cases, powerless to distribute a correct translation, because an equivalent does not exist. The subject of context is particularly significant for full sentences. GT cannot modify a sentence to the individual requirements of a scientific researcher, which may result in many errors.

The effect of these issues on an entire document can be considerable. A long file involving technical or specialized subject matter translated using GT may be harder to be read, especially if no post-translation enhancement are made to it prior to submission for a call of projects, for example; The writing manner produced by an online translation tool is also improbable to be suited to the requirements of a formal scientific document. In any case, manner itself differs between languages, and translated content must be converted to the target language and culture [12]. Moreover, when a minimum standard of English is regularly created in scientific documents and publications, minimum standards risk becoming generally more acceptable. It is then unworkable to expect the English language skills of researchers whose mother tongue is not English to enhance.

Completely apart from language problems and far more disturbingly, there is also the case of confidentiality. It would arise that Google has the right to usage the information typed into it to upgrade its service by making equivalent future translations more precise [18]. Its access to possibly more sensitive information is particularly awkward for researchers working on calls for projects or those wishing to submit evident applications. However, only natural researcher should ask the advantages of paying a language professional for a translation when free online tools are so accessible and user-friendly. Professional translations are expensive, costing perhaps up to 20 centimeters per word in France confider in language combination, type and length of text and the deadline, while proofreading costs are lower. Furthermore, as an example: translations of articles for publication should be given only to translators with experience of the style required by international journals. For researchers willing to write articles in English, drawing on a proofreading service before submission often makes an important difference to linguistic quality. Although the work of a translator takes more time than dropping text into Google Translate, a well-written document will intimately save time for the researcher, thus offsetting the financial payment.

2.3. Students' Satisfaction

Learner's satisfaction with a digital tool is complex, multi-dimensional and involves a wide range of aspects [19]. There are some aspects that are common throughout the literature. In previous research, these aspects have been categorized in diverse ways. These aspects divided into five features: the learner feature, the instructor feature, the technology feature, the course feature, and the design feature. While, Bekele and Menchaca [20], they grouped these aspects into five features as well, involving technology-related factors, user characteristics, course-related factors, learning approach, and support services. Factors were arranged into two principal groups: learner-related factors and learning atmosphere-related factors [21].

Student satisfaction (SS) becomes a complex and delicate phenomenon that allows the students to evaluate subjectively the diversity of educational expectations and experiences, within the boundaries of the university campus [22]. Satisfaction is one of an instrument to evaluate training effectiveness in company and learning effectiveness in teaching. It has been often used as one of the vital parameter to judge students' attitude in researches related to learning and assess learning effectiveness in academic institution. SS has been interpreted as the combination of learners' attitudes and perceptions that come from combining all the benefits that learners expect to gain from interaction with the blended e-learning system [23].

Several researchers have investigated different aspects of [24] and most of the researcher considered that a student with a higher level of satisfaction has a greater opportunity of successfully continuing with his/her studies culminating in graduation. In spite of the enormous number of international research regarded to SS, for Rumanian universities of the usage of assessment, in order to examine different aspects of student habit concept. In this study, SS makes reference to "the learning experience" [25]. One of the most significant roles of an educational institution is to offer appropriate learning experiences to the students. When these experiences are not included in the curriculum, the students frequently become detached and unsatisfied since they do no longer recognize the significance of their classes. Moreover, students' satisfaction symbolizes a subjective perspective on the way in which the educational surroundings supports the academic achievement. A higher level of satisfaction reveals how adequately educational methods are succeeding in stimulating thinking and learning. On the other hand, a below satisfactory level often indicates a lack of balance between academic requirements and the abilities that empower the students to accomplish them. Therefore a perceptible interest in gaining a high level of student satisfaction, regarding the learning experience, leads to an improvement in the teaching-learning process and even to the improvement of the evaluation and self-evaluation process.

Satisfaction is defined as being a consequence of the expectations and experiences of the subject and course. The analysis of SS with their course of study is an essential research area within educational evaluation. Some work has been done to classify fitted models for SS. It has broadly reviewed this part and has shown that there is a need to carry out more research into structural models which able to clarify the complexities of SS. Moreover, it was indicated that learning compatibility style and perceived usefulness were two significant causes for satisfaction while perceived threat to study performance and time-consuming produce were undesirable factors for satisfaction. It was confirmed there were six factors related to learner satisfaction: online environment, learner-learner and learner-teacher interaction, printed materials, technical support, as well as face to face environment [18]. The previous researcher used Information technology infrastructure and organizational, instructor characteristics, and technical support to charge hybrid e-learning acceptance [26]. It was pointed out that SS is closely related to perceived usefulness, e-learning adaptability, perceived ease of use and course applicability, and response

from the lectures or teachers timely [27]. Furthermore several aspects which influence students' satisfaction in teaching-learning process, for instance the satisfaction of the students of using GT are: self efficacy (SE), perceived usefulness (PU), content feature (CF), and system function (SF).

2.4. Aspects Involved

Self-efficacy's component of Albert Bandura's social-cognitive theory is believed by many scholars to be a critically important theoretical contribution to the study of academic achievement, motivation, and learning. Self-efficacy is able to be defined as students' assessment of their abilities to manage and apply activities required to specific performance, it is not only related to the skills one possess but also to establish students' anticipation concerning ideal rewards after certain behavior. In this recent study, self efficacy is concern on the usage of GT in comprehending text of English material related to SS.

The second aspect in measuring the level of satisfaction in this study is perceived of usefulness due to the aspect is considered one important part to know the extent of student activeness when using GT, the usage and convenience of this application. The importance of perceived usefulness has been widely recognized in the field of various technologies [28]. According to them usefulness is the subjective probability that using the technology would improve the way a user could complete. In this study, perceived usefulness can be defined as the degree to which students perceive that GT would improve their English learning comprehension and would be free from effort and easy to operate.

Content feature can be defined as the traits and appearance or manifestation of application contents in Google translate. Content features of this application to be one of the determinants that supports the level of the usage of GT. This aspect may to be one of aspect of SS who utilizes this feature in helping them in translating and comprehending English text.

In this study, system functionality is involved as flexible access to learning and assessment function in learning process. This aspect is also used as a supportive aspect in measuring the level of SS. Further System Functionality is how those features actually work to provide students with a desired outcome.

Illustrating upon The Research Model for using GT to comprehend the English material and other relevant literatures, a new research model was proposed. (See Fig. 2). This model offered that there are four aspects related to SS: self-efficacy, perceived usefulness, system functionality, and content feature.

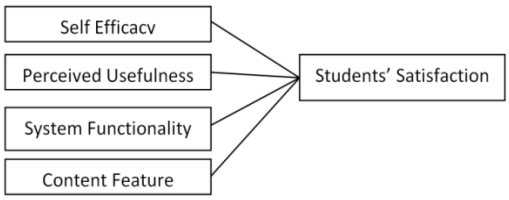

Fig. 2: Research Model for aspects Affecting Students' satisfaction (SS) in using Google translate (GT)

3. Method

This research was correlation study among student's satisfaction and aspects involved it. There were 311 non-English majors of undergraduates student of UMKT became the research subjects. By using Slovin formula, it was obtained 175 students became the respondents of this study. Purposive sampling was used to analyze the data. According to the conceptual research related to recent study, questionnaire was intended as an instrument. The questionnaire included two elements; the first part dialed with the respondents' basic information, the second part touched on the subjects' understanding of the variables. It was included 20 questions in terms of 4 variables with students' satisfaction as dependent variable. Overall measurement employed a five-point Likert Scale started from 1 (strongly disagree) to 5 (strongly agree). Beside of those items, this study also contained several socio-demographic character questions. The construct validity and internal reliability were checked by SPSS.

The validity of the scale is degree to which measures what it is supposed to be measured. Content validity refers to the adequacy with which a measure or scale has sampled from the intended universe or domain of the content. Based on the result by using significant at the 0.01 level (2-tailed), it showed that overall item has fulfilled the content validity (see Table 1).

The Keiser Meyer Olkin (KMO) and Bartlett's test revealed that the KMO measure of sampling adequacy was 0.586 and the significance was 0.000. This confirms that the component analysis was feasible. Therefore, principal component analysis was employed to test the construct validity. Five variables whose eigenvalues were greater than 1.205 were extracted and consistent with the hypothesized construct. The communality of every variable was above 0.501 and 0.849 and the cumulative variance of the twelve variables was 84.51%, this indicated that each variable was helpful to find the answers to the questions. As a consequence, the questionnaire possesses high construct validity according to the data.

Table 1: Content Validity

Item	Validity
SE1	.351**
SE2	.657**
SE3	.840**
SE4	.450**
SE5	.861**
SF1	.737**
SF2	.595**
SF3	.726**
DC1	.842**
DC2	.776**
PU1	.433**
PU2	.453**

PU3	.551**
PU4	.357**
PU5	.376**
SS1	.522**
SS2	.753**
SS3	.644**
SS4	.354**
SS5	.809**

*** Correlation is significant at the 0.01 level (2-tailed).*
**.Correlation is significant at the 0.05 level (2-tailed).*

Cronbach's alpha was employed for checking the internal reliability of the questionnaire. The table below (see table 2) presented the corresponding cronbach's alpha values. The reliability of each construct was larger than the 0.7 threshold. This confirms that the measurement scales were reliable and valid. Consequently, the questionnaire displayed an internal reliability to several extents. The first aspect of self efficacy reached cronbach alpha 0.681 it has 5 items. System functionality reached 0.526 with 3 items. While content design had cronbach alpha 0.747 with 2 items. Perceived usefulness has 5 items reached .717 and the last is student satisfaction was 0.791 with 5 items.

Table 2: Cronbach Alpha

Construct	Items	Cronbach's Alpha
Self efficacy	5	.681
System function	3	.695
Content design	2	.747
Perceived Usefulness	5	.717
Student Satisfaction	5	.791
Overall	20	.770

4. Result and Discussion

In this part, after the process of counting the data about socio-demographic characteristic (see table 3), there were several data was gotten included gender, age, time, net expertise, online spot (the place where the user access the online dictionary), and tool (the way they access the online dictionary) as well as 20 questions related to student's satisfaction and its aspects.
Majority of the respondents were males (males account for 57.1% and females 42.9%). There were 90.3% around 18 to 22 years old and 9.7% around 23 to 25 years old. The data illustrated that 57.1% (3-4 hours) of respondents spent their time in comprehended English text. Otherwise, none of them spent only 1 hour to access the net. While, 42.9% spent 1 to 2 hours to access the net. Moreover, 92% (161 respondents) demonstrated that they were medium in using GT. Majority, several students claimed that they accessed GT in term of comprehending their English text was from their house (58.3%) and a few of them applied GT from the library (5.7%). Finally, most of students accessed their online translation by using smart-phone (83.9%), 9.2% used laptop, and the rest was used tablets (6.9%).

Table 3: Socio-demographic characteristic

Socio-demographic characteristic	Frequency	%
Gender		
Male	100	57.1
Female	75	42.9
Age		
18-22	158	90.3
23-25	17	9.7
26-30		-
Time		
<1 jam	-	
1-2 jam	75	42.9
3-4 jam	100	57.1
>4 jam		
Net Expertise		
Expert	14	8
Medium	161	92
Not proficient	-	
Online Spot		
College	50	28.6
Dorm	13	7.4
Library	10	5.7
Home	102	58.3
Tool		
Smart-phone	147	83.9
Tablet	12	6.9
Laptop	16	9.2
PC		

In term of identifying the correlation among each aspect, bivariate analysis was conducted on the data collected. The correlation was shown below (see Table 4). According to the data collected not overall independent variables (SS aspects) were correlated to dependent variable (SS). System function (r=526**) had the highest correlation among other variables. It indicated that this aspect was able to be-

come supported aspect related to SS. Moreover, this aspect actually works to offer students with a desired outcome. The second correlation was gained from self efficacy aspect (r=.372**). Although this aspect has low correlation, it was able to defined as students' assessment of their abilities to handle activities required to specific performance, it was not merely related to the skills one possess nevertheless it was to establish students' anticipation concerning model rewards after convinced behavior. The last correlation was perceived usefulness (.287**). However, this aspect didn't sustain higher correlation in term of SS. Otherwise; content design was failed as one aspect in term of Student satisfaction.

Table 4: Regression

Variable	Correlations
Self efficacy	.372**
System function	.526**
Content design	.024
Perceived usefulness	.287**
Student' Satisfaction	.670**

*** Correlation is significant at the 0.01 level (2-tailed)*

The result of the stepwise regression shows that three aspects which become independent variables were significantly related to student satisfaction. They were self efficacy, system function, and perceived usefulness. The un-standardized regression equation can be described: Y = 8.121 + .465 x self efficacy + 1.145 x system functionality + 1.872 x .625 x perceived usefulness.

It was recognized that system function had the most influential aspects of student satisfaction in using GT for comprehending English text. It had great bearing on SS in using GT. Majority the students were willing to employ GT due to the function of this application could completed their learning process especially in comprehending English text without requiring the content design. They use GT due to several beneficial which support this server such as it doesn't need sophisticated tools to access. It can be used independently by using smart-phone, computer, laptop, or tablet as far as the net connection is well. This system can be accessed as many as the user is able anytime. In another word, it is more flexible. Moreover, this system used multimedia technology completed by voice, text, and information to show the flexibilities. In term of self efficacy aspect, GT could be adapted for any user to comprehend the language especially English translation. It doesn't need other people to help within operating this online dictionary. Several students believe that if any trouble system, they can fix it easily by their own self. They also believe that by using GT their learning academic will be increase since GT is more efficient. Those aspects also completed by perceived usefulness such as GT will be useful for student if they want to participate in English class. The translation result is logic, it is also comfortable for them, and it can help to finish the assignment. However, content design aspect for students first year majoring in non-English department didn't pay attention about this part. They didn't think about the design of the GT application and they didn't enthuse whether the meaning or the definition according the result from GT is proper with the priority of definition or no. Moreover, they didn't pay attention about the language definition from the words or text using English that they have to comprehend.

5. Conclusion

By identified the result of this study, it was found that social cognitive theory in this matter was relevant to serve the research model to discovered the level of satisfaction of first year non-language graduate students in using online translation. This research identified what aspects were related to Student satisfaction in using this service for comprehending material in English. Three aspects from overall aspects which supported as the aspect of student satisfaction in comprehending English text by using online translation, in this term was Google Translate were self efficacy, system function, and perceived usefulness. However, those relationships were not high but it was able to indicate that student satisfaction has several aspects to reach their comprehension in English text by using GT. The students felt that they had self efficacy to access this application, GT was not quite difficult for the user whether they are included as beginner or general user. The high result was in system functionality. In another words, the students believe that this application has high function to help them in finishing material which written in English. Moreover, GT was recognized by the undergraduate student from non – English as a usefulness media to help them in comprehend the English material.

This study still has certain limitations. First, even though this research indicated that a majority of students' were satisfied by using Google translate. In another word, although GT already had artificial intelligence detection in translate processing, it still can be denied it doesn't work a hundred percent. Several error results become further research attention. Second, our results were merely obtained from one questionnaire in first year undergraduate students; the samples need to be enlarged to make the conclusion more representative. Third, other possible aspects that affect students' satisfaction in using GT require to be deeply examined. Additionally, for the future researcher especially for English teaching was suggested to construct the comparison among student in using online dictionary and vice versa thus it can be seen the difference among them from the several factors.

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