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English Language Translation through Students' Opinions Toward Google Translate Machine in the EFL Class

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Article Info	Abstract
	The significant improvement of technology, creates the process of learning English language easier especially for students majoring in English education study program. Translation is one of the courses that utilizes Google Translate machine or technology. There were thirty-four of final semester students were selected as participants in this study. Questionnaire and interview were the instruments used in obtaining the data. There were seventeen questions of the questionnaire in order to find out students' opinions regarding to the use of Google Translate. The purpose of questions to know students' desire to utilize Google Translate, to find out the students' frequency of using Google Translate, and students' agreement or disagreement to the benefits of Google Translate. This study used descriptive qualitative analysis. Half of the participants used Google Translate to support their English language learning process. Students realized some weaknesses from Google Translate, then half of students also had perception that they were still lack of confidence when they have not double-checked the appropriate meaning or target language by using Google Translate. Thus, for further English foreign language learners should understand some weaknesses of Google translate words result then eliminate those words error result in order to get good English language translation.

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INTRODUCTION

Every English lesson consists of several skills such as listening, speaking, reading, and writing. Certainly, it practices the translation activities in order to know the specific language meaning by translation from words or sentences as the first language into English as a second language. (Alhaisoni & Alhaysony, 2017) mentioned that Language learners used to consult dictionaries to learn the meanings of unfamiliar words in the chosen language. Traditional dictionaries take time to consult, and L2 learners may struggle to grasp the meaning of English language. Besides, dictionary is quite difficult to be used for those who are no familiar to the technology used. Besides, dictionary also has the implementation practice especially for non-native English students (Afzal, 2019).

Students are very familiar and should be able to use technology to support the translation activities thus they know the unfamiliar language to the words and sentences that they want to find out the meaning specifically. Today's technological developments needs every learning and teaching activity utilizes the technology both for activities inside and outside of the classroom. Some examples to the use of technology to support learning and teaching activities are language learning applications, English-language learning YouTube channels, and online language translation machines. (Chompurach, 2021) said that one example of an online machine translation is Google Translate. Google translate can be used to translate a language into another language in general (Sheppard, 2011). The resulting translation includes information from reference books, novels, magazines, newspapers, booklets, brochures, and movies that humans require for various areas of life, including such learning, scientific research, and enjoyment (Andriela Yuni Seran et al., 2022).

Translation is a required subject for students pursuing a bachelor's degree in English Language Teaching at the majority of Indonesian universities (Septiana, 2020). Students should be able to translate from Indonesian to English and from English to Indonesian after completing this course. (Septiana, 2020) also mentioned that translating a language is difficult because translators must ensure that their translation would be both logical and accurate. Logical here refers to the fact that the outcome of their translation is not only appropriate in the chosen language and also easily understood.

By the end of 2008, Google Inc., the Google development work, had invented Google Translate (GT). According to (Axelina & Setiawan, 2021) translation refers to the process of translating a source language (SL) into a chosen language (TL) in stages until an eligible translation result is obtained. Many machine translators are starting to emerge today to assist us in translating any text. (Winiharti et al., 2021) found that the majority of Google Translate translations are built in forms similar to those of the Language Specification. In regards to meaning, the messages appear to be relatively accurate, despite some inaccuracy. Besides, (Wirantaka & Fijanah, 2021) agreed that Google Translation assists students in finding information about the English language, expanding students' vocabulary and usage, becoming a spelling verification, pronunciation checker, and solution of grammar. Teachers prepare for identifying students' success in mastering vocabulary by completing learning factors based on their own experiences as well as other sources of information such as books and the internet (Putri et al., 2020). Google Translate assists us in automatically translating texts or web sites from one language to another. University students are in the category who often use Google Translate in the process of learning English language, both for speaking and writing skills. There is no exception from students who are taking translation courses or students who have not completed translation courses are also certainly use Google translate to support their learning.

For decades, Google translate has been developed and established. Despite the program's ease of use, several students have encountered issues with it. As a result of the condition, different perspectives on the use of Google Translate in the teaching and learning process

emerge. (Van Rensburg et al., 2012) claimed that Google Translation is popularly used and well-liked. In other words, despite the fact that the performance of translated outputs is generally poor or "below average," users continue to use this translation tool for a variety of purposes. Therefore, the use of google translation is not only for language learning but also for working.

In fact, Google Translate also has good and bad impacts. (Fitriani et al., 2021) agreed that the consequences of using Google Translate can be categorized into two types positive consequences and negative consequences. The benefits of using Google Translate include time savings because it is more useful and efficient, the ability to add vocabulary, and the ability to check grammar. Meanwhile, the negative impacts cause interdependence, making students to be unproductive to open the dictionary to search for other sources of information, lazy to do double-check of translation, and the final one harmed students' writing skills. In addition, when translating by using Google Translate, students should double-check to ensure that the context in the translation is appropriate or not to the context of the target language (Sembiring Brahmana et al., 2020).

The consequences of using Google Translate can be divided into two categories: positive consequences and negative consequences. According to (Ralia & Zulkifli, 2019) that The issues that students encountered during using Google Translate in the learning process were classified into five categories. The first issue was that there were no facilities for adjusting the speaker's speed when speaking. The second issue was GT's inability to translate slang. The third issue was that GT could not translate idiom language. The fourth issue was the poor grammar accuracy in the GT result translation. The fifth issue was that GT had a word limit for translation (5000 words) as well as a file size limit for translation (1 MB each file format).

In terms of grammatical errors, Google Translation has significant errors to the grammar form. According to (Herlina et al., 2019) that Google Translate may not be the best tool for the job that concern to the grammar instruction.

(Herlina et al., 2019) also suggested the difficulties that students encountered when using Google Translate in the learning process were attributed to Google Translate limitations. First, using Google Translate purely as a tool is not the only option for comprehending English-language literature. Second, the usage of Google Translate has constraints because the translation machine cannot translate everything correctly. Again, users of the Google Translate translation machine should revise the translation results in order to determine the actual meaning of the reading. As a result, the study's purpose is to examine students' preconceptions of using Google Translate in the process of translation course.

As several expert opinions mentioned regarding the benefits and role of Google translate for learning English to the English foreign language learners majoring of English education department, the researchers want to find out in detail what are some students' opinion to the use of Google translate in supporting vocabulary and knowledge outcome especially in translation courses. Thus, the purposes and benefits of this research are to increase teachers' and lecturers' insight regarding the optimalisation of Google translate usage and provide insight to students on how to use Google translate based on its' weaknesses and strengths. Therefore, students can utilize some advantages of technology to get information in appropriate manner by eliminating some words error from the translation result.

Literature Review

Attitudes and perception are intimately connected. Perception is the process by which an individual chooses, arranges, and interprets information to form a meaningful overall picture (Kotler, 2002). In addition, (Hermawan & Tyas, 2018) stated that perception is the process of understanding one's surroundings, which includes parts, people, and signs or symbols that entail the recognition process. (Axelina & Setiawan, 2021) also added that people are exposed to a stimulus, which they then interpret as something appropriate to them based on their

prior personal experience. This perception may differ significantly from the fact. According to (Aliurridha & Tanjung, 2019) machine translation is classified into two types: paid machine translation and free machine translation services such as Babelfish, Transtext, and Google Translate. In addition, Dayama Putri & Ardi, 2015) added that Google Translate (GT) is the most common translation machine used by individuals all over the world because it has the highest accuracy of any machine. Perception of the implementation of Google Translate comes from students' experience in utilizing the Google Translate machine during the learning process, and it includes translation course.

Laiche & Nemouchi (2021) stated that Translation arose from the need for interpersonal language in situations where language impedes comprehension. (Gestanti et al., 2019) claimed that translation is the most complex process in learning languages. It necessitates the use of advanced language aspects such as sentence reform, discourse analysis, meaning viewpoint, and so on. It is a time-consuming and costly process. Google Translate is a machine translation service provided by Google Inc. Google Translate developed rapidly, and it was also supported by (Sembiring Brahmana et al., 2020) that Google Translate is a web-based machine translation service that is rapidly growing in popularity. It appears that this machine has been significantly improved.

Google Translation employs statistical machine translation. (Winiharti et al., 2021) added Google Translate is widely regarded as a useful element for people to communicate with individuals who speak various languages; however, this does not indicate that the machine is always completely perfect in producing all languages. (Vidhayasai et al., 2015) stated The reliance on machine translation such as GT should be a worry, in order to determine whether the machine is practical and efficient. So far, Google Translate has not presented a translation outcome that fulfils its users, particularly in terms of genuineness, despite the fact that the outcomes can be extremely useful as it offers instant translation.

Septiana, (2020) agreed that translating is more than just altering the source vocabulary into the chosen language. As a result, translators frequently struggle to find proper words to translate the intended meaning. Because Indonesians have a distinct social and cultural background than English native speakers, they struggle to translate in a smooth, logical, and systematic way. (van der Wees et al., 2015) claimed that identifying errors during in the translation process is essential in translation because it can enhance the quality of the translation outcome.

Numbers of researches have been conducted on errors in translation. Fang et al (2016) Mentioned that there have been three types of machine translation errors: inaccurate lexical choices, functional errors, and element omissions. Then, added two kinds of error from translation such as; morphological and syntactic mistakes (Faisyal, 2015). Besides, The translators will make some mistakes in linguistic, cultural, and stylistic areas when they did not check the appropriate word from the translation machine(Yousofi, 2014). Finally (Napitupulu, 2017) mentioned that The parameters are five types of error classification: lexicosemantic error, tense error, preposition error, textual error, allocation and use of verb organization error, and both active and passive voice error.

METHOD

This is a descriptive study investigation to the utilization of Google Translate as a tool for assisting students in translating English language from Indonesia to English and vice versa. Students were required to complete provided questionnaire. The researcher created the questionnaire by evolving ideas from previous study instruments, there were from (Alhaisoni & Alhaysony, 2017), (Susanto, 2017), and (Pramaswari & Pin, 2015). This study employed a qualitative approach as well as descriptive methods. All questionnaire responses were analysed using descriptive statistical. There were 17 questions in this study investigation. There were thirty-four students as the sample who

joined translation course from University of Muhammadiyah Palembang. Researchers created the instrument for this study, then the subjects were asked to complete seventeen questions, and five on a Likert scale.

The data was processed using percentages to find out did students use Google Translate during the learning process, what are the percentage of students in using Google Translate on the range of scale are sometimes, often, very often, rarely and never, then to find out the percentage of students' opinions regarding agreement and disagreement in using Google Translate during the learning process.

RESULTS AND DISCUSSION

Relating to the study's purpose, which was to describe students' perspectives of Utilizing Google Translate, this section presented the study's results and discussion. The results were derived from the questions that the students answered. The questionnaire supplied the Likert scale options ranging from 1 to 5. The questions vary from the students' perspective of the common use of Google Translate to their agreement or disagreement with Google Translate is being used. Here is Table 1 which described the students' percentage in utilizing Google Translate during the learning process.

Table 1. Google Translate Implementation

	Percentage		
Question	Yes	No	Total
1. Do you use google translate?	94.44	5.56	100.00

As there were thirty-four total number of students in this sample study, it can be concluded that most of the students implemented Google Translate during the learning process. There were 94% of students agreed that they needed and used Google Translate to support their learning outcome. Then, there were only 5, 56 % of students who did not use Google Translate. It can be interpreted that students' majoring in English education study program have good independence in translating information as the

form of words or sentences during the learning process. Then, English education majors were almost every day in conducting the learning by communication, discussions using English language. Thus, the more students learn and practice English, the more logical thinking skills will be increased. It was also supported by (Sari et al., 2021) that develop logical thinking is important in learning environment, and it could improve students' critical thinking skills

In addition, most students used Google Translate for some different purposes. The purposes could be for acquiring unfamiliar meaning, synonym, translation of words, phrase, and sentences of paragraph. Table 2 explained the use of Google Translate percentage for different purpose.

Table 2, The percentages frequently used of Google Translate

	Percentage					
Question	Sometimes	Often	Very Often	Rarely	Never	Total
I use Google Translate to search for the meaning of unfamiliar words	51.43%	37.14%	11.43%	0.00%	0.00%	100.00%
I use Google Translate to look up	54.29%	17.14%	2.86%	25.71%	0.00%	100.00%

synonyms					
To translate a sentence, I use Google Translate	45.71%	22.86%	2.86%	25.71%	2.86%	100.00%
I use Google Translate to translate a paragraph	60.00%	14.29%	5.71%	14.29%	5.71%	100.00%
I use Google Translate to translate passages of an essay /article that are two paragraphs or longer	42.86%	22.86%	11.43%	20.00%	2.86%	100.00%
I use Google Trans late to translate an entire article e or essay	57.14%	17.14%	2.86%	8.57%	14.29%	100.00%

Table 2 illustrated that the dominant percentage level was the students used Google translate in the sometimes category for each questionnaire statement. There were 51.43% of students used Google Translate to find the meaning of words that they didn't know, 54.29% of students sometimes used Google Translate to find synonyms for words. Then, students also translated sentences by using Google translate for about 45.71%. There were 60% of students in the sometimes option in translating paragraphs, 42.86% sometimes in translating essays, and 57.14% of students also sometimes used Google Translate to translate the entire article.

From the results of the percentage in table 2, the researchers concluded that Google Translate was not to be used as a whole for the process and needs of English language learning for students majoring in English Education Study Program at University of Muhammadiyah Palembang. This was because the students majoring in English Education Study Program already known some errors existed from Google Translate results. Thus, students used the translation machine only for searching a particular word and not for translating the text fully. Therefore, there were 14.29% of students in the category of never to use Google Translate to translate the entire text of the article, but only for one to two paragraphs.

In addition, students also gave their opinions regarding agree or disagree to the benefits of using Google Translate in English language learning activities. Table 3 explained detail through the students' opinions on the benefits of Google Translate.

Table 3. Percentages of disagreement and agreement of Google Translate used

Question	Percentage				
	Str Agr	Agr	Neut	Dis	Stro
Google Translate is extremely beneficial to me in my language course	6.0	48.4	45.45	0.0	0.00
In order to understand my class activities, I frequently translate them using Google Translate	0.0	39.3	57.58	3.0	0.00
I only use Google Translate to look up the definitions of words	3.0	36.3	45.45	12.	3.03
I encounter that words in English that have multiple meanings	9.0	39.3	48.48	3.0	0.00
It is complicated for me to select the appropriate meaning for the specific circumstance	0.0	33.3	63.64	0.0	3.03
Google Translate is extremely beneficial to me in my language course	3.0	45.4	48.48	3.0	0.00
When I'm unable to comprehend the significance of a word, I utilize Google Translate	0.0	42.4	54.55	3.0	0.00
Google Translate does not provide me with the actual meaning that I seek	3.0	21.2	66.67	9.0	0.00
Once I translate a word, I choose from the available parts of speech [e.g., verb or adj].	0.0	42.4	51.52	6.0	0.00
When I translate,	18.	33.3	45.45	3.0	0.00

I also consider the situation described in the text

Table 3 explained that half of the students were in a neutral opinion that Google Translate gave benefits to their learning activities. There were 45,45% of students in a neutral opinion and there were 48,48% of students agreed that Google Translate provided benefits for student in learning. Students also indicated that they were not 100% of students using Google Translate during the learning process. It can be seen that there were 36,36% of students used Google Translate in order to get definition of a word, 39,39% of students used Google Translate to find words that have multiple meanings, 33,33% of students used google translate to get the appropriate word related to context, 42,42% to get details of a word's meaning, and 42,42% of students used Google Translate to determine the appropriate parts of speech in sentence. Besides, there were also 21,21% of students' opinions who agreed that Google Translate did not provide the correct translation of a word. The research findings would be beneficial for some users such as; researchers, readers, students and instructors in terms of translation to improve English vocabulary knowledge. Therefore, users have to re-check the words or sentences that match to the context or purpose of a sentence's meaning, then students should make sure the appropriate sentence based on context. As a consequence, it is suggested that foreign language students adapt English language words translation while keeping the context in mind (Suryani & Fitria, 2022).

CONCLUSION

Along with the development of technology, every learning activity is always directed at learning that utilizes the Internet and technology. Learning English language cannot be separated from the use of technology to increase students' English vocabulary which is very significant useful for students. The use of technology by English foreign language learners, a translation machine like Google Translate is a technology facility that is very useful to improve students' English skills. In contrary, both students and lecturers should do the double-check of the existed translation by Google Translate. This was because the results of a machine are not match to the human perception. A machine translate cannot process the translation of a sentence by using appropriate words to the context and culture of a particular language. Therefore, proper utilization by analyzing and eliminating some deficiencies is very important in order dismiss misunderstandings in the translation of word or sentence.

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