Using Google Translate as a Tool in Translating Texts

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Abstract
Google Translate (GT) becomes one of familiar tools used in translation subject. This research investigates the different of using GT on students' translation tasks and explores the advantages and disadvantages of using GT in translating texts. This research referred to mixed method design. The subjects of the research were 57 students of fourth semester. To collect the data, the researcher used tests and questionnaires. The quantitative data were analysed by using independent sample t-test, while qualitative analysis was used for another data. It was found that there was a significant different in students' translation results after using Google Translate. Then, from the open-ended questionnaire, it was found that there were advantages of Google Translate such as quick and easy learning, portability and time savings, while the disadvantages were less accurate translation, grammatical structure error and network problem. Thus, it can be concluded that the use of Google Translate was beneficial for translating texts, but the students are suggested to recheck the results for a better translation form.

Keywords: Google Translate; tool; translating

Introduction

Translation becomes one of required course for English Department students. They assign to be able to translate from English into Indonesian, vice versa. According to Newmark (1995, pp. 5); Bell (1995, pp.5); Larson (1984; pp. 3), translation is a changing of one meaning or expression into another language. It is the transferring of a meaning of source language into the target language. The changing happens in meaning only not the form (Larson, 1984). The form might changes based on the form of the receptor language. So, a translator expresses the meaning in second language way. One of assignments done by English Education Department students of State Islamic University of Sultan Syarif Kasim Riau is they assign to translate texts from English as the source language into Indonesian as the target language.

In fact, in translating, all communicators including students face the same problems; discovering and re-expressing the meaning. Translators receive messages from speech or writing which is not identical with their communication system Then they need to reconstruct it in another (Bell, 1995). The fluency in both source and target language makes translators transfer the message very rapidly. When students assign to translate simple texts, they might do it without thinking the meaning and the form overtly. It might be different for complicated text (Larson, 1984). Hence, a translation machine becomes a tool to help students translate both English and Indonesian texts.

Many years ago, most of students brought dictionary books with them. Nowadays, one of translation machine, Google Translate, is more popular than a dictionary. Google translate or GT is multilingual translation machine that supports 133 languages (Wikipedia). It can translate

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both text and speech. This technology has emerged massive changes to teaching and learning processes. It is an effective tool to support students' learning. A research conducted by Bahri and Mahadi (2016) showed that most of students preferred to use Google Translate for the learning of vocabulary, reading and writing.

Many researchers have investigated the use of Google Translate in various English components and skills. Tsai (2019) found satisfaction of EFL students with using Google Translate especially in finding vocabulary item and enhancing the completion of English writing. Raza and Nor (2018) also found that Google Translate is an efficient tool for quick and easy learning. It is not only for learners but also educators for semantic understanding of new vocabulary items. Habeed (2020) showed a high level of attitudes toward the use of Google Translate and revealed some advantages of it such as quick translation and easy access. Another research concerned on the use of Google Translate in pronunciation. Khasnah and Madjdi (2022); Pham, Nguyem, et.all (2022) also indicated that students had positive perception on Google Translate. It also increased students' pronunciation skill.

There have been many studies on Google Translate for translation. Researches done by Alsalem (2019); Medvedev (2016, pp.192) found that Google Translate is beneficial for students' development of translation skill. Eventhou, Google Translate could not translate all words in paragraph accurately but it helped students to look up the meaning of vocabulary faster (Yanti, 2019). In other point of view, Khotimah and Wahyudin (2021) confirmed that the students had positive perception of using Google Translate.

The researcher observed that at most students today are highly attached to Google Translate Application (GTA) in learning. The might use it on computer, laptop, or smart phone. It is a handy tool, so that they can bring it with them everywhere and access every time. In English Education Department Program, the use of Google Translate Application becomes familiar especially in translation course. Thus, this study aims to investigate the use of Google Translate and to explore advantages and disadvantages of Google Translate in translating texts.

Methodology

This research employed a mixed method design. The study aimed to examine the use of Google Translate and to explore the advantages and disadvantages of Google Translate in translating texts. Mixed method design was appropriate for collecting both quantitative data as well as qualitative data (Creswell, 2008). Thus, the combination of both forms of data provide a better understanding of a research problem.

The population of the study was the fourth semester students of English Education Department. In this case, three classes; 4A, 4B and 4E were chosen through purposive sampling. The numbers of students of the study were 57 students.

The techniques used to collect the data were tests and questionnaires. Firstly, the researcher assigned the students to translate a short text from English into Indonesian. Both texts for pre-test and post-test are adapted from a book written by Johan (2010). In pre-test, the students translated the text by using GT in order to measure their basic skill to translate a text, while in post-test, GT was used to help them translate the text. The differences between the scores of pre-test and post-test were tabulated to answer the research objective. Then, the data were

assessed by using translation assessment rubric adopted from Khanmohammad and Osanloo (2009); accuracy (30%), finding equivalent (25%), register, TL culture (20%), grammar and ST style (15%) and shifts, omissions, additions, and inventing equivalents (10%). The researcher compared the mean scores of pre-test and post-test, so the data were analysed by using independent sample t-test. As Pallant (2010) said that independent sample t-test is used to compare the mean scores of two different group of participants in order to find out whether there is a significant effect or there is no significant effect of two or more variables.

Second, open-ended questionnaires were used to answer the second question of this research. The question was dealing with advantages and disadvantages of using Google Translate in translating texts. Then, the researcher used qualitative analysis from Miles and Hubermen (1994) which consist of three steps: collecting data, displaying data and making conclusions.

Results and Discussion

The section provides and discusses the results of the data taken from the tests followed by discussion and supported by the previous literatures.

Results of Tests

Table 1 shows the results of descriptive statistics of pre-test and post-test collected from tests done by the students with and without using Google Translate.

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	74,2456	57	8,34797	1,10572
	POST TEST	88,1053	57	2,62328	,34746

The table indicates that there is a difference between the students' score in pre-test and post-test. The average value reaches 13.68 marks which differentiate to the scores of standard deviation and standard error mean of pre-test and post-test.

Table 2 is the last output which shows whether there is or no difference between pre-test and post-test.

Table 2. Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRE TEST - POST TEST	-13,85965	8,34831	1,10576	-16,07475	-11,64455	-12,534	56	,000

From the table above, it is known that the significant value of two tailed (2-tailed) is 0.000<0,05. It can be concluded that there is significant different between the students' learning outcome in pre-test and post-test. Thus, the results suggest the use of Google Translate in translating texts.

Results of Questionnaires

Question 1: Do you use Google Translate in translating texts?
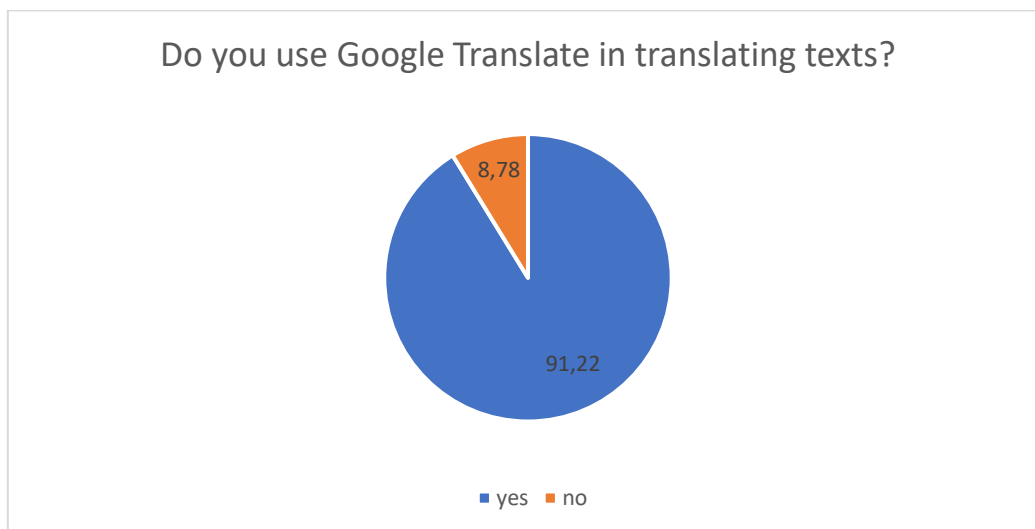
From the first question, there were 91.22% of 57 students who answered yes. It showed us that majority of the students used Google Translate in translating texts. It also convinced us the important of Google Translate as a tool in translation subject even though five of them did not use it.

The researcher also provided open-ended questionnaires in order to identify the students' comments of using Google Translate in terms of advantages and disadvantages.

Question 2: What are the advantages and disadvantages of Google Translate in translating texts?

Table 4. Excerpts from the students

Advantages	Disadvantages
- quick and easy learning	- inaccurate translation
- portability	- grammatical structure error
- time savings	- network problem

Based on the answers, the researcher found out three points for each pros and cons of using Google Translate in translating texts.

Students' respond of the advantages of using Google Translate

The first advantages were quick and easy learning. The students were easy to translate certain words and simple sentence quickly when it compared to manual dictionary. They also chose various applications of Google Translate such as text, speech, image, etc. In this case, they did not type the texts all the time. Second, Google Translate could be utilized by anyone and anywhere with this app on his/her smart phones. It substituted manual dictionary because it was more convenient to use. Third, the students did not spend much time to translate texts, even when they translated into some languages. It helped them to accelerate translation process.

Students' respond of the disadvantages of using Google Translate

Besides the benefits, Google Translate also gave the students drawbacks in translating texts. First, the results of their translation were sometimes less accurate, especially when they translated complicated texts. The outputs did not appropriate to the context of the source language. Second, not only the content, but also the grammatical structure could be error. It made the sentences quite nonsense, so the students had to recheck in order to produce a better translation version. The last disadvantage was network problem. The students could not access Google Translate application without internet data. Sometimes, they were also faced by internet connection. Therefore, they had to provide internet quota to utilize Google Translate.

Discussion

The findings of the test results showed the significance of Google Translate in translating texts. The first question about whether the students' used GT or not also reported that most of the students used Google Translate in translating texts. This insight confirmed the theory from Alsalem (2019); Medvedev (2016, pp.192) who argued that Google Translate is beneficial for students' development of translation skill.

Furthermore, based on the students' respond of the advantages of Google Translate, it was found that all of the students agreed that Google Translate are portable and easy to use, and shorten the time. It was supported by Raza and Nor (2018) that found that Google Translate is an efficient tool for quick and easy learning. Habeed (2020) also showed a high level of attitudes toward the use of Google Translate and revealed some advantages of it such as quick translation and easy access, although sometimes they faced network problem.

In other point of view, the students' excerpts also proved the students' cons of using Google Translate. GT could not provide a perfectly accurate translation especially for complicated sentences. The results did not make sense and match the context. The translation results sometimes also indicated inaccurate grammar. However, the students encouraged their English vocabulary. Yanti (2019) reported that Google Translate could not translate all words in paragraph accurately but it helped students to look up the meaning of vocabulary faster.

Although there were pros and cons of Google Translate, however, it was obvious that Google Translate was very useful in translation class. The results of these findings were related to the previous studies.

Conclusion

Based on the result and the discussion above, then the researchers concludes that the use of Google Translate is significant in translating texts. Moreover, the students' excerpts suggested

Google Translate for some reasons; quick and easy learning, portability and time savings. On the other side, Google Translate used by the students also had some weaknesses, such as inaccurate translation, grammatical structure error and network problem. In short, it is very important for students to realize the existence of technology, in this case Google Translate, is very helpful to complete their translation tasks with all its advantages and disadvantages.

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