

THE STUDENT'S BELIEF USING GOOGLE TRANSLATE IN ENGLISH WRITING PARAGRAPH

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Abstract

This Research describes students' belief using Google Translate in English writing paragraph. Student's belief in this research was what students think about Google Translate and how it affects them in writing paragraph. The research was focused on the advantages and disadvantages, solution and problem found in using Google Translate. This study used a descriptive quantitative method. The researcher used a questionnaire as the instrument. The participants were 45 students of English Education Department at University of Islam Malang. The researcher shared a questionnaire to collect the data. Since the research objectives are to find out and to describe the students of academic year 2021/2022 about students' beliefs in using GT in English paragraph writing. In this descriptive analysis, frequency and percentage are used to find out whether the research variables are included in the categories of very high, high, moderate, less, and very less. In another section, descriptive analysis is also discussed based on the results of the frequency distribution of respondents' answers and the percentage of categories in each indicator and variable. Based on the questionnaire, the results of this research showed that students had different perceptions of paragraph writing using Google Translate. Positive users and Negative users were the two groups into which the researcher had classified the students. Students who felt that Google Translate was fully beneficial to them and who felt comfortable using it in writing class were considered as positive users. While negative users were characterized as the students who lacked confidence when using Google Translate, despite the fact that they continued to use it, in some cases, found it

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useful as a quick dictionary in the writing paragraph. According to the results of the questionnaire, which was completed by 45 students, there were 19 positive and 26 negative users in the Writing II class.

Keywords: Students' beliefs, Google Translate, English Writing paragraph.

INTRODUCTION

From the four main skills in English, writing is considered as a difficult skill for students to acquire. The reason behind this issue is because writing skill has many components that students need to master in order to have a better writing performance, for example, subject-verb agreement, word order, and diction. Moreover, first language transfer (Belkhir & Benyelles, 2017), grammatical weakness (Huwari, I & Al-Khasawneh, 2013), the limited number of vocabulary and idioms as well as less experience with second language.

All students know regarding Google Translate as a service to translate from one language to another. Students consider using Google Translate to translate, and use it to look up the vocabulary or synonyms to increase their writing skill, especially in writing II class. It means that students know other functions of Google Translate. In English paragraph writing, students of English education Department academic year of 2021/2022 students have a lot of English material, especially paragraph writing. In understanding the English language material, students admit to using Google Translate to translate it into Indonesian and vice versa. Students know how to use Google Translate correctly, namely by entering the vocabulary, sentences and paragraphs that they want to translate, then GT manually with considerations regarding grammar, word choice and so on.

It can be ascertained that almost every student is familiar with using GT to help them in studying or doing class assignments. GT is often used for translating words, sentences, and paragraph. The students usually write the mother language in GT, then the results of translation by GT were as the target

language. In addition, GT is also used to translate English words into Indonesian, Indonesian words into English. Almost every student is aware of how to use GT to aid.

GT has become a debatable issue whether this tool can be applied in language learning. Many researchers have discussed this translation tool regarding its output, for example, (Ghasemi and Hashermian, 2016) investigated an error analysis from English to Persian and Persian to English. However, a discussion related to the online translation and writing are still scarce (Fredholm, 2014, 2015). This study, therefore, discusses further the students' use of GT in EFL Essay writing. It aims to find out which writing purpose that the students consult through GT. The article focusses on effects of online translation (OT) on writing fluency, and on grammatical and lexical complexity and accuracy. Small but statistically significant effects were found. Effects on fluency and complexity, but not accuracy, can to some extent be explained by the pupils' proficiency level, rather than by the use of OT. Pupils using OT made fewer mistakes regarding orthography, article, noun, adjective and agreement, but more mistakes regarding syntax and verb morphology.

(Arifatun, 2012) who states that GT, like other automatic translation tools, has its limitations. The service limits the number of paragraphs and the range of technical terms that can be translated, and while it can help the reader to understand the general content of a foreign language text, it does not always deliver accurate translations. So, students need to be aware when using GT.

From the previous studies above, the researcher can conclude that most students are using GT to translate English material. Students abandon print dictionaries in favor of the GT due to its benefits like "quick" and "light." Although there are deficiencies in GT, students still have a positive perception of its use. They believe that the results of the translation remain accurate as long as they can match the context.

Base on the previous studies, they are investigated many kinds of reading strategies. This current research investigated more deeply about other strategies that are scanning and skimming strategies. Usually scanning and skimming strategies based on some academics is used in the experiment research because of to determine the effectiveness of scanning and skimming. Therefore, the novelty of this study aims to determine whether there is any correlation between those reading strategies and the student's reading achievement.

METHOD

Research Design

In this study, researcher applied the descriptive quantitative. Researcher applied this method to describe students' belief about Using GT in English writing paragraph as a medium for writing English material. Where the data was shown descriptively based on questionnaires. Quantitative descriptive research method is a method that aims to create a description or descriptive of a situation objectively by using numbers, starting from data collection, interpretation of the data, as well as appearance and results (Arikunto, 2006). This type of research is quantitative using a descriptive research design observational. Research is used to see a description of the phenomenon, descriptions of activities are carried out systematically and more emphasize on factual data.

Data Collection

Data collection in descriptive quantitative is carried out in natural settings (natural conditions), primary data sources, and data collection techniques are mostly on participant observation, questionnaire and documentation (Sugiyono, 2019:296-297). From various data collection techniques, this study use questionnaire to collect the data.

Data Analysis

Descriptive statistics are used to describe the description of the object being studied as it is without drawing conclusions (Gunawan 2016). Data in the form of numbers will be processed and then presented in descriptive statistical calculations in the form of frequency distribution tables and presentations of the respondents' answers. This research was a descriptive quantitative. It attempts as objective as possible to describe the data of the students' belief using GT in English writing paragraph. In order to get the description of the answering that given to students in questionnaire, the data will be analyzed by using the following formula (Sudijono: 2004, p. 43):

$$P = F/N \times 100\%$$

Where;

P = Percentage

F = Frequency

N = Total respondents

The percentage is obtained from the number of frequencies compared to the number of samples. In this descriptive analysis, frequency and percentage are used to find out whether the research variables are included in the categories of very high, high, moderate, less, and very less. In another section, descriptive analysis is also discussed based on the results of the frequency distribution of respondents' answers and the percentage of categories in each indicator and variable.

Table 3.1. Percentage Descriptive Analysis Criteria

No	Score	Criteria
1.	81-100%	Very high level
2.	61-80%	High level
3.	41-60%	Average level
4.	21-40%	Low level
5.	0-20%	Very low level

FINDINGS AND DISCUSSION

Findings

The data in this research were gained from students' Writing II class. The researcher distributed a questionnaire to collect the data. Since the research objectives are to find out and to describe the students of 2021 about students' beliefs in using GT in Writing II class, especially in paragraph writing, advantages and disadvantages of using GT, and the problem in using GT.

a Close Ended Question

In this case, the researcher divided the questionnaire into 4 parts in order to present the data. The parts were: (1) General Information. (2) Students' Translating Basic Knowledge. (3) The Students' Beliefs about Using Google Translate. (4) Google Translate as a Media in Writing two class. The researcher used Yes/No questions. The first part has 3 questions. The table 1 shows the data from part 1.

Table. 4. 1 General information

Questions	Yes	No
Do you like translating English to Indonesian language or Indonesian to English language in writing two, especially in paragraph writing?	88,9%	11,%1
Do you use Google Translate?	80,0%	20,0%
Do you use another machine translator?	51,1%	48,9

Based on the table above, the results with a high percentage are found in the first question section. Because in this section, students like to do translation activities in the writing II class, more precisely in the paragraph writing class. And for the lowest percentage, it's in the last question section. Because in this section, students not only use Google Translate to help them in writing II class, but they also use other machine translators.

The results that have a high percentage are listed in the first statement. Because in this section, students often translate English material in writing two, and the majority of students often find it difficult to comprehend paragraph writing. Most of them use machine translators to help ease their problems. And from 100% of the students that I took as a sample, there were 34 of 45 students used Google Translate as a medium in writing II.

Table. 4. 2. The students' belief about the use of Google translate

No	Statement	Yes	No
1.	I have Google Translate application on my gadget	57,8%	42,2%
2.	I could write text easier using Google Translate as a media in writing II.	73,3%	26,7%
3.	Google Translate is helpful for improving my writing skill	73,3%	26,7%
4.	Google translate could not be a good media in writing II class.	44,4%	55,6%
5.	Google Translate could translate text effectively	77,8%	22,2%
6.	Google Translates' result is as exact as in dictionary	57,8%	42,2%
7.	I use Google Translate for translating word by word in writing II.	68,9%	31,1%
8.	I use Google Translate for translating sentence by sentence in writing II.	66,7%	33,3%
9.	I use Google Translate to translate paragraph by paragraph in writing II	44,4%	55,6%
10.	I could not comprehend text that given by teacher in writing II without Google Translate	51,1%	48,9%
11.	Google Translate makes me lazy open the dictionary	60,0%	40,0%
12.	Google Translate makes me lazy to learn Structure (Grammar/tenses)	71,7%	28,3%

Table 4.2 shows that Google Translate did not make students lazy to learn Grammar. It caused, they still believe that the translation results from GT are still accurate. In the table above, the last statement shows that 12 of 45 students who use Google translate feel lazy to learn Grammar. Google Translate can also make the

students lazy to open a manual dictionary, because the service from Google Translate itself is more effective and easier than print dictionary. The role of Google Translate itself is to translate words, sentences, and long text forms. It can be accessed easily through the features that provided by Google Translate, such as the micro font feature that can translate words through voice notes, or the camera feature that can help students to translate text without having to type. Therefore the role of manual dictionaries has been replaced by the presence of Google Translate in most of the students.

Based on the results of the table above at number 10, it shows that 22 of the 45 students that I took as samples could not comprehend the material given by the teacher without using Google Translate. This was due to a lack of vocabulary that made students unable to produce good writing results. So they make Google Translate a good medium to use in writing II class because they believe that Google Translate can help them to improve their writing skills, especially in paragraph writing.

Table. 2.3. Google translate as a medium in writing II class

No	Statement	Yes	No
13.	Google Translate is faster than other machine translations	55,6%	44,4%
14.	Google Translate could translate word by word well in writing II.	82,2%	17,8%
15.	Google Translate could translate sentence by sentence well in writing II.	73,3%	26,7%
16.	Google Translate could translate paragraph by paragraph well in writing II	44,4%	55,6%
17.	Google Translate enriches my vocabulary	84,4%	15,6%
18.	Google Translate changes the original meaning	77,8%	22,2%
19.	I always recheck the Google Translates' result before I submit it.	82,2%	17,8%
20.	I always ask my friend to recheck my Google result before I submit it.	68,9%	31,1%
21.	I feel more confident using Google Translate in producing a text in writing II class.	42,2%	57,8%

Table 4.3 shows that Google Translate can enrich students' vocabulary, because Google Translate itself can be used like a manual dictionary that can quickly search for vocabulary that students don't understand, so students don't spend too much time looking for vocabulary that they don't understand. Sukkhwan (2014) stated that Google Translate is commonly used for vocabulary learning. The accuracy of Google Translate was quite doubtful for students. It caused 77,8% of students said that Google Translate changes the original meaning.

On the other hand, Google Translate is not only for translating words, but it also translates sentences or long text forms, more precisely paragraphs. However, students must be aware that the results of the translation by Google Translate itself are inaccurate and often the translation procedure is not in accordance with Grammar. So, they must combine it with their abilities to create better writing, especially in paragraph writing. Medvedev (2016) found that Google Translate is not accurate regarding long text. It means that Google Translate was better used for translating word by word. The previous results supported students' view at statement number 21. Almost all of students mentioned that Google Translate could help them in enriching vocabulary.

b Open-ended questionnaire

Table. 4. 4. Open Ended Questionnaire

NO	QUESTIONNAIRE
1.	What is your perception of the advantages and disadvantages of using GT as a media in Writing II class?
2.	What the problems do you often face when using GT in Writing II class, and what is the solution?

In this questionnaire, the researcher gave two open-ended questions in order to gather the data more clearly. An open-ended question is designed to encourage a full, meaningful answer using the subject's own knowledge and feelings. It is the opposite of a close-ended question, which encourage a short or single-word answer. Open-

ended questions also tends to be more objective and less leading than close-ended questions. Open-ended Questionnaire helped students to state their interpretation of Google Translate in detail.

The first question asked about students' perception of the advantages and disadvantages of using Google Translate as a medium in Writing II class, and the second question asked about the problems and solution when using Google Translate.

Students' response to the advantages of using Google translate

In the first question, there were two indicators that students needed to answer. There were advantages and disadvantages. Based on data analysis, two advantages were mentioned of using Google Translate written by students. The first advantage was easy and fast. Writing paragraph could be more difficult when the students had a lack of vocabulary. The role of Google Translate as a medium in writing II class was to save students time. Google Translate could display the meaning of words, sentences even paragraph in a very short time. It only took a few seconds. So, students did not need to open dictionary to look for unknown meanings. The followings are the example of students' answers:

The participants who I took as a sample were written as P1, P2, and soon.

Table. 4. 5. The advantages of using Google translate

Participants	Responses
P1	It saves my time than using traditional dictionary
P2	The feature of translating text from images really helps. So that, I did not need to retype everything, and the translating process was fast
P3	We can use Google Translate to translate sentence by sentence and paragraph by paragraph and more. It is faster than other machine translations.
P4	Fast, easy, simple and effective to use. Efficient and saving time.
P5	In my opinion, Google Translate is easy and more practical to use. Besides that, GT can also be used for various languages, not only English.

Next, the second advantage was Enriching Vocabulary. One of the important components of writing paragraphs is Vocabulary. Vocabulary helps students to write easily. The use of Google Translate automatically gave many new vocabularies to students when they were translating. There were some examples of students' answers.

Table. 4. 6. The advantages of using Google translate

Participants	Responses
P6	Google Translate helps us easier to translate that we do not look familiar about the vocabulary
P7	Google Translate as a medium in writing two class help the students to translate word, sentence, or paragraph easily, it also increases my vocabulary.
P8	Google Translate improves my vocabulary”.
P9	It helps me to translate the words that I don't know and it enriches my vocabulary.
P10	Google Translate makes me easier to translate the text and it can improve our vocabulary.

It could be concluded that students got some good impacts from using Google Translate in writing II class, especially in enriching vocabularies. So that, it can help students to write a paragraph easily.

4.1.1. Students' response about disadvantages of using Google Translate

Moreover, Google Translate also had some disadvantages. There were disadvantages of Google Translate. As follows:

The first disadvantage was making student lazy to open dictionary. In this modern era, the role of dictionary is getting low. Because opening dictionary takes a long time, most people did not need dictionary anymore. Manual dictionary have been replaced by machine translation or online dictionary. It is faster than print dictionary. So that, student was getting lazy to utilize the print dictionary.

Table. 4. 7. The disadvantages of using Google translate

Participants	Responses
P11	We can be lazy to open manual dictionary than Google Translate.
P12	Sometimes the meaning could be confusing, so we need to check it manually.
P13	It doesn't give a good target language in grammar. So, I have to check it carefully
P14	Not every translation result is grammatically correct, especially when translating paragraphs or long text.
P15	Sometimes, the grammar is bad. So, we have to check it before submitting it.

According to the result of first question was Google Translate had both benefits and drawbacks. All students realized that Google Translate result could not be totally good. They must be wise when used it.

4.1.2. The problem and Solution of Using Google Translate

Second Question asked about the problem when student used Google Translate. Google Translate could be a good or bad medium in writing II class. It depends on how students utilize Google Translate while writing paragraph. Students stated some disadvantages of Google Translate in the previous question. The Problem or some disadvantages in using Google Translate could be well solved by students. Furthermore, this second open-ended question was made to investigate students' problem and its solution in using Google Translate.

According to the students' answers, students wrote 3 main problems in using Google Translate, there were (1) Internet Connection (2) Wrong meaning from Source Language to Target Language (3) Grammar Error. These were the following example of students' answers;

Table. 4. 8. The problem and solution in using Google translate

Participants	The Problems	The Solutions
P16	The words sometimes are difficult to understand.	Open the dictionary to find another word that is easy to understand.
P17	Google Translate has a bad structure.	Fix the structure, so students can use it more.
P18	Sometime the GT result is not correct and effective	Recheck it first, and make sure it is well.
P19	Some grammatical error.	Using the background knowledge.
P20	Google Translate can't be used offline.	You have to connect by Wi-Fi or buy internet quota.

As presented in Table 4. 9, students knew the functions of Google Translate well and they realized the weakness of Google Translate as well. Students did not only rely on machine translation such as Google Translate but also English Language skills to produce a good writing result. This result was supported by Sukkhwan research (2014), the research showed that the four most frequently performed behaviors in translating process by EFL students were the behaviors of reading sentences and texts before using Google Translate, Translating one sentence at a time, looking for and replacing more suitable words from Google Translate Word Functions, and editing Google Translate output. Second semester students in this research also did the same when translating text assisted by Google Translate. They were aware of errors produced by Google Translate and not to put the errors in their translation results.

Dsicussion

According to the result of questionnaire, it could be concluded that students kept using Google Translate although it had some weaknesses. Students viewed Google Translate as more advantageous than disadvantageous for their learning in Writing II class. In this section the researcher discussed about the using Google Translate in learning English paragraph writing: The Students' beliefs. Based on the questionnaire. Students had different perceptions of paragraph writing text using Google Translate.

Positive users and Negative users were the two groups into which the researcher had classified the students. Students who felt that Google Translate was fully beneficial to them and who felt comfortable using it in class were considered positive users. While negative users were characterized as the students who lacked confidence when using Google Translate, despite the fact that they continued to use it, in some cases, found it useful as a quick dictionary in the class. According to the results of the questionnaire, which was completed by 45 students, there were 19 positive and 26 negative users in the Writing II class.

Students stated that the advantages when using Google Translate in learning English paragraph writing are about the speed of this service to find the vocabularies that they want to write and it also can enrich their vocabulary. In addition, GT is a form of web application by Google, it becomes easier than carrying dictionary. As for the disadvantageous and problems of GT is the results sometimes inaccurate, students stated that the translation results from Google Translate were often not in accordance with the grammar structure. So students must combine GT results with their background knowledge to check the GT results for producing a better paragraph writing.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of this research that has been described previously, the researcher concluded that: Google Translate was more advantageous than disadvantageous. Students used Google Translate as a fast dictionary to help them look up the vocabulary and the meaning faster. It was so easy to access. Google Translate helped student in enriching vocabulary. In addition, Google Translate was highly used for translating word by word by students. The high weakness of Google Translate was its inaccuracy. Google Translate could not translate contextually and accurately all the words in paragraph. It made most of students use a dictionary or other resources to confirm the meaning. Some of them must recheck it first before

submitting it or asking their friend's help, so that a better writing can be created by combining the translation results from GT with their background knowledge.

Suggestion

After the current research has been conducted by the researcher, there are some suggestions that the researcher wants to express, those are for teacher, students, and future research. First, based on the results of this study, Google Translate facilitates students in the learning process, especially in English paragraph writing. Students should use the Google Translate feature properly in English paragraph writing, so that students can improve their knowledge and their writing abilities. Second, in this study, the researcher focused on the ease of acceptance of Google Translate and the role of Google Translate in English paragraph Writing. For the next researcher should focus on other cases of Google Translate in language learning and use this research as a preference to find out more about Google Translate as a learning media. Third, the researchers did not distinguish between students who used or did not use GT in writing paragraphs. So that, for future research is expected to distinguish between those who use GT in paragraph writing.

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