AN ANALYSIS OF UNDERGRADUATE EFL STUDENTS' LEARNING EXPERIENCES IN USING GOOGLE TRANSLATION CLASS

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Abstract: The present study is aimed to determine the learning experience of undergraduate students in using Google Translate in the translation class. This study uses a qualitative research design under the characteristics of a case study. Data were obtained through interviews conducted by researchers with 4 participants at level 3 of the English Education Study Program who takes elective courses in translation classes at one of the private universities in West Java. The findings reveal that Google Translate is an online translation tool that really helps students in learning. However, the results of the Google Translate translation should not be taken for granted because they need to be improved again. Lecturers do not recommend the use of Google Translate in translation classes because of the negative impact that can make students lazy to develop their abilities and the translation results are considered inaccurate. Based on these findings, it is recommended for teachers to be innovative in using Google Translate as a learning aid and students should limit the use of Google Translate and not feel dependent..

Keywords: Google Translate; Learning Experiences; Translation

INTRODUCTION

Everyone has a way of helping with translation. The translation is a way to communicate in various different languages so that it can be understood with one unifying language. The function of communication is to exchange information so that it is mutually understood. This situation affects the way students learn. Not only for language learners, but also for people who use language. This is because in using a foreign language it is necessary to understand the movement from one language to the target language so that it can be understood by others. Translation for language learners, especially translation classes has a very big impact. This is because every learning process is always related to translation, such as from English to Indonesian or from Indonesian to English. Newmark (2013) in (Harida & Zafitri, 2017) claimed that translation is

highly needed in global communication. In other words, if there is no translation then everyone with a different language such as from a different country will not understand what is being said.

Translation that was previously done offline using a printed dictionary, is now starting to be replaced. Although the use of printed dictionaries is not completely out of habit, people prefer to use online translation tools that can be done via gadgets or computers. Translation tools is much easier to learn for someone. Yamamoto in Sukkhwan and Sripetpun (2014) stated that Machine Translation as a part of computer software functions to translate texts from one language to another. *Google Translate* is an online translation tool that is accessed online. Students are also suspected of having their own way of processing the translation results. No matter how sophisticated the translation tool is, errors can occur in the form of tenses, pronouns, grammar, and other things. This needs to be addressed wisely by users of translation tools because after all, the translation results cannot be taken for granted without correcting them first.

Students use a translation tool in carrying out learning in translation classes. *Google Translate* is a free translation app that translates words, sentences, documents, or web pages into many different . It has several nice features like quick translation, word selection, pronunciation previews, word and phrase highlighting, and many more (Brahmana, Sofyan, & Putri, 2020). Everyone can access this translation service for free with many uses such as translating words, sentences, documents, and so on effectively and efficiently. According to Lesly, in Sharma (2018)," *Google Translate, as a machine translation,* is an easy and fast device to be used. It is easier and only requires less time for large amounts of translation compared to using your printed dictionary. The reason is that *Google Translate* only takes a short time to process data to be translated from language 1 (source language) to language 2 (the target language).

Previously, research have been conducted on related topic (Mahardika, 2017; Samardali & Ismael, 2017; Sujarwo, 2020; Brahmana, Sofyan, & Putri, 2020; Hellmich, 2021). None of them focuses on specific tool in particular, *Google Translate*. Mainly, how students use translation tools in translation classes and how to proceed with the translation work by Google Translate. Therefore, the researcher wants to explore how students use translation tools, both online and online, because all have their own advantages and disadvantages as well as their own convenience in using them.

METHOD

The study employed a qualitative design with the type of case study. The reason is that the present study explored a real-life, current bounded system (a case) or many bounded mechanisms (cases) over time, through detailed data collection dealing with many sources of information (e.g., observations, interviews, audiovisual material, and documents and reports); and reported a case description and case themes (Creswell & Poth, 2018, p.153). The researcher selected a private university in West Java and involved 4 students in grade three who became the participants of this study. The technique sampling of this study was purposive sampling which is a beneficial technique to access rich data from limited sources in qualitative research by choosing individuals or groups equipped with the knowledge and experience the researcher needs (Patton, 2002; Cresswell, Clark, Gutmann, & Hanson, 2003). Inorder to answer the research question of the study, the data were collected by a technique namely, interview. To analyze qualitative data, the interviews (semi-structured interviews) were transcribed. Since the interviews were conducted in Indonesian, the extracts were presented through translation into English and crosschecked by the researcher. There are several stages in analyzing data: Organizing data, Transcribing Coding, Interpreting, and Validating.

FINDINGS AND DISCUSSION

The researcher discusses the use of Google Translate as an online translation tool that helps the translation process of students in translation classes. This study was conducted to answer research questions about how EFL undergraduate students utilize *Google Translate* in translation

classes and how to proceed with the translation work by Google Translate. The result of primary data which is based on interview will be elaborated in the following organization:

Findings

To answer the research questions, the researcher conducteda narrative design to collect qualitative data. In this case, the researcher conducted online interviews with four students from the translation choice class at a private university in West Java due to the impact of the pandemic which resulted in not being able to meet face to face. The results of this study are based on student learning experiences in using *Google Translate*.

The findings from this study show that *Google Translate* is one of the Google features that are usually available on smartphones or laptops. Its function is as a free multilingual translator tool that can be used to translate a text from the source language to the target language. This means that participants understand about *Google Translate* and its functions. *Google Translate* is used only when the learners feel confused because they find new vocabulary or sentences difficult to understand. Therefore, students do not always use these online translation tools to translate entire texts while studying in translation classes

The students revealed that everyone has different habits in using *Google Translate*. The first student revealed that he rarely uses *Google Translate* when learning translation. According to the statement, *Google Translate* is used only when having difficulty or never learning a word or sentence. Therefore, during translation learning, each meeting is only two or three times.

As for the other three participants explained that they often use *Google Translate*. The reason is that the texts have not been studied before. Although some are not too fixated on the results of the translation, *Google Translate* is still considered more practical than athick printed dictionary.

All participants revealed that the lecturers in the translation class did not recommend the use of *Google Translate* when learning.Th first student gave a reason because, in the translation class, the learning was more interactive. When explaining the learning material, the lecturer directly asks questions with sentences that must be directly translated. Therefore, there is no time to open *Google Translate* because it must be answered immediately.

The second student gave the reason why the lecturer did not recommend theuse of *Google Translate* because the translation results were not accurate. Meanwhile, the third student explained that he did not understand the translation mechanism that the lecturer in the translation course wanted because he felt that he did not communicate with the translation class. The fourth student explained that the reason the lecturer emphasized not using *Google Translate* was the fear that the students would be lazy to think and not develop. However, it depends on the student's principles.

One of the participants gave us tips so that students do not get too hung up on *Google Translate*. This is due the fact that it can cause dependence on its use. Here is the extract that shows the student's utterance.

Extract 1

The researcher: *"If that's the case, what are the tips so that you don't become dependent on using Google Translate?"*

The student: **"Maybe by limiting the use of Google Translate, by adopting a mindset in yourself thatthe use of Google Translate is eee... will cause laziness in thinking. Eee and... so I can go back to using the dictionary. And if you really need touse Google Translate, so try to eee... nottranslate it, not everything is translated but the wordfor word and we compose the sentence ourselves, that's how it is."**

The advantages of *Google Translate* that are felt by the participants are that it makes it easier to learn Translation courses. This is due to the fact that the translation results are instant, fast, and free. In addition, it can be used to learn the pronunciation of words. However, there were some perceived disadvantages of using *Google Translate*. According to participants, when translating a full sentence or paragraph, the result becomes ambiguous and does not connect. Thus, the

translation results have different meanings between language one and language two. Therefore, they recommend using *Google Translate* only to translate words only.

In accordance with the student's learning experience in using *Google Translate*, they agree that it is very helpful in learning in the translation class. Although there are advantages and disadvantages of the translation tool, it becomes a natural thing.The first student explained that the student was really interested in the translation class because he liked foreign films. Also, in this translation class, the material is translating stories, poetry, films, audio, and others. Therefore, according to the student, learning is fun.

In addition, the fourth student will continue to use *Google Translate* when learning. Here is the extract below that shows the student's utterance.

Extract 2
The Researcher : *"If you were asked to choose between usingGoogle Translate or not, which one would you choose, especially in the translation class?"*
The Student : ***"Eee... if I had to choose, I wouldn't be naive, eee... actually I would choose Google Translate."***
Based on extract 2, the researcher found that if they were asked to choose between being allowed to use *Google Translate* or not when learning, they chose to use *Google Translate*. The reason is the perceived ease and speed oftranslation.

The participants agreed that they had to reprocess the translation from *Google Translate.* This is due to the fact that the results do not match the meaning in the source language after being translated into the target language. The first and second students explained that they improved their translation by correcting the grammar and looking at the sentence structure. In addition, the removal or addition of words is done so that the meaning can be understood. While the third student made improvements to the translation results by looking for similarities of the word being searched for its meaning. Therefore, when translating with *Google Translate* it feels ambiguous when combined with other sentences, then look for synonyms from the thesaurus. Then the fourth student explained that the improvement of the results of the *Google Translate* translation was done by copying and pasting into *Microsoft Word* and rereading it. Then, they edited if there were errors in the text.

To get the perfect translation, it needs checking and re-editing. In addition, using a *Thesaurus* helps finding equivalent words to fit. The researchers found out how students edited *Google Translate's* translation results. Here is the extract below that shows the student's utterance.

Extract 3
The Researcher: *"In improving Google Translate's translation results, do you use other features such asGrammarly?"*
Student 3 : ***"And for this semester, most of the translationcourses only translate from English text to Indonesian text. So, I don't think using... eee... usage... what, grammatically that kind of stuff isn't really necessary."***
Student 4 : ***"Yes, I usually do manual editing, or if I forge tthe thesis, I usually look it up on Google or in a dictionary or in other notes."***
The Extract 3 shows that the participants rarely use *Grammarly* to help improve the grammar of the translated text. This is due to the fact that the translated material is from English to Indonesian. Thus, it is felt that there is no need to use the additional features of *Grammarly* and the editing is done manually by searching on *Google*, dictionaries, or in other notes.

Discussion
This section discusses the results of research that has been carried out by researchers through interviews, including a discussion of this research, several related theories, and previous research. The results of this study provide supporting evidence that *Google Translate* is an online translation

tool that is convenient to use. According to Sharma and Mittal (2018), a machine translation, *Google Translate* is an easy and fast machine translation to. The application of *Google Translate* really helps the translation process when learning.

In practice, every student already has a smartphone or computer and must be connected to the internet. This is due to the fact that *Google Translate* is an online-based translation tool, so it must be connected to the internet. If not, then *Google Translate* cannot be used. The use of *Google Translate* is done when translating words that are not yet understood. Students do not take advantage of the ease of this translation tool to translate the entire text. The reason is that the results are inaccurate and need to be checked again to be corrected. However, *Google Translate* is very beneficial for students in translation. This is in line with Extract 2, ***The Student: "Eee... if I had to choose, I wouldn't be naive, eee... actually I would choose Google Translate. (Student 4)",*** because it is easy touse and very helpful for learning.

The lecturer does not recommend the use of *Google Translate* because of the inaccuracy of the results and the impact of laziness in thinking. Another reason is that the results of this instant translation, especially with its sophistication, it can not only translate words and sentences, but also applies to documents in the form of pdf, ppt, photos,sounds, and so on into more than 100 available languages. However, students are aware of the impact and prefer to translate only words. In addition, students use *Google Translate* to learn how to pronounce words correctly. This is in line with the results ofBaihaqi's research (2021), explaining that the results of *Google Translate's* translations are sometimes inaccurate and not in accordance with grammatical rules because it is a translation tool that translates words for word.

The results of the second question were collected from data interviews with translation class students. From the findings, it can be concluded that students carry out further processing of the results of the *Google Translate* translation by editing manuallybecause the results are considered inaccurate and do not match the meaning. The improvement is done by using other additional features such as *Treasure* to find equivalent words so that they are not confused. This is due to the fact that *Google Translate* only translates word for word. This finding is in line with the results of research byBaihaqi (2021) which states that *Google Translate* is a translation tool that translates word for word. This was also stated by the participants.

Finally, the researcher obtained evidence that students used online translation tools more often than offline. The participating students agreed that *Google Translate* was definitely beneficial in the translation class. As an online translation tool, *Google Translate* is used only to translate words because the results are not effective if it is in the form of long sentences and grammatical errors. Apart from these limitations, these results show that students will still use *Google Translate* by correcting the translation results manually.

CONCLUSIONS

This study's purpose is to determine how the student learning experience in the translation class using *Google Translate*. Referring to the questions from this research, the writer concludes that students are greatly helped by the practice of *Google Translate*. However, *Google Translate* is only used a few times when it is difficult to decipher a word without delegating all the translation work to the translation tool.

In addition, the lecturer does not recommend *Google Translate* in translation class because the results are inaccurate and there is a fear of the negative impact of lazy thinking on students. *Google Translate* is an online translation tool to quickly convert the source language into the target language. In fact, the results of the *Google Translate* translation must still be fixed because of the various errors that are generated. Therefore, to keep the meaning of the source language, it needs to improve the translation results and limit the use of *Google Translate* so that students continue to explore their potential and ability in translating.

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