EFL Student Attitudes Regarding the Integration of Google Translate in the Process of Learning English

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Abstrak

Artikel ini membahas banyak orang yang belajar bahasa asing untuk meningkatkan keterampilan komunikasi mereka secara tradisional, individu menggunakan kamus untuk menguraikan kata-kata asing dalam bahasa asing. Namun, sifat konsultasi kamus untuk mengetahui arti kata yang memakan waktu telah diketahui. Ponsel pintar telah menjadi alat yang sangat diperlukan karena menawarkan banyak kemudahan dalam proses pembelajaran. Saat ini, ponsel pintar digunakan untuk menerjemahkan kata-kata bahasa Inggris ke bahasa Indonesia menggunakan platform terjemahan, yang semakin menekankan dampak transformatif teknologi terhadap pembelajaran bahasa. Penelitian ini bertujuan untuk mengidentifikasi cara efektif memanfaatkan Google Terjemahan untuk meningkatkan pengalaman belajar bahasa asing. Penelitian ini memiliki arti penting karena dapat menjelaskan sikap pelajar Indonesia terhadap penggunaan teknologi untuk menerjemahkan bahasa asing. Hasil penelitian ini memberikan wawasan berharga bagi siswa Bahasa Inggris sebagai Bahasa Asing (EFL), memberikan kesimpulan dan rekomendasi untuk membentuk sikap positif dalam menggunakan Google Terjemahan, yang terbukti bermanfaat bagi usaha mereka di masa depan.

Kata kunci : *Pelajar EFL, Google Terjemahan, Pembelajaran Bahasa Inggris.*

Abstract

This article discusses many people are learning foreign languages to enhance their communication skills traditionally, individuals used dictionaries to decipher unfamiliar words in foreign languages. However, the time consuming nature of consulting dictionaries for word meanings has been recognized. Smartphones have become indispensable tools, offering numerous conveniences in the learning process. Nowadays, smartphones are employed to translate English words into Indonesian language using translation platforms, further emphasizing the transformative impact of technology on language learning. The study aims to identify effective ways of utilizing Google Translate to enhance foreign language learning experiences. The research holds significance as it illuminates the attitudes of Indonesian students towards employing technology for translating foreign languages. The outcomes of this study offer valuable insights for English as a Foreign Language (EFL) students, providing conclusions and recommendations to shape positive attitudes in using Google Translate, which can prove beneficial for their future endeavors.

Keywords : *EFL Student, Google Translate, English Learning.*

INTRODUCTION

Language plays a vital role in human society has established as a crucial tool for communication and understanding among individuals (Firmansyah et al., 2017). that significance in social interactions is highlighted by various researchers (Sulistiani & Aldino, 2020; Sidiq et al., 2015; Fithratullah, 2019). The primary purpose of language is to facilitate

communication and comprehension within society (Sulistiani & Aldino, 2020), (Sidiq et al., 2015), (Fithratullah, 2019). It fulfills essential functions in our lives, addressing our communication needs and serving as an indispensable component of daily life not only as a human nature but also for human development.

In the contemporary context, many people are learning foreign languages to enhance their communication skills Traditionally, individuals used dictionaries to decipher unfamiliar words in foreign languages (Pustika, 2010), (Safitri et al., 2019), (Ramdan & Utami, 2020). However, the time-consuming nature of consulting dictionaries for word meanings has been recognized (Gustanti & Ayu, 2021), (R Arrahman, 2022), (Pajar et al., 2017).

Technological advancements have significantly impacted education, both positively and negatively. One positive outcome has been the facilitation of learning and related activities through technology (E. Putri, 2022), (Ristiandika Arrahman, 2021). For instance, smartphones have become indispensable tools, offering numerous conveniences in the learning process (Lestari & Wahyudin, 2020), (E. Putri & Sari, 2020), (Apriyanti & Ayu, 2020). Nowadays, it is commonplace for students to utilize smartphones for various educational purposes, such as browsing and searching for necessary materials. Additionally, smartphones are employed to translate English words into Bahasa Indonesia using translation platforms, further emphasizing the transformative impact of technology on language learning.

Smartphones have become an essential tool for students, aiding their understanding of study materials (Asia & Samanik, 2018), (Nindyarini Wirawan, 2018), (Keanu, 2018). To comprehend the content, students commonly resort to translating the material (Samanik & Lianasari, 2018), (Arwani & Firmansyah, 2013), (Firma Sahrul B, 2017). This necessity led to the emergence of Google Translate, a service provided by Google Incorporation, designed to simplify the process of learning unknown English words. Google Translate enables the translation of text or web pages from one language to another (Wulandari, 2018), (Setri & Setiawan, 2020), (Mertania & Amelia, 2020).

According to initial surveys, numerous students heavily rely on Google Translate to translate English language materials, facilitating their understanding of the content (Siregar & Utami, 2021), (Wahyudi & Utami, 2021), (Agustina & Utami, 2021).

Language holds a crucial place in our lives, a fact emphasized by various scholars (Fithratullah, 2021), (Dakwah et al., 2021), (Robot, 2007). Many individuals engage in learning foreign languages due to its immense utility in facilitating communication (H Kara, 2014), (Firmansyah et al., 2018), (Pratama, 2018). However, challenges arise, especially when technology, such as Google Translate, is integrated into the learning process (Website & Cikarang, 2020), (Firmansyah M et al., 2017), (N. U. Putri et al., 2020).

This paper endeavors to delve into the perspectives of English foreign language students regarding the use of Google Translate in the learning process, particularly focusing on how Indonesia students employ this tool to fulfill their academic requirements. The study aims to identify effective ways of utilizing Google Translate to enhance foreign language learning experiences. The research holds significance as it illuminates the attitudes of Indonesian students towards employing technology for translating foreign languages. The outcomes of this study offer valuable insights for English as a Foreign Language (EFL) students, providing conclusions and recommendations to shape positive attitudes in using Google Translate, which can prove beneficial for their future endeavors. Furthermore, the findings of this research hold implications for students, instructors, and researchers, enriching the discourse on language learning in the digital age.

METHOD

In this study, the researcher opted for a quantitative approach to analyze the data. The research involved 30 participants, comprising English foreign language students from all faculties at university in indonesia, spanning from the first semester to the

last semester. The focus of the research was to investigate the Student Perception of The Use of Google Translate. The participants were selected from English Literature students at university in indonesia as they predominantly receive their lectures in English. Questionnaires were utilized as the primary instrument, referring to guidelines designed to understand student perceptions of using Google Translate for translating English materials (Webqual, 2022), (Hartanto et al., 2022), (Gerai et al., 2021).

The sample selection technique employed in this study was random, aligning with the observation that nearly all students in English study programs habitually use Google Translate in their learning activities. Data analysis was conducted in a sequential manner. Initially, the data collected from the questionnaires were analyzed. If the results from this analysis proved unsatisfactory, the researcher conducted further interviews with the participants to obtain more credible data.

In the research process, the researcher communicated the objectives of the study and addressed ethical concerns related to participant involvement. This approach ensured that the participants understood the significance of their participation in the research, aiming to provide valuable insights for Indonesia students regarding the effective use of Google Translate.

FINDINGS AND DISCUSSION

This research focuses on understanding the perspectives of English foreign language students regarding the utilization of Google Translate in their learning process. After conducting the study, the researcher collected and analyzed data, which was then categorized into three tables. These tables encompassed seventeen questions related to participants' backgrounds, attitudes, and perspectives concerning the use of Google Translate among English foreign language students.

The study aimed to explore Indonesia students' attitudes towards Google Translate, specifically assessing its effectiveness in aiding their understanding of English language materials and enhancing their English proficiency. The research involved 30 students participants from university in indonesia.

The findings revealed that Google Translate has a positive impact on students, improving their English proficiency and assisting them in completing various tasks. The results indicated that students frequently use Google Translate to decipher unfamiliar words, work on writing assignments, and read English textbooks.

The study employed three categories of questions:
1. General questions about participants' background.
2. Statements reflecting participants' attitudes toward Google Translate.
3. Statements capturing participants' perspectives on the use of Google Translate.

These questions and statements served as a comprehensive framework for the research, guiding the collection of data from participants. They were designed to gauge participants' perceptions, attitudes, and reactions regarding the incorporation of Google Translate into their learning process.

Out of the 30 participants who completed the questionnaire, 49% were male students, totaling 14 out of 30 students, while the remaining 51% consisted of 16 female students. Upon analyzing the data, it became evident that the majority of the participants were female students. Specifically, 5 students fell within the age range of 17-20, whereas 20 students were between the ages of 21-24, constituting 80% of the participants across all semesters of students from university in indonesia's English department. Consequently, the general background information revealed that the most common participant profile was a female student aged between 21-24 years old.

The statistics gathered from the research shed light on students' attitudes towards using Google Translate based on specific statements provided in the questionnaire. For instance, in response to the statement "I use GT to check the meaning of words that I don't know," a significant 86.7% of students indicated that they "always" rely on Google Translate to understand the meanings of unfamiliar words. Conversely, when asked about

using Google Translate to interpret a phrase, only 3.3% of students admitted to doing so. This indicates that students are aware of the limitations of Google Translate, especially when it comes to accurately translating phrases.

It is evident that all students are familiar with Google Translate as a tool for translating text from one language to another. They frequently utilize this application to comprehend English materials, including lecture content, by translating it first. When asked about interpreting an essay or article, approximately 50% of students stated that they use Google Translate for this purpose. The convenience of Google Translate as a mobile application has significantly reduced the need for traditional dictionaries, as students find it much simpler to use the app. In the context of college studies, students primarily use Google Translate to understand lecture materials, and many reported using it directly during lectures to aid their learning process.

The researcher's analysis of student attitudes toward the use of Google Translate reveals several key insights. According to the responses, approximately 75% of students agree that they use Google Translate to save time, emphasizing its efficiency compared to traditional dictionaries, which are time-consuming. Additionally, 80% of students acknowledge that Google Translate facilitates their learning process, aiding them in translating unfamiliar words.

Regarding confidence in reading English text, around 53% of students reported using Google Translate to assist them, indicating that it bolsters their confidence when dealing with English materials. However, a notable portion of students still lacks a comprehensive understanding of how Google Translate operates. Many are unaware that the application translates word by word, leading some students to enter entire sentences for translation and then attempt to match the results with the context. This suggests that there is a gap in students' comprehension of Google Translate's functionality, leading to suboptimal usage.

The data from questionnaires and interviews also reveal that over 50% of students perceive and use Google Translate primarily for self-assistance in translation tasks. Fewer students explore its potential for studying pronunciation, adding vocabulary, or finding synonyms. Consequently, many students seem to overlook some of Google Translate's additional features, highlighting a missed opportunity for expanding its utility in their language learning endeavors.

CONCLUSION

The study conducted ndicates that approximately 90% of English foreign language students utilize Google Translate to translate English materials. The findings demonstrate a positive impact on students, enhancing their English proficiency and aiding them in various tasks such as understanding unknown words, completing writing assignments, and reading English textbooks. Students appreciate the application's speed and convenience, leading them to transition away from traditional print dictionaries.

Despite certain limitations, such as the translation's accuracy depending on context, students maintain a positive perception of Google Translate. They believe in the accuracy of translations as long as they align with the context. The study's implications underscore the importance of understanding how college students employ Google Translate to facilitate their learning processes.

It is acknowledged that no research is perfect, and this study has limitations due to time constraints, which impacted the number of participants involved. Given more time, a broader participant pool could have provided even more comprehensive results. The researcher hopes for future studies exploring similar themes, aiming to refine and expand on this research, offering more nuanced insights into student usage of Google Translate. This study serves as a positive contribution and meaningful insight for both students and researchers, shedding light on the practical applications and limitations of technology in language learning.

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