

Students' Perception of Using Translate Tools in Their Assignment

Farida Repelita Waty br. Kembaren¹, Pardamean², Syahwan Hamdany³,
Thareq Ahmad Alqawwiyy⁴

^{1,2,3,4} The State Islamic University of North Sumatra

e-mail: faridarepelita@uinsu.ac.id¹, pardamean645@gmail.com²,
hamdanyharahap69@gmail.com³, thareqahmadalqawwiyy@gmail.com⁴

Abstrak

Artikel ini menyelidiki peran transformatif alat terjemahan mesin (MT) dalam pendidikan Bahasa Inggris sebagai Bahasa Asing (EFL), melampaui Google Terjemahan yang ada di mana-mana. Penelitian yang dilakukan di Medan, Indonesia, menyelidiki preferensi dan alasan di balik pilihan 40 mahasiswa jurusan Bahasa Inggris dan non-Bahasa Inggris. Temuan mengungkapkan bahwa DeepL Translator adalah pilihan dominan bagi 55% peserta, karena dinilai akurat, sederhana, dan fitur-fiturnya yang khusus. Kamus U, yang dipilih oleh 20%, menonjol karena dukungan bahasanya yang luas dan fitur-fiturnya yang serbaguna. Meskipun Google Terjemahan memegang pangsa 25%, para peserta menghargai integrasinya yang lancar dengan layanan Google lainnya dan cakupan bahasa yang luas. Peserta menekankan pentingnya ketepatan, kesederhanaan, dan terjemahan yang terdengar alami. Studi ini menganjurkan para pendidik untuk secara strategis mengintegrasikan alat MT ke dalam pengajaran, dengan mempertimbangkan beragam preferensi siswa. Selain itu, hal ini menyoroti perlunya penelitian di masa depan mengenai persepsi siswa dan peran pendidik dalam memandu penggunaan alat yang efektif, sehingga berkontribusi terhadap lanskap pendidikan bahasa yang terus berkembang.

Kata kunci: *Terjemahan, Alat, Persepsi*

Abstract

This article delves into the transformative role of machine translation (MT) tools in English as a Foreign Language (EFL) education, moving beyond the ubiquitous Google Translate. The study, conducted in Medan, Indonesia, investigates the preferences and reasons behind the choices of 40 university students majoring in English and non-English majors. The findings reveal that DeepL Translator is the dominant choice for 55% of participants, valued for its accuracy, simplicity, and specialized features. U Dictionary, selected by 20%, stands out for its extensive language support and versatile features. While Google Translate holds a 25% share, participants appreciate its seamless integration with other Google services and vast language coverage. Participants emphasize the importance of precision, simplicity, and natural-sounding translations. The study advocates for educators to strategically integrate MT tools into teaching, considering diverse student preferences. Furthermore, it highlights the need for future research on student perceptions and the role of educators in guiding effective tool use, contributing to the evolving landscape of language education.

Keywords: *Translation, Tools, Perception*

INTRODUCTION

In the dynamic landscape of language education, the proliferation of online machine translation (MT) tools has opened new avenues for second language (L2) learners. This study delves into the transformative role of MT tools, with a specific focus on their application in English as a Foreign Language (EFL) education. While Google Translate stands out as a

popular and accessible choice, the research broadly investigates the broader spectrum of MT tools, acknowledging their collective influence on language acquisition.

The research examines the contributions of MT tools to the evolution of translation methods, aiming to enhance efficiency in language learning. The findings extend beyond theoretical implications, offering practical insights for educators and lecturers in integrating MT tools into teaching-learning activities, particularly within translating courses.

Several recent studies inform this discourse, shedding light on the pedagogical applications of MT tools in the EFL classroom. Briggs (2018) demonstrates the accuracy of MT outputs, surpassing the capabilities of university students. Lee (2020) highlights positive impacts on writing skills among university students, while Stapleton and Kin (2019) explore nuanced outcomes in grades and language proficiency.

This international issue transcends specific tools, encompassing a global exploration of the transformative potential of MT in language education. The study navigates the intersection of technology and language learning, inviting a broader discourse on the evolving landscape of language education in an interconnected world. As educators and learners navigate this paradigm shift, the study advocates for a comprehensive understanding of the diverse MT tools available, encouraging their strategic integration to enhance language acquisition and proficiency.

As we delve into this international discourse, it sets the stage for a more in-depth examination of the localized impact within English Language Teaching (ELT) in Bandung, Indonesia. Arigusman's (2018) study serves as a guiding light, shedding light on the transformative effects of e-learning technologies, specifically the integration of machine translation, on students' language skills. However, this shift goes beyond mere technological adoption; it represents a turning point in understanding the attitudes and approaches of EFL students in Bandung as they grapple with machine translation, as revealed in studies by Marito and Ashari (2017), Ata and Debreli (2021), Payne and Contreras (2019), Alhaisoni (2018), and Sujarwo (2020).

The investigation begins by immersing itself in the international arena, where the proliferation of MT tools has ushered in new possibilities for second language (L2) learners. While Google Translate stands out as a widely adopted choice, this study casts a wider net, encompassing a spectrum of MT tools and acknowledging their collective influence on language acquisition. Insights from studies by Briggs (2018), Lee (2020), and Stapleton and Kin (2019) contribute to this broader understanding, illustrating the varied impacts of MT tools on language learning across diverse global contexts.

In recent years, the integration of e-learning technologies into English Language Teaching (ELT) has become a prominent feature in the academic landscape, particularly among students in Bandung. Arigusman's (2018) research emphasizes how students utilizing technologies like machine translation not only refine their language skills but also engage in a globalized exchange of ideas. As the nation endeavors to foster a generation proficient in English, the role of e-learning technologies, particularly machine translation, emerges as a critical element in shaping the educational landscape.

The significance of this issue extends beyond local confines, prompting widespread exploration of student perceptions on the use of translation machines. Studies conducted by Marito and Ashari (2017), Ata and Debreli (2021), Payne and Contreras (2019), and Alhaisoni (2018) delve into the multifaceted realm of students' perspectives on employing translation machines in language translation. This discourse is mirrored in research by Sujarwo (2020), focusing on English as a Foreign Language (EFL) students at Megarezky Indonesia University, revealing insights into their attitudes and approaches when utilizing machine translation.

The implications of these studies reverberate nationally, raising crucial questions about the efficacy of integrating such technologies into language education. Are we witnessing a fundamental shift in how students learn and interact with the English language? How does the use of machine translation align with the broader goals of English language proficiency at the national level? This exploration into the perceptions and practices

surrounding e-learning technologies in ELT is not merely a localized concern but a national imperative that demands a nuanced understanding of its impact on students' knowledge and skills in learning English.

On an international scale, research into the role of translation tools, such as Google Translate and various other MT tools, has enriched language education approaches around the world. Studies highlighting the success of these tools in improving language skills, as Briggs (2018), Lee (2020), and Stapleton and Kin (2019) have shown, provide a foundation for global understanding. However, when we turn our attention to national contexts, such as in Bandung, Indonesia, the application of translation tools becomes an important dynamic in English as a Foreign Language (EFL) learning. Arigusman's (2018) research highlights the transformational impact of e-learning technology, especially the integration of machine translation, on the language skills of university students in Bandung. This research does not only cover the technological aspects; instead, it reflects the changes in the understanding of EFL students' attitudes and approaches in Bandung when they encounter translation tools, as revealed in studies by Marito and Ashari (2017), Ata and Debrelil (2021), Payne and Contreras (2019), Alhaisoni (2018), and Sujarwo (2020). This research therefore advances our understanding of the role of translation tools at the global and local levels, bridging the gap between international innovations and the real impact on language learning processes in different parts of Indonesia. As such, the study invites us to view the use of translation tools in national contexts as an integral part of global trends, emphasizing the importance of strategic adaptation to improve overall language acquisition and proficiency.

In the broader context of language learning and the use of translation tools, Sujarwo's study (2020) aligns with previous research, providing additional insights into students' perceptions of machine translation tools in English language education. Khotimah (2019) emphasizes the utility of Google Translate for expanding vocabulary, while Sulieman Samardali and Hasan Ismael (2018) caution about the careful and appropriate use of translation tools in language learning. Catherine Fountain and Anne's findings (2019) underscore the broader benefits of translation in language and literature acquisition, including an understanding of the translation process and preparation for employment in translation and interpretation. Furthermore, Katsberg's research (2022) highlights the success of HAMT as a powerful translation technology, especially in large projects with tight deadlines, but stresses the importance of instructing English learners to evaluate outcomes and enhance basic language skills. Collectively, these studies contribute to a comprehensive understanding of the varied perspectives on the role and effectiveness of translation tools in language education. They highlight both the benefits, such as vocabulary expansion, motivation enhancement, and usability, as well as the importance of cautious and informed usage in appropriate settings.

Although many previous studies have provided insights into the use of machine translation tools in language education, there is a gap in the literature regarding learners' perceptions of the effectiveness of using translation tools in assisting with their assignments. A more focused study on how Indonesian students perceive the effectiveness of machine translation tools as aids in completing their assignments could provide a deeper understanding. Research is needed that can explore students' views on the effectiveness of machine translation tools, considering the unique context of the Indonesian language. Such research could involve aspects such as the extent to which students see the contribution of machine translation tools in expanding vocabulary, improving grammar, and generally improving their language proficiency when completing educational tasks.

Additionally, the lack of attention to the perceptions of Indonesian educators and their role in guiding students in the appropriate and effective use of machine translation tools is also an aspect that could be further explored. Research into the attitudes and practices of language instructors in Indonesia could provide a more comprehensive understanding of the dynamics involved in integrating these tools into educational settings.

This study aims to identify the primary translation tool utilized by students at a university in Medan for their assignments. Additionally, it seeks to understand the reasons

behind their preference for this specific translation tool over others. Given the context, the central question is: What is the most commonly used translation tool among students at the specified university in Medan for completing assignments, and what are the underlying reasons for their choice of this particular translation tool over alternative options?

This research gives the contribution to the developing of translation method more efficient using machine translators. Also, the teachers or lectures can also implement this research to practice translating process in teaching-learning activities especially translating course.

The literature on machine translation (MT) provides a comprehensive overview of its definition, scope, and significance in the field of computational linguistics and natural language processing. Hutchins (1986) and Ali (2016) describe MT as software integrated with computer systems designed for the interpretation of text messages, facilitating the automatic conversion of text or speech from one natural language to another. Kunchukuttan (2006) further emphasizes the automatic nature of MT, highlighting its role in the seamless translation of content.

Chan (2015) positions MT within the domain of computational linguistics and natural language processing, investigating the use of software for translating text or speech between natural languages. Hutchins (2003) adds depth to this understanding, emphasizing that MT systems can produce translations both with and without human assistance, indicating the potential collaborative nature of translation tasks.

According to Sinhal and Gupta (2014), the need for MT arises from several factors, including the sheer volume of content requiring translation, the monotony of such tasks for human translators, the critical requirement for consistent terminology usage, the necessity for increased speed and throughput, occasions where top-quality translation is not always essential, and considerations of cost reduction.

Building upon these insights, Hutchins (1986) reiterates that MT involves the software associated with computer systems and underscores its role in the interpretation of text from one language into another. Kunchukuttan's perspective, cited in Marito and Ashari (2017), aligns with this definition, emphasizing the automatic conversion of text or speech between languages.

In the realm of translation, Hassan (2020) highlights the multifaceted nature of language, encompassing meaning, grammar, style, and sound. Failure to consider any of these aspects during translation may lead to the distortion of meaning. This underscores the complexity of translation tasks and the importance of comprehensive language analysis in MT systems.

In summary, the literature on MT establishes its role as a technology that automates the translation process, addressing various challenges faced by human translators and offering solutions to the increasing demand for efficient, consistent, and cost-effective language translation.

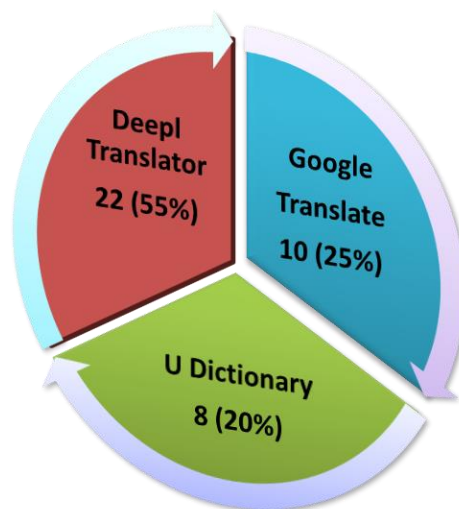
METHOD

This research was carried out using descriptive qualitative methods, Qualitative description (QD) is a term used in qualitative research to characterize studies that emphasize a descriptive approach. This category is commonly found in qualitative investigations related to healthcare and nursing phenomena (Polit & Beck, 2009, 2014). QD is considered valuable and apt for research inquiries that aim to uncover the who, what, and where aspects of events or experiences, seeking insights from participants about poorly understood phenomena. Qualitative description serves as an appropriate objective when the primary goal is to provide a straightforward depiction of a phenomenon or when information is needed for the development and refinement of questionnaires or interventions (Neergaard, Olesen, Andersen, & Sondergaard, 2009; Sullivan-Bolyai, Bova, & Harper, 2005). and using a case study research design, Yin (2003) employs various terms to characterize different types of case studies. He classifies case studies into three main categories: explanatory, exploratory, and descriptive. This research was conducted with 32 students from English

majors and 8 students from non-English majors with total of 40 student college as participants and took place in a classroom at one of the universities in Medan. In this study, an initial phase involves the distribution of a questionnaire through a Google Form, wherein participants are presented with multiple options concerning their predominant utilization of specific translation tools. The collected data from this survey will undergo analysis to address the first research problem. Subsequently, the researchers will conduct interviews with participants to elicit responses elucidating the rationales behind their preferences for a particular translation tool over others. These responses will be subjected to analysis aimed at deriving solutions pertinent to the second research problem posited in this study.

FINDING AND DISSCUSION

In this study, researchers found results where students who had been interviewed and given questionnaires regarding the translation tools, they used to help them in their assignments and these results can be seen from the following data above:



D.1. Persentase Dominant used of Translation tool (TT)

Based on the data above, analysis of the data reveals distinct patterns in the dominant use of translation tools among the participants. Among the respondents, a substantial majority, comprising 55%, indicated DeepL Translator as their primary choice for translation needs. This finding suggests a notable preference for the features and capabilities offered by DeepL Translator within the surveyed group. Furthermore, U Dictionary emerges as a significant contender, with 20% of participants reporting its dominant use, underscoring its relevance in this context. Google Translate, while not the most prevalent, still holds a considerable share, with 25% of participants relying on it as their primary translation tool. The distribution of usage among these tools provides valuable insights into the diverse preferences and tendencies among the surveyed individuals, offering a nuanced perspective on the landscape of translation tool utilization in this particular cohort.

D.2 Participant Respon of Reason why use the TT

Based on the previous data before, we also have prepared the data analysis in form of response data of reason from the partisipant to support the validity of previous data:

Partisipant 1, 4, 9, 16, and 22 stated that:
"I find DeepL Translator to be my go-to because of its impressive accuracy. The translations are consistently spot-on, and this

<p><i>precision builds a level of trust that's crucial for any translation tool I use."</i></p>
<p>Based on this data above that we collected from several partisipant that have similar response we can conclude that the user favors DeepL Translator because of its impressive accuracy. They find the translations consistently spot-on, creating a high level of trust in the tool. This precision is deemed crucial in their choice of a translation tool, highlighting the importance of reliability in language translation.</p>
<p>Partisipant 3, 8, 17, 28, and 35 stated that: <i>"DeepL's simplicity is what makes it my preferred choice. The user interface is intuitive and user-friendly. I don't have to navigate through a complex system; it's straightforward, making the translation process smooth and efficient."</i></p>
<p>Based on this data above that we collected from several partisipant that have similar response we can conclude that <i>the individual expresses a preference for DeepL Translator because of its simplicity. They appreciate the user-friendly and intuitive interface, highlighting that the absence of complexity makes the translation process smooth and efficient. The emphasis is on the straightforwardness of DeepL's design, contributing to a positive and hassle-free user experience.</i></p>
<p>Participant 5, 6, 7, 10, 13, and 24 stated that: <i>"The reason I prefer DeepL is because of its knack for making translations sound natural. It's not just about converting words; it captures the essence and context, making the translated text feel like it was originally written in the target language."</i></p>
<p>Based on this data above that we collected from several partisipant that have similar response we can conclude that <i>the individual favors DeepL Translator because of its ability to produce translations that sound natural. The emphasis is on more than just literal word conversion; DeepL is acknowledged for capturing the essence and context of the content. The translated text, according to the user, feels as if it was originally composed in the target language. This opinion underscores the significance of linguistic nuance and natural flow in the translation process, making DeepL the preferred choice for achieving a seamless and authentic result.</i></p>
<p>Participant 2, 8, 40, 29, 32, and 26 stated that: <i>"As someone who often deals with document translations, DeepL's specialized features are a lifesaver. It can handle entire documents while maintaining formatting. It's these thoughtful additions that make DeepL stand out for me in a professional context."</i></p> <p>Based on this data above that we collected from several partisipant that have similar response we can conclude that the individual values DeepL Translator for its specialized features, particularly in the context of document translations. They emphasize that these features, such as the capability to handle entire documents while preserving formatting, are crucial for their professional needs. The statement suggests that DeepL stands out by addressing specific requirements related to document translation, and the user perceives these features as thoughtful additions that enhance the tool's suitability for professional use. Overall, the opinion highlights the practical advantages of DeepL's specialized functionalities in</p>

managing document translation tasks effectively.

Participant 11, 19, 21, 27, 31 stated that: *"I find U Dictionary to be indispensable due to its comprehensive language support. It covers a wide array of languages, making it a versatile tool for my language learning and communication needs. The extensive language database ensures that I can access accurate translations across various linguistic contexts."*

Based on this data above that we collected from several participant that have similar response we can conclude that the individual considers U Dictionary to be an essential tool due to its extensive language support. The tool's coverage of a diverse range of languages is perceived as a key factor, making it versatile for both language learning and communication purposes. The user appreciates the comprehensive language database, emphasizing that it enables accurate translations across a variety of linguistic contexts. This opinion underscores the importance of linguistic versatility and accuracy in fulfilling the user's language-related requirements.

Participant 20, 33, and 38 stated that:

"U Dictionary stands out for me because of its user-friendly interface coupled with additional features. The simple and intuitive design makes it easy to navigate, and the tool offers more than just basic translations. Features like word definitions, pronunciation guides, and language learning resources enhance my overall language exploration and understanding, making U Dictionary my preferred choice."

Based on this data above that we collected from several participant that have similar response we can conclude that the individual favors U Dictionary primarily due to its user-friendly interface and additional features. The simplicity and intuitiveness of the design contribute to easy navigation, creating a positive user experience. The tool's appeal extends beyond basic translations, offering valuable features such as word definitions, pronunciation guides, and language learning resources. This comprehensive set of functionalities enhances the user's overall language exploration and understanding. The opinion underscores the importance of a holistic language tool that goes beyond mere translation, providing a rich set of resources for an immersive language learning and exploration experience.

Participant 12, 15, 37, 23, and 36 stated that:

"What sets Google Translate apart for me is its seamless integration with other Google services. The ability to translate directly within applications like Gmail or Chrome enhances my overall online experience. This integration streamlines the translation process, especially when dealing with multilingual content across different Google platforms."

Based on this data above that we collected from several participant that have similar response we can conclude that the individual values Google Translate for its seamless integration with other Google services. The ability to translate directly within applications

such as Gmail or Chrome is seen as a distinctive feature that enhances the overall online experience. This integration is considered valuable, particularly when managing multilingual content across various Google platforms. The opinion underscores the convenience and efficiency brought about by the tool's integration, streamlining the translation process within the broader context of online activities.

Participant 14, 18, 25, 30 and 34 stated that:

"The vast language coverage offered by Google Translate is a key factor in my preference. It supports an extensive range of languages, allowing me to translate text across diverse language pairs. This broad coverage ensures that I can rely on Google Translate for various communication scenarios involving different languages."

Based on this data above that we collected from several participant that have similar response we can conclude that the individual favors Google Translate primarily due to its extensive language coverage. The tool's capability to support a wide array of languages is considered a crucial factor, allowing the user to seamlessly translate text across diverse language pairs. The broad coverage of languages is seen as a reliable feature, enabling the user to depend on Google Translate for various communication scenarios involving different languages. This opinion underscores the importance of versatility and inclusivity in language translation tools, making Google Translate the preferred choice for handling a spectrum of linguistic needs.

CONCLUSION

In summary, this research explores the role of machine translation (MT) tools in English as a Foreign Language (EFL) education, focusing on various tools beyond Google Translate. Findings indicate that 55% of participants prefer DeepL Translator for its accuracy, simplicity, and specialized features. U Dictionary, favored by 20%, stands out for its comprehensive language support and versatile features. Google Translate, though not the most prevalent, is valued by 25% for its integration with other Google services and vast language coverage. Participants highlight the importance of precision, simplicity, and natural-sounding translations in their preferences. The study suggests implications for educators to strategically integrate MT tools into teaching, considering diverse student preferences. Additionally, it identifies a need for further research on student perceptions and the role of educators in guiding effective tool use, contributing to the evolving landscape of language education.

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