The Use of Google Translate As A Translation Tool In English Department

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Abstract

This investigation was aiming to find out how students utilize Free Online Machine Translation (FOMT), and the reasons understudies utilize FOMT as a language-learning tool in perusing the scholarly article. The researcher applied descriptive qualitative research. These inquiries were conducted within the apprentice level of English learners. The members of this survey were 10 students. All of them were selected for the purpose of research. The observation took notes and video records were used to figure out who was using FOMT while reading the scholarly paper. Meanwhile, the interview section was presented with details about the reasons for students introducing the FOMT. The results of this study have shown that the participants employ FOMT as a reading tool in a number of different ways for the period of reading the scholarly paper. These approaches were divided into three parts; first, a word-to-word translation was used by six participants; second, a sentence-to-sentence translation was completed by six participants. Then, what is the frequency used by participants while assessing the FOMT types. In addition, there have been numerous reasons for participants using FOMT to support comprehension of the scholarly paper.

Keywords: machine translation, artificial language learning, FOMT

Introduction

In any aspect of human communication, technology's becoming a central factor. The incorporation of technologies into their operations is inevitable. Technology is the application of research to invent useful items or overcome issues in manufacturing, engineering, education, health and any other of things. The technology cannot be distinguished from people activity nowadays including on education area. One product of technology in learning is Machine Translation (MT). Kituku, et al (2016) stated that machine translation was an integrated components of machine learning, defined as an automated process by a computerized system that translates text even without human interaction from source language (SL) into another of target language (TL). Constructed with definition of MT, it should be one of the tools in learning, especially in learning language. People can be use MT to develop their comprehension of other people language.

Further, the Machine Translation definitions are the development of computer hardware and software for producing high quality of translated texts. (Carl & Way, 2003). There are two types of MT. First, the web-based application program of online MT, divided into two ways: free access and to be paid. The other was offline MT is the software application that does not require any internet connection to operate. In the field of education, online and offline MT has received increasing trend as a second language assistant instrument and as a rapidly changing technology platform.

All aspects of life are parts of technological advancements, one of which is the education sector. Research about the use of technology in education was significant, such as Ghavifekr & Rosdy (2015) the results show that integration of ICT is very effective for both teachers and

students. Furthermore, they claimed teachers' possibly the best preparation with ICT tools and facilities is among the main element affecting the success of technology-based learning and teaching, and professional preparation services for teachers have also played a crucial role in improving the level of learning for students. Other research implementing of technology, they are Lestari & Chasanatun (2018), Ramadhani, et,al (2019), Chou, et,al (2019). The integration of technology in language learning is also part of technological developments in education. For teachers and students to learn a language, many technologies are used in teaching activities. One of them was Machine translation, MT is one of the technologies to help individuals learn another language.

Various research in the field of MT, such as Bozorgian and Azadmanesh (2015), Hara and Iqbal (2015), García (2010). From these findings, they believed that MT could enable beginners and early intermediate learners to interact in a better way. However, more initiative appears to have been required when writing directly to L2, more interaction with the task, and more understanding. Findings from Garcia and Pena (2011) Based on the use of MT as aided language learning for beginners of writing skills. They said that MT helped beginners to connect and even helped learners to write better. Indeed, the exploration of language learning tools in Indonesia is still limited, particularly in the field of Machine Translation. Having considered of this purpose, the researcher decided to present this research in order to explore how and why students have been using machine translation.

Literature Review
Machine Translation
The history of Machine Translation (MT) back to seventeenth century until twentieth century that could be divided into five period, Chéragui, M. A. (2012). He mentions first period as the beginning started from 1948-1960, the second period as parsing and disillusionment started from 1960-1966, the third period as new birth and hope started from 1966-1980, the fourth period as Japanese invaders started from 1980-1990, and the last period since 1990 as the web and the new vague of translators.

Kastberg and Andersson (2012) they stated translation tools are commonly recognized as software help the translator translate the written text from the source language to the target language. Starting with the strong definition before shows that MT develops as supporting the translation unit. MT means the computer software requires text written in one language and manages to translate into some other languages rather than without human intervention (Baker, 2003). A particular description from Hutchins and Somers (1992) they believe that MT was the use of the machines to translate texts from one natural language to another. The technological terminology MT has been the current conventional and common name also for computerized systems involved in the development of translations

Free Online Machine Translation

Free online machine translation is one of the designs that use artificial intelligence to capture human input process text from the source language to the target language. Statistically, the number of vocabularies used against a human form has been used. It trusts statistical variables, translation and language examples, among other data-driven functions. This approach worked initially on a word-by-word process (Costa-Jussa et al, 2012). Reported from Seljan, et al (2011) mention that in 1976 the system of first MT was Systran for the Commission of the European Communities. The original online free translation on the internet developed within 1997 by Babel Fish using Systran technology (Aiken et al, 2009). It relies on computer technology and software, like other machine translation tools, to rapidly translate words, phrases, paragraphs, and webpages from one source language to another (Boitet et al, 2009).

In recent years, Google translate and related programs have gained popularity, prompting the emergence of new names in the literature such as free online machine translation and web-based machine translation (WBMT) Niño 2009 citid in Jolley & Maimone (2015). Google Translate has lately been the most popular MT tool increase in population database and ability and provide more accurate translated texts than other MT tools (Groves and Mundt 2015). GT has become freely and simply available to consumers since it provides both a website interface and mobile applications that they can use in their Android and IOS operating cell phones to translate texts into the language of their choice (Phan & Chen 2020).

Method

The objective of the research has been to explore the use of MT in the reading of academic papers. In this study, the researcher restriction only used Free Online Machine Translation (FOMT). The study used qualitative approach, which is noted for emphasizing participants' viewpoints and experiences, noting the intricate interplay of socio-cultural elements, and reporting diverse perspectives. Rahman (2020) confirmed that Qualitative approach may also relate to study about people's lives, lived experiences, attitudes, emotions, and feelings, and otherwise organizational functioning, social movements, cultural phenomena, and cross-national connections. The explanations that students have to introduce the FOMT. Students were observed and interviewed after having observed the implementation of FOMT. Ten Indonesian students enrolled in the fourth semester of the College of Education of English Department, Universitas Muhammadiyah Sorong. The study involved two forms of instruments; observation and interview. During the introduction of the FOMT, the researcher identified students utilizing field evaluation notes. The interview segment, which the researcher did to get deeper knowledge about the causes and challenges encountered by the students.

Data analysis

The researcher divided this part into two major sections: data collection from observation and interview analysis. To analyze the data the researcher used Miles and Huberman's theory that concurrent flows of activity: (1) data condensation, (2) data display, and (3) conclusion drawing/verification. Data condensation refers to the process of choosing, focusing, simplifying,

abstracting, and/or altering data from the whole corpus of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing it, researcher strengthen the information. Throughout the course of every qualitatively focused endeavor, data condensation occurs continually. Collection of information is indeed the second most important aspect of analytical activity. A display, in general, is a structured, compacted collection of information that enables for conclusion drawing and action were data display, the last activity to obtain the final data were drawing and verifying conclusions which the verified as the analyst proceeds, the meanings which emerged from the analysis must be examined for plausibility, sturdiness, and trustworthiness, or validity (Miles, Huberman & Saldaña, 2018). Predictive data forms clouds even before the data is acquired, as the researcher determines. To begin, the researcher categorized the students' observations and quantified data from field notes. Second, the data from the interview were examined to determine why students chose to adopt the MT.

Results

Throughout this part, the observation and interview results are presented and discussed in connection to each of the second principal research questions.

1. How student's utilization of FOMT as a tool in reading an academic article

   The results indicated that students used FOMT to identify difficult words or to translate phrases. There are different ways students used FOMT during reading an academic article: word-to-word translation and sentence-to-sentence translation. Six students translated from word-to-word using FOMT, while six students translated from sentence-to-sentence using the sentence-to-sentence method. Additionally, other aspects the students selected the kinds of FOMT they utilized.

2. The reasons students utilize FOMT as a tool for reading an academic article

   The result of this study disclosed the students' reasons utilized FOMT in reading academic articles show bellow on the table 1.

Student's reason used FOMT	Numbers of students	Percentages
to understand the new word	4	29 %
to learned the symbol	1	7 %
to learn the meaning	4	29 %
to learn the word formation	1	7 %
to learn the pronunciation	3	21 %
easier and faster	1	7 %

Table 1. Student's reasons utilized FOMT

Shown in Table 1, students employed FOMT as a tool to assist students in reading academic articles. The explanation for this is because four pupils utilized FOMT to decode the new term. One kid said that they should memorize the emblem. Four students said that they would utilize FOMT to ascertain the meaning. Another motivation given by a student was to master the word

formation. Three students also said that they utilized FOMT to acquire the pronunciation, which is simpler and faster than using a physical dictionary, as students stated.

Discussions

The findings revealed two distinct methods for using FOMT when reading an academic paper. The translations from word to word and from sentence to sentence. Participants translated the material in both ways throughout the first and second reading exercises.

1. Student's utilization of FOMT

Participants' use of free online machine translation provided them with the necessary experiences to comprehend the material. The findings include a word-to-word translation approach, a sentence-to-sentence translating method, and a quite free online machine translation system that participants utilized when identifying passages.

a. Word-to-word translation

Six students employed a word-to-word translation method to comprehend the reading material, while another six students used a sentence-to-sentence translation method, as reported by two taking notes;

"…Participant only using machine translation for finding unfamiliar words (P8).

She is using Google translate to find the meaning of difficult words (P6)".

This result revealed that students utilized FOMT to assist them in reading an academic paper. Additionally, based on the interview result participant said that; "So, there is a few words that very hard to understand then I used machine translation, not for a paragraph or a sentence. P6: In my opinion, the existence of machine translation is very helpful in interpreting word by word."

b. Sentence-to-sentence translation

Meanwhile, students utilized a sentence-to-sentence translations technique to comprehend the reading material. It was the most familiar and quicker methods to determine the meaning of lengthy phrases, even if the translation was stiff or confusing. Several students' responses stated that these methods should be used.

P7: and the sentence that I do not know the conclusion or what that sentence means.

P3: So, in translating a sentence we have to use machine translation so that we might better understand the meaning of the sentence in an academic article.

According the interview transcriptions above, it has been established that students utilized FOMT to translate sentences. They were unable to comprehend the finding or found it hard to accept. There were additional field notes collected by the researcher from the observed section which supported this conclusion; "….participant types a sentence in the research design (P7). He types a sentence in introduction … (P3)".

c. Selected types of Free Online Machine Translation

Supplementary findings related to the way's students utilize this tool that students choose the types of FOMT. Three kinds of FOMT tools were utilized by the participants: seven students explored Google Translate, two students had to use an online dictionary, and one student employed

Bing Translator. The information gathered through observation field notes lends credence to this statement. They are; "….participant write the title in Google translate to find out the meaning (P7), participant also using the app. dictionary/online dictionary in mobile phone (P6), He types a sentence in introduction using Bing translator (P7)."

The reasons students apply Free Online Machine Translation

To understand the new word

The other element of students adopting FOMT was discussed in many major areas. To begin, students assumed that they utilized FOMT to familiarize and learn new words, which they did when reading an academic paper, as shown by the following transcriptions; "P5: For me, that is to facilitate in finding new words without open the dictionary, more comfortable. P9: From myself, this article was new for us as a beginner, it is many new words and scientifically. So, by using Google translate it very helpful and understand it properly.

To learned the symbol

Additionally, one student said that he learned the phonetic sign for the phrase when opening the FOMT. It was one of the reasons for learning the sign; the statistics are included below. P3: I am sure that my reason same with my friends. However, my other reason is that I want to know more about the phonetic symbol, also pronounce of that word.

To learn the meaning

The following explanation given by students is to ascertain the meaning. FOMT is a translation tool that may be used to translate words and sentences, as well as phrases and documents. According to Niño (2009), FOMT enables novices communicate more effectively in their second language by enabling them to write more situationally appropriate terms. This assistance seems to be more valuable since they are aware; P6: The reason that I used the machine translation is the first that I can understand the meaning of vocabulary that I do not understand. P7: by using machine translation, it is easier to understand the article and, in my opinion, it is very effective to help understand a reading the article.

To learn the word formation

Another purpose is to get acquainted with the word formation. Fourthly, students who utilized FOMT require to understand the word construction in addition to learning the meaning of the words. According the information, one student commented,….automatically, I use a machine translation to assist me in comprehending this academic material. Additionally, I was familiar with the term creation, P10: Simpler to use than a standard dictionary.

To learn the pronunciation

The fifth purpose is to get acquainted with the pronunciation. Three students stated that they also get an understanding of how to enunciate words and phrases. The data was gathered during an

interview; P6: The reason that I used the machine translation is the first that I can understand the meaning of vocabulary that I do not understand, and the second is to find out how to pronunciation itself. My reason that I am sure the same with my friends. …, also pronounce of that word. P8: we (students) can also know the way of reading, there is also how to pronounce, automatically we can understand without guessing how to pronounce.

The last researcher discovered during an interview portion that the FOMT was difficult to execute. This part was much simpler and quicker to complete. Students said that they were capable of understanding the reading passage after using FOMT to translate the phrase. They were perplexed by the additional characteristics, such as the bidirectional orientation. This FOMT function is much more user-friendly and convenient to use. The following information is provided.

> P10: Easier to use than the manual dictionary. For me, that is to facilitate in finding new words without open the dictionary, more comfortable.
>
> P8: If we used a manual dictionary, we should choose and selecting it first while, using a machine translation, directly we just type and the meaning up, timesaving and we can know the way of reading.

Conclusions

Machine translation is another technique for comprehending the text. During this research, students found some beneficial implementation of this tool, although three are lacking in applying it. This study revealed three conclusions. Firstly, there were two ways students that used FOMT during reading an academic article. They are as follows: word-to-word and sentence-to-sentence translation, as well as the selection three different type of FOMT. Secondly, there were six reasons by students in using FOMT, which are to understand the new word, learning word symbol, understanding the meaning, word formation, pronunciation and also would be easier and faster. The implementation of FOMT in classroom activities is still an interesting topic. There was an interesting phenomenon that the researcher found. Most of the students used mobile smartphones to access the FOMT. The following are additional recommendations for educational practitioners regarding the use of a mobile phone or smartphone in teaching activities. Additionally, this study was deficient inside the linguistic area, which suggests that additional researcher should be considered to delve deeper into the linguistic issue.

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