

ANALYSIS OF NEW TRENDS IN ONLINE TRANSLATIONS BASED ON STUDENT'S PERSPECTIVE: ADVANTAGES AND DISADVANTAGES

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ABSTRACT

Online translation (OT) is now inevitable for doing English assignments. Teachers neither can prevent their students to use OT nor can supervise it when all of the learning process has been running online from home to home. Therefore, both teachers and students should bring out the advantages of OT to improve English competence and to reduce the disadvantages of using OT. This study is aimed to investigate the students' perspectives on using OT for doing English assignments and to describe the advantages and disadvantages of OT. The study is presented in a descriptive qualitative design. The data collection instruments are questionnaires and open-ended questions. The participants are 198 students of the Information System Department, University of Putra Indonesia YPTK Padang. This study's findings showed that about 80% of English students depend their English assignments on OT. Based on the EFL students' perspective, the advantages of using OT are time savers and instant results, and the disadvantages of using OT are inaccuracy in the results related to cultural context, idiom, sentences with metaphor, and pragmatic aspects for learning the structure of the

English language. The study proposes some ideas for teachers to teach their students strategies and guidance for using OT properly and avoid making mistakes.

Key words: *Advantages, Disadvantages, English Assignment, Online Translation, Pragmatics.*

INTRODUCTION

During the pandemic of Covid-19, learning and teaching online was an absolute way to continue teaching and learning activity in all educational levels. Changes has revolutionized in any aspects in teaching and learning process, as well as English. Almost all rules and methods in teaching and learning English must be adapted to the current situation. The moments when teachers could strictly prohibited their students to use mobile phone and stick to the knowledge given to practice as in offline class do not happen in online class. Now, the students are relying heavily on AI using mobile phones, laptops and others technological devices more than before, especially to do the assignments. Far before the pandemic, many scientists have surveyed the part of the module devices on language learning (Cavus & Ibrahim, 2009).

Today, the use of these kinds of tools even more varied and more reliable. Both teachers and students need to adapt the technology and use it as new media of courses and classes. In university, many platforms used by teachers such as Google Classroom, Zoom, Edmodo, Moodle and many others. In English language subject, both teachers and students can use any online platform media but one thing that will always be used to help for translation is Google Translate. Bahri and Sepora (2016) explain that Google Translate is a free machine translation made by Google team in order to translate text from one language to another language within a second. Now Online Tranlation can be accessed through PC and smartphones which help the users to access it easily (Alhaisoni & Alhaysony, 2017). “Indonesia is the top countries that actively uses Google Translate mobile devices which increases 354%. Indonesia is the largest and fastest growing country in the use of Google Translate because based on data recorded by Android, the use reached 50% and PC users grew to 94%.” (Hughess, 2017). This percentage shows not only because Indonesia consists of numerous populations but also shows the importance of English in our daily needs.

Nonetheless, most English teachers argue that the use of Online in the process of language learning is eliminating the quality of the learning process itself (Groves and Mundt, 2015). (Hardini and Dewi, 2021) also found that students get more negative impacts due to their addiction in using Online Translation. In fact, in the most online class, the students inevitably use OT to search for answers in order to accomplish their assignment. Students are prone to translate almost all of the sentences in their

assignments and become lazier to learn to translate by the skills taught to them and become more ignorant when it comes to learn about language compositions or grammar. On the other hands, teachers are no longer be able to check their students acts of studying directly, but using online learning platforms. The flaws that this new system has in relation to checking the student's sincerity is still limited. These opposite arguments and ways of thinking might become obstacles to achieve the target learning because both teachers and students should sit together to get better outcomes.

LITERATURE REVIEW

The fact that Indonesia consists of multiple cultures and each culture has different language cause gap between the language users. Therefore, to bring text into translation, students must experience multiple language transfer (Amna, S. 2018). It starts from transferring their mother language to Indonesian language, and from Indonesian language to English. The journey of translating language to language causes one of the most common mistakes found in students' translation results using GT. It happens because the input the students give is not originally from the correct Indonesian language but has been influenced by the students' mother language. (Amna, S. et al., 2023) In their study mention one of the student's errors as word order misuse. "With what you will go travelling alone with car or motorcycle?" this sentence uses Minang language that is "jo a lu jalan surang jo oto atau onda". Without change the word order from Minang language to Indonesian language, the students translated to google translate which cause errors in the result. The input in the Indonesian language should be. "Bagaimana kamu pergi jalan-jalan sendirian, dengan mobil atau dengan motor". By using correct word orders, GT can achieve the translation result.

Based on the explanation above, the study came to find out how to overcome the tense between the students' need to use OT and the teachers' concerns for the students to get trap in OT when doing their assignments. This study did not only analyze what the EFL students' attitude when using OT, but also their perceptions of using OT. Moreover, this study also figured out some solutions for both the EFL students and teachers to take more advantage of using OT. Overall, this study has been conducted to find out English language students' perceptions in using Google Translate Application and what advantages and disadvantages that EFL students might get after using the OT for doing their English assignments. The result of the study can be the additional insight for teachers to set rules and provisions when allowing students using OT in English language learning. The study has been done for students who have learned English for two semesters in System Information department, University of Putra Indonesia YPTK Padang. It was done after the English teachers found out that

there was a massive tendency of students to use Online Translation Tools for doing their assignments during online learning and that the assignments handed in by the students were mostly correct. Meanwhile, the students' ability in direct and oral practices were not as good as their assignments.

METHOD

This study is conducted in the System Information Department, University of Putra Indonesia YPTK Padang. Data collection instruments used in the study are questionnaires and open-ended questions using the Google form application. In order to collect the participants, this study used a random sampling technique. It is carried for students who have taken English courses for two semesters. They were chosen as the participant criteria since they have done many English assignments with OT. There were about 6 of 12 classes students are asked to fill in the questionnaires and answer the interview questions but there were only 198 students responded.

All the data collected were then analyzed by using the descriptive qualitative method. The results are displayed and analyzed descriptively. Therefore, this study is a descriptive qualitative study where all the data gained is described and evaluated descriptively. "Qualitative research explores problems and develops a detailed understanding of a phenomenon." (Creswell, 2012). Moreover, Cohen, Manion, and Morrison (2011) state that "qualitative data analysis is to organize, account and explore data so the researchers can get deep and detail information based on any situations that occur with the phenomenon.

FINDING

In order to find out the English students' perspective on using Online Translation for doing their English assignments, ten short questions have been designed collectively. The questions are designed and revised based on the previous research questionnaires by Yana Munthe (2019). Ten questions were asked in the questionnaires. The first question (1) How do you think about your English competency? This question is aimed to set the map of the students' competency in English or their confidence in English language. The result came as follows:

Table 1. Students' answers for question 1

1. Student's English competency	
Very good	51,9 %
Good	34,9 %
Good Enough	12,7%
Not good	1,5%

Table 1 shows that 51.9% of students had enough English competency and 34.9% of students were less competent. Despite the answers belonging to the student's opinions, the chart informs us that most of the students who join in this research lack English competency. It also means that most of the students have low self-confidence of their English capability and this might become the reasons they use Online translation applications.

Question (2) Did you have any difficulties in doing English assignments? In this question, the researcher aimed to see the students' reason of using Online translation The students' answers are shown in table 2.

Table 2. Students' answers for question 2

2. Do you have difficulty doing English Assignment?	
Yes, always	40,7 %
Sometimes	40,7 %
Seldom	10,6%
Never	7,9%

In table 2, we can see that 40.7% of students said that they sometimes had difficulties in doing English assignments. There is another 40.7 % of students said that they barely had difficulties. There is only 7.9% of students often have problems with English assignments. By this percentage, we can conclude that English assignments given by the teachers are not so difficult for most of the students.

Question (3) Do you have OT application in your mobile phone? The questions are given to find out the tools that the students use for online translation. The responses are shown in Table 3:

Table 3. Students' answers for question 3

3. Do you have OT application in your mobile phone?	
Yes	58,2 %
No	25,9 %
Used to have	24,9%
Want to have	1%

Based on the answers in Table 3, it is shown that 58.2% of students said they have installed the OT application on their smartphone, 15.9% of students have ever had this app, and 24.9% of students do not have it yet. Many providers and applications have provided translation tools which can be easily downloaded on smartphone such as TripLingo, iTranslate, Sayhi, Text grabber, Speak and Translate and many others. The numbers of students who have installed OT on their smartphones also shows the students' concerns and interest in learning English. Almost half of the other students stated that they did not have the OT. Some of them don't even know what application

they can have on their smartphones to translate. These students tend to rely on their basic vocabulary skills and friends' assistance in doing the assignments.

Questions no (4) Did you use OT to do the English assignment? The question finds out how many students among the 198 used OT and how they used to do it when they did their assignments. The answers are in Table 4

Table 4. Students' answers for question 4

4. Did you use OT to do the English Assignment?	
Yes, all of them	63%
Only for difficult questions	27%
Only for difficult words	10%
Want to have	10%

Table 4 shows that 63% of students used OT to translate difficult words, and 27% of students used it to answer difficult questions. In total, we can say there is 80% students usually used OT to do the assignment. There is less than 10 % of students who didn't use OT for doing their assignments. This percentage implies that most students admitted to using OT, and they did that to translate word to word from the Indonesian language to English language and vice versa. Question (5) Did you find that OT is helpful for doing English assignments? This question is given in order to find out the student's perception of how helpful OT is for completing their English assignments. Table 5 shows the answers.

Table 5. Students' answers for question 5

5. Did you find that OT is helpful for doing English assignments?	
Yes, very helpful	42,9%
Helpful enough	36,5%
Sometimes	16,9%
Rarely	2,7%
Never	1%

Table 5 shows that there is 36% of students confidently said that OT is helpful for doing English assessment, 42.9% said it is quite helpful and 16.9% of students said it is sometimes helpful. So, obviously most students feel the benefit of using OT even though they used OT generally to translates word to word.

Question (6) Are you certain that the translation results you got from OT were correct? This question is set to confirm the students' answers to the previous question about how helpful OT is for them. The question also figures out how to care the students with the result they got from OT for the score that they may get in their English assignments.

Table 6. Students' answers for question 6

6. Are you certain that the translation result you got from OT were correct?	
Yes, absolutely certain	51,9%
Quite certain	36,5%
In doubt	7,4%
Not certain	4,2%

In Table 6, we can see that 51.9 % of students said that they were quite certain about the translation results they got from OT. However, we can also see that 36.5% of students felt unsure, and less than 7 % of students said they were not sure at all. This pie chart also shows that there is also a small amount of percentage that shows that students do not care whether the translation result is correct or not as long as they can finish their assignments.

Question (7) Did you know that OT might give you wrong translation result? In this question, the researcher wanted to know how many students are aware of the flaws that OT has when translating languages. The answers are shown in table 7

Table 7. Students' answers for question 7

7. Did you know that OT might give you wrong translation result?	
Yes	64,4%
No	20,1%
Not care	14,3%
Maybe	1,4%

In Table 7, we can see that 64.6% of students said that they are aware that OT might give them the wrong translation results, and 20.1% of students agreed with the flaws possibility. Yet, 15.3% of students said that they didn't know at all.

Questions (8) Do you think that you will still use OT for further English courses? This question is used to find out the students' attitude toward using OT for the next English courses. The answers to the question are displayed below.

Table 8. Students' answers for question 8

8. Do you think that you will still use OT for further English assignment?	
Yes	58,7%
No	28%
Not care	11,6%
Maybe	1,7%

In table 8, it is shown that most students said that they would possibly use OT for more English courses since they have found the advantages after they used OT.

11.6% of students were sure, and 28% of students thought that they would not use OT anymore. Less than 10% of students said that they didn't care about OT for further English courses.

Question (9) How did you use OT all this time? This question investigates the ways the students used OT while doing their assignments. It is proposed to see whether the students know the correct steps for OT or not. The answers are shown below.

Table 9. Students' answers for question 9

9. How did you use OT all this time?	
Difficult words only	71,4% %
Per sentence	15,9%
All answers at once	10%
All of them	2,7%

Table 9 shows that there are 71.4% of students used OT to translate words by word. 15% students said that they translated per sentences and the rest of them did the translation by trying the whole paragraph or even the whole text from Indonesian language to English language. Around 10% students stated that they used to copy all the text they create in their first language to English on OT. Unfortunately, the data showed that before the students copy and paste the text into English, they do not pay attention to the grammar they have in the first language. Therefore, the language results they have from OT are not effective either.

Question (10) Do you think that using OT has improved your English competence? This question is used to find out students' perspectives after using OT related to the benefit they have got with their English competence. The results are shown below:

Table 10. Students' answers for question 10

10. Do you think that using OT has improved your English competence?	
Yes	50,8%
Maybe	36,5%
No	12,7%

In Table 10, it is shown that 50.8% of students said they may have some improvements, such as having more vocabulary and new words. 36.5% of students said that they feel sure with the benefits and there is 12.7% of students did not get the improvement at all.

Besides answering the questionnaires above, the students also answered 2 open-ended questions. There are varied answers

In question (1) After using OT for doing English assessment, what advantages have you got?. Most students answered that they can translate words or that they can

find out the meaning of difficult words easily. The sample answers can be seen in table 11

Table 11. Students' answers for interview question 1

1. What advantages have got after using OT for doing English assessment?
Answers:
<i>I can see the meaning of difficult words instantly</i>
<i>I can do the assignment faster</i>
<i>I got to know new words</i>
<i>I don't think I have any significant advantages.</i>

Table 11 shows us some of the students' answers relate to interview questions 1. In brief, it can be concluded that most students believe they learn new vocabulary and improve their English skills with OT. Other than that, some students said that OT help them to read more text in English and help them to finish doing English assignments quicker and save time consumption.

In question (2) After using OT for doing English assessment, what disadvantages have you got? This question investigates the students' awareness of flaws or errors in OT translation results and also their willingness to learn English seriously.

Table 12 Students' answers to interview question 2

1. Have you got any disadvantages after using OT for doing English assessment?
Answers:
<i>I don't think I have any disadvantages</i>
<i>Sometimes I got wrong answer</i>
<i>Some words translated in different contexts.</i>
<i>It turns to the wrong tenses.</i>

Table 12 contains some responses attained by the students' answers to the second interview question. As we can see in the figure, some students knew that OT might have disadvantages for their English learning process, such as laziness, addiction, and ignorance. Some also knew that the results of the translation were sometimes irrelevant to the context of the language input. However, a few students believed that OT only brings advantages, and they didn't see the problems in using OT.

DISCUSSION

The use of OT during learning English is now inevitable since the students use the gadget to learn almost all of the time. (Van Lieshout & Cardoso, 2022) believed that OT may be a versatile self-directed language learning which may suit the learner's need, interest and learning styles. The instant process of getting the results bring

satisfaction and great assistance especially for doing difficult English assignments. However, some students found that they still make mistakes while translating using OT. In regarding to this phenomenon, the teachers neither can complain when their students used the OT for doing the tasks that they give nor to prevent the students to use it. Despite having such a confusing situation, the teachers should be the ones to offer better solutions in order to eliminate the disadvantages of doing assignments with OT.

Based on the research, it is found that most students tend to use OT to translate words that they do not understand. As a result, the meaning transfer is often incomplete and bias. Mathiew. (2015) explains six problems the user faces when using google translators. First, OT can only see words as general apart of the sentence as a whole unit. Secondly, in most tenses, OT cannot assess grammar from Indonesian language in English correctly. The students who have lack of English grammar understanding might miss this error. The third is syntactical problems of natural language. The fourth, rhetorical problems like direct and indirect sentences. Fifth is pragmatic problems. When someone say something pragmatically, we cannot only just catch the meaning literally but also contextually. The last one is cultural problems. It sometimes may intervene someone when speaking Indonesian language.

The word *mamak*, for instance in Indonesia, means mother in one traditional language and means mother's older brother in another traditional language. However, OT can only predict the most common word and the most input it has in its system.

Another research investigated the flaws of OT proposed by Bozorgian and Azadmanesh (2015). In his research, he found that OT was not be able to translate the use of both subject and verb in relation to the context. Moreover, the result done by human translators is still much better and more accurate. Nowadays, most of the problems have been overcome by the Google team. For example, grammatical sentences can be translated better but the students still need to be aware of some errors.

First, problems are from students' native language. Living in Indonesia archipelago causes multi culture and native languages. Indonesia is a national language, yet students might use their native language more often and for longer. Therefore, the students' competence of using Indonesian language cause using OT even more difficult since OT approach and detect a language to process based on the formal language input. The error or misconception in the input of the Indonesian language will absolutely give inaccurate results of translation. (Fitria, 2021) found that OT still needs a way to go before it can translate Indonesian articles to English clearly and correctly. Amna (2018) found that student's limitations of their first language in terms of grammar and pragmatic transfer cause many pragmalinguistic failures such as expressing native

habits, word misunderstanding, perception, and local pragmatic conventions. Therefore, using OT requires multiple basic knowledge, such as pragmatic transfer, instead of word choices.

Secondly, OT still cannot translate idioms, metaphors, or pragmatics. Okpor (2014) also said that OT cannot translate idioms accordingly. Therefore, students have to learn idioms based on context conventionally. Moreover, (Stapleton and Leung Ka Kin, 2019) argue that in a learning context, using OT frequently may yield a reduction in students' motivation to learn grammar to write the target language correctly.

In all, this study has not just found the fact that most students rely heavily on their assignments on OT but also on their perceptions. By analyzing the facts descriptively, it is true that a large number of students use OT for doing their assignments and might also use it more often in the future. Instead of banning them from using OT, the researcher in this research proposes an idea of giving information and guidance to use OT properly and to avoid mistakes. This aligns with the research conducted by (Cancino & Panes, 2021), who sought to assess students' ability with and without teachers' guidance when using OT. They found that there is a possibility for OT to be an effective pedagogical device as long as teachers give clear information on how to use it properly. This seems to be a wise response since technology will take over most of human responsibility whether the human is ready or not, later or sooner.

The researcher suggests that the students are supposed to know some important issues about OT and some strategies to use it correctly in order to take the most advantage of OT. First, the students should not translate word by word or a whole paragraph at once. They had better translate sentence by sentence or even clause by clause. Secondly, the students should know that OT cannot be a solely reference for their translation. They have to read over the result and correct some ungrammatical errors or inaccurate terms based on the appropriate context of the sentence. Thirdly, students should learn about collocation and idiom, metaphors, pragmatics, and other uses of language based on context. By having this knowledge, the students can use OT with better outcomes and get more advantages.

CONCLUSION

Based on all the answers collected from questionnaires and interviews, it can be seen that there are 80% of students depend on their English assignments on OT and that they use OT mostly to translate words by word. In the students' perspective, according to the answers, OT is an important tool which is very helpful and useful. Even though some of them were aware of the disadvantages of OT, they still want to use OT for more in the future. Therefore, it is the teachers' responsibility to show them

how to use OT properly and avoid errors in translating language. The guidance given by teachers to students in using OT might improve the advantages of using OT and decrease the flaws the students get from their translation results.

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