

Chapter 4

Findings and Discussion

This chapter provides the research findings from the data collected from three participants through interview. There is a finding discussed based on the objective of this research. The findings report are based on the students' perception on the advantages and disadvantages of using machine translation in the learning process. In this research, the machine translation is the translation by using Google Translate. The participants of this research were mentioned figuratively as Camelia as the first participant, Lotus as the second participant and Jasmine as the third participant.

The Students' Perception on the Advantages of Using Machine Translation (Google Translate) in Learning Process

There are six results of the advantages of using machine translation such as Google Translate (GT) in learning process. It is based on the students' perception on the advantages of GT in learning process. The findings are GT is useful to cope the obstacle in reading, GT helps students to understand the meaning of paragraph and text in a journal, GT helps students to pronounce the words correctly using the speaker function, the grammatical errors from GT triggers their awareness and understanding about grammar by fixing the grammatical error, GT makes the students learn and understand how to match the sentences with the right context, GT helps students who cannot write correctly to write the words in correct spelling, GT makes

students easy in enhancing retention of words. The finding that was elaborated in this chapter is supported with supporting statements from the experts.

GT assists the students' understanding in reading. The first advantage that students feel is GT makes the students easier to find the translation of some words while reading. This statement was mentioned by Camelia. Camelia said that she sometimes found a lot of words in textbook which was unfamiliar, then she found the meaning in GT (P1.09). She added that she sometimes got the journal which was too difficult to understand. After copying the text to GT, she tried to understand the result (P1.10). The fact that GT helps the student to gain understanding from journal and textbook was also explained by Lotus (P3.08). Lotus conveyed that GT made him easier in understanding the content of textbook. Lotus also gave additional information that he often got the textbooks and journal which were too difficult to understand. Again, Camelia mentioned that the advantage of GT in her learning was it eased him to find the translation when reading (P1.08).

In addition, Camelia mentioned about how she used GT in the learning process. In the learning process, she told that she used GT to translate the material in reading in almost all the time that she got. Camelia used it to translate the words and mostly sentences.

Based on Camelia and Lotus statements that were mentioned above, it can be seen that Google Translate has the advantage for the students to assist their

understanding when translating is used for reading or the other purpose in learning process. It is in line with Jin and Deiffel (2013) who stated in the result of their research that the pupils ensure that the use of free online machine translation is quickening their comprehension of reading in their target language and reducing their language anxiety. Thus, the advantage of GT is useful as a translation engine that helps students to translate, especially translate some words in reading.

GT helps students to pronounce the words correctly by using the speaker function. The second finding about the advantage of GT in learning process is students feel that the speaker function in GT helps them pronounce correctly based on the standard pronunciation. GT has some features such as Live Visual Translation, synonyms and definition words, and also Audio or Speaker Function. The speaker function in GT provides the native speaker who pronounces word in a right way or sentences as a model. Thus, all participants conveyed the similar statement that they got advantage from this speaker function.

“The speaker function in GT helps to pronounce correctly from the native”
(Camelia, P1.11)

“Sometimes, when I speak up, I am confused with the pronunciation of one word, so, I use GT, for example I write in the machine the word that I want to find the pronunciation, after the pronunciation is out, and I just need to imitate the sound” (Lotus, P2.10.)

“If in speaking, we can strengthen our speaking. There is a native speaker audio that is very useful” (Jasmine, P3.11).

Related to the pronunciation, the participants also answered that GT helped the students to learn when presentation. For example in learning process, some teachers often ask to the students to do a presentation. The presentation is using foreign language such as English. It seems harder than using *Bahasa Indonesia* or the students. Therefore, before the students have a presentation, they have to prepare it hard. In this finding, a participant believes that GT can help him to prepare as well as he can on their presentation. Lotus perceived that his presentation was better when he prepared how to pronounce a word correctly for it by checking the pronunciation on the speaker function (P2.12). Thus, in the morning, he did presentation successfully and he knew how to pronounce the word that he did not know before. This finding is in line with Sukhwan (2014) who said that learners feel helpful when using GT tool such as speaker button for pronunciation practice.

GT triggers students’ cautiousness and understanding about grammar mistakes by fixing the grammatical errors. In the third students’ perception about the advantages of GT is grammatical error that happened because the limitation of GT. When translating the text from L1 to English, GT sometimes contains some grammatical error. It triggers the student cautiousness and understanding about grammar mistakes by fixing the grammatical errors. This was mentioned by Camelia.

“We should understand well when we translate from Bahasa Indonesia to English. There are some grammatical errors, and from it, we can be more cautious about grammatical. We can also more often fix the grammatical error and finally we can understand”(Camelia, P1.12).

This finding revealed that grammatical error which happened because the limitation of GT is not always giving negative impact to the students. In contrary, it becomes advantage to the students such as the students can be more cautious in grammatical errors. Whereas, when the students fix the grammatical errors that students have, it helps them having an understanding on grammar knowledge deeply and cautious on the grammar mistakes that students make. This particular finding applied for those students who have higher level of proficiency. The higher level students who have good knowledge about the rules in their L1 and also grammar in English would be able to practice more by fixing the grammatical error which is contained in GT. It is in line with Nino (2009) who believed that students' understanding of L2 grammar will increase the knowledge when they are asked to revise or justify the text in their source language. Sukkhwan (2014) also said that the result of grammatical errors from GT can be a good learning material for the students by revising the grammatical error that students make. Thus, the students' ability in grammar, sentence, structure, and writing increases.

GT makes students learn and understand how to match the sentences in the right context by using Thesaurus feature. This finding showed that GT makes

the students learn and understand how to match the sentences with the right context. In GT, there are lots of features to support our performance by translating using that machine. One of the function features which the users often use is synonyms or thesaurus. Thesaurus in GT provides the synonyms of a word which enable the users to choose the suitable word that the users want. The first participant, Camelia argued that students could learn and know how to match the sentences with the context from the result of the translation (P1.13). Another participant, Lotus also said the same thing. Lotus said, if he used GT as a dictionary, for example, the machine suggested some alternative meanings, it really helped him, so he just needed to choose the word which fits with the context that he wanted to express (P2. 07). Lotus also explained that the suggested words from GT helped him to understand the context of the text (P2.07). The difference between students' first language and the foreign language sometimes drives the students to misunderstand. Meanwhile, the students with good understanding can also adjust the context in accordance with the suggestion word that has been provided by GT. This might happened when the students with high proficiency got the translation of the synonym words, they try to check again the meaning of the synonym word. Then, they can learn and know the right context from the word that they want.

GT helps students to write the words which have the difficult spelling.

The other students' perception about the advantages of GT is that GT helps students to write the words which have difficult spelling. From the result of the interview, the

students often used GT as a guideline when they wrote. Lotus said, “I use GT to help me writing the words which has difficult spelling, I use GT to help me” (P2.08).

Students sometimes forget and do not know how to spell a word when writing. Lotus explained the steps on how he used GT as a machine translation to help him writing some words which had difficult spelling. He used GT by writing the word in Bahasa Indonesia and the result from GT was English word with correct spelling.

This finding was also supported by Jin and Deifell (2013) who found that some participants in their study said that they use Google Translate to help them in checking the spelling of a word and recalling the spelling of the word. This was related to this finding that GT could assist the students in obtaining the spelling of words that has difficult spelling.

GT makes students easy in enhancing retention of vocabulary mastery.

The last advantage is GT makes the student easy in enhancing retention of words. In the English learning process, it is truly important to have rich words, because rich words can increase our proficiency of some skills in English. This finding is supported by the statement from the third participant.

“It is easy to memorize what I have been translated by myself, because I experienced by myself when I use GT” (Jasmine, P3.05).

Thus, from her statement, the experience in using GT can enhance her retention about words effectively. She added that GT eased her to find new words. According

to Hummel (2014), connecting a new word with other words associated with it in form, meaning, and context can guide students in deeper word processing leading to better memory performance. Hummel added that equivalent translation described and active translation might be considered for the students to process in detail and deeply, so they can be easy in enhancing the retention of word.

The Students' Perception on the Disadvantages of Using Machine Translation (Google Translate) in Learning Process

In the disadvantages of GT, the researcher only found four themes of findings stated by the participants. The participants perceived that GT makes the students confuse; GT sometimes cannot translate with the real meaning and it can make a danger for students with low understanding about it; GT reduces the practice in writing; and the grammatical error in GT makes the participant works twice. The findings are discussed below.

Translation produced by GT makes the students confused. The first disadvantage in using Google Translate based on the students' perception is GT makes the students confused. There are many factors of GT's weaknesses as a MT which makes the students confuse in using GT in their learning process. The first thing makes the students confused because the system of GT. Explicitly, sometimes GT only translates word per word without thinking about the sentence structure. Jasmine revealed that she was confused because sometimes GT translated per word

without thinking about the actual sentence structure (P3.12). It means that GT makes them confused with the grammatical structure which sometimes does not show the right sentence structure from the target language. Then, another thing that makes students confuse is about the multiple meaning of the word in English. Camelia said that in English, one word sometimes had lots of meaning which sometimes made them confused to fit those words in the right context (P1.16). This is confusing, because there is no definition for the synonym. The participants also believed that this multiple meaning could become the disadvantages for low level learner because low level learners sometimes did not take more effort on the synonym. The last, it is still in line with the complexity of a word in English and not in accordance with the context. Lotus said that a word had more than one meaning and sometimes the result showed from GT did not in accordance with the context, so the students must understand (P2.16).

Hence, three weaknesses of GT on the theme that make students feel confused. It is in line with the experts' statements. Chun said that in the online dictionary, the non-specific words with more than one meaning may confuse and overwhelm the low-level students (cited in Jin & Deifell, 2013). Moreover, Alhaisoni and Alhaysony (2017) added that the student perceiving tools such as GT cannot translate all words correctly and the meaning is sometimes inappropriate with their first language, so it requires them to check again in the dictionary or find others help to confirm it. Whereas, the disadvantage related to the grammatical rules is in

line with Sukkhwan (2014). Sukkhwan said that the students feel that the wrong input text can affect the output results.

GT sometimes cannot translate with the correct meaning and it can be dangerous for students who have low understanding about the translation result.

The second result is that GT sometimes cannot translate with the real meaning, and it can make a disaster for students with low understanding about it. It means that students who do not have enough knowledge about GT basically take for granted about the result from GT. It was revealed by all participants who had the same idea about it. The findings are presented as follows.

“The other disadvantages, sometimes there is an idiom in English, for the students with low understanding, it can be a dangerous thing that the idiom is translated in GT with the normal rules, and they don’t know that idiom has different meaning and purpose” (Camelia, P1.15).

The participants also revealed the example of how GT only translates with the normal rules. Lotus and Jasmine provided examples.

“I ever translated using GT, I forget the sentences, but the example is like this,”aku cinta dia”. It should be,”I love her”, but GT translate “I love him”. And what I mean of the third person is female or woman” (Lotus, P2.14).

“But in the idiom, the correct meaning is not the same as the word, the sentence that we want to translate. Yes, it is. Sometimes in idiom” (Jasmine, P3.13)

In translating text, the idioms or the other phrases and sentences might have the other meaning with the target language. The participants believed that low level students sometimes took for granted because they did not have enough knowledge about it, and they might ignore the sentence without caring about the meaning, besides it was not the real meaning of the sentence of idiom. The participants also believed that students with low understanding commonly believed in GT that it was the best choice for them to solve their problem in learning process without knowing that they learned something wrong from it. Sometimes, the students also believe entirely the result from GT because they are lazy to fix the result. Then, they just copy paste the result. The first and the third participant supported this finding with their perceptions.

“The differences between the grammar rules in English to Bahasa Indonesia sometimes makes me follow the rules from the source language structure without caring about the meaning” (Camelia,P1.14).

“We just need to input the word in GT, then we get the result, after we know the translation, we just need to copy and paste from GT” (Jasmine, P3.10).

Those weaknesses of GT can be dangerous for the students with low understanding. Okpor (2014) argued that the problem with idioms in the MT context is people cannot just translate them using the normal rules. According to Okpor, the students cannot translate only using the normal rules, but they also have to understand about it. It is in line with Sukkhwan (2014) who said that even when students perceive that GT is helpful, they need to be careful because GT is not designed for language learners (Sukkhwan, 2014). Sukkhwan also conveyed that in recent years, there are many research which have been done to evaluate the quality of machine translation and obtained many limitations. Therefore, students need to gain sufficient knowledge so that they can get the benefit instead of disadvantages of using GT.

GT reduces the practice in writing. The third finding is GT reduces the student's practice of writing. The second participant, Lotus perceived that GT could reduce his practice in writing (P2.13). When he used GT in writing, he sometimes felt that writing was an easy thing. In a long term, he would continuously rely on GT to write. Thus, his writing skills would not be trained properly.

This is in line with Sukkhwan's (2014) explanation. Sukkhwan (2014) stated that students' effort in reading and writing English are diminished when they use GT. It is because GT affects the students' ability to think when they rely in GT while writing.

The grammatical error in GT makes the participant put more effort. The fourth finding is the grammatical error in GT makes the participant put more effort on it. The students' purpose in using MT such as GT is mostly to make their works faster and easier. The grammatical errors in GT can makes the students put more effort because they feel doubt and have to correct the errors in grammar. The second participant supported this finding with his statement.

“The grammar in GT is sometimes incorrect and confusing. When we use it, we have to fix the grammatical errors, and I think we work twice” (Lotus, P2.15).

As Korošec (2012) stated that another problem faced when using MT are encountered when correcting grammatical mistakes and composing a time-consuming. Korošec added that even when the students are able to edit the grammatical error of the output of the text, the editing and correcting process takes too much time. In some cases, there are so many grammatical rules and the students cannot understand at all.