

**“A Qualitative Study: The Use of Google Translate among English Education
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Students

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Abstract

Most of students used internet to access tools for learning media especially in English learning to improve all skills. In one of private universities Google Translate (GT) is one of the translation machine used as the facilities from Google for internet users in translating many kinds of language. This research is aimed to reveal the students' problems in using GT and to find out the students' strategies in overcoming their problem when using GT in the process of English language learning. This research employed descriptive qualitative research design. This research was conducted in one of private Islamic universities in Yogyakarta, Indonesia. In gathering the data, interview was used in this study. The finding showed that there are two aspect problems and strategies when using GT are related to language competence and technology. The problems related to language competence include, the difficulty to follow the speaker's speaking, the difficulty in appropriate of translation result, and the difficulties in the first language. The problems related to technology of GT include no facilities to set the GT speaker, inability to translate English slang, inability to translate idiom language, low grammar accuracy in translating the result , limited word for translating (5000 words) and size file for translating 1 MB. The strategies related to language competence include repeating the speaker's pronunciation and understanding the word contexts before practicing the pronunciation, reading phonetics transcript in the dictionaries, understanding the main point of text while listening, reviewing the source language before doing the translation, reviewing the grammar of translation result. The strategies related to technology of GT include using headset to get clear listening, setting the web address for accent speaker (British or American), internet searching, translating by sentences or translate files by converting into PDF files.

Keywords: Google Translate, Problems, Strategie

1. Introduction

Learning English is one of necessities for many people because English is a lingua franca that is used as language for communication in this world. Clyne (2000: 83) stated that “English is a Lingua Franca that is used in inter-cultural communication between two or more people who have different first language (L1) is other than the lingua franca”. Today, almost everybody learns English language as a necessity for competition and they have to pass the international standard qualification English test such as TOEFL and IELTS. As cited by Puspawati (2012), since its development in 1960 over 27 million people worldwide have taken the TOEFL. More than 8,500 colleges, universities, and agencies in more than 130 countries have recognized and used the test. That phenomenon now makes everybody learn English because it is necessary for the future career or study.

Learning English in this era has a lot of improvement and ease because of the presence of technology. The technology has dominant effects toward all activities especially in learning process in modern era, which gave us strength and weakness in learning English process. As we know mobile phone gives us many benefits and convenience as learners can learn more easily and practice in everywhere and every time. Using a mobile phone is simple and the learner can access internet to improve learning. As a result, many studies are conducted to investigate the effect of mobile devices on language learning (Cavus & Ibrahim, 2009; Gromik, 2012; Motiwalla, 2007; Thornton & Houser, 2005). The results indicated that mobile devices were useful tools for language learning.

Sometimes the language learner always gets the difficult problem in learning English language process. One of the problems is translation skills. House (2009) argues that translation is the process of substituting a text in one’s language. The students solve their problems by

using Google Translate. Google Translate (GT) is one of the translation machines as the facilities from Google for internet users. Google Translate is a solution to human limitations in mastering foreign languages. It is very helpful for users to translate foreign languages when it is difficult to understand. There are 103 languages in this world which are available to be accessed. This is based on survey by Jin and Deifell (2013) entitled *Foreign Language Learners' Use and Perception of Online Dictionaries: A Survey Study* showed that Google Translate is the top second online dictionary that the learner uses as online dictionary.

Using Google Translate to translate from first language to target language may result in imperfect translation. Indeed, many errors in the translation occur. Based on the result of a study, there are errors when using Google Translate English translation for Indonesian folktales such as wrong using words, missing words, and words unknown (Ardi & Putri , 2015). Indonesia is one of the countries that has the most users of Google Translate. According to Macduff (2017), Indonesia is the top 10 countries that actively uses Google Translate and recorded translation activities through 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%.

2. Literature Review

2.1 Definition of Translation

Translation is how to translate from first language into second language or the opposite. Experts offer many different definitions of translation. Based on the opinion of Choliludin (2007), understanding is the systematic procedure of the first language text into the equivalent, semi- tic, stylistic, and pragmatic target language (Second Language) based on the original translator. In addition, Nida and Taber (1982), argue that translation is a way

of reproducing language in the equivalent and nearest equivalent receptor language of source language message, first focused with meaning and second related to style. Larson (1984), stated that translation consists of translating the meaning of the source language into the receptor language. Translation is the way how to deliver a language from the first language into the target language or second language

2.2 The Problem in Translation Process

In the process of translation, there are certainly many obstacles or problems that occur to the translator. According to Mathiew (2015), there are six translator problems experienced by translators. First is the lexical seminal problem of investigating the meaning of every vocabulary element in a language in general as a standalone unit regardless of its position in the placement of sentences. There is still a difficulty in understanding the word context. The second is the problem of grammar. Many translators who often make grammar mistakes are both conscious and unconscious in the use of appropriate grammar contexts. Then the third is a syntactic problem, which is about principles and rules for making sentences in natural language. The fourth is a rhetorical problem, which is one type of style of language. Rhetorical is the masters in the form of questions that really do not need to be answered. Many translators still misunderstand every sentence in rhetorical form because the sentence is not direct. Fifth is a pragmatic problem that is the problem of the position of a sentence and the last is a cultural problem. A translator sometimes must strongly understand the language context based on culture, for example the use of regional languages.

2.3 Google Translate

Google Translate (GT) is machine translation (MT) to translate several languages in the world by Google. According to Bahri and Mahadi (2016), Google Translate is free machine translation made by Google used to serve for translating some text from one language to target languages. Based on Boitet, Herve, Mark, and Valérie et al., (2014) said that Google Translate is an automatic machine translation made by Google. This machine can serve the process of translating a source language into another language target. Based on the above definition, GT can be defined as one of the automatic machine translations available from Google Company to provide translation services from source languages to target languages.

Google translate is a foreign language translating machine created by Google for internet users with the aim of making it easier for internet users to understand foreign languages. Based on the Google Translate Community, GT provides an open online group created by Google to help improve their software and it has more than three million members, and has adjusted and improved more than 90 million translations (Google, 2016). So there have been many Google translate users and translators who are ready to provide convenience for their users.

2.4 Advantages of Using Google Translate

There are many reasons why the users use Google translate as the tool for translating some text. Google translate is easy to be accessed anywhere and anytime by hand phone or computer. According to Alhaisoni and Alhaysony (2017), accessing Google translate can be used through PC smartphone systems such as android and IOS, which makes the accessibility of Google translate very familiar to users. The ability of Google translate is that

it can provide access quickly and easily, so that this makes Google translate well received and popular with EFL students in learning process (Sukhwan, 2014).

Google Translate, as a statistical machine translation (SMT), was in the center of attention for supporting 90 languages (Ghasemi1 & Hashemian, 2016). Based on the result of a study of machine translation, Google translate is the most famous applicable translation machine in recent years (Aziz, Sousa, &Specia, 2012; Karami, 2014; Komeili, Farughi & Rahimi, 2011). In addition, the access of Google translate is free and able to translate text, speech, images, also sites, and real-time videos from one language to another (Alhaisoni & Alhaysony, 2017).

2.5 Disadvantages of Using Google Translate

Nowadays there are many language teachers who doubt the quality of language translations on Google translate because the use of approved translation tools can damage the actual language acquisition process (Groves & Mundt, 2015, p.119). The present software is not a substitute for an accurate translator to translate human language correctly into the target language because Google translate is a regulated machine and it could not adjust if it is not set.

Google Translate is not able to create someone who can communicate smoothly as with speakers of languages other than English. Groves and Mundt (2015), state that Google Translate has difficulty when translating one word and functions as a bilingual dictionary because it only gives one meaning at a time. Translation results of GT are based on statistical machine translation. Consequently, the quality of Google translations depends on the number of human translation texts that are often sought by Google Translate (Karami, 2014).

At present, there is an assessment that has been proposed by Bozorgian and Azadmanesh (2015), for the results of the Google translation of translate English sentences into Persian. The result is in the use of the subject and verb in a particular context, the translation of the Google Translate results is not appropriate for the use of both subject and verb in accordance with the context and could not be compared to results done human translators which is more accurate.

2.6 The Problem of Using Google Translate

According to Pujiati (2017) based on a survey stated that there are three problems that occur by students when using the Google Translate application. First, Google Translate often translates word for word so students are often fooled by the results of the translation. Secondly, differences in the structure of English grammar and Indonesian grammar. These two languages have different grammatical structures so that it is confusing for students who do not have ability in understanding of the two languages. Third, students often do not look for the exact equivalent in the target language so the resulting meaning becomes ambiguous and unclear.

2.7 The Strategies of Using Google Translate

Using GT in the learning process can be used as a tool to improve the ability in learning English. However, the GT translation could not be used as an accurate reference because the GT translation is machine translation that is inaccurate in terms of its grammar and could not be equated with the results of human translation. So, the importance of the role of teachers in understanding the use of GT well and teaching students about what rules students should do when using GT in terms of first grammar and second language to

improve students' skills in their first language and foreign languages is important (Alley, 2015).

In addition, Zanettin (2009), state that revealed that if students were aware of the shortcomings of the results of the Google Translation, they tended to examine the translation critically to ensure the quality of the GT output. Then the metacognitive view strategy is important for students if they want to be success uses GT in the learning process with the aim of monitoring learning outcomes using GT. Pritchard (2008) states that when students use metacognitive strategies and critically check the results of translations, it can lead to increased language mastery.

The three strategies for using GT according to Gracia (2010) are first *pre-editing*, which is to make sure the first language is effective in terms of grammar to be translated into the target language. The second is *post-editing* namely, correcting the GT translation results by ensuring the target language context is in accordance with the first language. The third is *selective used*, namely the choice of words that are in accordance with the context of the writing. All three of these have proven to be able to improve students' understanding of reading and writing in the learning process

3. Method

This study aims to find out the problem that students faced when using translate Google Translate in learning process and also to find out the problems and strategies by students when using Google Translate in the learning process. The research was conducted in one of the departments of Education at one of the private Islamic universities in Yogyakarta, Indonesia.

This study uses qualitative research design because this design aims to find out the problems and strategies by students when using Google Translate in the learning process. This is supported by Creswell (2012) who states that qualitative research explores problems and develop a detailed understanding of a phenomenon. In addition, qualitative research is characterized by the goals associated with understanding some aspects of social life and its methods which can generally produce words, not numbers, as data for analysis (Patton & Cochran, 2002). Even based on Cohen, Manion, and Morrison (2011), "qualitative data analysis involves organizing, accounting and exploring data, in short, understanding data in terms of participants' definition of situations, recording patterns, themes, categories and regularities. Hence, the researcher can obtain deep and detailed information based on the circumstances that occur with the students.

The researcher used descriptive qualitative methods to obtain data details. Based on Fox and Bayat (2007), descriptive research aims to provide light on current issues or problems through a process of data collection that allows them to describe the situation further fully. Qualitative methods design is type of research that can help the researcher to know the real phenomenon that occurs Thus, the results of this study will be more detailed and valid.

3.1 Place and Participants

This research conducted for students who are in the Department of English Education at one of the Islamic private universities in Yogyakarta. The main basis of doing research is most of the lecturers have been using text books or journals as a media in language teaching and learning because based on the researcher experience, most of students of this English education use electronic dictionary such as Google Translate as

a tool to understand the difficulty of vocabulary or meaning of the sentence in textbooks or journals.

The researcher choose four students of the English language education student's class of 2015. The researcher must protect all the identities of the participants by changing the original name of the participant into a pseudonym. The pseudonym names are Nana as the first participant, Nini as the second participant, Nunu as the third participant, and the Nono as the fourth participant. All the participants are female in this study and their age around 21 years old until 22 years old.

3.2 Technique and Procedure

The researcher used interview as data collection methods. The researcher conducted interviews as the aim to explore more in-depth information based on the participants' experience. Interviews allow participants to discuss their interpretations of the world in which they live, and to express how they perceive their situations of viewpoint (Cohen, Manion, & Morrison, 2011). Researcher used interview guide type approach. The interview guide approach is a structured and systematic interview when the researcher asks questions to the participants (Cohen, Manion, & Morrison, 2011). The construction of schedule that the researcher uses for the participant was an open-ended question as an interview type. Open questions could help researcher find participants' answers orally without the researcher's disturbance by not limiting their answers. The response mode that the researcher used for participants is an unstructured response. Unstructured response has the purpose for participants to respond the answer of question in whatever ways she/he chooses. It is one of eight list mode responses (Tuckhman ,1972).

In the procedure of retrieving and collecting data, there are several steps that must be taken by researcher to conduct interviews. First, researcher have developed interview guideline, the questions prepared are the main of questions and the questions of clarifying each of these questions. Second, the researcher contacted participants who had qualification based on participant criteria. The interview time follows the flexible time. Prior to the interview the researcher ensure that the participants understand the rules to protect each other, as it is the researcher's obligation to organize, and here to the various 'rules of the game' in an interview "(Cohen, Manion, & Morrison, 2011). Third, the interview conducted face to face and takes a maximum of 20 minutes for each participant.

3.3 Analysis

Data analysis would be conducted after the interview process is completed. In qualitative research how to manage data interview are analyzed using code system. A code is simply a name or label in that the researcher gives a piece of text that contains an idea or a piece of information (Gibbs, 2011). A coding is the assumption of a category label for a piece of data, which was previously disconnected or in response to the data that has been collected (Cohen, Manion, & Morrison, 2011). The steps taken by researcher to manage the test data from open coding stage included deep interview as validation, analytic coding, axial coding, selective coding, and reporting.

4. Finding and Discussion

The researcher reports the research findings based on the collected data from the interview towards the use of Google Translate (GT) among English students at a private university of Yogyakarta. For the first part, the research findings are the problems faced by the students in

using the GT. Meanwhile, the strategies used by the students in overcoming the GT in learning process were mentioned and discussed in the second part.

4.1 The Problem Faced by the Students in Using Google Translate in Learning Process

There were two aspect problems faced by the students in using Google Translate in learning process. The first problem of using GT was about the problem related to language competence of students. Besides, the second problem of using GT was about the problem related to technology in GT.

4.1.1 The problems related to language competence.

This finding are related to language competence for the students in proficiency their ability in the first language and the second language. The proficiency language for the student divided into four aspect English skills such as listening, reading, speaking, and writing. In the findings, the students felt difficulty to follow the GT speakers in speaking and result of translation, and the low grammatical competence in Indonesia language and English also affected to the translation result.

4.1.1.1 Difficulty to follow the speakers' speaking

The student had problems when learning pronunciation in following the speaker of GT because the students felt the speaker of GT in feature voice speaker are not clear in pronunciation. This problem faced by Nana, Nini and Nono, and she said that she felt difficulty to listen the speakers of GT when pronouncing a word, and the speaker also spoke so fast and not clear and also added that the speaker of GT could not have good intonation and flat expression in speaking. In addition, according to Munro and Derwing (1999) stated that too many accent genres in teaching will result in the significant reduction in understanding of the accent. Usually, the students listened to the lecturers

using American English accents, so they used American accents and followed what had been taught by lecturers. When the students listened to British accent, they felt the difficulty because they were not used to listen its accent, so the students faced the difficulty to follow the GT speaker because she has unclear or too fast speaking.

4.1.1.2 The difficulty in appropriate of the translation skills.

The result of translation in each GT word had several options which the students had to decide which one was related to the meaning of the contexts in the writing. Some of students felt difficulty to choose where the meaning or vocabulary that appropriate with the student need. The mentioned statement was mentioned by Nana, and Nini . According to Mathiew (2015), one of six problems experienced by translators is the lexical seminal problem of investigating the meaning through each vocabulary element in general language as the unit regardless of its position in the placement of sentences. Also, there was still a difficulty in understanding the word context. Therefore, the finding was in line with Mathew's finding in which the lexical problems were faced by the participants in this study.

4.1.1.3 The first language difficulty

The students had the problems in writing when using standard Indonesian language. If their writing was not based on Indonesian language standard, it could give the impact to the accuracy of translation result through GT. The students have to make sure that her writing from Indonesian should have correct spelling before being translated through the GT because when she had an error, the result of translation could be error as well. The statement mentioned Nana and Nunu. The other problem of the first language difficulty is the result of translation by GT gave the grammar error. When the students did not have

good ability in grammar, their first language led them to feel the difficulty to learn the grammar especially in second language and also if writing in Indonesian or English was not effective in grammar, it could give the impact to the accuracy of translation using GT. The statement mentioned was mentioned by Nini and Nono. Mathiew (2015) who stated that one of six problems experienced by translators is the problem of grammar use. Many translators who often make grammar mistakes are both conscious and unconscious in the use of appropriate grammar contexts. Then, the translators could naturally have the difficulties in the grammar use when the students rarely practice their grammar through writing

4.2.2 The problems related to technology of Google translate

This problem is about the weakness of the feature of GT. GT has a lot of feature as the facility for the user, but in the process of learning English by using GT some of student find the problems with feature of GT. There were four results of the problems related to technology of GT when the students used it in learning process based on their experience mentioned through the statement in the interview such as no facilities to set GT speaker, inability to translate slang language and idiom language, limited 5000 word and size of file and low grammar accuracy in translating result.

4.2.2.1 No facilities to set the GT speaker.

One of feature that from GT is voiced speaker feature , which the users just click the icon microphone, then the users will speak or read some word or sentences so GT will be detect voices and change the voice into the texts and translate them to the target language. But in the learning process when using this feature some of students felt difficulty to listen the speaker of GT so fast when they tried to follow the GT speaker in speaking. This problem faced by Nini

and Nunu. Hence, the students had the difficulty to listen to the GT speakers in fast way in speaking. Besides, the finding was in line with Underwood (1989) who stated that the listeners could not control the speed of the speaker which could cause the greatest difficulty with listening comprehension.

4.2.2.2 Inability to translate English slang language.

GT be able to translate many kinds of language in general not based on contextual some sentence because GT translate by word to word, that why GT could not translate slang language. According to Swan (2005), state that 'slang' is a very informal type of vocabulary which is used by people who know each other well. GT is machine translation that capacity was programing by Google before that could not adjust with slang language development and also most of slang language are not familiar especially with no native speaker. This problem was mention by Nana and Nono. According to Burdah (2004), the students will find the difficulty in translating foreign languages and unfamiliar words because the students do not understand the language of the vocabulary and can easily forget the vocabulary if students do not speak the language. Then, the problem in translating foreign terms will be experienced by students and students which cannot depend on translation to GT only.

4.2.2.3 Inability to translate idioms.

GT had shortcomings, and it could not inject English idioms into Indonesian regarding the context. This expression of the idiom was an expression which did not have literal meaning, but it was often used original meaning to express meaningful figures. Usually, the native speakers use the idioms in daily conversation in communication. In regards to the statement mentioned, Nini and Nono. According to Okpor (2014), the GT problem in translating idioms cannot translate accordingly, so the students must be able to understand the

idiom context. That way, GT still has the limitations in translating idioms and slang language because GT is a translation machine which still has lack of translating languages based on the cultural context.

4.2.2.4 Limited word for translating (5000 words) and size file for translation (1 MB).

GT had the feature for every translating some text maximum 5000 words, the user be able to translate long paragraph by using this feature. Some students had problems with the maximum of words especially when the students wanted to translate the text a long of paragraph more than 5000 words. These problems faced by Nunu and Nono argued that the limitation of word for each translation in GT came up as a problem with the practicality and effectiveness of time in translating the text using GT. Another problem was faced by the students when using GT in the learning process is limited *size file for translation*. One feature GT is translating by attach file, which the user just click the icon attach file maximum size of file 1 MB , then GT automatically translate file into the target language, but GT had the disadvantage of translating uploading files because there was a maximum size of 1 MB for once in translating and sometime the student need to translate some file with big size file more than 1 MB. This problems faced by Nono, for the students GT was still lack in one translating in terms of the number of words and to be translated with the file feature which was also limited to only 1MB.

4.2.2.5 Low grammar accuracy in translating the results.

GT still had limitations in translating sentences which were accurate in terms of grammar. The average grammar of the GT was not as good as humans' grammar ability because GT was a translation machine. Almost, all students had a weak background in English and Indonesian grammar competencies. This problem faced by Nana, Nini ,and Nunu.

At present, there are many language teachers who are doubt to the quality of the translation process which can be used as a translation tool. Also, it can damage the acquisition process and actual grammar in both source and target languages (Groves & Mundt, 2015). Hence, this finding had similarities with Groves and Mundt who has found that the GT translation could not be accurate grammar because the GT was translation machine. Therefore, the results could not be perfect as the results of humans' translations.

4.2 The Strategies Used by the Students to Overcome The Problems in Using Google Translate in Learning Process

There were two strategies which the students could overcome the problem when using Google Translate in learning process. The first strategy was about the strategies used by the students to overcome the problem in using GT related to language competence of students. For the second problem, it was about the strategies used by students to overcome the problem in using the GT related to technology in Google Translate.

4.2.1 The strategies related to language competence.

There were seven results of the strategies related to language competence of the students in using GT in learning process. The findings were about the students' repetition in following speaker's pronunciation, reading phonetic transcript in dictionary, understanding main point of text when reading, and the source of language before translating.

4.2.1.1 Repeating the speaker's pronunciation and understanding the word contexts before practicing the pronunciation.

GT had a feature for pronunciation by a native speaker of robot to translate the translated words or sentences. Some students used this feature to learn pronunciation by

following the pronunciation of the speaker about the pronounced word. However, the students who liked the difficulty to receive speaker pronunciation were too fast and unclear. This strategy used by the students in overcoming their problem about “difficulty to follow the speaker in speaking”. In feature voice speaker, the student used repetition for listening the speaker of GT in speaking or pronounce until the students understand how to pronounce or speak some word. The strategies were mentioned by Nana, Nini and Nunu. According Yu-ping (2005), if the students repeatedly listen to a short conversation, mini talk, and short speech in English, it can improve students' understanding in listening. That way, the method of listening repeatedly could increase the students' English while practicing the pronunciation. From the participants' statement mentioned, it could be used as a strategy to overcome students' difficulties when listening to GT speakers which were too fast or unclear. Also, the students could listen repeatedly until they could understand and practice it well in learning process.

The other strategy is *understanding the word contexts before practicing the pronunciation*. When the GT speaker uttered a long sentence which had been translated, usually the intonation became flat because the GT speaker was the speaker of the translation machine. So this is second strategy by students used in overcoming their problem about “difficulty to follow the speaker in speaking”. This strategies was mention by Nana. That way, to overcome the GT speaker problems which did not have the right intonation, Nana firstly understood the meaning of each sentence as well as punctuation such as points, commas, exclamation marks, question marks, and others. Thus, Nana could be precise in reading the text.

4.2.1.2 Reading phonetic transcripts in the dictionaries.

Some students faced the difficulty to read the pronunciation of the GT speakers so that they could overcome it using the dictionary use. Besides, the students could get a dictionary which provided a phonetic transcription as a reference for the words when listening to GT speaker. This strategy used by the students in overcoming their problem about “difficulty to follow the speaker in speaking”. This strategy was mentioned by Nini and Nono. According Alhaisoni (2016), most of students look for the dictionaries for word meaning and spelling as a little attention to information such as pronunciation. Therefore, when the students got the difficulty to discover the pronunciation through GT use, they could open the dictionary to see the phonetic transcript as the way to make sure about the correct pronunciation use.

4.2.1.3 Understanding the main point of text while reading.

When the students translated a word using GT, GT might provide many options for the meaning and synonym of the word. For some students, it could make them feel confused to choose the meaning option which fit the reading context. This strategy used by the students in overcoming their problem about “the difficulties in appropriate of translation result by GT”. This strategy was mentioned by Nana and Nini. According to Admin (2012), skimming is a quick glance method to find out the general content of a text (p.23). Besides, Skimming reading is a reading process which makes the eyes of the readers quickly see written material to find and obtain information (Tarigan 2008, p. 33). Then, the students used the scanning reading method to understand the overall subject matter of the text. Therefore, it eased the students to choose meaning or synonym options which fit the context of the reading.

4.2.1.4 Reviewing the source of language before doing the translation

The results of the GT were minimized for errors if the students' writing was reviewed before being translated by the Indonesian dictionary (EBI). If the student chose not to review the text of Indonesia language standard before doing the translation, it came up as not effective in terms of word selection, spelling and also the translation could be error. This is the first strategy used by the students in overcoming their problem about "the difficulties in the first language". This strategy was mentioned by Nana and Nunu, and Nono. According to Gracia (2010), the first language is effective in terms of grammar to be translated into the target language. Thus, doing the revision stage before translating the text was an effective way to minimize errors from the translation results.

4.2.1.5 Reviewing the results of the grammar translation.

The GT translation could not make sure if the grammar was correct. Most of the students complained about the GT grammar. The students reviewed the GT translation results to correct their mistakes. This is the first strategy used by the students in overcoming their problem about "the difficulties in the first language". The strategy carried out by Nana, Nini, Nunu and Nono. All students experienced the same problem which they doubted to use the GT about the accuracy of the GT translation results. For the solution, the translation results were in accordance with the abilities of the students. According to Pritchard (2008) asserted that when students use metacognitive strategy and critically examine the results of the translation, it can lead to increase the language acquisition. That way, by reviewing, the students could also learn from their mistakes in writing. Besides, Nino (2009) argued that understanding of L2 grammar will increase the students' knowledge when they are asked to justify the text from their L1 language. If students are familiar with the use of L2 grammar,

they can automatically understand the ability to review L1 grammar. According to Sukkhwan (2014), grammatical errors from the GT results can be used as students' good learning material by revising errors in student grammar. Hence, the errors of GT results could be used as the students' learning material as an effort to improve their ability in language performance.

4.2.2 The Strategies Related to The Technology of Google Translate.

There were four results of the strategies related to the GT technology used by the students in learning process. The findings were, using headset to get clear listening speaker of GT, setting web address for accent speaker, searching internet to get new knowledge, translating sentences 5000 words as maximum file, and minimizing the size of file converted into PDF format.

4.2.2.1 Using headset to get clear listening.

A student had the difficulty to listen GT speaker which was not clear in pronouncing the words. Then, as the solution, the students used a headset to be more focused on listening. This is the first strategy used by the students in overcoming their problem about “no facilities to set GT speaker”. This strategy was mentioned by Nunu .The headset could be used as a tool when listening, so the students could focus more and concentrate while listening to the GT speaker. According to Camarero and Domínguez (2007), the use of headphones is very good at holding back sounds from other people and blocking the hearing of listeners from outside sounds. Accordingly, the use of headphones or headsets could be a solution for students when listening to GT speaker. Then, they could be more focused on noise disturbances in the surrounding environment, so the process of receiving sound became more maximal.

4.2.2.2 Setting the web address for the accent speaker (British or American).

One of the students had difficulty in listening to the speakers with British accent. This is the second strategy used by the students in overcoming their problem about “no facilities to set GT speaker”. This strategy was mentioned by Nunu and the method was very useful for students who wanted to learn accents based on their interests and needs because now Google provides the knowledge of American and British accents. This guideline was obtained from the video site on YouTube on channel the Electronics and Computers (2013) account. There were three ways to set GT accent to be American accent or British accent. For the first step, the students could open GT official website through <https://translate.google.co.id/>. Secondly, they should click the google translate url and change the writing to <https://translate.google.as> for American accents and <https://translate.google.co.uk> for British access. Thirdly, they had to click enter on the keyboard so that the accent settings could be chosen regarding the students' needs for the speaker feature.

4.2.2.3 Internet Searching.

GT was still lack in translating English slang terms and English idioms, so the students often had the difficulty in understanding the term. This is one strategy used by the students in overcoming two problem about “inability to translate slang language and also inability to translate idiom language”. This strategy was mentioned by Nana, Nini, Nunu, and also Nunu.

4.2.2.4 Translating sentences 5000 words and Converting into PDF files.

GT has a lack of translating limited to 5000 words so the students should translating each sentences maximum 5000 words . This is the first strategy used by the students in

overcoming their problem about “limited word for translating (5000 word)”. This strategy was mentioned by Nunu and Nono, so the students had the pleasure of translating using GT in a sentence. Also, the students who wanted to translate in a descriptive manner could do in the following way as the step of copying the writing through Microsoft word. Firstly, the students should set the place of the cursor at the beginning of the page which want to copy. Secondly, they should click and drag the cursor to the bottom of the page. Thirdly, they had to press Ctrl + C on the keyboard if they want to translate some sentences, but if they want to translate it overall, they could press Ctrl + A. Fourthly, they had to press Ctrl + V to paste everything which has been copied. Thus, the students can do all four things when they want to translate in sentences.

Then GT could not translate files with sizes exceeding 1 MB. This is the second strategy used by the students in overcoming their problem about “limited size file for translation”. The strategy was mentioned by Nunu). According Dian (2019) asserted that there are three ways to cover MS word file format to pdf. The first step is to open the word file in which the students want to convert to PDF. In the second step, they should click on the "File" menu then click "Save As". For the third step, they should click "Save as type" section select PDF format and click "Save". Then, the PDF file has been created, and students can use it to be translated into GT because the size of pdf files is smaller than MS word format.

3. Conclusion

This research discussed the use of GT as tool for learning media to improve all English skills in the learning English process. GT translate is machine translation made by Google for the internet user to translate many kinds of language in the world and English language

is one of the language that provide by GT. GT is the top second online dictionary that the learner used as online dictionary (Jin & Deifeil, 2013). The researcher curious to reveal student's problems in using GT and also to find out student's strategies in overcoming their problem in using GT. This study used a descriptive qualitative in one of Islamic private university of Yogyakarta. The data collection method used interview with four participants. The finding showed that there are two aspect problems and strategies when using GT are related to language competence and technology. The problems that student faced when using Google Translate in learning process was related to language competence divided into three problems. The first problem was students found it difficult to follow the speaker while listening because the speaker was so fast in speaking. The second problem is the difficulties in appropriate of translation result. Hence, this made the students feel confused to choose which one the vocabulary that appropriates with contexts of text. The third problem was student's difficulty in the first language competence in Indonesian.

The problems that student faced when using Google Translate in learning process related technology of Google Translate were divided into seven problems. The first problem was that was no facilities to set up the speaker' speed when speaking. The second problem was GT not be able to translate slang language. The third problem was that GT not be able to translate idiom language. The fourth problem was the low accuracy of grammar in the result translation of GT. The fifth problem was that GT had limited word for translation (5000 words) and also GT limited size of a file for translation (1 MB each file format).

The students had strategies to solve the problem when using GT in the learning process related to language competence divided into five strategies. The first strategy was that students repeated the speaker's pronunciation while listening and the students should have

understood the contexts of a word before practicing pronunciation. The second is students were reading the phonetic transcription in a dictionary to practice pronunciation while was listening to the speaker of GT. The third strategy was that students understood the main point of text when reading. The fourth strategy was that student reviewed the source language before translation and also made all the sentence correct in spelling to minimize error of the result translation. The fifth strategy was that students reviewed grammar of the translation result. The other strategies to solve student's problem when using GT in learning process related to the technology of GT were divided into four strategies. The first was that students must be using the headset to get clear listening to the speaker of GT while listening. The second strategy was setting a web address for setting accent speakers (British or American) based on students' interest in learning English accent. The third strategy was that students would search via the internet to get information and knowledge about slang language, vocabulary, and idiom. The fourth strategies were the student would be translating the sentences until maximum 5000 words or the student would translate using file feature by converting their files from MS Words format to PDF format.

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