THE USE OF GOOGLE TRANSLATE
in WRITING EXPLANATION TEXT
BY XI GRADE STUDENTS OF SMA N 1 AIR PUTIH

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ABSTRACT

This study deals with the usage of Google Translate (GT) in writing explanation text by XI Grade Students of SMA N 1 Air Putih. The objectives of this study were to explain the use of GT in writing explanation text by XI grade students of SMA N 1 Air Putih and to describe the teacher's reason in using GT as a media in writing explanation text. This research was conducted by using descripstive qualitative. The data were gathered by interviewing and distributing questionnaires to the teacher and the students. The usage of GT in writing explanation text mostly gave positive responses from both teacher and students. GT was simplest, time-saving, accessible and helpful. The interview and questionnaire results showed the most students answered GT was quite interesting (50%) and very interesting (39%), then not really (11%). Then, the data showed that the students agree that GT was simplest way and saved their time (50%), then some of them answered that it was quite simplest and time-saving (42%), and not really simplest and time-saving (8%). Most of students answered that GT was extremely helpful (45%), some of them felt that it was adequate helpful (39%), then some of them thought it was not really helpful (8%). The teacher use GT as a learning-media. She thought it can help the students to found a new vocabulary and stimulated the students more productive. She wanted to gave the students opportunity in utilized and enjoyed the technology during learning.

Keywords: Google Translate, Machine Translation, Explanation Text

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1. INTRODUCTION

Google Translate (GT) is the most popular online machine translation used by students. In learning a foreign language, many Indonesia students, even college students appear to use GT to help them getting the translation quickly and easily (Yuyun & Chandra, 2018, p.228). Machine translation has benefits in the teaching-learning process; free, time-saving, and a strong form of Google Translate (GT) can help students in doing their tasks (Elisabet, Widiningrum, Branata & Susanto,2019, p.978*).* Supporting this research, machine translation has been reported to be able to help students deal with their difficulties, such as understand texts, recall and retrieve difficult words and grammatical structures, or completting difficult tasks in the classroom and beyond (Karimian & Talebinejad, 2013).

Sara, Schcolnik &Elana (2018, p.55) on her survey concluded that "The students had difficulties in writing the text. Then, the students use the GT, and then it showed that when using GT they wrote significantly more words. They wrote longer sentences with longer words and vocabulary profiles of their writing improved". The most reasons the students use the GT are for writing and increasing the vocabulary.

Writing skills are considered a difficult skill for some of the students caused by some of the reasons (Harmer,2004,p.31). One of them caused by limited vocabulary as well as grammatical weaknesses. In this research, the researcher focuses on the explanation text as the material. Normawati (2017, p.229) on her survey found that the minimum score of students' explanation text is on the vocabulary aspect while the higher score is the usage language aspect.

Both writing and translation are two related things. O'Neill (2019, p. 2) argued: "through Machine Translation (MT), it is possible to write partially or entirely in one's native language, enter what one has written into the online translator, and receive a computer-generated text in the target language". When the students write an explanation text with GT, they write more words and more confidence.

In getting the preliminary data, the researcher interviewed the English teacher about the usage of GT in writing explanation text. Based on interview result, it was found that many students cannot write their explanation text. It caused by their lack of vocabulary. Based on the teacher's experience when teaching writing explanation text, most of students got a score of 60. Here is the data of students' score:

Table 1.1 Students' explanation text scores in five aspects

No.	Students' Mean	Aspect					Total	Final Score	KKM of Explanation Text
		C	O	V	LU	M			
1.	Mean	2,82	2,63	2,01	2,32	2,49	12,26	61,31	75

Based on the available table above, there were five aspects that the teacher assessed. Those five aspects were Content (C), Organization (O), Vocabulary (V), Language use (LU), and Mechanics (M). The maximum score was 100 and the minimum was 25 with the interpretation Excellent to Very Poor. From the five aspects, the lowest aspect was Vocabulary with 2,01 and the highest was Content with 2,82. It meant that students' problem was in the vocabulary aspect. Because of it, the average of students' final scores showed 61,31. Meanwhile, the KKM of the English lesson was 75. The students that succeeded pass the KKM just 5 students. Besides, 31 students more were not complete.

For that reason, the teacher directs the students to use the google translate for time-saving and getting more appropriate vocabulary with the topic given. Even though the use of GT in teachers' monitors. It is for avoiding the negative impact for the students, such as reduce their creativity in thinking and making them lazy to recheck the vocabularies used.

Based on the interview, the teacher's reasons of using GT in the teaching-learning process was to allow the students to utilize the technology to

increase their vocabulary and finding a new vocabulary, and checking their diction and spelling. The teacher decided to use GT because it was an accessible and instant way. It is helpful to find a strange word that they don't know when writing an explanation text. Their limitation of vocabulary makes them confused in creating the content. Moreover, the topic of explanation text excessively uses scientific vocabulary.

The use of this GT also allows the students to utilize technology. With this constructive purpose, the teacher expects it can help the students increasing their vocabulary and find the new vocabulary. These findings confirm the study of Yuyun, et al (2018) and Clifford (2013). On Yuyun, et al. study found out those students used GT in three aspects: vocabulary, spelling and grammar, and vocabulary are highest used.

Besides, the usage of GT also has drawbacks. Sometimes, it is unreliable, especially with context. The user should recheck the result of the translation. In some cases, there is a wrong translation, especially with the phrase and a longer sentence. Groves & Mundt (2015,p.118) also found that sometimes GT is not accurate, and then they also cannot recognize contextual and cultural references in the texts they translate. Besides, Medvedev (2016) stated that GT is unable to handle a longer sentence. If it transfers a longer sentence, this tool usually gives a word-by-word translation. He added, the shorter the text, the better result.

Based on the previous researches, it stated that GT was unable to handle a longer sentences, it was unreliable, especially with context. Then it was not accurate, it also cannot recognize contextual and cultural references in the texts they translate. For that reason, the researcher was curious about the use of GT in writing explanation text by 11th grade students of SMA N 1 Air Putih and what are the teacher reasons to use this tool.

2. THEORITICAL FRAMEWORK

a. Technology in ELT

The use of technology in teaching English is innovative applications of tools, devices, materials, mediums, and strategies that able to help students to achieve the desired goals in learning. Technology provides enormous resources for language learners. Technology has always been an important part of the teaching and learning environment (Ahmadi, 2018, p.116). The teachers expected to be able to facilitate students by utilizing this very rapid technology.

Based on Ahmadi's findings (2018, p.122) showed that technology provides interaction between teachers and learners, and then provides comprehensible input and output, helps the learner to develop their English proficiencies, becomes student-centered, helps students more confidence, and motivated them. It brings more a positive on impact to student's outcomes. Baytak et al. (2011, p. 147) researched in technology integration. It found that learners' learning improved by integrating technology into the classroom. Using technology, they feel enjoyable, and it helps them learn more. They also said that it was interested and interactive, motivates them, and build social interactions.

One of the devices that can be a tool in learning English is Machine translation. Yuyun & Chandra (2018, p.228) argued that Google Translate (GT) became a popular translation tool for language students. Students appear to use GT to help them in learning. It tends to help them to get the translation quickly and easily.

b. Google Translate

Google Translate is a free multilingual statistical and neural machine translation service developed by Google, to translate the text, checking the sound and spelling of a word from one language into another. From all kinds of MT, Google Translate commonly used for academic purposes, especially languages students (Sara Et.al, 2018).

Then, Medvedev (2016,p.185) shared his idea, argued that GT has advantages. It was an accessible, free, and simple way. The students only need to open the web or download the application to use it. It also instant, in a quick clicking, the users could get the translated result. With the new features, picture recognition, the users become easiest, especially when they want to understand some English texts.

c. Explanation Text

Explanation text is a language function for understanding the world and how and why it happened. The purpose of explanation text is to tell each step of the process (the how) and give the reason (the why) (Anderson & Anderson, 1997). In senior high school, often use natural phenomenon or social phenomenon as a topic. The process of explaining is used to logically sequence the way that we and our environment physically function, as well as understanding and interpreting why cultural and intellectual ideas and concepts prevail.

Anderson and Anderson (1997) state that features of an explanation as follows, constructing a written explanation, general statement, sequence explanation. There are some language features of explanation text. The first, it included noun that known generally. It used an action verb. The tenses that used is simple present tense. This tense is used for events or situations that exist always, usually, or habitually. Conjunction of time is used to show chronological order, while the cause and effect relationship is used to explain the reason and the result of events. Technical terms is to make the sentences sound more scientific.

3. RESEARCH METHODOLOGY

This research was descriptive qualitative study. Mack (2007) Et.al added that descriptive research used to explore the phenomenon by conducting an interview, focus group, and participant observation, shortly this study is more flexible. By using a descriptive qualitative method, the used of google translate in writing explanation text by XI grade students will be

explained. Then, the researcher also described the teacher reason for using GT as a media.

The data sources of this study were students class XI MIA 3 and the English teacher of SMA N 1 Air Putih. In colleting the data, some instruments are needed. The first was interview section. The result would be transcript form then will be explained by the researcher. The second was questionnaire list. It is used to support and getting the validity of information about the use of GT in writing explanation text.

Based on Sugiyono (2008,p.194), there were three activities to analyze data in descriptive qualitative research. Those activities were data reduction, data display, and conclusion drawing/ verification. In short, the steps in analyzing the data are: (1) the researcher collects the data through interview, questionnaire, and students' learning outcomes with GT compared to without use GT. Then, it will be selected, identified, and focused on the data by referring to the research problem. (2) After selecting the data, it will be displayed in good sentences. (3) Then, draw a conclusion based on displayed data.

4. DATA ANALYSIS

4.1. The use Google Translate

In using Google Translate, the teacher always monitored students so that the learning process remains conducive. The teacher always emphasized the use of tenses, grammar and vocabulary. It can be seen from the steps described, at the beginning of the lesson the teacher provided material of explanation text. In the teacher's opinion, the usage of GT was only supported media so that students can achieve their learning goals.

The following are part of interview between Researcher (R) and the three of teacher, Mam RM, ZR and KR.

> R   : How is the use of Google translate?
> Mam RM   : It helps. It is accessible, instant and time saving.
> Mam ZR   : Good. It's good. It is really- really simple way to use.

Mam KR   : I think it is good, but I personally rarely use it. It is because of my limitation about technology.

Related to the usage of GT, the students thought that GT can help them in writing. They also stated that this tool was good, instant, interesting, and simple way. The following is a transcript of interview between Researcher (R) and some Student (S).

R   : What do you think about using GT in writing explanation text?
S1   : Wow, it helped me. Besides, it was fast and instant
S2   : It's quite good in my opinion, I just have to copy it and then re-read the results, sometimes if I don't know, I ask my friends or Mam
S3   : Interesting Miss. Just with Mam, this is using technology so it is not in vain to fill in internet data
S4   : I think it's good Miss, sometimes I confused with my sentence, whether it's true. Then, I just checked it on Google, it's easy to use.
S5   : it is quite helpful, we usually re-check the right and wrong the translation result together, Miss

Those statements were strengthened by the results of the questionnaire that the students had filled in. From the results of the questionnaire, in general, it gives positive results, that GT is interesting, helpful, simplest and time-saving.

Table 4.1 The Percentages of the Students Questionnaire Result

Questions	Frequency			
	Very	Yes	Quite	No
Is learning using GT interesting	50	39	11	0
Is GT the most simple and time-saving way	50	42	8	0
Does GT help you in writing explanation text	45	39	8	8

From the first, it was about whether GT was interesting. There were four optional of answer. They were Very interesting, quite

interesting, not really interesting and not interesting. Then, the result showed, the most students answered very interesting with 50% and then quite interesting with 39%, 11% of them answered not really. Furthermore, there was not student answered 'not interesting'.

The question second, Does GT the simplest way and time-saving?. The table above showed that 50% of the students of XI MIA 3 agree that GT is very simplest way and saved their time. Then, 42% of them answered that it was quite simplest and time-saving. Moreover, some of them answered that it was not really simplest way and time- saving, it was 8% of them. In addition, there was not from them answer no.

The next question, Does GT help them in writing explanation text or not?. Most of them answered that GT was extremely helpful. It was 45%. Then, 39% of them felt that it is adequate helpful. Then the same result for not really helpful and not helpful with 8%.

Besides the positive response, some students argued that they had some obstacles during using GT as a tool. These obstacles were caused by the accuracy of GT and the internet connection. Below is a transcript of the interview between Researcher (R) and the Students (S).

R   : Are there any obstacles that you face while using GT?
S1   :Emmm, just like an internet connection, sometimes It's slow loading in our class
S2   :Sometimes there are some translation results that don't connect Miss, I'm confused about which one is correct, so I often ask friends or mam
S3   :What is it Miss, if I remember it seems like sometimes Google doesn't quite fit the translation results so I have to be careful when I write the final text
S4   :The obstacle is… .., I have to re-check the translation result
S5   :In our class it takes a long time to load the network, I can't wait for it

Based on the interview transcript with the students, it found that students gave a positive response to the use of GT in writing. They thought that GT could help them. Moreover, they also felt that using GT

is simplest and instant. In writing, ideas were also needed, it was important in writing. From the interview with several students, they said that to get ideas before writing, they used Google and books to find information about topics given by the teacher. However, they did not immediately plagiarize other people's text, but instead create their own explanation text with the information that has been gathered. Plus, they often discussed with friends to get ideas. Nevertheless, behind those positive responses, some of the obstacles they faced were that the results given by GT were not always good. In some cases she/he found that GT was less accurate, besides that their internet connection was also unstable.

4.2. The teacher reasons for use GT

Teacher has an important role in classroom. One of those roles is the provider. Choosing an effective media in teaching is important. This can affect the quality of student learning. With current technological developments, it can encourage teachers to take advantage of technology in teaching. Baytak et al (2018) found that the utilization of technology in learning affects students' motivation in learning. It indicated a good impact on students learning.

Digital tools, such as machine translation, spelling and grammar checkers and search engines are familiar and can aid the process of writing (Sara et al. 2018, p.50). Google Translate is one of digital tool. In learning a foreign language, many Indonesia students, even college students appear to use GT to help them getting the translation quickly and easily (Yuyun & Chandra, 2018, p.228). Given the acceptance of other digital technology for teaching and learning, it seems likely that machine translation becomes a tool that students usually use to complete their assignments, especially in writing text.

Likewise with the English teacher at SMA N 1 Air Putih, she thought Google translate can be a medium in writing explanation text. She found there are problems with students' writing that caused they cannot achieve the KKM of explanation text, which is 75. The following is part of interview transcript with Mam RM, ZR and KR.

> RM : *To teach them how to write, this is actually very tricky. Why do I say that, my experience during teaching there are some students who get bored easily, but there are also some who don't stop exploring what I teach. So what I thought about it, how do I make these students interested and not immediately give up if asked to write?. Based on experience, I see the cause of this difficulty, of course the first thing is interest. Interest does not exist in writing. The second is their vocabulary. Their lack of vocabulary makes them lazy to write, which makes them less confident in expressing their ideas.*
>
> ZR : *Talking about the weak aspect. According to my observations, they really lack of grammar, but the most prominent thing is their lack of vocabulary, so they tend to repeat the statements that have been mentioned. But I see, they have interest in writing.*
>
> KR : *In my opinion, they tend to be lazy. Maybe because of lack of writing experience, it is uncommon thing for them. There are also some who take part in writing competitions frequently, so they are quick to collect ideas and the words used are also good.*

The teacher's statement was strengthened by the students who also said that most of them lacked of vocabulary. The following are part of interview transcript between Researcher (R) and Student (S).

> R : *What are your difficulties in writing?*
> S1 : *I'm more into tenses with vocab, Miss*
> S2 : *How to start the sentence, hehe*
> S3 : *My vocabulary is lack, Miss*
> S4 : *I have a little vocabulary*
> S5 : *Sometimes, I am confused about the first sentence to start the text so it can be a good text*

Finding a translating tool is easy for students at *XI MIA 3 SMA N 1 Air Putih*. The students are familiar with technology since they common using it. The students usually use their smart-phone to access online dictionary to help them translate their writing task. The teacher also supports the use of technology for the students. Teacher thought that

online learning is a new and fun way to learn for the students. For that reason, teacher decided to utilize GT as a medium. By interviewing the teacher, she identified the teacher's reason for using GT in classroom. The following is a transcript of the interview with the teacher.

RM   : *That is why I have the initiative to take advantage of Google translate, so that they don't run out of words in writing. I'll tell them to write in Indonesian, then copy it to google translate, then check the structure, grammar, the diction. But I still gave the material first, so they would understand the concept. Of course, hehehe. If it doesn't help I don't use it. It help like this, with this tool students are more productive. With a note, I still monitor them, I give them forums for mutual discussion and question and answer forums with me so that the results are maximum. In my experience using this tool, learning is more productive, time-saving, simple, and very easy to access. Plus, we can take advantage of technology.*

ZR   : *Initially wanted to try to take advantage of technology. Many emphasize the use of technology to support student success in learning. So I was moved to use it. Finally I saw you-tube about using GT in learning. Yes, I have tried it, which one can help students learn. I found it very helpful.*

KR   : *Helps… But I rarely use it. I mostly use traditional media. But I think Google can help too. It is easy and fast also when the children are assigned to write. But because I also lack technology, I rarely use it*

Based on the interview transcript above, it shows that teacher's reasons for using GT were giving students the opportunity to take advantage of technology in learn, time-saving, simplest way and accessible. According to her, this GT can help students be more productive in writing. However, the teacher still played a role in monitoring student activities during the use of GT.

Observed the students' learning outcome that did not reached the KKM, so that the teacher decided to use GT as a media in writing explanation text. Based on the table above, it indicated that there was increasing on students' learning outcome. The average of students' score was 75.8. It meant they have reached the KKM.

Table 4.2 Comparison of students learning outcomes without GT and with GT

No.	Aspect	Students' learning outcome	
		Without GT	**With GT**
1	Content	101.5	128.5
2	Organization	95.5	111.5
3	Vocabulary	72.5	112
4	Language used	83.5	97.5
5	Mechanics	89.5	95.5
	Total	**441.5**	**546**
	Final Score	**2202.5**	**2730**
	Mean	**61.3**	**75.8**

The table above shows the comparison between using GT and without GT. The first is the Content, with GT is 128.5 while without GT is 101.5. It means the students in level excellent to very good level when using GT. Most of students could develop the topic given by the teacher, with right composition of explanation text. The second is Organization, from 95.5 to be 111.5. It shows very good level. Most students could write their ideas in a good organization. The third is vocabulary. The value significantly rises from 72.5 to be 112. Most of the students could use effective word choice. The fourth is Language used, from 83.5 to be 97.5. Some students could write effective construction and only few errors in tense, agreement, and word order. The fifth is Mechanic. The value is from 89.5 to be 95.5. Many students were more aware of punctuation, spelling, and capitalization.

From the scoring rubric, it was clear that with GT students was able to achieve the KKM. Every aspect in writing rose when they used GT. When they wrote without GT, it was just 61.3. However, they used GT and got 75.8. Probably, it was not a distant comparison. Beside, GT still has a good impact on students' writing. When using GT, their five aspects of writing improved. It indicated positive result for their learning. It also strengthened by the teacher argument, which is Mam RM that there is improvement on students' learning during use GT.

RM   : The results are good, their learning outcomes are increasing. It seems like 90% is good, in my opinion, personally, considering their previous low writing skills. Moreover, I saw that the first translation using GT was 80% good. So they just need to polish it a little to make it even better. Moreover, the current GT translation results are already good. I personally see that the students don't have much to revise. I am happy to see their learning outcomes improve.

5. CONCLUSIONS AND SUGGESTIONS

a. Conclusions

1. Through the interview and questionnaire result, it can be concluded that the use of GT in writing explanation text mostly give positive responses from both teacher and students. For them, GT was simplest, time-saving, accessible, and could help them in writing. Nevertheless, the usage of GT also had some drawbacks. Sometimes, it was also unreliable/ inaccurate. For that reason, they have to recheck and re-read their translation before wrote final text. In this case, the use of GT was always monitored by teacher, so that the learning process can be conducive.

2. Observed the students' learning outcome that did not reached the KKM, so that the teacher decided to use GT as a media in writing explanation text. The average of students' score was 75.8 after using GT. It indicated that there was increasing on students' learning outcome. According to the interview result, one of the teacher reasons for using GT is to helping them find a new vocabulary, stimulating the students more productive. However, she still played a role in monitoring student activities during the use of GT. She wants to give the students opportunity in utilizing and enjoying the technology. She thought that online learning is a new and fun way to learn for the students.

b. Suggestions

Based on the conclusion that have been explained above, some suggestions can be directed toward the English teacher, students, and other researcher. They are presented below:

1. Although the usage of GT brought positive effect in writing but users have to rechecking the results. Then, use GT as alternative tool to help. The human translation is actually more accurate.

2. GT is simple and easier, but there are so many online application/ web that can be utilized in learning English. It can be teacher consideration to try another media that maybe more interesting and cozy for students. Moreover, there are so many features in GT namely spelling, voice notes, picture translation, etc. to improve students skills. So, it is not only for learning writing text.

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