Research Article

Google Translate Application for Simple Writing

Mildan Arsdan Fidnillah

English Education Program, Faculty of Language and Arts, Universitas Indraprasta PGRI, Indonesia

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CORRESPONDING AUTHOR(S):

E-mail: mildan_fidinillah@yahoo.com

A B S T R A C T

The common problem in English teaching to a group of Indonesian speakers is that the group has difficulty understanding to an English topic. Such as in tenses, traditionally most teachers have done their best to explain in simple English and provide numerous examples. There's nothing wrong with this approach. However, as many Indonesian-speaking English teachers probably know, it can be helpful to quickly explain the concept in Indonesian. Then the lesson can turn back to English. Consequently, it wastes time and not effective, a solution should be found. One of the solutions is the Google Translate where Google Translate offers the most powerful, free online translation tools available. This English teaching article focuses on using Google Translate to help out in difficult situations, as well as provide ideas on how to use Google Translate in class in lesson plans. This research tries to provide and share the strength and weaknesses of Google translate tool for writing learning. This research took some students from seventh semester of UNINDRA students as sample. The methodology used was descriptive. This research took time for about four (4) months. The findings of this research point out that many people are helped by the benefit of the Google Translate application. Despite the weaknesses of it, they believe that the results of the translation are accurate as long as they revise the translations manually.

INTRODUCTION

Although it is not appropriate for all situations, machine translation (MT) is now being used by many translators to aid their work. The other function of machine translation is to get a quick grasp of foreign text from email, web pages, or other computer-based material which they cannot understand. Free web-based machine translation services are available to assist with the task, but only few studies that have analyzed their accuracies (Champollion, 2003; Lagoudaki, 2008). In particular, there has been no comprehensive analysis of how well Google Translate (GT) performance as the most used system. The investigation to the translation accuracy of 2,550 language-pair combinations provided by this software show that the majority of these combinations provide adequate comprehension in which translations among Western languages are generally best and among Asian languages are often poor. The use of machine translation for preparation of a rough draft is a common practice among many professional, and many others use the technology to obtain the gist of foreign text because of its availability and low cost. For example, it would be

difficult to find a person quickly to translate a Web page in Finnish to Hindi, and the reader might only want to find out the basic content. Some professional translators might charge US $0.05 per word, and thus, a human translation of only 520 words would cost $26, it is far than the reader who might be willing to spend on questionable material. Even if a human translator is available, the results can be obtained from MT much quicker. One study (Ablanedo, Aiken, and Vanjani, 2007; Aiken and Ghosh, 2009) find out that a free Web-based MT system was 195 times faster than humans. Although MT and human translation are not mutually exclusive, once the reader has skimmed the results from the software, he or she might pay a professional if a more accurate translation is required (Coughlin, 2003). Several free Web-based MT systems are available, including: Applied Language, Google Translate, SDL Automated Translation Solutions, Windows Live Translator, and Yahoo! Babel Fish SYSTRAN.

Since the birth of Grammar-Translation Method in the mid nineteenth century researchers have long investigated the use of translation as a methodology for learning language skills such as reading, writing, grammar and vocabulary. The advent of new electronic tools and technologies has profoundly transformed earlier methodologies, providing both language learners and teachers with new avenues to explore in the field of language learning. Some scholars believe that due to the needs and realities of the current globalized world there is a revival of translation approaches to language learning and teaching. Within the last few years, one technology that has amply helped learners to develop their language learning skills is Google Translate, or GT. Indeed, millions of people around the world use the service for translation on a daily basis and a growing number of language learners are using it for language learning purposes. However, the advantages and potentials of this new technology for language learning have recently been examined by many users.

Meanwhile, some teachers express misgivings about the way we prepare students for how to deal with these technologies both inside and outside the classrooms. Google Translate is a free machine translation service made available by the Google Company for translating texts and messages from one language into another. Currently it is accessible through a web interface along with smart phone apps/interfaces and application programming interfaces (APIs) that can fit into new software. In 2016 GT supports more than 100 languages. Google Translate is based on Statistical Machine Translation, which works by analyzing hundreds of millions of natural bilingual text pairs (Och, 2009). . These natural pairs can serve as authentic examples of language use from the languages involved.

In a study of the writings of a group of beginner learners with low language proficiency, these learners could benefit from using machine translation more than the high proficiency learners and there was evidence that they preferred to use it even against the will of their instructors (Pujiati, 2017; Bayu, 2020). Interestingly, they discover that using machine translation also helps beginner learners to better communicate among themselves. Google Translate is the second most widely used online tool by language learners because of its convenience. Still, it is concluded that learners generally used Google Translate as a supplementary tool to online dictionaries due to its lack of grammatical explanation. The findings of their study confirm that learners believe the use of online tools such as Google Translate accelerates their reading and writing skills in the foreign language while reducing their learning anxiety. However, the researchers treat the new findings with caution as online dictionaries fail to provide the students with clear explanations and generally ignore the contexts. Most recently stressed the implications of using machine translation technologies like Google Translate for doing tasks and assignments in second language learning.

In a study of a sample of students of English for academic writing, they asked the participants to write an essay in their own native language and then these essays were translated using Google Translate, which showed that the machine translation version, while having errors and weaknesses, was comprehensible and close to the minimum level demanded by most institutions for university admission. In fact, the authors of the study believe that Google Translate can have a great influence on the teaching of Languages for Academic Purposes for both the students and their teachers; hence instructors in the field of language teaching need to work with, not against, these technologies.

METHOD

The form of this study was a qualitative research because the researcher took place in the real situation about social phenomena. As it is mentioned, qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural setting, uses inductive thinking, and emphasizes understanding the subjects' point of view (Moleong, 2012).

Furthermore, the researcher did a case study for this research because the researcher chose the possible places and the students as a subject or the resource of the data. Case study is a detailed examination of one setting or a single subject, a single depository of documents, or a particular event (Nazir, 2003). In addition, the data analysis of this research was descriptive statistic. It is a statistic that organizes and analyzes the data, so that can give the description about the phenomenon and the situation which exist at the time of the study (Sugiono,

2005). The data collected take the form words or picture. The data was not reduced to numerical symbols. In order to obtain the data related to the research, the researcher distributed the questionnaires to the respondent sample to know their comment about Google Translate strength and weaknesses. This is the primer data of the research where it will answer the assumption that Google Translate application is leak of weaknesses where people who translate a language using it do not need to revise the text.

Moreover, the researcher also distributed the paper writing test to the respondent sample. This is the secondary data of the research to contrast the data from the teachers' questionnaire. The students' writing test result will lead to the conclusion whether the Google Translate application is able to be operated independently or it still needs human help. The researcher uses a purposive non random sampling with mean the researcher is free to choose any samples that suitable to the research. The population of this research is students who sit in seventh semester of Indraprasta PGRI University (UNINDRA) Jakarta Sample is a part of population. for the purpose of this research was taken from two classes from seventh semester of Indraprasta PGRI University Jakarta Because the research is about the effectiveness of Google Translate tool for writing learning; the analysis of strength and weaknesses (case study at seventh semester of UNINDRA students), the instrument of this research will be the two. The first is questionnaire to collect the data on Google Translate. Second, writing test to collect the data about students' writing ability.

RESULTS AND DISCUSSION

The researcher distributes a set of text to the students as this research sample where they have to translate all using Google Translate application. The inaccuracy, misinterpretation and misconception (translation errors) are examined in this section. The findings are divided into three (3) levels of errors which those are produced by Google Translate tool, that is, lexical generalization, syntactic and discursive.

1. Lexical Generalization
   Translation errors occur at a word level and can be separated based on the nature of the occurrence), such as in the followings:

Tabel 1. Examples of Lexical Generalization

Original Text	Translation into Bahasa by GT	Error Analysis
You don't have proper identification.	Anda tidak punya identifikasi yang tepat.	identification is translated as "specifying" instead of "personal identity documents".
If we decide to divert the aircraft for the purpose of offloading you, you	Jika kami memutuskan alihkan pesawat untuk tujuan dari membongkar Anda, Anda akan bertanggung jawab	divert the aircraft is translated as "distract the attention of the aircraft" instead of "changing the route
shall be liable for all costs that we incur as a result of such diversion.	untuk semua biaya yang kita keluarkan sebagai hasil seperti itu pengalihan.	of the flight". offloading is translated as "draining" instead of "getting someone off the aircraft".

2. Syntactic
   When a phrase or a sentence contains lexical errors or disorders of sentence structure, reading it ungrammatical in the destination language presented as below:

Tabel 2. Examples of Errors in Passive – Active Structure

Original Text	Translation into Bahasa by GT	Error Analysis
Flight information will be advised to passengers in accordance with theLaw on Aviation and the management of the State Agency.	Informasi penerbangan akan disarankan untuk penumpang di sesuai dengan UU tentang Penerbangan dan manajemen Badan Negara.	Flight information will be advised to passengers should be converted as active sentence when translated into Indonesian
…other fees related to a canceled flight (if any).	… Biaya lain yang terkait penerbangan yang dibatalkan (jika apa saja).	cancelled flight is translated into Indonesian which can be reversed into English as "flight is cancelled".

3. Discursive
   A phrase or a sentence contains too many lexical and syntactical errors such as in the following:

Tabel 3. Examples of Errors in Discursive Interpretation

Original Text	Translation into Bahasa by GT	Error Analysis
The time of check-in, which will be provided to passenger, may be different	Saat check-in, yang akan diberikan kepada penumpang, mungkin berbeda	which will be provided to passenger, may be different. The sentence is confusing in the term that the passenger will get various unclear things, what they will receive should be mentioned

From the types of translation errors done by the seventh semester of UNINDRA students as respondents of the research, the researcher calculates each percentage. Based on the table of the quantity of translation errors above, the

researcher draws a conclusion, indicating the errors of lexical become the most in using Google Translation application. The errors of discursive become the second in size in using Google Translation application. The errors of syntactic become the third in size in using Google Translation application.

Tabel 4. The Amount of Translation Errors

Error Class	Total
Lexical	14
Syntactic	7
Discursive	9

According to the data, the researcher can draw a conclusion that somehow, mistakes in lexical selection may be less generously tolerated outside classrooms than mistakes in Syntax. This is probably because lexical selection consists mainly of content words, which conveys the intended message. Inappropriate lexical choices (lexical errors) will lead to misunderstanding of the message directly, or at least to an increase in the burden of interpreting the text. Linguistic translation problems arise from differences in the vocabulary, syntax features between the source language and the target language. Furthermore, in syntactic, the errors come when the students are lack of understanding of the way in which words and punctuation are used and arranged to form phrases, clauses and sentences. This can mean the selection of a word or the word's tense, the arrangement of the words and the selection of the punctuation. Syntax is also known as the study of the rules that must be followed to create well-formed phrases, clauses and sentences. In addition, discursive (moving from topic to topic without order) errors come when the sample students only look a topic that they feel convenient for them. The more convenient is then easier the translation will be

CONCLUSION

There is an old belief which says that talent plays important rules to English acquisition for all people. It is absolutely wrong and only gives negative assumption for English language learners where they will have lack of motivation if the speed of English mastering is related to someone's special ability he brings from the age of baby (talent). Although Google Translate provides translations among a large number of languages, the accuracies vary greatly. This research gives the first time estimation of how good a potential translation using the software. The analysis shows that translations between European languages are usually good, while those involving Asian languages are often relatively poor. Further, the vast majority of language combinations probably provide sufficient accuracy for reading comprehension in college.

There are several limitations to the research, however. First, a very limited text sample is used due to the difficulty of acquiring equivalent text for 50 different languages. Other, more complicated text samples are likely to result in lower BLEU scores. On the other hand, only one reference text is used in the calculations, again, due to the problem of obtaining similar passages. That is, each translation is compared to only one 'correct' result. Other acceptable translations using alternative wording and synonyms would result in higher scores. Finally, human judgments of comprehension are usually preferable to automatic evaluation, but in this case, it is impractical due to the many language combinations that have to be assessed.

Google Translate, like other automatic translation tools, has its limitations. It may be able to help the users understand the general content of foreign language texts, but it does not always deliver correct translations. The findings from this research suggest that manual translation by human works better when deeper and more extensive knowledge on the subject of translation is required, especially when translating texts with specific contents like the terms and the conditions of a writing documents. The results of this research also reiterate that using Google Translate does not lead to a perfect translation to the original texts which could have created a major problem in translation of writing text (Bezhanova, Byezhanova, and Landry, 2005). The results indicate that Google Translate may be used only on a single-word based level but still requires cautious and sensible judgments of the users and a heavy revision.

As the data presented, for example, in the phrase 'safety concern', Google Translate could correctly deliver the right definition for 'safety' but not 'concern'. Users must be aware of potential complications such as words with multiple meanings, words that have specific notions in specific contexts, words that are not recognized by the program, words that have different levels of formality, and so on. At the syntactic level, word orders in Bahasa and English need to be intensely studied. With the two levels of errors eradicated, discourse problems should be eliminated accordingly. Additionally, the results found in the research could indicate and pinpoint some issues in the effectiveness and efficiency of machine translation tools which implicate the translation industry, professional and semi-professional translators, students, and audiences.

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