Experiences using google translate application for translation used by English department students

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ABSTRACT
This study exposed experiences using Google translate application for translation used by English Department students. This research focused on explaining problems and strategies using Google Translate by English Department students. This research used a descriptive qualitative design. Researchers selected 20 students from English Department who had taken translation subject and agreed participated in this research. The instrument used was a questionnaire in the form of open-ended questions where students had to express their answers in a paragraph. In the questionnaire there were instructions and a descriptive text about tourism places written in Indonesian that must be translated into English by students using two ways. First, students used Google translate application. Second, students translated those texts manually without an application. There were eight questions about what translation problems they found after using the app and what strategies they did to fix the result. Several points were found to be improved in the process of translation using Google translate, including to deal with grammatical error, to deal with inappropriate words or phrases, to deal with no provided meaning in google translate and to deal with abbreviation existed in Indonesian language and to deal with word for word translation.
Keywords: translation; google translate; problems; strategies

INTRODUCTION
Technology has a dominant influence on all activities, especially in the learning process today, which gives us strengths and weaknesses in the process of learning English. As we all know technology provides us with many benefits and conveniences because students can learn easier and more practical anywhere and anytime. Almost every student is familiar with smartphones to help them in studying or doing assignments. Smartphones are often used for browsing, looking for various materials needed. In addition, smartphones can help with translating English words into Indonesian using the familiar application Google translate. English language education students cannot be separated from English written materials such as lecture, books, handouts and slides presentation. In an effort to understand the meaning or arrangement of words, students generally try to translate the material into Indonesian.

Translation is a substituting textual material in one language with similar textual material in another language (Catford, 1974:20). It implies that a translator in translating should see practically identical interpretation matter material from etymological correspondence into target language. That is the reason to raise the message inside the objective language from the etymological correspondence. A translator should see that the methods for the message prior to alter the message within the target language. It can be assumed that the essence of interpreting is to move the source language to the objective language as well as the original language. Nida and Taber (1983: 12) define translation as re-expression in receiving language with the closest and natural equivalent of the messages in the source language, first in terms of meaning and second in terms of style. While transferring the messages into the objective text, the interpreter needs to search for the nearest and sensible likeness importance as indicated by the significance in the source language. Furthermore, translation might be a comprising inside the arrangement to modify a written message or statement in one language by consistent message or statement in another language (Newmark, 1981: 7). From this definition, it can be implied

that translation might be a strategy for transferring language to focus on language by the means that must be sent and keen language vogue within the target language slot in with the target language.

The translation process is made up of several processes in which the translator employs their knowledge, abilities, and talents to translate communications from one language to another. Translation, according to Nababan (1997:6), is a series of processes performed by a translator as they transmit messages from the source language to the target language. When translating, the translator must be cautious because a mistranslation might cause meaning from the source language to be lost in the target language, resulting in a less pleasant translation output. According to Larson (1998: 4), the purpose of translation is to transmit the meaning of the text from the source language to the target language rather than the form. The translation process includes examining the text in the source language to discover the diction, grammatical structure, and context; determining the meaning of the text; and locating the natural counterpart of the text in the target language. The translation process, according to Nida and Taber (1969:33), is separated into three stages. The first stage is to look at the grammatical link between the words in the target language, their meanings, and their combinations. The second phase is to transfer the meaning of the source language into the target language, and the third step is to restructure the grammatical structure of the source language into the target language's proper grammatical structure.

Since forties up to this point, a few machines translator (or Machine Translator) have been anecdotal, for instance, Systran, Logos, and Trancend which provide completely programmed translations. It implies that the translator picks to utilize either the whole content or a sentence to choose and might chose to reject the results. To make a good translation from machine translator, the translator must edit the result. Human intervention in translation exploitation MT can't be avoided since the first application of machine translator. There should be a person intervention to create a good translation since the interpretation task given to MT can't be absolutely taken over. Sometimes the intervention can be avoided if the MT system has already known the words within text. Without human intervention several discrepancies can be found within the Machine translator. An associate degree analysis will be required to determine whether or not the interpretation is reasonable. Machine Translations can be analyzed in a number of different ways. This study, which is linked to the Machine Translation analysis, intends to provide an associate degree example of how to do an associate degree MT analysis. This research also aims to provide more information to translation students about MT, so that it may be used as a consideration before using the system as translation assistance. Google Translate was employed in this study as a machine translation tool. According to House (2009), translation is the process of rewriting a text in one's own language. The scholars utilize Google Translate to solve their issues. Google Translate (GT) is one of many interpretation machines available to web users' courtesy to Google's services. Google Translate could be the solution to human inability to master foreign languages. It's really helpful for users to translate foreign languages when they're difficult to comprehend. There are 103 languages on the market in this world that need to be evaluated. This is based on Jin and Deifell's survey (2013) which stated that Google Translate is the second most popular on-line dictionary used by students. It's possible that using Google Translate to translate from tongue to focus on language will result in an inaccurate translation. There are a number of errors in the translation. According to Macduff (2017), Indonesia is one of the top ten countries that actively uses Google Translate and has seen a 354 percent rise in translation efforts via mobile devices.

When studying English as a second language, a language learner may encounter a vexing problem. One of the problems is a lack of translation capabilities. According to Pujiati (2017), who based his findings on a survey, there are three main problems that students have when using Google Translate. First, because Google Translate frequently translates word for word, students are frequently misled by the translation results. Second, there are structural differences between English and Indonesian grammar. Because the grammatical structures of these two languages are so different, students who are unfamiliar with them may be perplexed. Third, students frequently do not look for the exact equivalent in the target language, resulting in ambiguous and unclear meaning. As a result of the incomplete information of the principles of that focus on language, an error refers to the

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assembly of improper forms in speech and writing by a non-native speaker of the target language. Pym (1992) states that errors can come from a variety of sources, including language, pragmatics, and culture. Linguistic error, comprehension error, and translation error are the three types of errors (Popescu, 2013), (Cuc, 2018). The translators' errors in translation are caused not only by a lack of knowledge of the target language, but also by a lack of knowledge of the structure, vocabulary, and punctuation in both the source and target languages (Youfi 2014). There are several challenges that translators face when translating, so they must exercise extreme caution when translating. For example, because the goal of translation is to comprehend the information, a slight mistranslation might be fatal. Cultural sensitivity, which is important in translation, especially when translating literature on traditional nature, cultural practices, or comedy; the terminology and grammatical structure should be simple to understand, or ambiguity will occur. To minimize misunderstandings while translating, the translator must first comprehend the language's approach.

Using Google translate (or GT) within the learning method is often used as a tool to enhance the flexibility in learning English. However, the GT translation couldn't be used as a correct reference as a result of the GT translation is computational linguistics that's inaccurate in terms of its synchronic linguistics and will not be equated with the results of human translation. So, the importance role of academics in understanding the utilization of GT and teaching students regarding what rules students ought to do once exploitation GT in terms of initial synchronic linguistics and second language to enhance students' skills in their tongue and foreign languages is very important (Alley, 2015). Additionally, Zanettin (2009), states that if students were awake to the shortcomings of the results of the Google Translation, they would care for examining the interpretation critically to confirm the standard of the GT output. Then the metacognitive read strategy is very important for college students if they require to be success using GT within the learning method with the aim of observance learning outcomes. Pritchard (2008) states that once students use metacognitive methods and critically check the results of translations, it causes enhanced language mastery. The three methods for exploitation GT stated Garcia (2010) are initial pre-editing, post editing and selective used. At the initial pre-editing, it is to form positive of the primary language. It is effective in terms of synchronic linguistics to be translated into the target language. The second is post-editing, it is correcting the GT translation results by guaranteeing the target language context is in accordance with the primary language. The third is selective used, it is the selection of words that are in accordance with the context of the writing. All of those have established to be ready to improve students' understanding of reading and writing within the learning method. Thus, the strategies employed by the students in translating worth explained.

Currently, the problem that students generally face when using Google translate is they only copy and paste all the translated text into the Google translate application so that the results obtained are often confusing and do not match the target language. There are several ways that might be able to help students when using google translate so that the translation results can be accepted and understood by readers. Therefore, here the researcher focused on explaining the problems in translating text using Google translate and the strategies to fix Google Translate result.

METHODS
This study employed a descriptive qualitative design. Researchers wanted to examine more on the strategies used when using Google Translate. It was to find out students' opinion on using Google Translate among English Department students. The instrument used was a questionnaire in the form of open-ended questions where had to express their answers in a paragraph. In the questionnaire, there were instructions and texts in Indonesian that must be translated into English by students using the Google translate application and without an application. There were eight questions about their opinion after using Google translate, such as what translation problems they found after using the app, what strategies they did to fix the problems, mention a sentence whose translation is ridiculous, confusing and contains grammatical errors, does your translation using google translate meet your expectation, does google translate contribute positively. Researchers selected 20 participants from students of English Department. They consisted of male and female who received translated material.

Researchers must protect all participants' identities by changing their real names to pseudonyms such as R-1, R-2, and R-3.

The steps used by the researcher in this study were 1) Collecting data on student answers in the form of google form paragraphs 2) Grouping student answers into several categories. 3) Categorize the types of problems found by students and the strategies students use to solve these problems 4) Analyze the data found 5) Draw conclusions. The data analysis steps used in this study are the Interactive Analysis Model from Miles and Huberman (2014) which divides the steps in data analysis activities into several parts, including data grouping, data presentation, and drawing conclusions. At the data collection stage, the authors collect data from the results of student answers in the form of paragraphs on google form. From the data collection, it was found that some problems were found by the students and some of the strategies they used. The results are grouped into several categories. Then to explain the data, the author has explained the data in the result below. In addition, the authors explain what has been found from the data and make an analysis. Then, the writer concludes the description.

RESULTS AND DISCUSSION
RESULTS
1. Problems in Translating Using Google Translate
The questionnnaire was used to describe the problems faced by English Department students when using Google Translate. The open-ended questions based on five indicators were used to capture the students' problems. They are grammatical error, inappropriate words or phrases, no meaning, cannot translate abbreviations, and word-for-word translation. Based on the result of the research, the researcher is going to explain the research result.

The first problem faced by students was grammatical error. GT actuall had constraints in deciphering sentences which were precise as far as language structure. The normal language of the GT was not on par with what people sentence structure capacity on the grounds that GT was an interpretation machine. Four of twenty participants said that they found some grammatical errors when using Google Translate. This idea was supported by R-1. He stated that "my translation can't be perfectly perfect on its grammar. The grammar is very worst in any parts of the translation." The other statement also was stated from R-5. He stated "sometimes the translation is grammatically improper and not accurate." R-8 also stated that "The structure becomes messy and disorganized". Some word structures do not match so that it results in an inaccurate translation so that it must be changed to the right arrangement. The mentioned statement was mentioned by R-11. As a result, this discovery was comparable to Groves and Mundt's observation that the GT translation could not be correct grammar since the GT was a translation machine. As a result, the results might not be as flawless as human translations.

The second problem was inappropriate words or phrases. Four of twenty participants found that there were some inappropriate words or phrases when translating using Google Translate. This idea was supported by R-4 saying "there are so many incorrect words or sentence patterns that are too wordy." It also has been stated by R-14 that "there are many words that didn't connect with other words in the same sentence." One of the examples was the translation result of "pada awal berdirinya" became "at the beginning of its establishment". The choice of words used by Google Translate is not quite right. Thus, creating meanings that are different from what students expect and causing the translation results to be strange and ineffective. The statement was mentioned by R-2 and R-6.

The third problem was no meaning. Having no meaning is a sign of translation inaccuracy. The nonsensical translation of the source text into the target language might be used to track this indication. In other words, the translation fails to convey any meaning, or the reader is unable to comprehend the target content. Four participants found that the meaning was different with the target language. As supported statement from R-3, he stated that "sometimes the meaning is not equal with the target language." It related with R-7 statement. She stated that "the trouble is the miss understanding between the meaning from Bahasa into English." For example, the phrase "Mentok

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Rimba" became "stuck in the jungle". R-10 and R-12 stated that there were still errors in the meaning of some vocabulary that did not match what was expected. Sometimes the translation has a different meaning from the source language. And sometimes it doesn't make any sense at all. When someone employs a metaphor or an idiom, the translation that is returned might be absurd. so that the result of the translation becomes strange and does not contain meaning. As we all know, Bahasa Indonesia and English have very different grammatical rules, thus there are some sentences that this computer cannot or will not correctly translate. This is the reason why Google Translate's translation products can have no meaning.

The fourth problem was Abbreviations; in this indicator four participants found that Google Translate cannot translate abbreviations. R-13 and R-17 thought that "google translate application only translates the text based on the given text. It can't translate some abbreviations." Such as an example of a few words from a descriptive text that the researcher gave to students during the data collection process. There are abbreviations like "Pusat Latihan Gajah (PLG)" became "Elephant Training Center (PLG)" and "Pusat Konservasi Gajah (PKG)" became "Elephant Conservation Center (PKG)". When this device tries to translate abbreviations, google translate often misinterprets them and the result of the translation makes the translation even more wrong. This statemend was conveyed by R-9 and R-19. The system treats upper case as names or abbreviations, therefore if it makes sense in the context of the phrase to have an unrecognized name or abbreviation, the system will leave it alone.

The fifth word-for-word translation. This idea was supproted by R-16 by saying "some of the words of the translation might off since google translate works like word per word translation." For example, when translating "Buaya Sepit" as "Crocodile Sepit". R-18 also stated that "when the translation of "Crocodile Sepit" becomes "Crocodile Sepit", it shows that the translation is wrong and does not match the correct arrangement." R-15 and R-20 also stated that google translate often translates sentences by translating word for word, which resulted in the translation results being ambiguous, not in accordance with the language order, and becoming a different meaning so that it did not match the source language.

2. The Strategies Used by Students in Translating Using Google Translate

To obtain the data of strategies used by English Department students in translating using Google Translate, the researcher also used the data of questionnaire in the form of open-ended questions. It can be summed up that there were some opinions or strategies from the students to faced the five problems they found in translating using Google Translate.

Some students found grammatical errors in the translation results. As the solution, some students translated it manually. The statement was stated by R-1. He stated that "fix it manually. Read per paragraph, and check the grammar." The same statement also was stated from R-8. She stated that "usually translate the text manually, word by word, focus on the context." The GT translation was unable to determine whether the grammar was proper. The GT grammar was criticized by the majority of the students. The students went over the GT translation findings to make sure they were not making any mistakes. This is the students' initial method for resolving their difficulty while utilizing Google translate. The other strategy was using other application to check the grammar. R-5 stated that "use grammarly to double check the grammar." While R-11 also added the statement. She stated that "always checked twice or three times to make sure the choice of words and the grammar by using other application, Grammarly, to cover up some mistakes after translating with Google Translation."

There were three ways to overcome inappropriate words or phrases in Google Translate translation. One of the strategies used by students was read dictionary. This strategy was mentioned by R-4. He stated that he would re-read his dictionary to have a true answer if he thought it was not right. The same statement also was stated by R-14. He stated that "find the meaning of the word in dictionaries." The second strategy used by students in overcoming this problem was remove unnesessary word. R-2 stated that "remove unnecessary words to avoid redundancy." The third strategy was find synonym. This strategy was mentioned by R-6. She stated that "mostly finding the

synyonym of the word, or other equivalent phrases." The solution that is often used by students is to replace some words or vocabulary with other words that have the same meaning. so problems like inappropriate words can be solved easily.

A strategy to cover up no meaning problem was look for informasion or understanding. By seeking a lot of information and understanding, students can easily correct the translation errors that occur when using the Google translate application. For example the statement from R-3 and R-10. She stated that reread and revise it based on her understanding. The added statement also stated from R-7. She stated that " . . . search on google one by one for the name of plants and animals. As an example, I searched for "api-api" then I found out its other name "Avicennia". I looked for that word "Avicennia" again in confirming whether it is commonly used in English language. Although it is not from English language, but most people know what "Avicennia" refers to, because it is its Latin name. I did the same ways for other names of plants and animals in the text." R-12 stated that when he encountered this problem, he usually reads the source language which is Bahasa Indonesia while checking the translation and seeing if it is correct or needs another word which has the closest meaning to it. No meaning here occurs because it is distinguished from the use of a form that does not communicate meaning at all. The translator only replaces the source language words with the target language words.

Google translate can't translate abbreviations. To solve the abbreviation problem, R-13, R-17, R-9 and R-19 have the same statement, namely the "translate word to word" strategy. This type of translation is considered the closest to the source language. In this way students can broaden their horizons by learning lots of new vocabulary. R-17 and R-9 also said that in order to produce translations that match their expectations, they translated the abbreviations with word to word translate. Everyone knows that Google Translate cannot fully handle several factors, including the use of Indonesian words, phrases, sentence context, and abbreviations, because Google Translate is a machine that cannot produce translations. compared to the results of human translation, but this strategy can be applied to help correct the lack of translation results from abbreviations that come from Google translate.

To deal with word-for-word translation, four students had the same statement by translating the text literally. R-15 and R-20 said that the strategy used was by carefully reading the translation results obtained, then translating literally. The literal translation is quite precise to solve the problem. R-16 and R-18 also said that translating literally not only helps to solve the problem, but also helps students gain a lot of new knowledge because when doing literal translation, they learn many things in depth. Literal translation or often also called structural translation. In this translation, the grammatical construction of the source language is converted into its equivalent in the target language, while the words are translated out of context. As with the initial translation process, this literal translation can help identify problems that need to be addressed. The literal translation is quite precise to solve the problem. it may be done at first like a word-for-word translation, but then the translation makes changes to fit the existing structure in the target language. What is meant by word for word in this definition, does not mean translating one deed for another, but rather translating word for word.

DISCUSSION

According to Pujiati (2017), based on a survey she stated that there were three problems that occured by students when using Google Translate Application. First, Google Translate often translated word-for-word so that students were often fooled by the result of the translation. Secondly, differences in the structures of English grammar and Indonesian grammar. These two languages had different grammatical structures so that it was confusing for students who did not have ability in understanding of those two languages. Third, students often did not look for the exact equivalent in the target language so that the result meaning became ambiguous and unclear. Pritchard (2008) states that when understudies utilize metacognitive procedures and fundamentally look at the aftereffects of interpretations, it can lead to expanded language dominance.

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Based on participants' answers, there are several problems faced by the student participants when translating text using Google Translate application. First, grammatical error. There are four students who found grammatical error problematic in translating the text using Google Translate. For example, the sentence "Way Kambas National Park, which was established in 1985, is the first elephant school in Indonesia" contains grammatical error. The word "is" should be replaced by "was" because the time signal is in the past. It should be "Way Kambas National Park, which was established in 1985, was the first elephant school in Indonesia. Mathiew (2015) states that one of the six problems experienced by translators is a grammar problem. Many translators often make grammatical errors, both knowingly and not realizing the use of proper grammar settings.

Second problem is inappropriate words or phrases. There are four student participants who found that inappropriate words or phrases appeared when using Google Translate. One of the examples is "Pada awal berdirinya" become "At the beginning of its establishment". Some students say that this phrase is not effective in the sentence.

Third problem is provided meaning. There are some words that have no meaning when translated from Indonesian into English like the name of animal or species, such as "Mentok Rimba" become "Stuck in the jungle", "Bangau Tongtong" become "Tongtong Stork", "Burung Pependang Timur" become "East Pependang Bird".

Google Translate also cannot translate abbreviations existed in Indonesian language. Four students thought that Google Translate application only translated the text based on the given words or sentence. For example, the word "Pusat Latihan Gajah (PLG)" becomes "Elephant Training Center (PLG)" and "Pusat Konservasi Gajah (PKG)" becomes "Elephant Conservation Center (PKG)".

Last, word-for-word translation. Four student participants mentioned that Google translate works like word-for-word translation method. For example, the word "Buaya Sepit" becomes "Crocodile Sepit". It is quite ridiculous since google translate tends to translate it word by word. Moreover, this review authenticates the discoveries of Josefsson (2011) that Google Translate may not be the right apparatus for sentence structure learning.

According to Gracia (2010), the three strategies of using Google Translate were pre-editing, post-editing, and selective used. Pre-editing was to make sure that the first language was effective in the terms of grammar to be translated into the target language. Then, post-editing. It was correcting the Google Translate translation results by ensuring the target language context in accordance with the first language. The third was selective used, namely the choice of words that were 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.

Otherwise, strategies used by students to face the problems in translating text using Google Translate are as follows: (1) to deal with grammatical error, the students usually translate the text manually and focus on the context. They also use other application to check the grammar. Most of them use Grammarly app to cover up some awkward sentences after translating by using Google Translate, (2) to deal with inappropriate words or phrases, some students usually read and find the meaning of the words in dictionary to check whether it is correct or not. Sometimes the students remove unnecessary words to avoid redundancy and find compatible word for the sentence. Students also find the synonym of the words or other equivalent phrases and try to modify it so that the words/sentences readable and appropriate, (3) to deal with no provided meaning in google translate, student participants re-read and revise it based on their own understanding. The students also browse the internet to look for information to see whether it is right or not. As an example, one of the students translates the word "api-api" and it turns out to be "Avicennia". Then, the student tries to look for the meaning of "Avicennia" in confirming whether it is commonly used in English or not. Although it is not from English, but most people know what "Avicennia" refers to because it is a Latin name, (4) to deal with abbreviation existed in Indonesian language; student translates it word by word. Google Translate application cannot translate any abbreviations existed in language other than English. It only translates the text not abbreviations. Although it is quite ridiculous when Google

Translate tends to translate word by word, students translate it literally to overcome the silly result of translation.

CONCLUSION

Based on the explanation above, it can be concluded that the use of Google translate cannot help students understand a text perfectly and the results of the translation using google translate have not fully produced translations that are in line with students' expectations. The use of the google translate application for descriptive text turns out that google translate does not accommodate abbreviations in Indonesian for terms that are well known in Indonesia such as building names, roads and the translation results cannot be selective. From the result above, it appears that Google Translate which is used to translate a descriptive text has several weaknesses in translating, for example grammatical errors, Inappropriate words or phrases, no provided meaning, cannot translate abbreviations, word-for-word translation. To overcome these problems or weaknesses, students use several strategies such as Translate manually, use other app, read dictionary, remove unnecessary words, find synonym, look for information or understanding, translate word to word, translate literally. Every day the Google Translate system is getting better and even claimed to be close to human translators, but this system still needs to be improved based on some of these results. This research has many shortcomings so that the next author or researcher can develop it, for example by examining the accuracy of the Google Translate service and being able to compare it. the results of this study can be used by English teachers, English students who use google translate to pay attention to the translation results related to cultural terms. The researcher concluded that students must re-read and re-check the translation result in order for it to be more precise, based on the challenges they had when using Google Translate to translate from Indonesian to English. Students must be able to comprehend the structure of the language in order to reduce text comprehension errors.

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