

## Assessing Student' Product of The Use of The Google Translate Application In EFL Writing Classroom (A Case in One of the English Education Program in Garut)

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### ABSTRACT

As a product of technological developments, Google translate is widely used by students as one of the supports in the learning process. Therefore, this study aims to assess student product in using Google Translate in EFL writing classroom. This research employed a case study design by using document analysis. This research took place at a university in Garut with eight purposive English education students as the research participants. The instrument used in this study was students' writing documents. The obtained data were analyzed with reference to the genre move theory of the thesis abstract. The findings show that Google translate only is not sufficient to use in translating since there are some elements to consider such as the aspects of cohesion and coherence of the text.

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## 1. INTRODUCTION

The rapid development of technology significantly impacts life, one of which is education. As a product of technological developments, Google translate is widely used by students as one of the supports in the learning process. According to Grovesa & Mundt (2015), google translate is improving in its ability to translate with grammatical and lexical accuracy and is also becoming increasingly available for students. This statement aligns with Chandra & Yuyun (2018), stating that students used GT in three aspects: vocabulary, grammar, and spelling. Vocabulary became the highest used, with word level becoming the first, followed by phrase as the second highest, and sentence as the third. Spelling became the fourth highest used, while grammar was the least used among students. Therefore, it is anticipated that Google Translate will be a tool to support writing abilities, particularly in EFL classes. This claim follows the assertion of Chandra & Yuyun (2018) that some youngsters find writing tough due to restricted vocabulary and grammatical faults. As a result, Google Translate helps to the sustained success of writing courses.

According to Maulidiyah (2018) google translate is a statistical machine translation platform that currently provides automatic translation, directly or through pivot languages,

between more than 50 languages. This application is very popular, especially among language students, many Indonesian students, especially language students, use GT because it can help them translate foreign languages (English) easily and quickly. Not infrequently students also often use GT as a means of translating writing in English. According to Valijärvi and Tarsoly (2012), GT is successful because it can aid students in locating knowledge about the target language during the writing process. Using GT, students increase their new knowledge of the studied language (Khatimah, Rahmawati, Rachman, and Puspita, 2019).

Some research has investigated the use of Google Translate in EFL writing classroom, for example the previous research conducted by Dahmash (2020) illustrates that GT provides five different modes of writing in English and offers value for learners in two domains: in the classroom and in everyday life. Revealing that is also in accordance with previous research conducted by Kol, Schcolnik, & Cohen (2018) Students wrote significantly more words when using GT. One explanation might be like that they have more time to write, they don't have to think about how to express their thoughts in English, because they can look up words and expressions quickly. In addition, Fidnillah (2022) in her research shows that many people are helped by the benefits of the Google Translate application. Despite those flaws, they believe that the translation results are accurate as long as they revise the translation manually. As for machine translation as a comparison with Google Translate, as researched by Marcia, Pena (2011) in her journal proves that machine translation can make it easier for beginners to communicate and write. Similar to Sangmin, Lee (2020) found that MT is very useful for language learning but teachers must also know MT's limitations and provide more adequate guidance to students.

Based on previous studies, the focus is on the use of Google Translate in writing classes, but only a few studies have included assessment of student learning outcomes from using the Google Translate application in EFL writing classes. In a previous study, Kol, Schcolnik, & Cohen (2018) found that GT artificial intelligence cannot be generalized due to the small number of participants. Therefore, this research needs to take several samples from students majoring in English education. In addition, it is important to research the translation results of students majoring in English education when using Google Translate in EFL writing classes, and this is a gap that needs attention. Therefore, this research this research is an attempt to analyze students' texts involving the use of GT.

## **2. METHOD**

This research uses a case study because it only focuses on one case; that is, analyzing the students' translation product using Google Translate in writing class. According to Creswell (2014) case studies are a strategy research to scrutinize a matter by collection complete information using various data collection procedures. Case studies are conducted to gain an understanding in-depth and more intensive analysis of something against individual, group, or situation (Alsa, 2014). In line with Faisal (1999:22) case study is research that examines a case that is carried out intensively, in depth, in detail, and comprehensively.

The data were analyzed using inductive analysis theory. According to Rohmadi & Nasucha (2015: 34) Inductive data analysis is data analysis whose process goes from facts to theory. The purpose of using analysis in an inductive way is to avoid processing research data, so that it starts with new data that is adjusted to the theory. Exploratory findings can eventually lead to broad conclusions or theories. After the researchers collected data on student translation results. Researchers filter the translation results using Google Translate based on predetermined criteria. Based on the classification results of student translation, it turns out that students with high GPA are able to clear words and correct mistakes in using ambiguous sentences.

### 3. FINDINGS

This section contains the findings of the study in which the results and discussion are not done separation. The hope in this discussion the author examines the findings and cross-references with the study of theoretical and empirical studies.

#### 3.1 FINDING

As a research finding, there are abstract stages according to Hiland (2000) which are the most influential in influencing the results of student assessments of the Google translate application including: Introduction, purpose, method, product, and conclusion.

Therefore, it was found in the results of the research from the products translated by the respondents that translating an article is not enough if you only use the Google Translate application because there are linguistic aspects that must be considered such as aspects of cohesiveness, conherence aspects, and characteristics of the abstracts that have been studied. The translator's background knowledge is also influential and plays an important role. After the researcher collected the data of the students' translation results. Researchers filter the translation results using Google Translate based on predetermined criteria. Based on the results of student translation classification, it turns out that students with high GPA are able to clean up words and correct mistakes in using ambiguous sentences.

##### 3.1.2 Generic Structure

As mention in the theory there are five parts of abstract: Introduction, purpose, method, product, and conclusion.

In the aspect of introduction, students wrote the issue of variasi leksikal di 32 kecamatan di Kuningan. as an example, article 1 : *Artikel ini membahas sebaran variasi leksikal di 32 Kabupaten Kuningan.* article 2 : *Artikel ini membahas pesebaran variasi leksikan di 32 kecamatan Kuningan.* However, there are differences some mention "**Kabupaten**" and "**Kecamatan**".

In the aspect of purpose, almost all respondents wrote the same purpose as an example, article 3 : *Kajian dilakukan untuk mengungkap peta dialek di Kuningan, garis isoglosnya, dan juga variasi leksikal utama.* But there is one word writing that is different such as, article 4 : *Studi tersebut dilaksanakan untuk mengungkapkapan peta dialek di Kuningan, garis isoglosnya dan juga variasi leksikal utamanya.* However, there are differences some mention "**Kajian**" and "**Studi**".

In the aspect of method, almost all respondents wrote the methods according to the original text such as, *Penelitian ini menggunakan desain deskriptif. Data dikumpulkan dari 32 responden dengan menggunakan dua metode, kuesioner dan wawancara. Setiap responden mewakili satu kabupaten di Kuningan. Dengan menggunakan penilaian sampling teknik, responden dipilih. Data dianalisis dengan tiga cara: populasi data, mengumpulkan data dan mendeskripsikan peta.* But there is one different article that says the method is not complete such as, *Data ini harus disimpulkan dari 32 yang dituntut oleh pengguna dua cara kuisioner dan wawancara. Setiap yang dituntut mewakili satu daerah dari Kuningan. Digunakan untuk teknik penilaian kelompok harus ada pilihan. Data ini harus dianalisis dengan tiga cara: mengumpulkan data, pemetaan data dan menggambarakan sebuah peta.*

In the aspect of product, all respondents wrote the product according to the original article such as, *Peta-peta tersebut menggambarkan distribusi 135 variasi leksikal dan garis isoglos. Berdasarkan peta-peta tersebut, juga ditemukan garis isoglos sebagian besar tumpang tindih.*

In the aspect of conclusion, all respondents wrote the conclusion according to the original article such as, *Sebagian besar masyarakat Kuningan cenderung menggunakan variasi leksikal yang berbeda dibandingkan dengan daerah sekitarnya. Selain itu, ditemukan pula lima variasi leksikal utama yang digunakan oleh orang Kuningan.*

### 3.1.2 Linguistic Feature

Metadiscourse	Function	Examples
<b>Hedges</b>	The writer's refusal to fully commit to a proposition.	Mengungkapkan, cenderung, harus.
<b>Booster</b>	To emphasize, urge, or demonstrate the writer's conviction in a proposition.	Mengungkapkan, terungkap, menghasilkan, menggunakan.
<b>Attitude Markers</b>	Express the writer's feelings about a proposal.	Harus
<b>Grammatical Cohesion (Conjunction)</b>	To openly allude to something or to establish a relationship with the reader.	-
<b>Self-mentions</b>	Author(s) must be mentioned explicitly.	-

## 4. CONCLUSION

Based on the findings of this study, it can be concluded that Google translate alone is not enough because there are linguistic aspects that must be considered such as aspects of cohesiveness, aspects of coherence, and aspects of the abstract characteristics themselves as well as the background knowledge of the translator which also influences the results of the Google Translate product.

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