THE IMPACTS OF USING GOOGLE TRANSLATE

TOWARDS STUDENTS' WRITING ABILITY: A CASE STUDY AT

ENGLISH DEPARTMENT OF HASANUDDIN UNIVERSITY,

BATCH 2021

A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University as

Partial Requirements to Obtain Bachelor Degree in

English Literature Study Program

NUR KHALIZA

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

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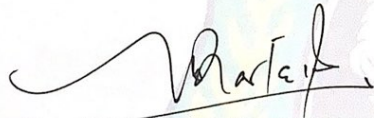
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APPROVAL FORM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No.1838/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by **Nur Khaliza** (F041191141) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.
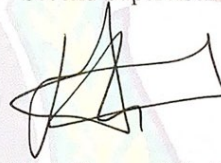
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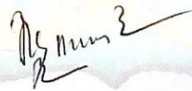
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<u>**LEGITIMATION**</u>

THESIS

THE IMPACTS OF USING GOOGLE TRANSLATE

TOWARDS STUDENTS' WRITING ABILITY: A CASE STUDY AT

ENGLISH DEPARTMENT OF HASANUDDIN UNIVERSITY,

BATCH 2021

BY

NUR KHALIZA

Student ID Number: F041191141

It has been examined before the Board of Thesis Examination on **Friday, September 8th, 2023** and is declared to have fulfilled the requirements.

Approved By

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AGREEMENT

On September 8th, 2023, the Board of Thesis Examination has kindly approved a thesis by Nur Khaliza (F041191141) entitled *The Impacts of Using Google Translate towards Students' Writing Ability: a Case Stud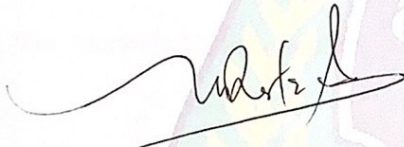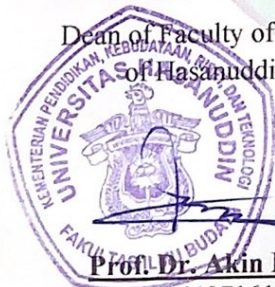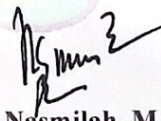y at English Department of Hasanuddin University, Batch 2021* submitted in fulfillment one of the requirements to obtain Bachelor Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 15 September 2023

BOARD OF THESIS EXAMINATION

1. Dra. Marleiny Radjuni, M.Ed.   Chairperson (.....................)

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ENGLISH LITERATURE STUDY PROGRAM

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<u>DECLARATION</u>

The thesis by Nur Khaliza (F041191141) entitled *The Impacts of Using Google Translate towards Students' Writing Ability: a Case Study at English Department of Hasanuddin University, Batch 2021* has been revised as advised during the examination on September 8th, 2023, and is approved by the Board of Undergraduate Thesis Examiners:

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STATEMENT LETTER OF AUTHENTICITY

I, the undersigned,

Name   : Nur Khaliza

ID Number   : F041191141

Department   : English Literature

Hereby, the writer declares that this thesis entitled:

The Impacts of Using Google Translate towards Students' Writing Ability: a Case Study at English Department of Hasanuddin University, Batch 2021

is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas expect the quotations and references. If in the future it is proven that there is a part or all of the contents of this thesis are plagiarized, the author is willing to accept the sanction for her action.

Makassar, 15 September 2023

The undersigned,

Nur Khaliza

NIM. F041191141

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Praise be to Allah, the Most Gracious and Most Merciful, for giving blessings, guidance, and grace upon the researcher during the research process, enabling her to complete this thesis titled "The Impacts of Using Google Translate towards Students' Writing Ability: a Case Study at English Department of Hasanuddin University, Batch 2021". May Prophet Muhammad S.A.W. be forever blessed and at peace, as his wisdom and outstanding attributes of honesty, hard work, and kindness serve as a persistent inspiration for the researcher's journey for knowledge.

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1. The researcher's parents, Muhammad Hijaz Salam and Irmawati, deserve special thanks for their financial and emotional support. Gratitude is extended for keeping the researcher in their prayers and for refraining from pressuring the researcher to rush through the completion of this thesis.

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support and insightful suggestions that were instrumental in helping the researcher successfully complete this thesis. The researcher expresses gratitude for her unwavering friendship and assistance throughout this journey.
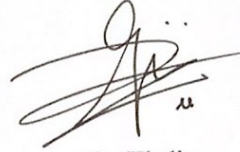
11. The researcher's friend from junior high school until the present day, Jaja, deserves special recognition for her boundless kindness in providing assistance whenever it was needed.

12. Aura, the researcher's soulmate, deserves heartfelt appreciation for being the most amazing friend one could wish for. The researcher extends gratitude for Aura's constant presence in every circumstance throughout the researcher's life. *Nanti kita ketemu Mark dan Jaemin, yah!*

13. The researcher's dream, 7Dream, holds a special place, particularly Jaemin, represents the epitome of happiness and has been the researcher greatest joy who provide comfort through his existence. Although it might be considered a phase, the researcher will hold dear and cherish you, Na Jaemin, forever.

14. To everyone else who remains unmentioned but holds a special place in my heart. Thank you.

The thesis has been composed to meet the last requirement of the English Literature Study Program within the Faculty of Cultural Sciences at Hasanuddin University, serving as a crucial step towards obtaining a bachelor's degree. This thesis reflects the practical application of the knowledge and abilities acquired throughout the program's coursework. It

is necessary to recognize the shortcomings and limits of this thesis. Therefore, the author hopes that this thesis may act as inspiration for further research and learning.

Makassar, August 18th, 2023

The Researcher

Nur Khaliza

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      The majority of Indonesian areas have started teaching English to students at a young age to assist them get ready and provide them a great opportunity to participate in the international world. Student those who learn English are automatically linked to the four main abilities which is reading, writing, listening and speaking. Writing is a more difficult ability to master than other language abilities. Students frequently experience limited vocabulary, grammar, and spelling errors when writing. Therefore, using tools for example Google Translate to help them write will greatly benefit students. Despite its weakness, Google Translate is a popular technology among students to assist them with their writing. The aims of this research (1) to find out the impacts of Google Translate on students' writing ability and (2) to investigate how students use Google Translate to help with their writing despite its weakness.

      In this study, the researcher employed a mixed method approach to gather information. Data for the research was obtained through tests and questionnaires from a group of 15 students enrolled in the English Department at Hasanuddin University, Batch 2021. The findings revealed that these students relied on Google as a language learning tool to aid them in their writing tasks. This is proven by the participants' extensive use of Google Translate, which recorded a total of 118 attempts across all 15 students. Google Translate was primarily used to find the correct sentences, phrases, words, and spellings for their essays. However, to address the limitations of Google Translate, the participants also incorporated other learning tools such as Quillbot, Grammarly, and Chat GPT, along with their own skills.

Keywords: *Google Translate, Students, Writing Ability*

ABSTRAK

Nur Khaliza, 2023, *The Impacts of Using Google Translate towards Students' Writing Ability: a Case Study at English Department Hasanuddin University Batch 2021.* (Supervised by **Marleiny Radjuni** and **Hidayatullah Yunus**)

Sebagian besar wilayah Indonesia mulai mengajarkan bahasa Inggris kepada para siswa sejak usia dini untuk membantu mereka siap dan memberikan kesempatan besar bagi mereka untuk berpartisipasi dalam dunia internasional. Siswa yang mempelajari bahasa Inggris secara otomatis terhubung dengan empat keterampilan utama yaitu membaca, menulis, mendengarkan, dan berbicara. Menulis adalah keterampilan yang lebih sulit dikuasai daripada keterampilan bahasa lainnya. Siswa sering mengalami keterbatasan dalam kosa kata, tata bahasa, dan kesalahan ejaan saat menulis. Oleh karena itu, menggunakan alat seperti Google Translate untuk membantu mereka menulis akan sangat menguntungkan para siswa. Meskipun memiliki kelemahan, Google Translate merupakan teknologi populer di kalangan siswa untuk membantu mereka dengan menulis. Tujuan dari penelitian ini adalah (1) untuk mengetahui dampak Google Translate pada kemampuan menulis mahasiswa dan (2) untuk menyelidiki bagaimana mahasiswa menggunakan Google Translate untuk membantu menulis meskipun memiliki kelemahan.

Dalam penelitian ini, peneliti menggunakan metode pendekatan campuran untuk mengumpulkan informasi. Data untuk penelitian ini diperoleh melalui tes dan kuesioner dari sekelompok 15 siswa yang terdaftar di Departemen Sastra Inggris Universitas Hasanuddin, Angkatan 2021. Temuan menunjukkan bahwa para siswa mengandalkan Google sebagai alat pembelajaran bahasa untuk membantu mereka dalam menulis. Hal ini dibuktikan dengan penggunaan Google Translate yang ekstensif oleh para peserta, yang mencatat total 118 percobaan di antara semua 15 mahasiswa. Google Translate utamanya digunakan untuk mencari kalimat, frasa, kata, dan ejaan yang tepat untuk esai mereka. Namun, untuk mengatasi keterbatasan Google Translate, para peserta juga menggunakan alat pembelajaran lain seperti Quillbot, Grammarly, dan Chat GPT, beserta kemampuan menulis mereka sendiri.

Kata kunci: *Google Translate, Siswa, Kemampuan Menulis.*

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a crucial thing when it comes to help people socialize with others. In order to communicate with people from different backgrounds; they need to use a certain language. The fact that English is now widely spoken and helps people communicate with one another across a wide range of cultures and ethnicities has contributed to its status as an international language.

The majority of Indonesian areas have started teaching English to students at a young age to assist them get ready and provide them a great opportunity to participate in the international world. Student those who learn English are automatically linked to the four main abilities which is reading, writing, listening and speaking. Javed *et al.* (2013: 130) explain in their research that writing is a more difficult ability to master than other language abilities. Even a native English speaker may encounter complications in a certain situation. Students frequently experience limited vocabulary, grammar, and spelling errors when writing. Therefore, using tools for example Google Translate to help them write will greatly benefit students.

Google Translate is a popular technology among students to assist them with their writing. Google Translate is one of the simplest and most accessible tools for assisting users with their translation needs.

Students have discovered the benefits of this application and tend to use it more frequently both inside and outside the classroom because it provides quick and fairly accurate dual translation services in a variety of languages.

Despite the advantages mentioned, Google Translate has a number of disadvantages. According to Sukkhwan (2014:8), Google Translate was unable to contextually and accurately translate all of the words in a paragraph. Google Translate sometimes produced incorrect or inappropriate meanings for long sentences or texts. He also discovered that some students should double-check word meanings with a dictionary or seek assistance from teachers and friends.

Indonesian students undoubtedly encounter many challenges when writing assignments because they are learning English as a Foreign Language known as EFL. The majority of them must also have been aware of some of Google Translate's weakness and how to use it to aid in their writing since it is the most simple and easy tool to help people with their writing. Therefore, referring to the limitations of Google Translate the researcher chose to conduct the study titled "The Impacts of Using Google Translate towards Students' Writing Ability: a Case Study at English Department of Hasanuddin University, Batch 2021."

University students were chosen for this study because they are mature enough to exercise critical thought when using technology like

Google Translate, particularly students in the English department who are already familiar with its use because all of their classes involved writing. Hence, by using a qualitative method, the researcher conducted a test to see how the English Department students Batch 2021 utilize the use of Google translate to assist them in writing an essay to determine whether Google Translate actually aids students in their writing or vice versa. In order to learn more about how the students felt about using Google Translate, the researcher also distributed a questionnaire to the class.

Additionally, it was discovered through the research and examination of studies on Google Translate that the majority of studies just gave questionnaires to the students, and very few studies actually conducted tests to support their findings. Considering how frequently students use Google Translate, a test involving EFL students is necessary to examine how this tool impacts their ability to write and how they continue to use it despite its weakness. More precisely, such a study on EFL students in the Makassar context is lacking; thus, studies are required to fill the gap.

B. Identification of the Problems

Based on the background of the study above, the researcher identified several problems in how Google Translate affects students' writing ability as follows:

1. Google Translate tend to use word-for-word translation, so that

mostly it produces inappropriate grammar.

2. Students' lack of knowledge of alternatives to Google Translate, which leads them to continue using it despite its weakness.

3. Word choices are not sufficient with the sentences.

4. Because context cannot be included, meaning may "lost in translation" while using Google Translate.

C. Scope of the Problem

The primary focus of this research is on how Google Translate affects the writing ability of the English Department students, as well as the role of students on using Google Translate despite its weakness, such as its tendency to translate words for words, which frequently results in inappropriate grammar.

D. Research Questions

It is the researcher's responsibility to generate the problems that will be investigated in order to achieve the goal of the research. As a result, the research questions are as follows:

1. What are the impacts of Google Translate on students' writing ability?

2. How do students use Google Translate to help with their writing despite its weakness?

E. Objectives of the Study

Based on the research questions listed above, there are two objectives in this study:

1. To find out the impacts of Google Translate on students' writing ability.

2. To investigate how students use Google Translate to help with their writing despite its weakness.

F. Significance of the Study

Following the completion of this study, the researcher hopes to provide new perspectives to teachers about the impact of using Google Translate on students' writing ability, primarily in writing courses. Eventually, this study will also broaden teachers' understanding of students' perceptions of the use of Google Translate or other tools in the learning process, so that teachers can consider using it to make teaching and learning processes more effective. Last but not least, the researcher hopes that this study will hopefully give contribution to future educational studies.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

The researcher attempts to support her research by conducting a literature review on the impacts of using Google Translate towards students' writing ability. The first study was done by Lam Kok Wei (2021) "*The Use of Google Translate in English Language Learning: How Students View It*". This study investigates students' attitudes toward the use of Google Translate. The goal of Lam's research is to find out how much Google Translate issued in students' language learning and how students perceive the use of Google Translate in helping them learn English. The research design used in this study is a survey study, specifically across-sectional survey, which concluded that the respondents were generally positive and that the majority of them acknowledge the convenience and usefulness of Google Translate in their language learning process. Nonetheless, they are aware of Google Translation's limitations in translating longer sentences, paragraphs, and texts.

The second previous study was done by Sara Laiche and Abdelhak Nemouchi (2021) *"The Impact of Google Translate on EFL Learners' Writing Performance"*. The goals of this study are to see if students use Google Translate in their writing tasks, to see how much the introduction of Google Translate to the EFL classroom affects

students' writing achievement and to see how students perceive using Google Translate to complete their writing tasks after using it. Two questionnaires were used in this study: a pre-questionnaire to gather information on Google Translate usage and a post-questionnaire to determine their attitudes toward using Google Translate, and an experimental which included a pre and post-test to assess the usefulness of Google Translate. As a result of this study, students' writing has improved slightly; they produced more unique words, fewer spelling errors, better idea organization, and longer sentences.

The third previous study was done by Andi Wirantaka and Mahdiana Syahri Fijanah (2022) *"Effective Use of Google Translate in Writing"*. The purpose of this descriptive qualitative study is to look into teachers' perceptions of the effective use of Google Translate in students' writing. An in-depth interview was used to collect data, allowing researchers and participants to check deeper into real-life experiences and specific matter points of view. According to the findings of this study, Google Translate is beneficial to students. Teachers cited Google Translate's benefits as a spelling and pronunciation checker, as well as a grammar solution.

The fourth previous study was done by Intan Fibriana, Sukma Nur Andini and Laily Nur Affini (2021) *"Google Translate and Its Role in Academic Writing for University Students"*. The purpose of this descriptive qualitative method with a questionnaire as an instrument

study is to determine how Google Translate is used by students for academic writing, as well as its benefits and weakness. It also seeks to determine how students perceive Google Translate in relation to their studies of the subject. It is found that the majority of students acknowledged that using Google Translate helped them learn about academic writing. Students agreed that they were able to spell check, translate, understand the text's overall content, and learn new languages with the aid of Google Translate. However, other students felt that the limitations of Google Translate, such as the use of poor grammar, inaccurate translations, interpretations that did not make sense in the context, and improper sentence structure could not improve their ability to write academically.

The fifth previous study was done by Eid Alhaisoni and Maha Alhaysony (2017) *"An Investigation of Saudi EFL University Students' Attitudes towards the Use of Google Translate"*. This study employed a survey to find out how EFL students felt about Google Translate and why they used it. The findings showed that majority of the students reported using Google Translate. Additionally, the results reported that the students use Google Translate frequently on writing assignment than on translation such as for learning vocabulary, writing, reading and translation. The fact that Google Translate is free, simple to use, and quickly translates text, is superior to their own translation, and aids in vocabulary development led to the students' good views regarding it.

The students did, however, also note certain disadvantages. They noted that Google Translate does not always translate words accurately and occasionally delivers incorrect word meanings, so they validate the meaning in a dictionary or ask their teachers or friends for assistance.

B. Theoretical Discussion

1. Writing

a. Definition of Writing

People generally communicate not only orally but also in writing. Many people excel at writing to express their thoughts, feelings, and ideas. In the educational field, students spend the majority of their time dealing with writing, which helps them memorize and understand the lesson easily. Writing, according to Fina (2017:12), is a language ability that involves the process of expressing thoughts, feelings, and arguments in the form of words in sentences. This ability is used to communicate with others through writing.

Another definition of Writing given by Lombana (2002:45), she stated that writing is a tool that allows students to master other languages and allows teachers to assess students' progress and performance. As a result, writing becomes the vehicle through which students learn vocabulary, grammatical forms, and engage in a variety of other activities that involve speaking, listening, and reading skills.

Sofiyan (2010:8-9) on his study also argued that writing is a method of producing language that arises from thought. People can use writing to express their thoughts, feelings, or anything else that comes to mind. It is also a creative process, and good writers must learn to clearly communicate their ideas to an unseen audience.

From the definitions above, it is clear that writing is an important ability that every student should learn or master, as it is used not only for communicating but also for carrying the three other abilities necessary for learning English. As a result, writing is regarded as the most difficult of the three abilities to master. In line with that, Urquhart and Mclver (2005: 5-6) in Cakrawati (2012:12-13) stated that writing is a recursive process, which means that students revise throughout the process, frequently switching between stages. Then, students should learn invention and discovery strategies, and teachers should assist students in creating content and discovering a purpose. All types of writing are defined by readers, purpose, and occasion, and effective writing fulfills the writer's intention while also meeting the needs of the readers.

Moreover, Cakrawati (2012:13) pointed out that writing is a process that goes through several stages. To begin, explore and transmit ideas, thoughts, and feelings into written form. Second,

carry out a number of revising processes to produce grammatically and orderly texts. The writings are in the form of readable texts that should be meaningful to everyone who reads them.

b. **Purpose and Goal of Writing**

As an important ability to acquire, writing also has an important purpose in people's everyday life as well. Based on Sofiyan (2018:9) writing can be used to preserve the ideas of great thinkers in the past as well as record spoken language. People can read so many records of recent activities today, and they can read them in the future.

Furthermore, Grenville (2001:1-2) cited in Sa'adah (2021:26-27) identified that there are several reasons for writing. The first type of writing is entertainment writing, which aims to engage readers' feelings through the plot or emotion conveyed in the writing. Second, writing to inform refers to informing readers about something. The last is persuasion writing, which refers to convincing readers of something. In this type of writing, providing relevant and credible evidence is considered important and required.

2. **Google Translate**

a. **Definition and Benefit of Google Translate**

Google Translate is a real-time translation service that can

be accessed through a web browser or a software application. It is a tool that allows you to type something in one language and then see the word in another.

Google Translate, according to Bahri & Mahadi (2016:161), is a free machine translation service provided by Google for translating texts and messages from one language to another. It is currently available via a web interface, as well as mobile apps/interfaces and application programming interfaces (APIs) that can be integrated into new software. Google Translate has become the most likely tool that students will use to aid their writing activities not only for being easy to be accessed like the explanation above but also Medvedev (2016:183) discussed several advantages of Google Translate, including the fact that it is instant, requiring only one click to have one's words, passage, or even paragraph translated; it supports a wide range of languages for input and output; and it also supports voice recognition, allowing users to speak something they want to translate and Google Translate will automatically translate it into the desired language.

b. **Google Translate in Language Learning**

Google Translate has many advantages that make it useful for language learning. Alhaisoni *et al.* (2017), cited in Sara & Nemouchi (2021:415), discovered that students are progressively

using Google Translate inside and outside the classroom for various academic objectives, the most common of which are vocabulary learning, reading comprehension, and writing tasks.

According to Chandra & Yuyun (2018:236), students use Google Translate in three different areas: vocabulary, spelling, and grammar. In Google Translate, vocabulary becomes the most important aspect, with word-level becoming the most important, followed by phrase as the second most important. Sentence usage rises to third place, while spelling falls to fourth. Grammar is the fifth, and it is the least used of the others. On their study, Wirantaka & Fijanah (2022:21) found that Google Translate is useful for students. Teachers emphasized the benefits of Google Translate as a spelling and pronunciation checker, as well as a grammar solution. Besides those benefit, it should be noted that Google Translate has flaws, such as the most common is grammar error, so keep in mind to double-check the translated text.

3. **University Students on using Google Translate**

One of the simplest and most accessible tools to assist people with their translation needs is definitely Google Translate. People frequently use Google Translate to translate from one language to another because it is accessible online or offline on desktop and mobile devices. Since writing is a skill that is thought to be difficult

to learn, students, especially those in the English department, spend a lot of their time using this tool to improve their writing skills.

According to Bin Dahmash (2020:237), her participant had Google Translate downloaded when she first enrolled in college and used it more frequently the following year. Furthermore, Tarsoly & Valijärvi (2019:70–71), who discovered that intermediate and advanced students said that online dictionaries had the benefit of motivating them to type precisely, which aids in the memorization of new vocabulary. Likewise, they noted that more experienced students benefited more from using Google Translate because of its accessibility, which motivates students to read more frequently in the target language. As a result, it is assumed that the majority of university students use Google Translate as a resource of language learning.