

STUDENTS' PERCEPTION OF USING MACHINE TRANSLATION TOOLS IN THE EFL CLASSROOM

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ABSTRACT

Machine translation is a technology that can automate the process of translating text or speech from one language to another, and has become a leading technology in the current era of information technology. This study explores students' perception about the use of machine translation in English learning activities. The purpose of this study is specifically to find out whether and how machine translation is seen as an effective substitute for conventional dictionaries, and can help and facilitate students in learning English. The population of this study were higher education students in one private University in Jakarta. This study used online closed-ended questionnaire as the main instrument. The respondents of this study were 106 students in Jakarta. The data was then analysed on the corridor of the quantitative approach with survey design. The results of this study showed that machine translation was very good in terms of features and displays (60.38%), very easy to use (83.96%), provide motivation to learn English (62.26%), satisfaction to use (50.00%) and English competence (82.18%). from the results of the data it can be seen that machine translation is very easy to use, very helpful, very interesting, and can provide interest in learning English.

Keyword: EFL, English Learning, Machine Translation, Perception.

INTRODUCTION

The development of technology in current era is very rapidly and it gives impact on the world of education, especially on learning media. At present there are many learning media that use technology as an effective learning alternative, therefore technology and learning media are interrelated. the close link between technology and learning media has an impact on education which is currently heavily influenced by technological variables. The main reason is that the use of technology can support teaching and learning activities, both for teachers and students (Pathan, 2016). For example, using google web services to find learning resources or software for certain contexts. According to Yong and Gates (2014) cited in Arigusman et al., (2018) students today prefer to use technology to help them in carrying out learning activities

rather than doing conventional learning activities, such as using the Google web as a learning resource to find information and knowledge instead of going to the library. That means that technology in education is crucial. In short, technology is always needed and will continue to be used in various fields of science to facilitate and assist every learning activity effectively and efficiently.

In the ELT technology context is also used in learning English, learning media (e-learning) is one of the technologies used to assist learning activities, especially in ELT. Soliman, (2014) and Hoppe et al. (2003) cited in Basak & Wotto, (2018) said E-learning is a learning activity using digital electronic tools and media to improving the quality of learning. Wang (2005) cited in (Arigusman et al., 2018) stated that students who frequently use e-learning technology on ELT can develop their language skills by using the internet, software programs to check their work and self-correct, publish their work, email to search for information, read technology texts, communicate with each other even around the world. One of the technologies or learning media that students use in improving their English learning is machine translation. It is concluded using of e-learning, especially machine translation on ELT can help develop students' knowledge and skills in learning English.

As Hutchins (1986) in Ali (2016) cited in Marito and Ashari, (2017) and Mahardika, (2017) said a machine translation is the software associated with computer systems in the interpretation of text messaging, from one normal language straight into another. Machine Translation is automatic conversion of text/speech from one natural language to another (Arnold et al., 1994, cited in Sabtan, 2020, Kumar, 2013 and Kunchukuttan, 2006 cited in Marito & Ashari, 2017, Sipayung, 2021). Now Machine translation is a media technology that can support learning for EFL students. currently the use of Mt is very considering, MT is now widely used throughout the world (Tuzcu, 2021, Almutawa & Izwaini, 2015 as cited in Sabtan, 2020 cited in Sujarwo, 2020). with easy application and use which greatly helps students in solving language difficulties Chandra and Yuyun, (2018), many students use MT as supporting technology in learning English.

With the easy and usefulness of Machine Translation into learning media that has many benefits such as helping students in supporting English learning (August et al., 2020). Machine Translation can be used as a tool to translate a word, sentence, and paragraph, that means Machine Translation gives impact for writing (Zafitri et al., 2017, and Wang & Ke, 2022). Machine Translation can also help correct the wrong letters, and can pronounce sentences according to the correct pronunciation. As a free online translator, the student's online dictionary does not need to carry a dictionary and the use of MT is more effective than a dictionary, enriches vocabulary in using MT, a lot of vocabulary is provided when searching for certain vocabulary, checking for writing errors such as typos, allowing users to learn pronunciation (Alhaisoni & Alhaysony, 2017 cited in Tuzcu, 2020, Maulida, 2017, and Siregar, 2018).

Currently technology has developed rapidly, especially in education for supporting learning (Ghavifekr & Rosdy, 2015, Mollaei and Riasati, 2013). Technology really helps students in developing language skills because the use of technology is easy and good, especially MT. With so many students using translation machines in English learning activities, the researcher wants to explore students' perceptions of using translation machines in English learning activities. According to Davidoff, (1998) cited in Sujarwo, (2020) perception is

defined as the process of accepting, choosing, organizing, interpreting, testing, and reacting to an object, event, or problem. Students' perceptions describe how, why, and what students learn. Another study said that finding was in students' perception is very important in EFL teaching.

Much research has been carried out on studying the perceptions of EFL students on the use of translation machines, one of which is by Marito and Ashari, (2017), Ata and Debreli, (2021), Payne and Contreras, (2019), Alhaisoni, (2018) which explores students' perceptions of the use of translation machines in translating a language. Similar research was also published by Sujarwo, (2020) with the aim of analyzing the perceptions of students at Megarezky Indonesia University, as a Foreign Language (EFL) regarding the use of machine translation (MT) in translating words, phrases, texts or speech. the method used in his research uses a qualitative descriptive method. The results of the study showed that EFL students majoring in English education at Megarezky University must recheck and rearrange to get a good translation with their own understanding in translating words, phrases, texts, paragraphs. Meanwhile, research on students' perceptions of using translation machines in English language activities using quantitative methods is very limited. So this research wants to explore students' perceptions about the use of translation machines in English activities using quantitative methods.

METHOD

This research applied quantitative method within design survey. A survey design applied in this research to find out students' perceptions of how much influence machine translation has in helping improve students' English. In analysing the student's perception, the researcher used questionnaire closed – ended to know the student's perception about using machine translation in learning English. Close-ended questions limit respondents to answers that have been given by researchers (Foddy, 1993 cited in Urša Reja, Katja Lozar Manfreda, Valentina Hlebec, 2003) .This research used questionnaire closed - ended that consists of twenty questions adopted and modified from Abdellatif (2015) instrument within Likert Scale which is related to the student's perception of using machine translation in EFL classroom. The questionnaires was made by using of the Likert scale and this questionnaire was compiled based on indicators of independent variables, namely students' perceptions of using a translation machine that can express quantitatively. The population in this study were students from UHAMKA. This study explored students who used machine translation in English activities in the selection of research samples. The sample of this study amounted to 106 students in UHAMKA. This research was conducted from June to September 2022 and was conducted online by distributing prepared questionnaires to students. The students who were involved as research subjects took college education.

Table 1.
The Demography of Respondents

Demography	Category	Frequency	Total
Gender	Male	19	106
	Female	87	
Age	18-20	60	106
	21-24	46	
Semester	2-4	55	106
	6-8	48	
	10	3	

In this research used questionnaire as an instrument and online Google Form as a tool or technique to collect data. Google Forms is a survey administration app that is included in the Google Drive office suite along with Google Docs, Google Sheets, and Google Slides (<https://google.com/forms/about/>). The main reason is that by using Google Forms, questionnaires can be distributed easily and widely in the surrounding Jakarta area and respondents can respond quickly. The questionnaire would be in link form and share through WhatsApp. After all the data was collected, the authors transferred the data to excel. To calculate the questionnaire data to be percentage, the researcher used the percentage technique using excel.

Louis Cohen, (2018) stated that the reliability level is acceptable at 0.8, although others state that it is acceptable if it is 0.67 or more.

Table 2.
Statistical Reliability

<i>From the results of the can be concluded that test was very highly reliable.</i>	Alpha Cronbach's	n	<i>table above it the reliability</i>
	0,940882	20	

- >0.90 very highly reliable
- 0.80–0.90 highly reliable
- 0.70–0.79 reliable
- 0.60–0.69 marginally/minimally reliable
- <0.60 unacceptably low reliability

FINDINGS AND DISCUSSION

In this chapter, after assembling data by using an instrument which were close-ended questionnaire, the researcher served the results of this research through some data as follows. This research was conducted to find out the students' views on the use of translation tools in helping or facilitating learning English. This research was conducted to find out how effective

and useful a translation tool is in helping students and improving students' ability to learn and understand English.

Table 4.
The Questionnaire Response

No	Statements	X	SA	A	U	D	SD
1.	I often use MT to translate English	4,04	41 (38,68%)	40 (37,74%)	17 (16,04%)	4 (3,77%)	4 (3,77%)
2.	MT is very easy to use	4,40	62 (58,49%)	27 (25,47%)	14 (13,21%)	3 (2,83%)	0 (0,00%)
3.	I use MT in learning English	4,13	44 (41,51%)	38 (35,85%)	20 (18,87%)	2 (1,89%)	2 (1,89%)
4.	MT makes it easier for me to do English assignments	4,28	46 (43,40%)	45 (42,45%)	14 (13,21%)	1 (0,94%)	0 (0,00%)
5.	I use MT to translate or find the meaning of a word that I don't know	4,46	66 (62,26%)	25 (23,58%)	14 (13,21%)	0 (0,00%)	1 (0,94%)
6.	I use MT to translate a sentence	4,06	43 (40,57%)	34 (32,08%)	21 (19,81%)	8 (7,55%)	0 (0,00%)
7.	I use MT to hear correct pronunciation of word	4,07	43 (40,57%)	34 (32,08%)	24 (22,64%)	3 (2,83%)	2 (1,89%)
8.	MT has no errors in translating grammar in a sentence	3,14	21 (19,81%)	20 (18,87%)	29 (27,36%)	25 (23,58%)	11 (10,38%)
9.	MT makes me interested in learning English	3,75	30 (28,30%)	28 (26,42%)	39 (36,79%)	9 (8,49%)	0 (0,00%)
10.	MT makes it easier for me to understand English	4,14	40 (37,74%)	46 (43,40%)	15 (14,15%)	5 (4,72%)	0 (0,00%)
11.	MT improves my vocabulary	4,32	52 (49,06%)	40 (37,74%)	11 (10,38%)	2 (1,89%)	1 (0,94%)
12.	MT improves my listening sensitivity	3,89	34 (32,08%)	40 (37,74%)	22 (20,75%)	6 (5,66%)	4 (3,77%)

	and understanding of English pronunciation						
13.	Translating English on MT increases my confidence in using English	3,84	36 (33.96%)	30 (28.30%)	30 (28.30%)	7 (6.60%)	3 (2.83%)
14.	MT translates sentences correctly and precisely	3,54	24 (22.64%)	30 (28.30%)	36 (33.96%)	11 (10.38%)	5 (4.72%)
15.	It's important to use MT when learning English	3,88	34 (32.08%)	33 (31.13%)	33 (31.13%)	4 (3.77%)	2 (1.89%)
16.	MT is accurate in translating a paragraph	3,42	19 (17.92%)	31 (29.25%)	34 (32.08%)	20 (18.87%)	2 (1.89%)
17.	MT is very useful to sharpen my writing skills and increase my English vocabulary	3,92	32 (30.19%)	40 (37.74%)	29 (27.36%)	3 (2.83%)	2 (1.89%)
18.	It doesn't take long to find words and make sentences if you use MT	4,17	41 (38.68%)	46 (43.40%)	15 (14.15%)	4 (3.77%)	0 (0.00%)
19.	MT helps me in translating difficult sentences	4,24	45 (42.45%)	44 (41.51%)	15 (14.15%)	1 (0.94%)	1 (0.94%)
20.	MT has no flaws or errors	2,96	18 (16.98%)	21 (19.81%)	24 (22.64%)	25 (23.58%)	18 (16.98%)

Of the twenty questions given by researchers to students in exploring and knowing students' perceptions of the use of Machine Translation in English learning activities with several aspects in it. From the data that has been collected, it is known that the aspects of the ease and efficiency of using Machine Translation in learning English are very high, namely respondents who Strongly Agree (SA) and Agree (A) as much as 83.96% and Neutral (N) respondents as much as 13.68% while those who Disagree (D) and Strongly Disagree (SD) as much as 2.36% of the total 106 respondents. The dominant results are also found in the aspect of English competence with respondents who Strongly Agree (SA) and Agree (A) as many as 82.18% and Neutral (N) respondents as much as 18.13% while those who Disagree (D) and Strongly Disagree (SD) are 5.14%.

From 20 statements that has been responded by 106 students, the writer can identify and categorize **5 main aspects / perception** that contribute to improving English language skills when using machine translation as a medium that helps English learning activities. The following is the categorization/classification of the data results:

Table 5.
The Results of Recapitulation

Classification	Number	Percentage (%)		
		SA + A	N	D + SD
Feature and Display	9,20	60,38	29,72	24,53
Easiness	2,4,18,19	83,96	13,68	2,36
Motivation	13	62,26	28,30	9,43
Satisfaction	8,14,15,16	50	31,13	18,87
English Competence	1,3,5,6,7,10,11,12,17	82,18	18,13	5,14
Total	20 Items			

In the data recapitulation table above, there are 5 main classifications on students' perceptions of using Machine Translation in English language learning activities and it is known that the classification of ease and efficiency of using Machine Translation dominates with presentations Strongly Agree (SA) and Agree (A) at 83.96%, positive results are also indicated that respondents on the classification of English Competence with a presentation of Strongly Agree (SA) and Agree (A) amounted to 82.18%. From the data above, it can also be concluded that respondents have motivation after using machine translation with presentations Strongly Agree (SA) and Agree (A) at 62.26%, while feature and display having presentations Strongly Agree (SA) and Agree (A) amounting to 60.38%. Students' interest in Machine Translation has a good response with a presentation of Strongly Agree (SA) and Agree (A) amounting to 50.00%.

CONCLUSION AND SUGGESTION

As a media technology, Machine Translation is one of the alternative media to assist students in facilitating English learning activities, because translation can be used as a language translation tool in the form of a word, sentence, or paragraph. Not only as a translation tool, Machine Translation can also be used to find out a pronunciation, with the many uses of Machine Translation, many students use Machine Translation to help them in learning English activities. In addition to these uses, Machine Translation is also easy to use, making Machine

Translation the main alternative in helping students learn English because of the development of today's all-digital technology.

This research has succeeded in finding that Machine Translation is an alternative media used by students in English learning activities because Machine Translation is very easy to use with a percentage of 83.96% on the questionnaires that have been filled out by students. Other findings also explain that Machine Translation has many benefits and uses, such as translating a word, sentence, and paragraph, as well as pronouncing a word. It can be concluded that Machine Translation helps students improve their writing, pronunciation, listening, and reading skills. This can be proven from the results of the questionnaire that has been filled out by students with a percentage of 82.18% who say that Machine Translation improves their English competence. The findings clearly showed that Machine Translation is very useful and positive as a medium that helps students in learning English activities.

By considering the results of this study, namely student perceptions of the use of machine translation are positive, then machine translation can be an alternative media that can help students in English learning activities, because machine translation has had a positive impact on students who have used it. So for further research, it is recommended to be able to analyze in more depth about the translation results using machine translation carried out by students. This is to provide feedback and consideration of the perception itself.

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