

**THE INFLUENCES OF “GOOGLE TRANSLATE” ON STUDENTS’
TRANSLATION SKILLS**

THESIS

Submitted by

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SURAT PERNYATAAN KEASLIAN
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Influences of "Google Translate" on Students' Translation Skills

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Aceh Besar, 01 / 12 /2022

Saya yang membuat pernyataan



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A R - R A N I R Y

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ABSTRACT

Name : Sri Reski Nazmi
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This study is aimed to explore the influences of google translate and the difficulties faced by students when translating a text using google translate. This study uses a qualitative method to collect the data. The sampling technique used in this research is purposive sampling. The reason for purposive sampling is this research is a study that does not aim to generalize so the selected sample must be relevant to the criteria determined by the researcher, and the sample fulfills the research objectives, making it easier for the researcher to reach the target and point to be achieved. The data collection is conducted through in-depth interviews with six participants from the Department of English Language Education, UIN Ar-Raniry. The result of this study is that google translate has a very good influence on a student's study, especially for English language learners. Besides that students also have difficulties when using google translate such as misunderstanding meanings, there are ambiguous words, and internet connections error in translating a text.

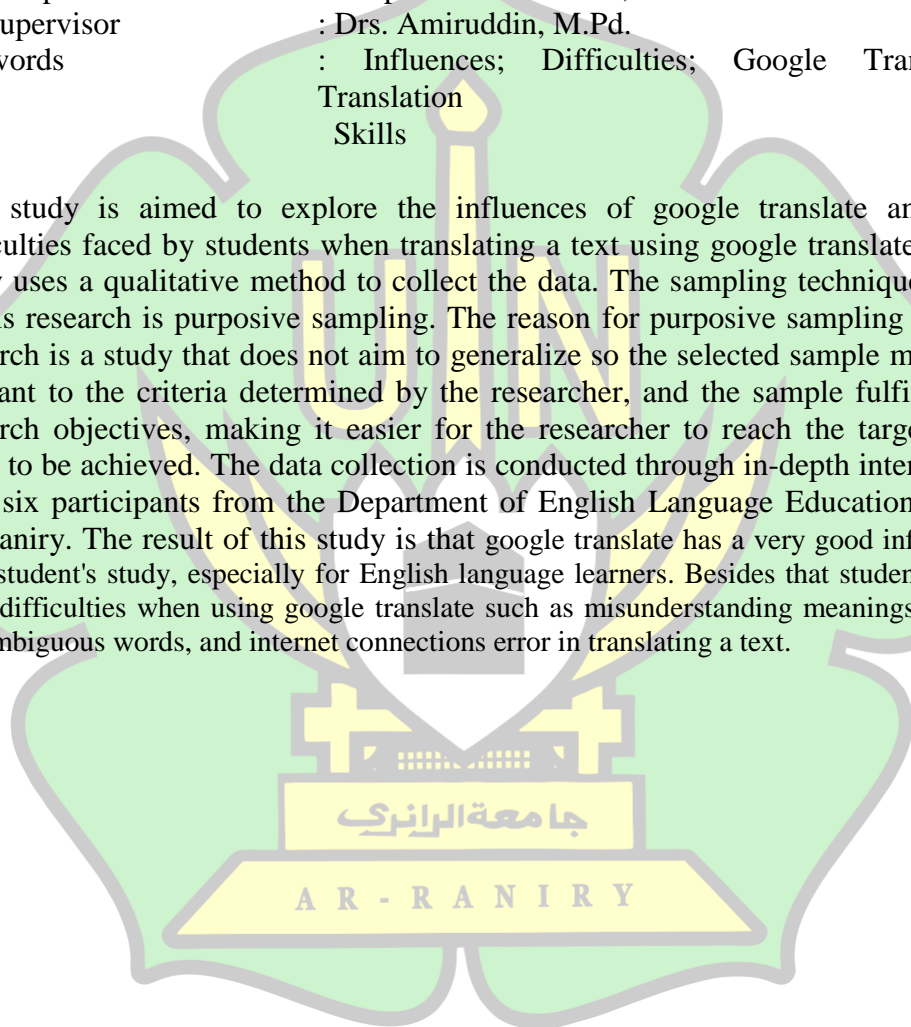


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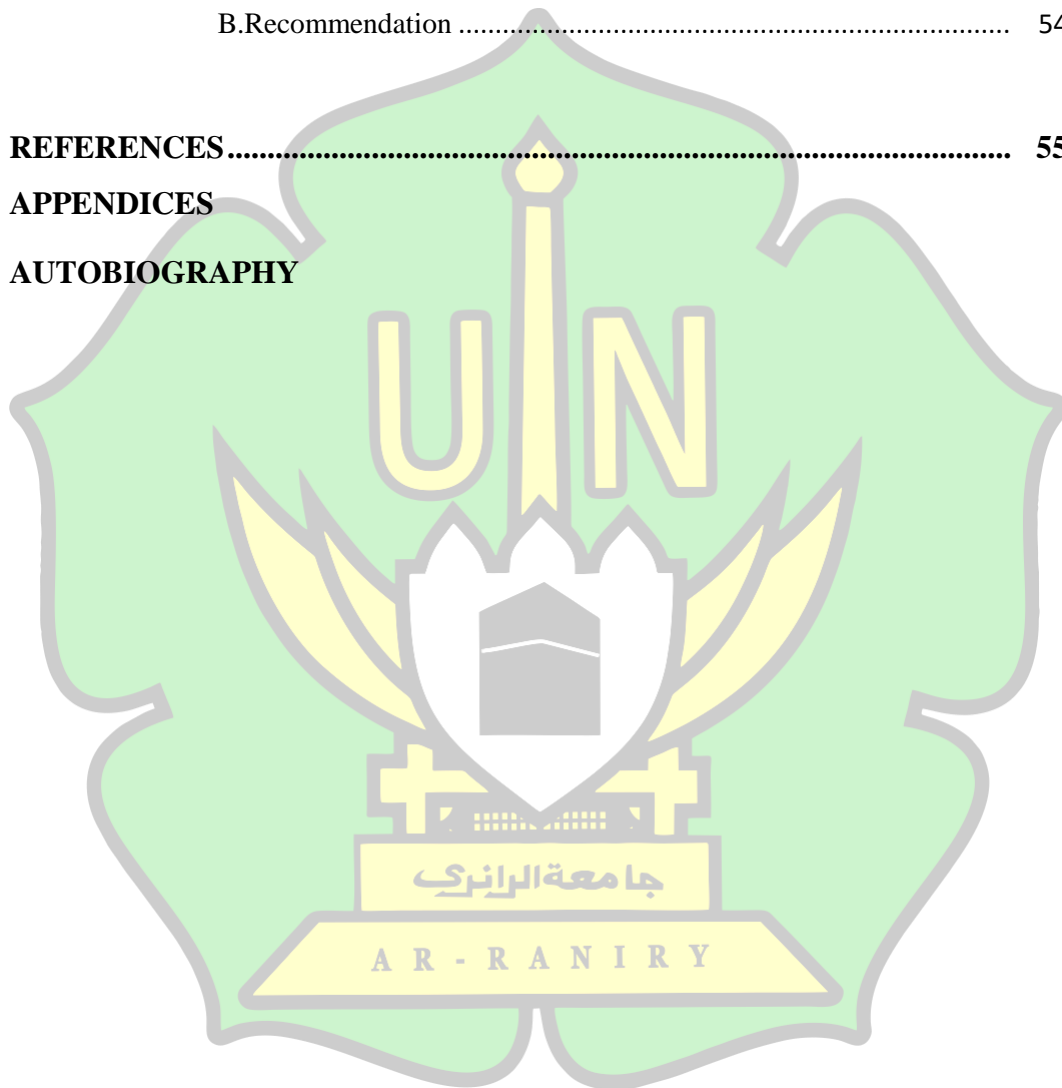
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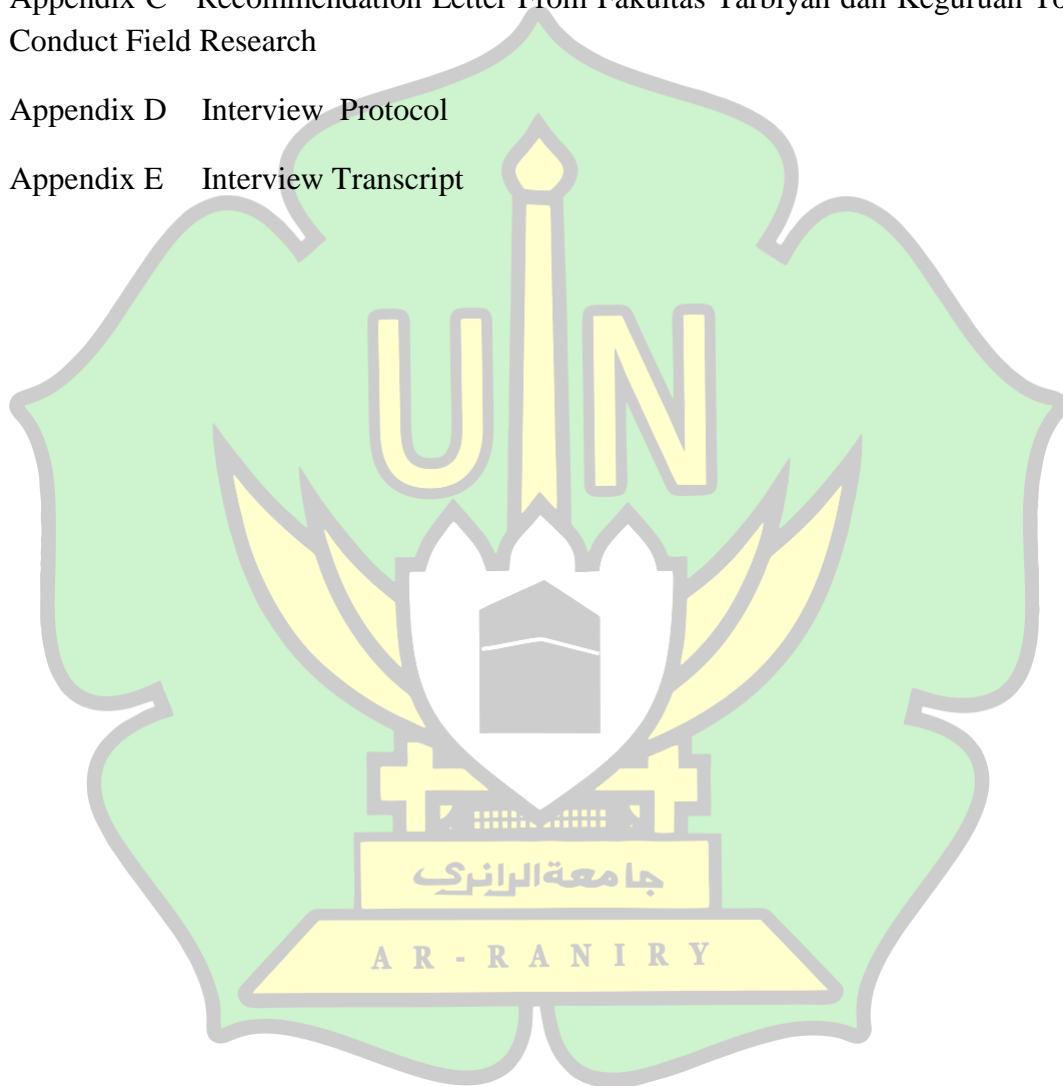
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CHAPTER I

INTRODUCTION

A. BACKGROUND OF STUDY

The Industrial Revolution 5.0 is a challenge in the digital era. It will also have an impact on graduated students in universities including The State Islamic University of Ar-Raniry Banda Aceh, especially The English Education Department. The impact of these phenomena is that students must prepare to master the latest technology. Along with industrial development, the world of education also experienced quite rapid changes whereas the needs of students are certainly facilitated in all sections. In the section of learning, students are always required to operate learning media both in the form of online and offline media. Students in this situation are capable of managing offline learning but some of them are still confused while operating the online equipment.

Nowadays, the use of online applications is very commonly used among students such as Youtube, Google, and Classroom. Google is an online media that is helpful for students both in an educational and social environment. Liu (2021) explains that the research on machine translation has gradually advanced from the initial simple linguistics and computational sciences after decades of development and evolution in the field and with the ongoing advancement of information technology and computer technology.

Google currently offers a lot of additional applications, especially for EFL. They use Google Translation to translate their language into the target language. One of the benefits of Google is the ability to translate the text of the news around the world. The process of translating written text from a Second Language to a Target Language is carried out by a translator, in a particular socio-cultural context. Such as written Products, or TT, resulting from that process and functions in the socio-cultural context of TL. And also Cognitive, linguistic phenomena, visual, cultural, and ideological (Hatim and Munday, 2004). Thus, the news can be read and understood by people around the world. In learning in schools, especially at the secondary education level, it is not uncommon for English teachers to also give their students the task of understanding news texts. The task of understanding the news text is very easy to do with the presence of Google Translation.

As we know the progress of translation is getting more modern in this era. Translation used to be done only through conventional or only with dictionaries by experts but when the translation is done with machine translation as a tool that can help. Machine translation (MT) has become a very active research area, especially in the last 15 years. The advent of MT Statistics (SMT) helps in the dispersion and diffusion of MT by producing a system that, given the availability, a parallel corporation can translate any text with acceptable quality at least for basic understanding. But Machine Translation Statistics (SMT) seems to have reached its peak and, as it grows, several

approaches have been developed to join the best of various MT paradigms under the label of HybridMT (HMT) (Costa, 2016).

It can be seen that translation is now becoming easier with the growth of Information and Communication Technology (ICT). Nunan (2019) says that students who need theory or learning materials, both in the field of learning and the world of translation from various sources, can suit the needs of the world of translators who are increasingly modernizing in a new era, we can easily obtain them through machine translators, such as Google Translation, Bing Translator, Yandex Translator, Babelxl, or Dictionary.com and many others. Apart from all that, many studies state that the translation results from Machine Translation still cannot be used optimally, because the translation results from Machine Translation have some ambiguous meanings and also some standard sentences that are difficult to understand.

Wuryantoro found some evidence that the results of translations using machine translators have many errors, both at the word, phrase, or sentence level which are strongly influenced by the existing context. However, this machine translator helps ease the task of translating despite its many shortcomings (Wuryantoro, 2015). As we know, the use of words, phrases, and sentences in reading material is related to the results in student understanding.

Historically, translation was by someone who a bilingual and equipped with special knowledge of the topic to be translated. In the mid-20th century, textual theory and discourse analysis paved the way for modern translators who have linguistic transfer skills to apply a whole text approach (text/discourse as

a whole) in carrying out translation activities. This was compounded by the digital revolution that started in the 90s and led to an increase in the demand for translation. In the end, translation tools emerged, which in principle are Information and Communication Technology (ICT)-based translations (Garcia, 2009).

So far, translation has been defined in various ways with different theoretical backgrounds and approaches from various aspects, both in terms of semantic meaning and linguistics, and so on. Although it does not represent the entire definition that exists in the world of translation at this time. The definition of translation in a broad sense is "all human activities in diverting meaning or messages, both verbal and non-verbal from source information or source information into target information." This means that everything that is translated must of course in sync with the target language and also the way the translation works (using vocabulary that is easy to understand/achieve) so that the meaning of the translation can be conveyed. Kane (2020) explains that the important aspect of comprehending this principle is to translate from the source language or the original material into the current objective language while continuing to change the style to ensure that the result is similarly applicable to all situations. As quoted from Nida and Teber, in translation, there is no problem with the language involved in the translation but is more interested in how the translation works.

In an analysis conducted by Santoso on Google Translator's translation errors, from Indonesian into German, it was found that most errors occurred at

the morphological level, followed by errors at the semantic, syntactic, and then orthographic levels. The translation results from a machine translator like this still have many shortcomings and do not produce accurate translations, so the translation results are more worthy of being referred to as pre-translation which still needs to be perfected by users. However, the results of the translation from Google Translator can be used to understand a text globally. For teachers at universities, this machine translator is quite helpful for translating abstracts into other languages, especially English (Santoso, 2010).

Furthermore, the aspect of readability is also considered in the assessment of the quality of the translation. According to Richards (1985), as quoted by Nababan (2007), the readability element of a translated text can be seen from how easily the text can be read and understood by the reader so that when we want to find out how far the readability aspect of a text is, we can find out from it. These two factors are: 1) the linguistic elements used to convey messages in the text, and 2) the reading ability of the reader himself (Nababan, 2007). Furthermore, according to Nababan (2000), other factors that can affect the readability of the translated text, namely 'the use of foreign and regional words, the use of ambiguous words and sentences, the use of incomplete sentences, and an uncoordinated line of thought' (Nababan, 2007). The acceptability aspect is related to the fairness and naturalness of the text which has a common grammar and is available in the target language, but the message from the source language is still conveyed.

In all reading activities, both in the form of book reading material and translation results. understanding of reading texts is absolute and must be considered if teaching reading for comprehension, understanding itself will involve several things, as expressed by Professional Service for Teachers (PDST) (2004) which concludes that someone who has understood the meaning sometimes in the content of the text as a whole, then it has three capabilities, namely: literal (creating image, skimming, scanning, and self-questioning), inferential (connecting, comparing, inferring and predicting) and evaluative (synthesizing, determining importance, summarizing and paraphrasing, self-questioning).

One of the skills that should be understood by EFL learners and interpreting a text, namely understanding or interpreting the meaning in the text. Meanwhile, Basizew (2017) also explains that the text is inferential and the interpretation of the meaning it conveys is interrelated because inferential meaning cannot be found in the text; instead, one must be able to interpret the sentences within it. The fact is that someone who has read the text will be able to draw conclusions which are also called the inferential form, which means now is a person's ability after reading the text, then has critical analysis, compares facts and events in the reading, examines the characters involved in the reading, and in the end able to conclude what happened in the contents of the reading (Fitria: 2010)

In addition to the previous explanation, the translation results also affect other aspects that also affect the ability to analyze and interpret the meaning of

a text described by Murphy (2016) who mentions the factors that influence reading comprehension are; vocabulary, background knowledge, morphology, syntax, the accuracy of decoding, and reasoning skills including logic and inference. So that the results of the translation by Machine Translation are very influential on the ability of students to translate a reading.

Not only in terms of a student's ability to understand a translation from a machine translation, but also a student must be able to translate a text using google translate, as is the case for students of the English Education Department of UIN Ar-Raniry who have completed the subject of Introduction to Translation and Interpretation Skill.

Conducting a study to explore the influences of google translate on students' translation skills is important to reveal the difficulties encountered by students in translating machine-translated text. Based on my own experience, the results of machine translation of course still have many errors, both in terms of words, phrases, grammar, etc. so many students make mistakes when translating a text. In research has been conducted by Wuryantoro (2015), Wuryantoro found some evidence that the results of translations using machine translators have many errors, both at the word, phrase, or sentence level which are strongly influenced by the existing context. In an analysis conducted by Santoso on Google Translator's translation errors, from Indonesian into German, it was found that most errors occurred at the morphological level, followed by errors at the semantic, syntactic, and then orthographic levels. The

previous study only examined the common errors and mistakes of Machine Translation.

Therefore, researchers are interested in researching the difficulties faced by students in translating the results of the translation and the methods used by students when experiencing difficulties in translating the text. This research is very important to be researched because in this study in addition to analyzing the influences of “Google Translate” on students' translation skills but also analyzing the difficulty of students in translating the results of google translate so that there is feedback both for stakeholders, lecturers, and students to manage classes creatively and innovatively, especially introduction translation and interpretation studies classes.

B. RESEARCH QUESTION

1. What are the influences of Google Translate on students' translation skills?
2. What are the difficulties faced by students in translating a text by using Google Translate?

C. RESEARCH AIMS

1. To analyze the influences of Google Translate on students' translation skills.
2. To analyze the difficulties faced by students in translating a text using Google Translate.

D. THE SIGNIFICANCE OF THE STUDY

This research is conducted to explore the influences of google translate on students' translation skills, especially vocabulary, phrases, and structure. The researcher will investigate students' difficulty to understand a text using google translate.

This research hoped to give benefit for stakeholders to pay attention to the effectiveness of students in mastering the operation of Machine Translation and be able to increase vocabulary with various creative and interesting. That is, stakeholders or educators here are not only responsible as teachers but are also able to guide and provide the development of student insight both in students' intellectuals in interpreting reading and operating the results of a translation.

For future research, it can be used to contribute their opinion about students' difficulties in translating a text using google translate. Therefore, this research can be used as information about the difficulties faced by students in translating a text using google translate.

E. TERMINOLOGY

To avoid misunderstanding study of the readers, some terms used in this study need clear explanations:

1. The Influence

This study, the influence is defined the influence of Google Translate on students' translation skills. According to Sabtan (2020), the translation result

was improved using Google Translate. Writers of second languages (L2) can use Google Translate to create text in the target language that communicates the intended meaning (Chon, Shin, & Kim, 2021). But, in addition, Google Translate also has common errors and Google Translate also has an influence on students' understanding in understanding the results of translation in terms of grammar, phrases, and linguistics. Lexical and structural ambiguities, lexical and structural differences, and multiword units including idioms and collocations are some of the key problems found when using translation machines (Chimsuk, 2010).

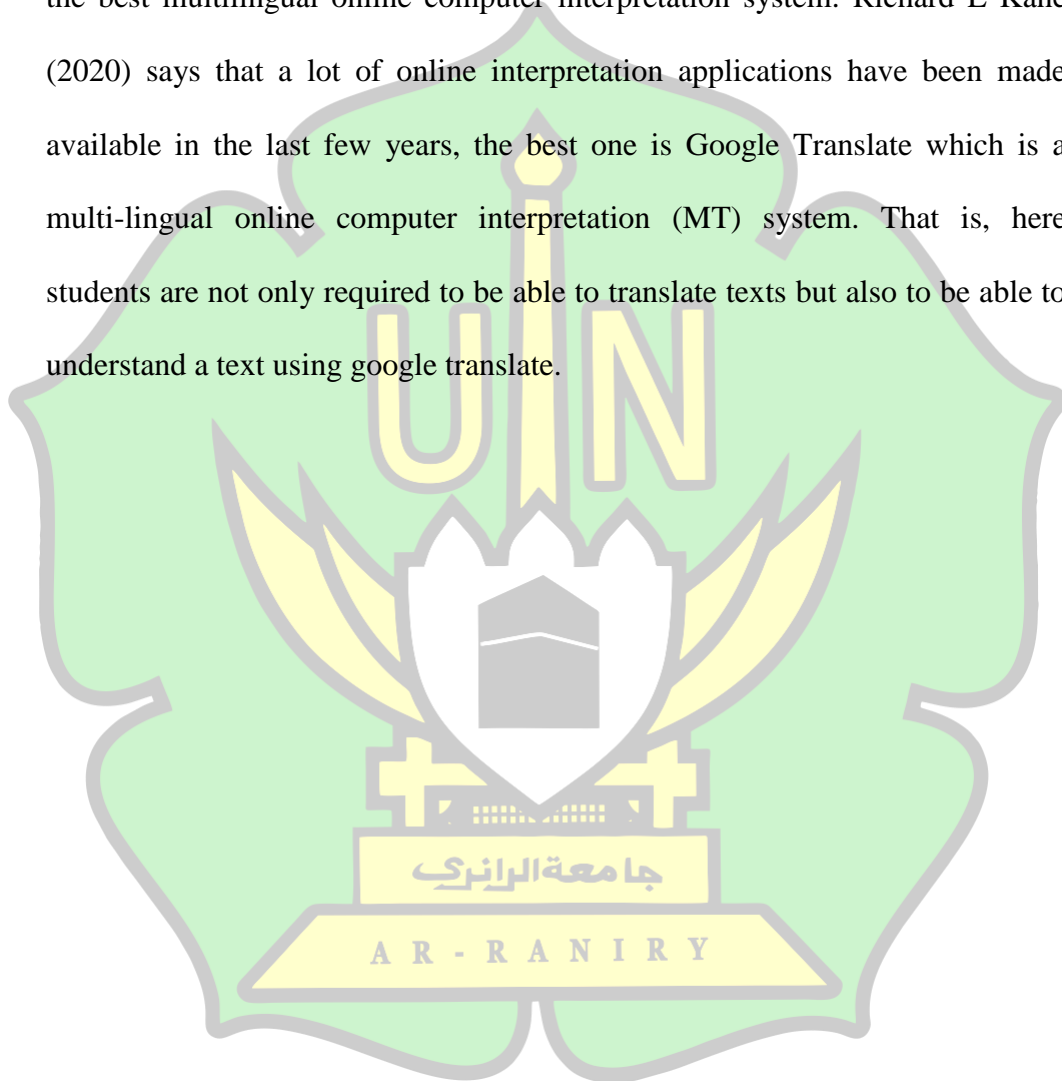
2. Translation Skill

In this study, translation skill is defined as the ability of the students of the English Department students of UIN Ar-Raniry in their Introduction Translation and Interpretation Skill study in interpreting a translation result properly and correctly, literally, inferentially, and evaluatively. According to Albrecht (2002), translation necessitates a variety of complicated abilities and knowledge, and competence in translation includes several specific skills including language proficiency, text competency, subject matter knowledge, cultural competency, and transfer competency. That it includes the three main skills that translators should acquire, receptive competence, productive competence, and meta-translational competence (Kelly, 2005).

3. Google Translate

In this study, machine translation is defined as a tool or application used by students in translating a text. Where Machine Translation also has an

important role for students in facilitating student work in translating a text. In this research, researchers focused on statistical machine translation, namely google translate. Of many types of machine translation, google translate is the Machine Translation that is very much used by students. Google Translate, is the best multilingual online computer interpretation system. Richard L Kane (2020) says that a lot of online interpretation applications have been made available in the last few years, the best one is Google Translate which is a multi-lingual online computer interpretation (MT) system. That is, here students are not only required to be able to translate texts but also to be able to understand a text using google translate.



CHAPTER II

LITERATURE REVIEW

A. TRANSLATION THEORIES

There are a lot of translation theories. Nida (1991) says that One factor contributing to the diverse variety of translation theories and sub-theories is the fact that the processes of translating can be viewed from a wide variety of perspectives: stylistics, author's intent, language diversity, differences in corresponding cultures, interpersonal communication issues, changes in literary fashion, different kinds of content (such as mathematical theory and lyric poetry), and the situations in which translations should be employed, such as when they are read in a quiet living room, performed on stage, or broadcast to an agitated crowd through a loudspeaker. However, translation researchers have put out a variety of new theories, but the idea has always come from the two conventional approaches of "word vs. sense" or "literal vs. free" translation (Newmark, 1998). While word-for-word translation seeks to preserve the meaning of the original text in the target language, sense-for-sense translation allows the translator to negotiate and interpret meaning. As a result of the dominant position in translation studies, these two translation theories: Although such basic translation theories are required to analyze the mistakes of a machine translation, 1) *word-for-word translation* and 2) *sense-for-sense translation* will be employed as a framework of analysis. Google Translate, as a machine, can't match with skilled human translators, especially when it

comes to conveying all meaning precisely and organically. According to initial research, the actual differences between a word-for-word translation and a sense-for-sense translation are the most frequent issues encountered while using Google Translate. Both theories will be used in the source investigation.

B. TRANSLATION STUDY IN ELT

According to Reiss (2008), translation is the process of bridging multilingual communication to produce a target language text that is acceptable to the source language text. The translation is a process by which ideas that are in one language are represented by words of a different language. Is the process where the meaning of expressions in one language is turned into the meaning of another language. The language from which the information is taken is called source language (SL) and the one into which the meaning is turned is called Target language (TL). Since the days of 19th-century Prussian Grammar-Translation methodologies and the much-despised medieval Scholasticism, translation as a language-learning activity in the classroom has disappeared by several names, from general terms such as "school translation," "pedagogical translation," and "academic translation" to more recent terms in the current post-communicative, cognitive paradigm such as "act of translating" (Machida, 2011).

The "act of translating" in the teaching/learning process can be facilitated by a variety of technological tools, including paper-based and electronic handheld resources, specialized software, online platforms, and virtual forums. Translation in English Language Teaching (ELT) is continuously updated

through the incorporation of new technology. Using 21st-century technology, "traditional" approaches can be modified to help students get prepared to read books from both the past and the present. The main reason it declined in popularity was that translation was perceived as a tedious activity that was concerned primarily with grammar and did not encourage communication. The Grammar Translation Method, which used to be popular, involved having students translate independent sentences that lacked context and meaning to understand grammatical concepts. As Duff (1989) further indicates, there has been a revival of interest in translation as a means of introducing diversity into communicative language classrooms. The technique of using translation as a tool to help students learn a foreign language more effectively through reading comprehension exercises, contrastive analysis, and written text reflection is still being done. Due in part to the creation and growth of Translation Studies in recent decades as well as changing ideas in Applied Linguistics, this continued practice has caused translation to progressively regain ground in language teaching.

The translation is now regarded as a tool for improving accuracy, clarity, and flexibility rather than as a task without any language and communication aims. By emphasizing fluency, communicative techniques neglect accuracy, which refers to paying focus on form. Through translation, one aspect that can be highlighted is clarity or the degree to which a message is effectively communicated. When students realize the translations that their peers create, flexibility, or the capacity to transmit the same idea using two different forms,

is also a component that is brought to light. Students gain an understanding of the distinctions between the two languages on the syntactic, semantic, discourse, and pragmatic levels through translation. Newson (1998) provides a summary of the main objections to the use of translation in L2 teaching and learning. Translation, he states, “does not allow or make easy the achievement of such generally accepted foreign language teaching aims as :

- a. fluency in spoken language
- b. the controlled introduction of selected and graded structures and lexical items
- c. the controlled introduction of communicative strategies.

Translation does not enhance communicative language use and has no apparent learning effect on learning new vocabulary or structural components. Around 1900, other techniques like DM were developed in Germany and France in response to the GTM's obvious issues. In DM, both teachers and students avoid using their native language. Similarly to DM, the Audio Lingual Method tried to teach language without first explaining new concepts in the L1. Additionally, new methods including Communicative Approaches, Total Physical Response, and Silent Method began to be adopted in the teaching of English. For a very long period, teaching languages was also based on translation, but as new approaches developed, it was discarded. The GTM, which was based on the traditional approach to teaching Greek and Latin, placed a high priority on translation. However, GTM was heavily criticized as

it required learners to translate entire literary or historical books word-for-word while also requiring them to memorize extensive lists of rules and vocabulary.

Translation in ELT serves as a tool to help students improve their command of the English language; it is not a target in and of itself. According to Newson (1988), “there are four drawbacks to using translation as a teaching and learning tool: It encourages thinking in one language and transferring to another, robs both the teacher and the learner of working within a single language, gives false hope that there is a perfect one-to-one correspondence between languages, and hinders the accomplishment of generally agreed-upon goals like emphasizing spoken language”. Through translation, learners can become fluent in both their native language and the target language. Learners study their own language's grammar rules, sentence structures, and vocabulary while translating from the target language. If properly designed, translation activities can be used to enhance the four skills and develop accuracy and flexibility. In reading activities translation is used to clarify the text and make the learners internalize the subject matter in listening activities an enjoyable story can be told and learners are required to translate the story part by part.

In translation activities a teacher is expected to have the following skills :

- a.) Be organized and inform the students about the syllabus
- b.) Be confident, admit mistakes
- c.) Have translator skills
- d.) Have a good command of pedagogical techniques
- e.) Be prepared to use new methods

- f.) Listen to students' suggestions
- g.) Consider translation as a form of linguistic exploration
- h.) Have proficiency in both languages.

In translation activities a student is expected to have the following skills:

- a.) Sensitivity to language
- b.) Ability to write neatly, plainly, and nicely
- c.) Good knowledge of the cultural background
- d.) Master the text being translated
- e.) Good reading knowledge

Claypole (2016) explains that there are roles of translation in language teaching :

- 1.) Lexical contributions: In translation lessons, students also practice morphological knowledge they have acquired in vocabulary lessons teachers control whether or not their students are familiar with various word formation processes, such as coinage, borrowing, compounding, blending, clipping, acronym, derivation, etc.
- 2.) Grammatical and Syntactic Contributions of Translation: Students should practice the grammatical and syntactic knowledge they acquired in grammar and writing courses. They should learn how to disambiguate sentences that present syntactic ambiguity.
- 3.) Semantic Grammatical and Syntactic Contributions of Translation: Students should practice the grammatical and syntactic knowledge

they acquired in grammar and writing courses. They should learn how to disambiguate sentences that present syntactic ambiguity.

4.) Contributions of Translation: In translation courses, students should study lexical items such as metonymy, synecdoche, euphemism, and hyperbole practically and learn whether or not it is possible to translate such expressions from English to Turkish or Turkish to English. Students should be aware of the fact that it is impossible to find exact equivalents of such Turkish stereotyped sayings as Allah razı Olsun ‘God bless you’, Allah rahmet eylesin ‘May he rest in peace’.

5.) Stylistic contributions of translation: Students should study different ways of expressing things via translations of different types of texts. They practice translating formal, informal, and casual styles of speech in translation courses.

6.) Cultural contributions of translation: In translation courses, students should become familiar with the characteristics of the target language by translating different types of text from English to Turkish. They should study everything related to the culture of a foreign language in terms of its traditions, superstitions, and other cultural values.

7.) Bilingual Immersion :

The translation is widely used in bilingual immersion programs in many American schools. In this program, learners deal with both

their native language and English. In this way, they are exposed to sentence structure, grammar rules, and vocabulary of two languages. These programs follow different language formats, the most popular ones are the 50/50 and 90/10 models. The 50/50 model incorporates students receiving equal amounts of the target language and native language, whereas the 90/10 model emphasizes time spent on the target language.

C. MACHINE TRANSLATION

Machine Translation (MT) according to Qun (2015) is a sub-field of computational linguistics (CL) or natural language processing (NLP) that investigates the use of software to translate text or speech from one natural language to another. That means MT is a computer phonetic that decrypts text from one language to another using explicit programming. The usage of MT necessitates the use of a computer to do the translation movement. For a long time, MT has attracted attention as it improves its accessibility of registering power, and phonetic information, and the growing demand for robotization following the establishment of semantic principles that were physically integrated by etymologists and translators for each language target.

As a result of this translation machine's satisfaction with the accessibility of human translation expertise, distinct translation styles emerge, which influence the current translation pattern. The results' sentences of machine translation are also very influential on the translation process because the results text of machine translation have several ambiguous meanings so there

are difficulties encountered when translating a text. Similarly, perception is a way of transferring the value from a source language to a receiving language from a fundamental level, which is elaborated and semantically performed to fulfill the proportional articulation in the receptor language (Costa-jussà & Fonollosa, 2015).

Tan (2018) says that Machine Translation is a complete translator, it experiences an exceptional arrangement of difficulty in altering context and seeking proportionality because human language is a frame of mind and requires complex angles. The general paradigm of machine translation is designed and its integration has different levels of depth described starting with the combined system's technique and followed by the integrated strategy through the rule base and statistical systems. Combination systems do not involve multiple architectural mixes when they have to combine translation outputs.

In this regard, there are six types of machine translation, namely google translate, bing.com, myeasytranslator.com, nicetranslator.com, translate.yandex.com, and translate.com. Uszkoreit (2010), explains that Machine translation is one of the research areas under “computational linguistics”. It means Machine Translation (MT) is a combination of linguistics and computational science, often referred to as part of computational linguistics. Essentially, this science aims to build machines that can translate between different languages. Several types of MT can be broadly categorized

into three general sections, namely Statistical Machine Translator (SMT), Rule-Based Machine Translator, and Hybrid Machine Translator.

The first, The Statistical Machine Translator (SMT) is a machine that can translate a sentence from one language into another language using statistical calculations. Weaver (1949) introduced the concept of Statistical Machine Translation (SMT). The concept is applied to generate translated version using bilingual corpora. For example, Costa (2007) has researched n-Gram-based SMT, V Anbati (2010) has explored the Occurrence based SMT, and Macherey (2009) has experimented with statistical methods for spoken language understanding for SMT exploring Google Translate and Microsoft Translator are two well-known examples of Statistical Machine Translation.

Statistical Machine Translation necessitates instances of current translations because it relies on statistical calculations (commonly called bilingual corpora). The likelihood of a word or phrase being translated into another language is then calculated in the example translation. A translational model is created as a result of this calculation. In addition, sample sentences in both languages are required (commonly called monolingual corpora). These sentences are being utilized as language models. This language model is used to improve the quality of grammar-translation. The better the translation, the more sample translation data, and sample sentence data there are.

The Second is Rule-Based Machine Translation. Rule-Based System Translation includes a point-to-point mapping of the phrases in the source and target languages, i.e., we have examples of information that have been

translated between the two languages (MD Okpor, 2014). This technique uses standard language rules in translating. In addition to the rules, dictionary data is also needed for each word in the two languages. So each word is translated one by one, then rearranged according to standard language rules. An example of this rule-based application is also a translator. However, because the language rules are not always standardized, and the dictionary data is limited, the translation is sometimes not as expected. In general, the quality of rule-based Machine Translation is still inferior to Statistical Machine Translation.

The third is Hybrid Machine Translation. This type of Machine Translation is a combination of statistical and rule-based Machine Translation. There are several hybrid Machine Translation techniques, including rule-based Machine Translation output, then the results are adjusted again based on statistics, or the result of the translation from the Statistical Machine Translation and then rearranged grammar based on standard rules. According to Admin (2011), The translation generated using statistical machine translation, which is subsequently rearranged grammatically, is generally of higher quality than that generated by traditional translation techniques.

In this research, researchers focused on statistical machine translation, namely google translate. Of many types of machine translation, google translate is the Machine Translation that is very much used by students. Google Translate, is the best multilingual online computer translation system. It is referred to as a multilanguage translation program since it is capable of decoding material in over 90 dialects. Google Translate is also believed to be

the most used internet translation application since the mid-2000s. The easiest way to read data written in English for undergraduate studies is to use Google Translate.

D. COMMON ERRORS OF MACHINE TRANSLATION

According to Frontage (2021), two distinct categories of errors occur Source mistakes and Non-translation. The appropriate stretch in the source section should be highlighted when annotating source errors. Ranganathan (2007) states that because no text can be translated in the same way, regardless of its subject, mistakes may occur during translation. A translator may find it challenging to translate the text when there are non-equivalence words between the source and target languages and may end up adopting the best equivalence for the text. Even though they were the result of a source error, they should not contribute towards the five-error limit for target errors, which should be handled as usual.

To identify an error, highlight the relevant part of the text, then select a category or subcategory and a severity level from the list. In the case that the error is a source error or an omission, the text span can be in the source section. Please be as specific as you can when pointing out mistakes. For example, two separate mistranslation errors should be recorded if a sentence contains two terms that are both incorrectly translated. You only need to highlight the most serious error if a single section of text has several. Select the first corresponding category stated in the error typology if all have the same severity (eg, Accuracy, then Fluency, then Terminology, etc).

This segment may only have one non-translation error, and that error must span the entire segment. If Non-Translation is selected, no additional errors should be discovered. The three categories of error severity Major, Minor, and Neutral are assigned independent of category and represent the degree of genuine translational or grammatical problems, minor errors, and simply personal judgments about the translation, respectively. Many MQM schemes also have a critical severity level, which is worse than Major, but we removed it because its definition is frequently dependent on the context.

Bunsom (2015) explains that Language bias could be eliminated using Google Translate, but there was a trade-off between accuracy and completeness. The source and target texts were compared to identify some translation errors using the Indonesian-English translation error typology. Lexical and structural ambiguities, lexical and structural discrepancies, and multiword units like idioms and collocations are some of the issues categorized when utilizing translation machines (Chimsuk, 2010).

Example 1 :

جامعة الرانري
“Zikri saw Sri using binoculars.”
A R - R A N I R Y

This ambiguous sentence structure produces two interpretations:

1. Zikri used binoculars to see Sri.
2. Zikri saw Sri was using binoculars.

The structural ambiguity can be challenging for the machine translation because it will not be able to choose the intended meaning given its limitation.

Example 2 :

1. The check-in counters **close** fourth minutes before the departure time.
2. Our check-in counters are located on the 4th floor **close** to gate number 4.

In the above sentences, the word "close" has two parts of speech: (1) a verb in a sentence and (2) an adjective in the sentence. Due to its lexical and grammatical variety, a translation system such as Google Translate may not be able to check the specific meaning of the term "close" for each specific sentence.

Although many people make errors when interpreting texts. Translation errors happen more frequently than writing errors. One must have a strong command of both the target language and the target language into which the translation is to be performed. To avoid translation errors, one must have a comprehensive awareness of the language, syntax, idioms, terminology, and culture of the place in which the language is employed.

Romani (2021) explains that there is some common error in translation :

- a) Ignoring the importance of communicating effectively.

First things, a lack of clarity in the translation is the most typical error that people make. Having good communication is essential

for accurate translation. When translating a document into another language, there should be no opportunity for misunderstanding and confusion. Maintaining a clear line of communication is crucial for anyone working as a translator, especially.

b) Word-to-word translation

When a text is translated word for word, its original meaning is lost. The translation must be completed in the same style and manner as the original. Different syntactic norms should be taken into consideration when translating.

c) Not having sufficient language competence

Comprehensive knowledge of both languages is crucial for a translator. It will be a waste of time if someone is ignorant of any language but tries the work. Translations made without sufficient linguistic proficiency are ineffective and filled with errors.

d) Unable to act correctly and formally

Not following the language's manner and style is another common error that people are making. Simply said, to make any document meaningful when it is translated into another language, one must be familiar with the syntax and style of that language.

e) Enhancing the meaning of words

Sometimes, to place more emphasis on a certain point, translators will simply exaggerate the meaning of a few words, producing a confusing translation. Naturally, not every word may be used in every sentence. Every word used in a specific text is chosen with consideration for its meaning, necessity, and property. The whole process will be meaningless if any of these are missed while translating. Therefore, it's crucial to avoid overusing technical language and complex language.

f) Misappropriation of language

Sometimes translators choose the wrong words without considering the context. It's essential to use the right words while translating and to keep the appropriate context in mind.

g) Overly complexity

Using too many complex sentences is another error that translators make. Surprisingly, overusing complicated language diverts attention from the text's attractive appearance. Instead, it complicates the language and makes it challenging to understand. Therefore, it is better to use simple, basic language to prevent misunderstanding and errors in the content that needs to be translated.

h) Using inappropriate Phrases

Simply changing the sentence's meaning by using inappropriate language. As a result, it's critical to have a comprehensive understanding of idioms and phrases in a given language to translate well.

E. TRANSLATION SKILLS

According to Neubert (2002), translation requires a variety of complicated abilities and knowledge, and competence in translation includes several specific skills including language proficiency, text proficiency, subject material knowledge, cultural proficiency, and transfer proficiency. That it includes the three main skills that translators should exhibit, receptive competence, productive competence, and meta-translational competence (Kelly, 2005).

Although translation involves a variety of tasks and abilities, someone who is interested in enrolling in a program to learn these skills already has a propensity for translation, which will speed up the learning process. To learn the required skills for a job and to construct a curriculum appropriately, it is crucial to understand which abilities and skills are required. Like other professions, translation also calls for certain abilities and skills, including decision-making, creativity, the ability to respond quickly, particularly in language translation, and the ability to plan out the timing of responses. These skills include language acquisition, text competence, research competence, cultural competence, and transfer competence.

Alfaro (2017) suggests that the translator is aware of this goal to focus their efforts on delivering a meaningful message in the target text. If one aspect of the translation is lost, the translation fails, and it may confuse the meaning, creating a translation that is not equivalent. Therefore, it is essential to use competent translation methods to convert the source language into a useful form. In actuality, a few translation methods have been presented.

According to Mahadi and Moindjie (2006), there are various parts of techniques that can be used in translating source text into the target text, as follow:

1. Literal Translation, the target text is a literal translation of the source text that only focuses on form and structure, without any additions or deletions. Example:

SL: where are you?

TL: Dimana kamu?

2. Borrowing is a method of translation in which the original words are used. Especially in comparison to other procedures, it is the simplest. In this process, a term or expression is transferred from the source language to the target language while the translator pays careful attention to the pronunciation and grammatical rules of the second language. Example:

SL: My brother likes to *download* news from *the internet*

TL: Saudara laki-laki saya suka *mendownload* berita dari *internet*

3. In description translation, a term or expression is often replaced with a description of its form or function using the description technique of translation. Example, to translate *panettone as kue tradisional Italia yang di makan pada saat malam tahun baru.*
4. Calque, In other words, it may be claimed that a word or phrase is physically translated from the source language into the target language. It can be defined as a foreign term or phrase that has been translated and incorporated into another language. Example:
 SL: Do not forget to write his *pen name*
 TL: Jangan lupa menulis *nama pena* dia.
5. Transposition involves changing one section of speech's sequence for another without changing the message's meaning. These could occur due to a change in word class, such as a verb becoming a noun or a noun becoming a preposition, as well as a change in word order. The grammatical category is changed. It might occur because different languages have different grammatical structures. Example:
 SL: He has a *luxury house*
 TL: Dia mempunyai *rumah mewah*.
6. Modulation, which can be lexical or structural, is a translation technique typically employed to convey the point of view, focus, or cognitive category about the source language. Example: the translation of phrase *you are going to have a child* as *anda akan menjadi seorang bapak*, instead of, *anda akan mempunyai anak*.

Another example is *shall, we?* Is translated with *mari, kita berangkat!* in Indonesia.

7. Equivalent, It is a translation that is used to introduce a word or phrase that is recognized (by dictionaries or the language in use) to have a target language equivalent. For example, the word *teacher* is translated into *guru* in Indonesian.
8. Adaptation is the process of changing out a cultural component from the source text with one from the target culture, for as when translating a work into Indonesian, replacing baseball with *kasti*.
9. Discursive Creation. Discursive creation is a translation technique that creates a temporary equivalent that is completely unpredictable when taken out of context.

F. THE INFLUENCES OF GOOGLE TRANSLATE ON STUDENTS' TRANSLATIONS SKILLS

Herlina (2019) explained that because of its simplicity of use, Google Translate is the second most popular online tool among language learners. It reduces their learning anxieties while improving their reading and writing abilities in different languages. Nevertheless, because Google Translate has both a grammatical function and a context translation, it cannot give a clear explanation. (Herlina, 2019). Accordingly, when used by students, Google Translate's vocabulary-building capabilities were reduced to those of a dictionary (Clifford, 2013). Google Translate is useful for giving students a

comprehensive understanding of texts for reading comprehension, but it is worthless for providing grammatical corrections (Herlina 2019).

As with all technological aspects, several educators investigated the effects of using Machine Translation software in EFL classes. Azer (2015) stated that Google Translate could be helpful in EFL classes, which may support learners at the production level. Google Translate promotes autonomous and self-directed learning skills (Bernardino, 2016). Thus, Lee (2020) claims that computer-assisted translation contributes to learners' faster and more fluent written productions with minor errors. There are various websites related to translation, that the Google Translation (GT) is the most known and used one.

According to Wong (2010), state that students who use Google Translate in their reading classes, gain more motivation and confidence in their skills. Concerning writing skills improvement, Lee (2020) claims that Google Translate help EFL learners develop their writing abilities. One of the most popular features Google Translate provides is the Google Translate website, a product developed by Google Company in 2006. It is a free multilingual MT service that translates text, audio, images, sites, or real-time video from the source language to another language (Li, 2014).

Hampshire (2010) argues that Google Translate is the most frequent and favorite Machine Translation system among its users. Due to its distinctive characteristics of being free, simple to use, and having a quick translation process, Google Translate is quickly gaining popularity as a translation tool for

FL learners. As a result, many students utilize Google Translate to help them study foreign languages (Kumar, 2012). To improve fluency and accuracy, Google Translation shifts from sentence-based translation to Neural Machine translation, using Artificial Intelligence, which mimics human cognitive functions (Russel, 2010). Wu (2016), also explains that instead of fragmenting the original into chunks, Google Neural MT takes the whole text and context into account to find the most relevant translation and, then, rearranges and adjusts the text to make it resemble human-made with proper grammar and vocabulary.

Many teachers express their doubtfulness and restrict the use of GT in classroom settings, due to its inaccurate Translation (Clifford, 2015). Others prohibit online translation because it obstructs language learning by providing a shortcut that fosters cheating and plagiarism (Pritchard, 2008). Accordingly, it is essential to train teachers and learners to use online translation appropriately (Fredholm, 2015). In addition to the ethical concerns, there are other language-related pitfalls to GT. Because it generally delivers word-for-word translation, Google Translate cannot provide an error-free translation for lengthier sentences or paragraphs (Medvedev, 2016). Subject-verb agreement is still challenging in GT use (Maulidiyah & Malang, 2018). Furthermore, it is ineffective in translating idiomatic expressions and metaphors, which, sometimes, causes misunderstanding for the reader (Raza, 2018).

CHAPTER III

METHODOLOGY

A. RESEARCH DESIGN

The present study uses a qualitative method to collect the data for the research. Zulfikar (2017) says that researchers can conduct in-depth and detailed studies using the qualitative design. In this study the researcher uses a case study for the subtype of qualitative research because the research questions are patterned 5W +1H, researchers have no control for research and the problems in this research are contemporary (today; still running today).

Simons (2009) explains that a case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program, or system in a real life. The main goal of this method is to conduct an interview or observation to obtain comprehensive and credible research data. It is based on the researcher's purpose to determine the students' translation skills of the results of google translate and the ability of students to the difficulties faced in the results of google translate.

Pathak (2013) explains that to understand people's opinions, experiences, attitudes, behaviors, and interactions, a qualitative method is used. It generates non-numerical data and a natural setting of phenomena according to research. Every phenomenon is unique, different from others, and different contexts from others. It involved this method for data collection so the data collection is natural and detailed from the respondent.

B. RESEARCH LOCATION

The present study is conducted at the English Education Department, Ar-Raniry State Islamic University Banda Aceh. This study program offers several subjects which are helpful for students in developing English language skills, especially in the ability to translate English texts, such as the subject of 'introduction to translation and interpretation skills.

C. RESEARCH PARTICIPANT

1. Population

The participants of the study are students of the English Education Department. The respondents of this research are the students who have completed the introduction translation and interpretation skill subject. In addition, the researchers selected the students to determine the influences of google translate use on students' translation skills through machine translation skills and to test students' translation skills on google translate texts at the English education department, UIN Ar-Raniry Banda Aceh.

Six students of the English Education Department of UIN Ar-Raniry, especially for the nine semesters who have completed the Introduction to Translation and Interpretation Skills subject are taken on the sample. The determination of participants is carried out based on certain considerations. First, considering that this research is experimental, it is more efficient in terms of time in data collection. Second, participants were taken from English language education students who had completed the introduction to translation

and interpretation skills course which was assumed to have an understanding of translation and interpretation activities, because they had been equipped with courses relevant to this. It has passed the qualifications to support this research and researchers take 3 highest-score participants and 3 lowest-score participants from 210 English Language Education students in 2018 so that researchers could see how much google translate influences students' translation ability.

Creswell (2012) says that to generalize about the target population, the researcher will investigate a sample, which is a part of the target population. Ridwan (2005) says that the number of samples affects the accuracy of a study.

2. Sample

Researchers used samples to provide information about students' translation skills of google translate texts through the use of google translate. Researchers used a purposive sampling method to obtain data. Participants who contribute to this research are based on criteria that have been determined by the researcher to be a sample. Researchers will never force them to contribute to this research. However, for research sampling in this method, the researcher will focus on the student of the English Education Department of UIN Ar-Raniry who have completed the introduction to translation and interpretation skills subject.

Table of Research Participants

No	Name	Nim	Age	Region	Major	The Score of Introduction To Translation and Interpreting Class in Semester 3 (2019)
1	PZ	180203037	21	Banda Aceh	English Language Education Department	A
2	AR	180203070	22	Sigli	English Language Education Department	B+
3	MI	180203123	22	Abdya	English Language Education Department	A
4	NK	180203095	22	Bireuen	English Language Education Department	C+
5	MAF	180203181	22	Pematan g Siantar	English Language Education Department	C+
6	WW	180203078	22	Meulaboh	English Language Education Department	C+

3. Data Collection

To collect data for the research, the researcher uses interviews. In this research the researcher uses in-depth interviews, it's a type of qualitative interview that has a set of premeditated questions yet, allows the researcher to explore new developments in the cause of the interviews. According to Cresswell (2012), an "interview" often refers to a face-to-face dialogue between a researcher and a participant in which information is transferred to the interviewer. We will look into each data collection method separately, starting with the interview.

Interviews were chosen as the main data-gathering strategy for the original project because it was felt that the potentially 'data rich' environment this afforded would provide the best context for assesistry and probing for the presence of three models of thinking (mathematical knowledge, contextual knowledge, and strategic knowledge) both before and following the intervention phase of the project (Hurst,2007). The questions made by the researcher are questions related to the objectives of the researcher and to answer the research question of the researcher and become supporting data in making conclusions.

4. Data Analysis Procedure

Thematic analysis will be used to conduct and obtain the data. Thematic analysis is a method for analyzing data for qualitative research. Thematic Focuses on both identifying and explaining both implicit and explicit ideas

rather than simply counting explicit words or phrases. For further analysis, which may include comparing the relative frequencies of themes or subjects within a data collection, checking for code cooccurrence, or visually presenting code associations, codes produced for concepts or themes are then applied to or connected to raw data as summary markers (Namey, 2008).

1. Familiarizing: In this step the researcher will read and reread transcripts, listen to audio recordings, making notes of any initial analytic observations-helps the researcher to move the analysis beyond a focus on the most obvious meaning.
2. Coding: The first step in the process of identifying patterns in the data because it groups together similar data segments. The researcher will code the data of identifying patterns the data.
3. Searching for themes: In this step, the researcher will clusters together codes to create a plausible mapping of key patterns in the data.
4. Reviewing themes: In this step, the researcher will examine the theme-generation procedure to determine whether the potential themes 'fit' effectively with the had this data and the overall data set and whether each has a clear, distinct 'essence' or continue to focus concept. Reviewing the candidate may result in without or minor improvements, or it may result in the candidate being rejected.
5. Defining and naming themes: The researcher will select a theme name to ensure the conceptual clarity of each theme and provide a road map for the final write-up.

6. Writing the report: The researcher will weave the analytic narrative and clear, compelling data extracts collectively. Themes serve as a framework for structuring the research, yet analytic findings are drawn from various themes.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. FINDINGS.

This chapter explains the research findings and discussion based on the data gathered from interview analysis. This section discussed the investigation's results from the interview data. Researchers asked these students for more detailed information through semi-structured interviews. The information was translated after the interview was conducted. Six English students in the 2018 class studied Introduction to Translation and Interpretation Skills. The researcher also assigns starting codes to each participant, such as Participant-1 (PZ), Participant-2 (AR), Participant-3 (MI), Participant-4 (NK), Participant-5 (MAF), and Participant-6 (WW). The researcher asked each participant 13 questions to assess their opinions about the influences of "Google Translate" use on translation skills.

The researcher asked the participant 13 questions to evaluate their opinions about the influences of "Google Translate" use on translation skills. The results of the interviews are presented below:

1. The Influences of Google Translate on Students' Translation Skills.

1.1 Improvement in Understanding of Texts in Translation Skills

From the results of interviews that have been conducted, the participant said that the existence of Google Translate can make it easier to translate and interpret a text more easily and quickly.

Participant 4 (NK) said that

"I think google translate can help us in interpreting English text because sometimes when we want to understand what the text explains about we need to interpret the meaning of the content of the text."

And Participant-6 (WW) added,

"we can easily understand a text."

1.2 Improving Reading and Writing Abilities in Different Languages

In this research, participants said that Google Translate has many good influences on English language learners, as Participant 5 (MAF) said:

"It has many influences yeah. Especially as a language learner and not only for learning English and also other languages when people use google translate to translate a word into Arabic, Spanish, Frances, Portugal, or even Latin language because the Latin language the word will be no more there are no more native speakers, I mean not only important in English but Google Translate is important in other languages.

1.3 Developed Creating a Good Sentence Structure

Another influence that students feel is that easier for them to use google translate because they know to create good structure and pronunciation of the sentences. As Participant 3 (MI) explained:

"For the influences, there are some influences for me. For example, the students will know how to create or write a good structure of language, and then in google translate, there is a pronunciation voice from google translate so the students will more easily the meaning and the pronunciation of the words. But sometimes there are influences of google translate to make the students lazy, I mean the students depend on google translate so the students will be lazy to open the dictionary because always use instant translation."

1.4 Learning Development Devices in Translation

One of the influences that crucial role is that it can be used as a learning device in the learning process so that all participants use Google Translate in their study. As Participant 1 explained:

"It just gives me good influences, I don't mean that if I use google translate I will be lazy, no. It's just helping me because when I use google translate I'm not being lazy, I'm just thinking about how to translate this without google translate. So I mean like when I use google translate I will think immediately it's just like another key when I don't use google translate I don't know what to write in the writing class for example. But, with Google Translate it just makes my study easier to achieve good grades."

Participant 2 (AR) also argues that :

"For me, I cannot give explain specific detail but it helps me a lot, so in my influences about google translate maybe when I worked on my thesis 20 or 40 percent of my thesis I used google translate. So, google translate is very important as a learning device for my study."

2. The Difficulties Faced by Students in Translating A Text by Using Google Translate.

2.1 Ambiguous Words

From the result of this interview, the researcher found that there are participants who said that ambiguous words are the difficulty faced when using google translate so it often gets ambiguous translations and the words used are too high so it is very difficult to reach the target language. As Participant-1 (PZ) said:

"I found many ambiguous words in google translate when I try to translate when I want to translate like words it's just like a formal word that I didn't give understand when I try to translate from Indonesian to English. So, when I

found a word ambiguous I will immediately be checking a dictionary. Like dictionary helping to me besides google translate.”

2.2 Misunderstanding Meaning

One of the difficulties when using google translate is misunderstanding meanings because sometimes the result of machine translation was high meaning and not related meaning like what we want. So, the results of google translate must be interpreted again. According to Participant 2 (AR) argument:

“Yeah, sometimes google translate has misunderstanding meanings, right? if you put some word and the result of the word that you want to translate is different from the want, so sometimes I used to translate in sentences because the word may be misunderstood meaning, and then I try other terms of translating, for example, put some sentences on it so I can get a conclusion about my self the word of the meaning word.”

Participant 3 (MI) also an argument that :

“For the difficulties, the results of Google Translate are sometimes not related meaning like what we want, for example, if we translate English to Indonesian the meaning of the results it's very often finding an ambiguous or formal sentence. I mean the results of google translate were the high meaning of the sentences so we must interpret and combine them again. Maybe the linguistics problem also the difficulties when we understand the results of google translate and inappropriate word choice.”

2.3 Linguistic problems

The researcher found that some students said that the linguistic problem is an error that has a very big influence when translating because the linguistic problem will affect the meaning of the translation results and also the inappropriate word choice.

As Participant-4 (NK) explained :

“Sometimes I difficult to understand the results of google translate because it's about linguistics problems because when we want to translate for example about idioms we need to interpret the means of idioms in our target language. We cannot just translate using google translate.”

Participant 3 (MI) added

".....maybe the linguistics problem also the difficulties when we understand the results of google translate and inappropriate word choice."

2.4 Incorrect phrase

From interviews, the researcher found that idioms are one of the difficulties when translating a text because employing inappropriate words only affects the sentence's meaning. Therefore, to translate well, a person needs to have a comprehensive understanding of the words and idioms in the target language.

Participant-5 (MAF) explained that :

“Sometimes the difficulties I found in google translate is kind is sentences its sometimes not proper aaammmp.. when we check into the deep translation yaaa sometimes the idioms and all kind sentences are not based on the real meaning, for example, we translate the seem the idioms about the using of want "stones to kill to birds" we translate it into the google translate also the same meaning, right? But the actual meaning is "do want a thing with the people purposes" or something like that.”

2.5 Wrong words

The researcher discovered from the interview's findings that while translating a text, errors are continually made without consideration for

context. It's important to use the correct words while translating and to keep the appropriate context in mind.

Participant-6 (WW) said:

“I think the grammar is a difficult thing when I use google translate, I mean if I translate Indonesian to English the word is not clear to translate there is some grammar error and there are some ambiguous meaning.”

2.6 Internet Connections

Google translate is online based, of course, requires internet connections for operation. When using google translate, translation errors often occur due to poor internet connections, making it difficult to operate google translate because they have to be online using internet connections.

Participant-3 (MI) said that :

“For the difficulties most often is maybe is internet connections problems because the google translates online based use the internet connections. And then, when we use google translate to translate a text we must know between the name of people, and the name of the place because if we cannot different the name and the sentences it can spoil the meaning. I mean that for the name of places or people we must use capital so we can differentiate between sentences and names of places or people.”

Participant-4 (NK) added :

"I think the difficulties faced by students in translating a text use google translate we need to have data internet connections and also we need to have a high level of grammatical knowledge and linguistics knowledge.”

Participant-5 (MAF) also added :

“Just right I say before, yeah.. sometimes the students find it difficult especially for the internet connection because the internet connection is there is

a big impact on the use of google translate without the internet we can not translate the words, and right now in deep make us can translate into the offline translation but only to word for word not by sentences to sentences.”

B. DISCUSSION

This section presented the research findings from the Interviews. This research was conducted to find out what are the influences of google translate on students' translation skills and to find out the difficulties faced by students in translating a text by using google translate. The researcher tries to elaborate on the results of interviews conducted with English students to answer research questions.

1. The Influences of Google Translate on Students' Translation Skills.

The first research question is about the influences of google translate on students' translation skills. Based on the answer of the interviewee, the researcher found that all participants most often on using google translate in translating a text, especially for English language learners. The participants answered that they preferred to use google translate as a learning device which helps them to enhance translation skills, especially in translating a text. They stated that google translate is not improved translation skills but it can improve their pronunciation of vocabulary because it has a native speakers voice feature from google. Bayu (2020), stated that The improvement of vocabulary and pronunciation, which can improve comprehension of English texts and correct pronunciation, has received excellent feedback. Reading and reciting vocabulary are two components of English vocabulary. Because Google

Translate may be used directly and effectively, it helps in expediting language acquisition.

The researcher found that all the participants were also familiar with using google translate because it has an important role in English language learners, not only for learning English but Google Translate also crucial role in the translation of various languages in the world they stated that google translate is easy to use because it has features that are very simple and easy to operate. Medvedev (2016) said that Google Translate is a significant member of the "Google family" and is possibly one of the simplest and most accessible tools available to assist users with their translation requirements. Students have learned about the advantages and benefits of this application and now use it more frequently because it provides quick and imperfect double translation services in a variety of languages. Besides that from the interview, the participants agreed that google translate had a positive influence. They stated that google translate is very influential to study especially for English language learners because it helps to easily interpret and understand a text, can translate various in the world, easily create good sentences and structure a text, and can be used as a learning device. According to Maulida (2017), there are some benefits to using google translate, there are: As a translator, as an online dictionary, as an online thesaurus, as a spell check, and as a learning media pronunciation.

However, one of the participants said that google translate also has a negative influence on students, students can depend on google translate,

making them lazy to open dictionaries and look for more references. They are too lazy to check the results of their so there are many linguistic errors in writing which also have an impact on students' understanding in interpreting a text. Maulida (2017), argued that Google Translate has weaknesses. The current approach uses Google Translate to translate words without considering word structure, resulting in translations of sentences that are significantly different from their original meaning. In other words, since Google Translate translates terminology, even when translating simple sentences or text, errors could still occur.

2. The Difficulties Faced by Students in Translating A Text Using Google Translate.

The second research question is about the difficulties faced by students in translating a text by using google translate. From the result of the interview, the researcher found that all participants had difficulties when using google translate, both in terms of the process and understanding the translation results. There are the difficulties they faced were mainly related to misunderstanding meanings, ambiguous meanings, linguistic problems, incorrect phrases, and internet connections error. According to Chimsuk (2010), lexical and structural ambiguities, lexical and structural differences, and multiword items like idioms and collocations are categorized problems arising while using translation machines.

The first is misunderstanding meaning, the participants said that some evidence of the results of translations using machine translators have many

errors, both at the word, phrase, or sentence level which are strongly influenced by the existing context. They said that they often experience misunderstanding when understanding the results of the google translate translation, because of linguistic problems such as ambiguous meanings from the use of phrases and idioms that are not following the target language so students are very confused when interpreting the meaning of the google translate. Basizew (2017) also explained that because inferential meaning is not contained in the text, one must be able to interpret the sentences in the text, this means that the text is inferential and the interpretation of the meaning carried by the text is interconnected. As we know, the use of words, phrases, and sentences in reading material is related to the results in student understanding.

The second is the linguistics problem, the participants explained that sometimes they use the wrong words without bothering with the context. Schwarz (2010) explained that by comparing the analysis of these problems to issues such as the types of words, the usage of articles and prepositions, times and verbal modes, and corresponding terminology relevant to the theory and practice of translation, students were better able to appreciate the distinctions between the two languages. They focused on the importance of using the appropriate words while translating and keeping the appropriate context in mind. Overuse of complex sentences diverts attention from the text's aesthetic appeal. Instead, it overcomplicates the language and makes it challenging to understand. Therefore, it is preferable to use straightforward, basic language to prevent misinterpretation and errors in the content that needs to be translated.

The third is internet connections, the researcher found that the internet connections were also difficulties that the participants faced when using google translate. Google translate is an online-based translation so it requires an internet connection for its operation, they said that during the operation of google translate, internet connection errors often occur so the translation process is hampered.

Meanwhile, to solve the problems and difficulties when using google translate students use several solutions, as students will use a dictionary as an alternative if they have difficulty using google translate, besides that students also use other translation applications as assistants, and students sometimes use google for a confusing search for meaning (phrases and idioms). In addition, students will sometimes ask lecturers or native speakers whose knowledge is more qualified.

To enhance their translation, the researcher found that the students use skills in translation. The first skill is the literal translation, participants said that literal translation is one of the skills that is very easier because, in this procedure, the translator focuses predominantly on adhering to the linguistic rules of the target language. Fang and Lu (2012), said that the literal translation process always focuses on its specific aspects, such as word-to-word through group-to-group, collocation-to-collation, clause-to-clause, and sentence-to-sentence. Additionally, they emphasize that a translator must translate the material even if the content is ambiguous because they are unable to modify the author's original message.

The second is borrowing, students said that borrowing which is relatively the simplest of all procedures used for translation involves using foreign phrasing in the target text. According to Hoffer (2002), borrowing can happen for a variety of reasons, including close international relations, the introduction of new languages through media, the cultural exchange of linguistic and communicative features, and the market diffusion of foreign products from other countries.



CHAPTER V

CONCLUSION AND RECOMMENDATION

A. CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that all participants said that google translate is a very important learning device for students, especially English language students. They also said that google translate has an important role and big influence on students, especially in this increasingly sophisticated era. In addition to the convenience for students, google translate can also help improve students' translation skills in translating. Certainly google translate has a positive influence on student learning, but they also say that google translate also has a negative influence on students' translation skills.

Although google translate makes it easier and faster for students to translate, it also has weaknesses and students have difficulty operating it. Difficulties faced by students such as misunderstanding meaning difficulties, linguistics problems, and internet connection errors. So they use several other alternatives to solve these problems, including students using dictionaries, using other translation applications, using Google to find ambiguous meanings, and also asking native speakers or lecturers whose much more knowledge.

B. RECOMMENDATION

This research is focused on the influences of Google Translate on students' translation skills and the difficulties faced by students in translating a text using google translate. Based on the results of this research, the researcher offers some recommendations for readers who are finding or studying the influences of Google Translate on students' translation skills. and the difficulties faced by students in translating a text using google translate. Hopefully, this research can help to understand the difficulties faced by students in translating a text using google translate and solve those difficulties and can add more knowledge about the influences of google translate on students' translation skills and the skill translations use to enhance their translating a text.

For further research, the researcher suggested all the next researchers can create better research than this by using another method and discussing more deeply information about the influences of google translate on students' translation skills. And the next researcher can use more types of translation applications to research so that more applications can be seen that have more influence on students' translation skills and can also take more participants so that they know more translation skills and can move deeper into the difficulties involved faced by students when using machine translation as well as more flexible solutions to solve these difficulties.

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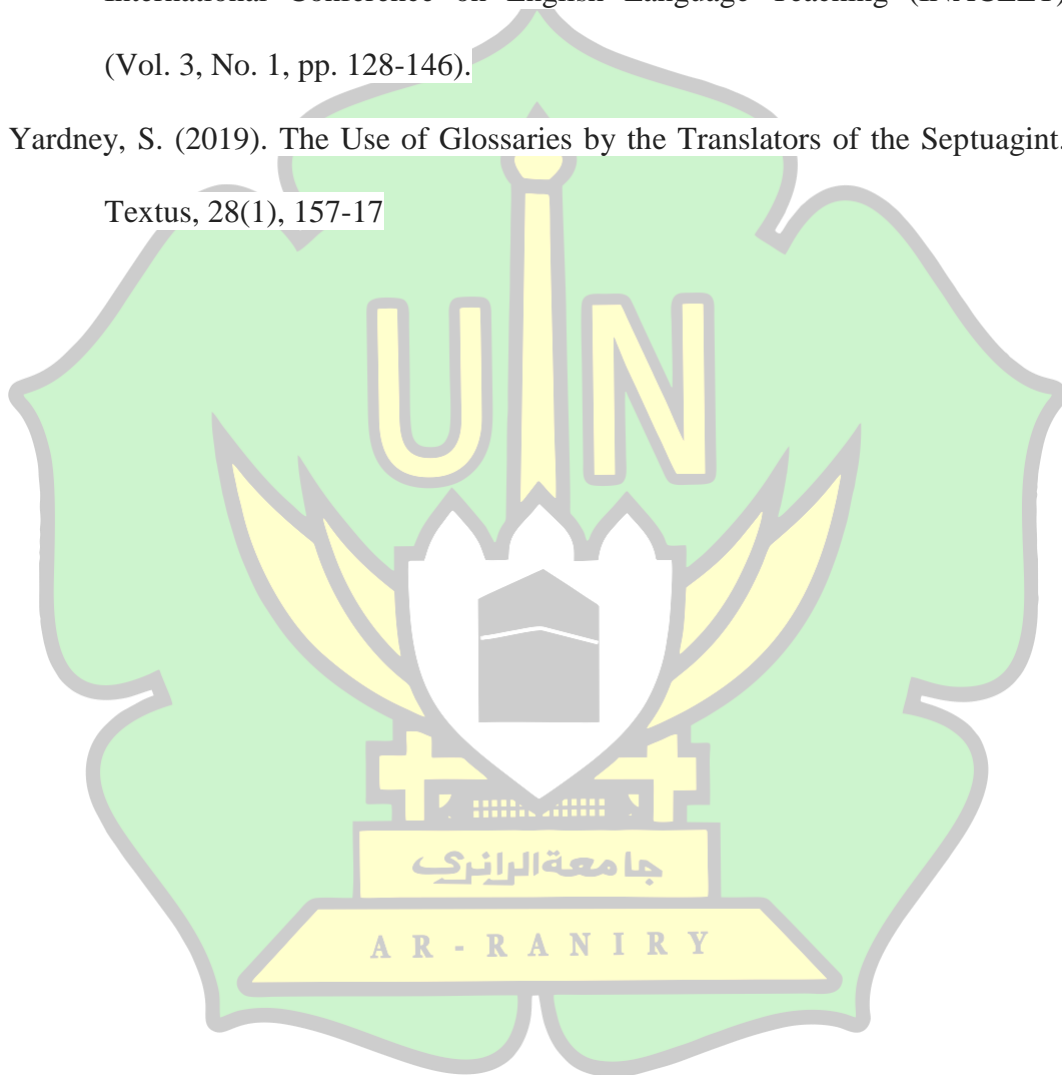
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Appendix A



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-14352/Un.08/FTK/KP.07.6/11/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-7119/Un.08/FTK/KP.07.6/6/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh.
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry tanggal **09 Juni 2022**
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-7119/Un.08/FTK/KP.07.6/6/2022** tanggal **22 Juni 2022**
- KEDUA** : Menunjuk Saudara:
 1. Dr. Phil. Saiful Akmal, M.A. Sebagai Pembimbing Pertama
 2. Drs. Amirudin, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
 Nama : **Sri Reski Nazmi**
 NIM : **180203096**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **The Influences of "Google Translate" on Students' Translation Skills.**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT** : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada tanggal: 01 November 2022
 Dekan

Saiful Muluk

Appendix B



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : [0651- 7557321](tel:0651-7557321), Email : uin@ar-raniry.ac.id

Nomor : B-13994/Un.08/FTK.1/TL.00/10/2022

Lamp : -

Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SRI RESKI NAZMI / 180203096**

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

Alamat sekarang : Gampoeng Rukoh, Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Influences of "Google Translate" Use on Students' Translation Skills*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 Oktober 2022

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 21 November
2022

Habiburrahim, M.Com., M.S., Ph.D.

Appendix C

12/16/22, 9:58 AM

Surat telah melakukan penelitian Ganji 22-23 - Google Docs



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kogelma Darussalam Banda Aceh
Email: pbi@uinaraniry.ac.id Website: http://uinaraniry.ac.id

SURAT KETERANGAN

Nomor: B- 157/Un.08/PBI/TL.00/12/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-13994/Un.08/FTK.I/TL.00/10/2022 tanggal 21 Oktober 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Sri Reski Nazmi
NIM : 180203096
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

The Influences of "Google Translate" Use on Students' Translation Skills

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 Desember 2022
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

جامعة الرانيري

A R - R A N I R Y

Appendix D

INTERVIEW PROTOCOL

Project : The Influences of “Google Translate” On Students’

Translation Skills

Time of interview : -

Date : -

Place : -

Interviewer : Sri Reski Nazmi

This research study is about are difficulties faced by students in translating the results of the translation and the methods used by students when experiencing difficulties in translating the text. This study aims to analyze the influence of google translate on students' translation skills and to analyze the difficulties faced by students in translating a text using google translate. The data is collected through an interview which is recorded and only used for the research purpose to protect the correspondent's confidentiality based on the informed consent. The interview will take about 15-20 minutes.

Questions:

What are the influences of google translate on students' translation skills? (RQ1)

1. Have you ever used Google Translate for your study?
2. How often do you use Google Translate?
3. Have you ever used Google Translate online based?
4. Which one is better Google Translate or Dictionary? Why?

5. Have you used translation as a learning device or tool? When and why?
6. Does Google Translate help you with Introduction Translation and Interpretation Skill class? How?
7. Do you find Google Translate easy to use? Why?
8. How important is Google Translate on your English skills overall? Why?
9. What are the influences of Google Translate on students' translation skills?

What are the difficulties faced by students in translating a text by using google translate? (RQ2).

10. What are the difficulties faced in your understanding of the results of Google Translate?
11. If you have difficulties when using Machine Translation, especially Google Translate. What did you do to solve those difficulties?
12. What are the difficulties faced by students in translating a text by using google translate?
13. What is the skill of translation you used when you translate a text?

Appendix E

INTERVIEW TRANSCRIPT

- **Participant-1**

Interviewee: PZ

Time of Interview: 15.00

Date of Interview: October, 26th 2022

Place: Banda Aceh

Position of Interviewee : Burni Telong Sakti, Meunasah Papeun

1. **Interviewer:** Okay, I would like to give you the first questions that
“Have you ever use google translate for your study?”

Interviewee : Yes, I have used google translate before for my study.

2. **Interviewer :** Hmmmm next questions is, “how often you use the
google translate?”

Interviewee : I dont used often. I mean like when if I have
assignment, so I usually use google translate to fulfill my assignment.

3. **Interviewer :** Okay, for the third questions is, “Have you ever used
Google Translate online based?”

Interviewee : Yes, I have ever used google translate online based.

4. **Interviewer :** Which one is better Google Translate or Dictionary?
Why?

Interviewee : If you mean that offline dictionary I prefer google
translate, because google translate more effectives bring our phone we
dont need to bring our dictionary. So, I mean if we have google
translate in our phone its very effectives for time and places.

5. Interviewer : Okay, next questions is “Have you used translation as a learning devices or tools? When and why?”

Interviewee : Yes, I actually mmmmmmp..... use google translate before in introduction to translation and interpretation class, I mean like in third semester it about the when. Mmmmp so, why I used google translate because before its just like must to use google translate in the class because hmmmmmp.... we actually being a lot to see the dictionary, I mean the offline dictionary but I prefer to use google translate because its just effectives so I dont have bring to my dictionary because I mean like my bag just to heavy so I dont bring at the class.

6. Interviewer : Okay, Does Google Translate help you on Introduction Translation and Interpretation Skill class? How?

Interviewee : Yes, Its really helping me... because in the class when our lecturer just say about the material of the class so I dont have think to more trust my brain I mean, I just like use google translate because its make me easier in the class.

7. Interview : Do you find Google Translate easy to use? Why?

Interviewee : mmmmp than other applications internet based, I mean like google trnaslate just better than any other applications because google translate just eeemmm... design not being confused. I mean if we use grammarly, like other applications quiltbot. Its actually translating applications but google translate we just click this, click that its just so easy. So when we use google translate its just make me understand how to run the application.

8. Interviewer : Okey, next questions is “How important is Google Translate on your English skills overall? Why?”

Interviewee : Its places is really important rules for my study, especially for my english skills like aaamp... when writing class, introduction to translation and interpreting class its really help me because in the writing class when I dont have anything idea to write in

english so I write in indonesian so I will translate it to google translate so its just make me not being confused and all because I have many idea in my brain to write in indonesian but I dont know how to translate instanly in English, so I use my indonesian word so I will translate in google translate. Its just really improve my english skill especially for writing and translation skill.

9. Interviewer : What are the influences of Google Translate on students' translation skill?

Interviewee : ammp... Its just give me like the good influences ammmpp... I dont mean like if I use google translate I will be lazy,no. Its just helping to me because when I use google translate I'm not being lazy, I'm just thinking about how to translate this without google translate. So I mean like when I use google translate I will think immediately its just like another keys when I dont use google tranlate I dont know what write in the writing class for example.But, with google translate its just make my study easier to accieve the good grades.

10. Interviewer : Okay, "What are the difficulties faced in your understanding of results of Google Translate?"

Interviewee : I found many ambigious word in google translate when I try to translate like when I want to translate like the words its just like formal word that I didnt given understand when I try to translate into indonesian to english. So, when I found the word really ambigious I will immediately checking dictionary. Like dictionary helping to me besides google translate .

11. Interviewer : Next, my questions is "If you have difficulties when using Machine Translation, especially Google Translate. What did you do to solve those difficulties?"

Interviewee : Yes, I have mention it before I will use the dictionary, I will use google. Especially when dont know what the word means for example "Opnosious" so I will use google applications like chrome I

will search for “what is ... no I mean like “opnosious adalah” something like that. I usually so the kind is difficulties with google translate I mean.

12. Interviewer : What are the difficulties faced by students in translating a text by using google translate?

Interviewee : Ammpp.... when I translate a tex, especially using google translate the difficulties that I faced its like the overall text is not really good translated. I mean like when I try to say this so the results would come like this its just make me confused. So I will fix it my self usually if I will fix my self I try to translated to english. So, I know what I wanna say so.... emmp google translate helping to me but I will fix by self to what the overall text say, google translate is helping but my self is more helping.

13. Interviewer : Okay, for the last questiosn is “What are the skill of translation you used when you translate a text?”

Interviewee : I usually aaeemmp... I use literal translation like 80 persen but I suddenly use like word by word its just I know that if we translate the word by word if we connect if I translate like “saya tidak apa-apa, saya-I, tidak-no,apa-apa-what what” something like that make us confused so I really not prefering you to use word by word because its just make us being more confused, its better for us to use the literal translation.

• **Participant-2**

Interviewee : AR

Time of Interview : 14.30

Date of Interview : October, 27th 2022

Place : Banda Aceh

Position of Interviewee : Radida, Lingkar Kampus.

1. Interviewer : Okay, let we start from the first questions is “Have you ever used google translate for your study?”

Interviewee : Yeah, I have.

2. **Interviewer :** How often do you use the google translate?

Interviewee : Very often maybe, but sometimes I can got it in a day I use google translate up to 15 times or 20 times depends on how I study in my research maybe or in the class.

3. **Interviewer :** Have you ever used google translate online based ?

Interviewee : Yeah, I have two types google translate on my phone, first one online use the connection and then the offline download english language and bahasa. So, when I in the area connections I use offline instead.

4. **Interviewer :** Which one is better google translate or dictionary? Why?

Interviewee : In my opinion,google translate is better than dictionary but I dont know how perspective from the other people, right? in my opinion google translate is better than dictionary. Why? It has simple figure and then if you want look for something of the words you dont have to thing more you have just put and the translate with the appear what you want.

5. **Interviewer :** Next questions is “ Have you used translation as a learning devices or tools? When and why?”

Interviewee : Yeah, I have. I used when in the class and when I teach some children maybe because I know I'm in PPL so I try to use the google translate I find some word to understand about it so I translate into bahasa. But, in the class I use to translate in sentences not the word because I have interpreta it in bahasa.

6. **Interviewer :** Does Google Translate help you on Introduction Translation and Interpretation Skill class? How?

Interviewee : emmmmp... in outside class yes but in the class use dictionary because my lecturer class use dictionary, Mr. Amir for hibiden to use online one so I in the class I use dictionary instead of google translate because Mr. Amir for biden using google translate.

7. Interviewer : Okay, “Do you find Google Translate easy to use? Why?”

Interviewee : Yeah very easy, ammmmp... I look several time for another online translator in google applications for example use dictionary ammmppp... if you open google playstore but easy one is google translate we develop several future only.

8. Interviewer : Next questions is “How important is Google Translate on your English skills overall? Why?”

Interviewee : If I say until 100 percens I say 40 percens. Because hmmm... you know? Sometimes in improving our my speaking or my knowledge about the english I use to open the dictionary beacuse in the class in boarding school when I learn new word in english I will open dictionary very easier for me but know the translator help me a lot because its more easier than dictionary but sometimes you head some memories the word I use dictionary instead.

9. Interviewer : What are the influences of Google Translate on students’ translation skill?

Interviewee : For me emmmp.... I cannot give explain specific detail but its help me a lot, so in my influences about google translate maybe when I working in my thesis 20 or 40 percens of my thesis I used google translate .

10. Interviewer : What are the difficulties faced in your understanding of results of Google Translate?

Interviewee : Yeah, sometimes google translate have misunderstanding meaning, right?if you put some word and the result of word that you want translate its different about the want, so emmmmp.. sometimes I used translate in sentences because the word maybe misunderstanding meaning and then I try antoher terms of translating for example put some sentences on it so I can get conclusion about my self the word of the meaning word.

11. Interviewer : If you have difficulties when using Machine Translation, especially Google Translate. What did you do to solve those difficulties?

Interviewee : After I said recently eemmmpppp,... I use to put some sentences google translate the word and then maybe I will interpreta it the word by my self. Sometimes I also use dictionary for those difficulties, because for me helping me besides google translate.

12. Interviewer : What are the difficulties faced by students in translating a text by using google translate?

Interviewee : Misunderstanding, because I faced mmp... because several word maybe has misunderstanding meaning so I know sometimes emmmp...

Interviewer : Sorry, I mean the difficulties in here is when you translating a text not when you undserstanding the result of google translate! Are you get it?

Interviewee : Oh yeah, I think no difficulties.

13. Interviewer : For the last questions is “What are the skill of translation you used when you translate a text?”

Interviewee : emmmp.... maybe literal translation because Using this procedure, the translator focuses predominantly on adhering to the linguistic rules of the target language. After I said recently I some text translate for example in english so I want to try and then output of the translate has macth what I thinking about it.

- **Participant-3**

Interviewee : MI

Time of Interview : 15.50

Date of Interview : October, 29th 2022

Place : Banda Aceh

Position of Interviewee : BTS, Meunasah Papeun

1. **Interviewer** : Okay, I will start from the first questions is “Have you ever used google translate for your study?”

Interviewee : Yeah, I have use it.

2. **Interviewer** : How often do you use the google translate?

Interviewee : I always use it when I have many assignment like aaammppp... if I want translate some paragraph I usually used google translate to save time and fasting to translating.

3. **Interviewer** : Have you ever used google translate online based ?

Interviewee : Yeah, I always use google translate online based so far.

4. **Interviewer** : Which one is better google translate or dictionary? Why?

Interviewee : I think the google translate more better than dictionary because when we use google translate we more easily translate some sentences or some paragraph.

5. **Interviewer** : Next questions is “ Have you used translation as a learning devices or tools? When and why?”

Interviewee : Yes I have. Actually when I read the english article or english journal, its so difficult to translate use dictionary so I use google translate to get it easily emmmpp... I mean to get meaning easily. And I also use google translate when I have many assignment and assignment is aaammppp.... has many paragraph so I need to use google translate.

6. **Interviewer** : Does Google Translate help you on Introduction Translation and Interpretation Skill class? How?

Interviewee : Yes its help me so much especially when I find the phrase or idioms there are ambiguous meaning so I need google translate to find related meaning what we want. Because if we translate a text to word by word its make different meaning when we translate.

7. **Interviewer** : Okay, “Do you find Google Translate easy to use? Why?”

Interviewee : Yeah its very easy to use because we just write the sentences that we want to translate then the google translate will work aaaammmp... will provide the meaning. Thats all the google translate we can use easily.

8. **Interviewer** : Next questions is “How important is Google Translate on your English skills overall? Why?”

Interviewee : For me is very important and has many benefits for English learning devices, for example the google translate can help me when translate indonesian to english or english to indonesian.

9. **Interviewer** : What are the influences of Google Translate on students’ translation skill?

Interviewee : For the influences, there are some influences for me. For example the students will be know how to create or write a good structure of language and then in google translate there are pronunciation voice from google translate so the students will more easily the meaning and the pronunciation of the words. But sometimes there are the influences of google translate make the students lazy eeemppp..... I means the students dependences with the google translate so the students will lazy to open the dictionary because always use instanly translation.

10. **Interviewer** : Okay, for the next questions is “What are the difficulties faced in your understanding of results of Google Translate?”

Interviewee : For the difficulties the results of google translate is sometimes not related meaning is like what we want, for example if we translate english to indonesian the meaning of the results its very often find a ambiguous or formal sentences. I means the results of google translate was high meaning of the sentences so we must to interprate and combaint again. Maybe the liguistics problem also the difficulties when we understand the results of google translate and inappropriate word choice.

11. Interviewer : If you have difficulties when using Machine Translation, especially Google Translate. What did you do to solve those difficulties?

Interviewee : Usually I often emmpp... for example if I want to translate many sentences or paragraph I will translate it word by word but if the meaning is not related I will use literal translation skill to translate it.

12. Interviewer : What are the difficulties faced by students in translating a text by using google translate?

Interviewee : For the difficulties most often is emmppp... maybe is internet connections problems because the google translate online based use the internet connections. And then, when we use the google translate to translating a text we must know between the name of people, the name of place emmppp.. because if we cannot differentiate the name and the sentences it was can spoiled the meaning. I means that for the name of places or people we must use capital so we can differentiate between sentences and name of places or people.

13. Interviewer : For the last questions is “What are the skill of translation you used when you translate a text?”

Interviewee : Usually I use literal translation skill, because the literal translation is easy to use emmppp... because we just translate word by word and then we must check related grammar of the meaning. For example if translate english to indonesian so the results we must check grammar indonesian. I think just it.

- **Participant-4**

Interviewee : NK

Time of Interview : 14.00

Date of Interview : October, 31th 2022

Place : Banda Aceh

Position of Interviewee : Pustaka Wilayah, Lamnyong.

1. **Interviewer** : Okay, let we start from the first questions is “Have you ever used google translate for your study?”

Interviewee : Yes, I have used google translate for my study especially for learning english language.

2. **Interviewer** : How often do you use the google translate?

Interviewee : Mmmp... I usually use google translate while translating everything about foreign language.

3. **Interviewer** : Have you ever used google translate online based ?

Interviewee : Of course I ever used google translate online based.

4. **Interviewer** : Which one is better google translate or dictionary? Why?

Interviewee : I prefer google translate because when use google translate that can give us aaceemmp... I think google translate is better when use to translating.

5. **Interviewer** : Next questions is “ Have you used translation as a learning devices or tools? When and why?”

Interviewee : learning devices of course, I usually use google translate for learning devices. When I learn english language and when I want to translate the target of language.

6. **Interviewer** : Does Google Translate help you on Introduction Translation and Interpretation Skill class? How?

Interviewee : Of course it help me in learn about introduction to translation and interpretation skill in classroom. Because when I want to translate into english language I try to use google translate and its help me to translate the language and to understand the language

7. **Interviewer** : Okay, “Do you find Google Translate easy to use? Why?”

Interviewee : Sometimes its hard to use google translate because when we want to translate to indonesian or we want to translate indonesian into english language there is sometimes emmmp.. that need interpretate it use our knowledge with to know understand about

linguistics problem because sometimes indonesian and english language have different linguistics structure or grammar rules.

- 8. Interviewer :** Next questions is “How important is Google Translate on your English skills overall? Why?”

Interviewee : I think its very important, because when I want to understand the english language or when I want to english to indonesian I usually use google translate. Its can help me to understand and to help me in my study.

- 9. Interviewer :** What are the influences of Google Translate on students’ translation skill?

Interviewee : I think google translate can help us in interpreting english text because sometimes when we want to understand what the text explain about we need to interpretate what the meaning of content the text.

- 10. Interviewer :** What are the difficulties faced in your understanding of results of Google Translate?

Interviewee : Sometimes I difficult to understand the reults of google translate because its about linguistics problem because when we want translate for example about idioms we need to interprate what the means of idioms in our target language. We cannot just translate use google translate.

- 11. Interviewer :** If you have difficulties when using Machine Translation, especially Google Translate. What did you do to solve those difficulties?

Interviewee : I think interpretate it, you shoud understand about like I say before....eemmp when I have difficulties when use using google translate I try to search it in google for exampel like I say before is about idioms I try to search that idioms and I try to understand what the meaning of the idioms. Emmmp... sometimes I also use dictionary.

- 12. Interviewer :** What are the difficulties faced by students in translating a text by using google translate?

Interviewee : I think the difficulties faced by students in translating a text use google translate we need to have data internet connections and also we need to have high level of grammatical knowledge and linguistics knowledge.

13. Interviewer : For the last questions is “What are the skill of translation you used when you translate a text?”

Interviewee : I think is borrowing which is relatively the simplest of all procedures used for translation, involves using foreign phrasing in the target text. Usually when I want to translate indonesian to english or english to indonesian I try tu use my interpration I try to emmmpp... add some word in my translation.

- **Participant-5**

Interviewee : MAF

Time of Interview : 16.00

Date of Interview : November, 2th 2022

Place : Banda Aceh

Position of Interviewee : Mesjid Fatun Qarib, UIN Ar-Raniry.

1. Interviewer : Okay, for the first questions is “Have you ever used google translate for your study?”

Interviewee : Yes, of course google translate is part of our study using google translate maybe many difficulties especially from word converting process for example bahasa to other language especially into english language.

2. Interviewer : How often do you use the google translate?

Interviewee : I often use google translate for several time especially when I have the literature or sentences homework and not only that I use it for helping my study, and if I have difficulties to read something I find some word that its very difficult for me to understand using google translate as my daily routinity.

3. **Interviewer** : Have you ever used google translate online based ?

Interviewee : Yes of course, I have used google translate online based because without online its very difficult to translate the word yeah. We just only translate word by word not sentences by sentences something like that. So, whenever we go mmmpp... take it first we should make connections emmpp... connected the internet

4. **Interviewer** : Which one is better google translate or dictionary? Why?

Interviewee : I think the google translate is the better one because all kind of the confiniance all kind easy to access use it, imagine we can mmmpp... if we can use google translate right know we just use our finger to type some word to definid, right? but if we use dictionary conventional one its make to open ammmpp... its just to open to pages sometimes ammmpp... we dont find that the words want to translate it so its so very confiniance to use the google translate in this smart era.

5. **Interviewer** : Next questions is “ Have you used translation as a learning devices or tools? When and why?”

Interviewee : I use it for both for purposes, sometimes I used for translation but sometimes I used for sometimes like that “devices” and I always instal the google translate in my phone as the first applications I instal in my phone. That is my obligations as the english student so I need prepare my self to instal it and wherever I go.

6. **Interviewer** : Does Google Translate help you on Introduction Translation and Interpretation Skill class? How?

Interviewee : Yeah its very help for me and.... without it I think I couldnt imagine I may not passing the class, I may not get the good score without the google translate because the google translate giving me the very big influences especially in my study in learning english.

7. **Interviewer** : Okay, “Do you find Google Translate easy to use? Why?”

Interviewee : Yes its very easy to use for me, enmmmp... because I love the confiniane, I love simple situs yaa. I hope I can use google translate aaa... every time word eaaaaap...but sometimes its very difficult to used especially when connections very bad want we go to somewhat aaaampp... maybe lack of internet connections especially here in Aceh we have several regions, right? Without electric city and its very used the google translate to translate word especially.

8. Interviewer : Next questions is “How important is Google Translate on your English skills overall? Why?”

Interviewee : I think google translate very important for me, because I learn many things from the google translate. I love wachting movies, film especially documenter films aammmp... I sometimes find the difficult words and sometimes its difficult for me to understand and make me confused about purpose of this film, for the purpose of the article “what are they meaning?” yeah something like that and than I used google translate to translate emmmpp... its will give me new knowledge aboutb it, and I still using it, I hope using it as long as for my study maybe if another applications just like google translate I will use about of them.

9. Interviewer : What are the influences of Google Translate on students’ translation skill?

Interviewee : aaampp... Its actually have many influences yaaa. Especially as the language learner and not only for learning english and also for other languages when the people using the google translate for translate the word into the arabic, spanish, frances, portugis or even the latin eemp.. latin language because the latin language the word will be no more eaaap.. there are no more the native speakers on emmmpp... I means not only important in english but google translate is important in other languages.

10. Interviewer : What are the difficulties faced in your understanding of results of Google Translate?

Interviewee : Sometimes the difficulties I found in the google translate is kind is sentences its sometimes not proper aaammmp.. when we check into the deep translation yaaa sometimes the idioms and all kind sentences is not based on the real meaning aamuump... for example we translate the eeemm... the idioms about the using of want “stones to kill to birds” we translate it into the google translate also the same meaning, right? But the actually meaning is “do want thing with the people purposes” something like that.

11. Interviewer : If you have difficulties when using Machine Translation, especially Google Translate. What did you do to solve those difficulties?

Interviewee : I sometimes using google search box not google translate but using google or more maybe the internet search tools to find my meaning and if I didnt find it on google translate I found it into the other applications or media maybe I ask the persons you know better than me yaaa not better about the languages maybe I will ask my lecturer or maybe ask the native speakers something like that and but the google translate is okay right know to use because its already develop to be confiniance very impactfull for us for help especially for english language learners.

12. Interviewer : What are the difficulties faced by students in translating a text by using google translate?

Interviewee : Just right I say before, yeah.. sometimes the students find it difficult especially for the internet connections because aamp...the internet connections is there are the big impact to the use google translate without internet we can not translate the words and right know in deep make us can translate into the offline translation but only to word for word not by sentences to sentences.

13. Interviewer : For the last questions is “What are the skill of translation you used when you translate a text?”

Interviewee : Sometimes I use the literal translations, and sometimes I use it word to word translations because sometimes when I read a books its very difficult to find the meaning one sentences, so I translate it into word and then I will design into the my understanding I mean into my comprehension.

- **Participant-6**

Interviewee : WW

Time of Interview : 15.00

Date of Interview : November, 3th 2022

Place : Banda Aceh

Position of Interviewee : Lamnyong Kupi, Lamnyong.

1. **Interviewer :** Okay, let we start from the first questions is “Have you ever used google translate for your study?”

Interviewee : Yes,I have.

2. **Interviewer :** How often do you use the google translate?

Interviewee : Yeah, quite often I use the google translate.

3. **Interviewer :** Have you ever used google translate online based ?

Interviewee : Yes.

4. **Interviewer :** Which one is better google translate or dictionary? Why?

Interviewee : I prefer google translate, because the google translate is easy to using.

5. **Interviewer :** Next questions is “ Have you used translation as a learning devices or tools? When and why?”

Interviewee : Yes I use, when I have assignment. I think if I use google translate when translate maybe a text, sentences or word its vey helping me, save times and makes it easier to do assignment.

6. **Interviewer :** Does Google Translate help you on Introduction Translation and Interpretation Skill class? How?

Interviewee : Yes, because with the google translate when in this class, I mean introduction to translation and interpretation class I very often using the google translate because google translate make me easy to interprate a text emmp.. yaa sometimes google translate have ambigious meaning but overall is very helping me, besides that also make me easier to understand and translate the difficult sentences.

7. Interviewer : Okay, “Do you find Google Translate easy to use? Why?”

Interviewee : Yeah very very easy. Because the google translate have easy fiture to use, for example if we want to translate we just click or type a sentences and then otomatisly the sentences will be translate, not just it in google translate have fiture record voice ammppp... if we lazy to type a sentences we can also record our voice and the google translate will translate what we say. Just it

8. Interviewer : Next questions is “How important is Google Translate on your English skills overall? Why?”

Interviewee : I think very important for me. Yeaaaah.... after I just say the google translate easy to use, helping me, and overall assignment in english I always google translate.

9. Interviewer : What are the influences of Google Translate on students' translation skill?.....

Interviewee : Mmmmp.... we more easily understand a text.

10. Interviewer : What are the difficulties faced in your understanding of results of Google Translate?

Interviewee : Mmmmp.... I think the grammar is the difficulties thing when I use the google translate, I mean if I translate indonesian to english the word is not clear to translate there are some error grammars and there are some ambigious meaning.

11. Interviewer : If you have difficulties when using Machine Translation, especially Google Translate. What did you do to solve those difficulties?

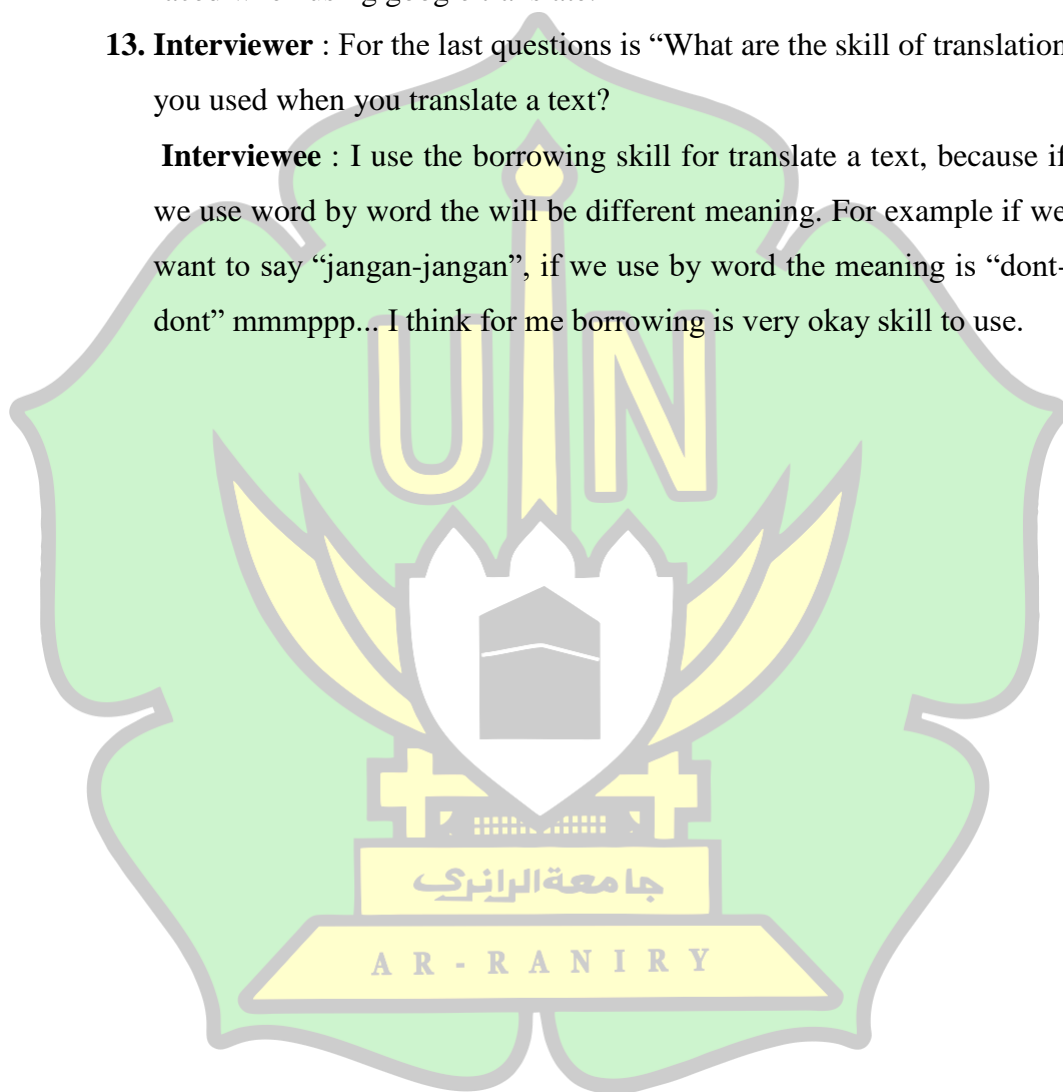
Interviewee : emmmppp.... I will check or searching the sentences in the other situs or google chrome to search meaning the sentences.

12. Interviewer : What are the difficulties faced by students in translating a text by using google translate?

Interviewee : In my opinion the grammar error is one the difficulties faced when using google translate.

13. Interviewer : For the last questions is “What are the skill of translation you used when you translate a text?”

Interviewee : I use the borrowing skill for translate a text, because if we use word by word the will be different meaning. For example if we want to say “jangan-jangan”, if we use by word the meaning is “dont-dont” mmmppp... I think for me borrowing is very okay skill to use.



AUTOBIOGRAPY

Personal Identity

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Primary School : SDN 1 Kampung Kapeh (2006-2012)
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 Senior High School : SMAN 1 Kluet Selatan (2015-2018)
 University : UIN Ar-Raniry Banda Aceh (2018-2022)