CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents research findings and discussion. The research findings present the result of EFL Pre-service teachers' engagement and perception of Google Translate utilization in translation course. Meanwhile, in the discussion, the researcher presents the similarity and differences from the related studies.

A. Research Findings

1. Data Description

In this research, there are three techniques that the research employed to collect the data, namely questionnaire, interview, and documentation. In the questionnaire session, the researcher gave twenty questions to the forty-one participants through Google Form on the 1st of August, showing their engagement in machine translation and their perception toward Google Translate utilization in the translation course.

In the interview session, the researcher asked ten questions to three of forty-one participants on the 9th of August 2021, exploring deeply their perception of Google Translate utilization in translation course. In the documentation section on the 10th of August 2021, the three participants who had been questioned in the interview showed their translation products as their works.

Moreover, the researcher presented the data that showed the participants have an engagement with Google Translate as a translation tool. Thus, the researcher presented the participants' perceptions of Google Translate utilization in the translation course by using color code in the same perceptions. The results

showed that they have a positive perception. It was included; 1) Google Translate helps increase their enthusiasm in translating text; 2) Google Translate enriches their vocabulary and word synonym; 3) Google Translate makes text translation easier to do; and 4) Google Translate improves their translation products.

2. **EFL Pre-service Teachers' Engagement on Machine Translation**

In this engagement, the researcher got the EFL pre-service teachers' engagement on machine translation by four statements that have been identified from the twenty questions in the questionnaire to the forty-one participants and the responses of three participants' interview in collecting data.

Moreover, several machine translations are commonly known in translation course which include Bing, Google Translate, Yandex, and SDL. In this case, it was merely focused on Google Translate utilization in the translation course as machine translation. Furthermore, the result from those machine translations as an indication on the EFL pre-service teachers' engagement on machine translation in translation course can be seen in the chart, as follow:
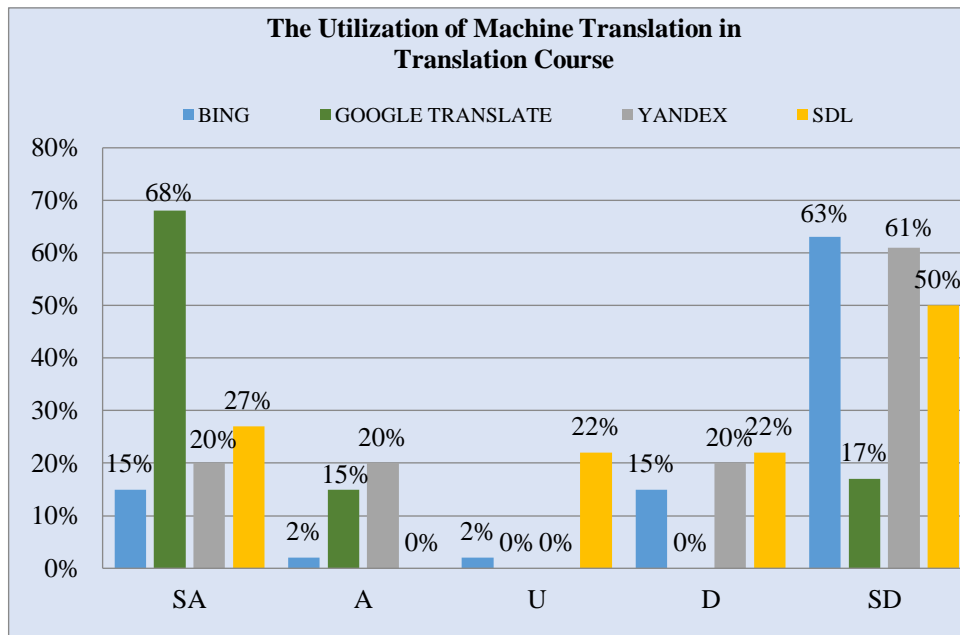
Figure 4.1
The Total Number of EFL Pre-service Teachers' Engagement on
Machine Translation in Translation Course

It can be seen on the Figure 4.1 above that the statement two which the color is green, namely "Google Translate is a machine translation that I have on my mobile phone and using it to translate text" showed a response of Strongly Agree is greater than the other statements, which is 68%. Meanwhile, the statement one which the color is blue, namely "Bing is a machine translation that I have on my mobile phone and using it to translate text" showed 15% for Strongly Agree. Next, the statement three which the color is grey, namely "Yandex is a machine translation that I have on my mobile phone and using it to translate text" showed 20% for Strongly Agree. Then, the statement four which the color is yellow, namely "SDL is a machine translation that I have on my mobile phone and using it to translate" showed 27% for Strongly Agree.

Therefore, it can be seen from those findings that the EFL pre-service teachers have an engagement on Google Translate as a machine translation in the

translation course. Google Translate was highly used by most EFL pre-service teachers in translation course. Google Translation is one of machine translations that is known by people, particularly for the English education department. The EFL pre-service teachers stated that they chose Google Translate as a machine translation because it was given many benefits to their translation. On other hand, it can be said that Google Translate has advantages so that the EFL pre-service teachers utilized it when translating text. It was more detailed responses, which can be seen in the interview which is gotten by interview transcript in Appendix I, as follow:

The Researcher : "What is the machine translation that you have and you use in your mobile phone, and what is the reason you have it?"

The First Student : "I have Google Translate and I also use it. Because it is easy to use."

The Second Student : "I have Google Translate in my gadget. I use it because there are many benefits from Google Translate to my translation."

The Third Student : "I use Google Translate and have it in my smartphone, it is because it's easy to translate text."

From the EFL pre-service teachers' interview responses above, it can be seen that they have Google Translate on their mobile phone and frequently use it to help them to translate the texts because it gives benefit to them. Translating text

is an important thing that is frequently done by EFL pre-service teachers in translation learning as English education department students.

Therefore, with Google Translate as a translation tool, it can help them in the process of translating the text. Besides, Google Translate can also be accessed easily with their mobile phones or personal computers, making it not a difficult thing to do, because almost all FL pre-service teachers have mobile phones and personal computers that can be used in the translation learning process both in the classroom and out of the room.

3. **EFL Pre-service Teachers' Perception of Google Translate Utilization in Translation Course**

In this stage, the researcher got the EFL pre-service teachers' perceptions of Google Translate utilization in translation course through the forty-one participants' responses in the questionnaire and three participants' interview responses that the researcher has been analyzing. To investigate it more deeply, the researcher presented the documentation in the form of the students' translation products that have analyzed the translation quality product by Nababan's Model as additional and supporting data to the research.

Further, the data showed that the participants have positive perceptions and good translation quality toward the Google Translate utilization in translation course. The positive perceptions result can be seen in the following table:

Table 4.1

The Results of the EFL Pre-service Teachers' Perceptions of Google

Translate Utilization in Translation Course

No.	The EFL Pre-service Teachers' Perceptions of Google Translate Utilization in Translation Course
1.	Google Translate Helps Increase Their Enthusiasm in Translating Text
2.	Google Translate Enriches Their Vocabulary and Word Synonym
3.	Google Translate Makes Text Easier To Do
4.	Google Translate Improves Their Translation Product

To be more details, the researcher presented the explanation of how EFL Pre-service Teachers' Perceptions toward Google Translate Utilization in Translation, as follow:

a. **Google Translate Helps Increase Their Enthusiasm in Translating Text**

In this first perception, the researcher got the perceptions which indicated their enthusiasm toward the Google Translate utilization in translation course by two statements that have been identified from the statements in twenty questions in the questionnaire. Further, the results from those statements can be seen in the chart, as follow:
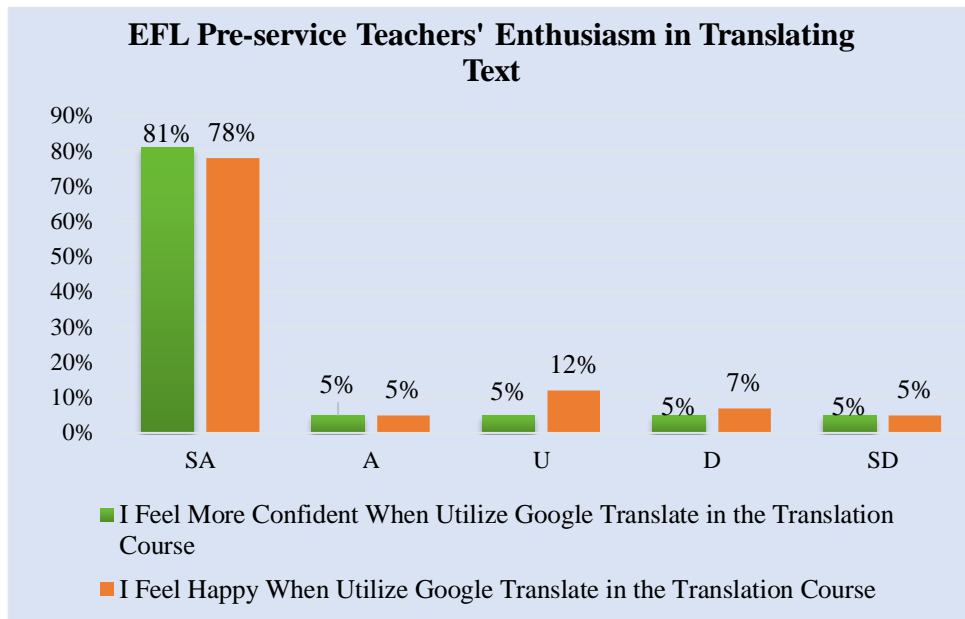
Figure 4.2
The Total Number of EFL Pre-service Teachers' Perception of Their Enthusiasm in Translating Text

It can be seen on the Figure 4.2 above that the statement one which the color is green showed a response of Strongly Agree is greater than the other points, which is 81%. Meanwhile, the response of Agree is 5%, 5% for Undecided, 5% for Disagree, and 5% for Strongly Disagree. Besides, the statement two which the color is orange showed a response of Strongly Agree is greater than the other points, which is 78%. Meanwhile, the response of Agree is 5%, 12% for Undecided, 7% for Disagree, and 5% for Strongly Disagree.

Moreover, it can be seen from those findings that the EFL pre-service teachers have a good feeling or excitement when they utilize Google Translate in their translation course. Thus, they felt a sense of confidence and pleasure or happy feeling because they felt Google Translate is a translation machine that can help them in translating easily, getting the translation results they want, or based on what they needed. Google Translate is a machine translation

that is very commonly known by many people, especially by students in the English Education Department.

As English Education Department's students who have related English both in oral and written, occasionally they need a tool in translating any text they want to know the meaning of, either in English to Indonesian or vice versa. In the use of translation tools, they not only need a tool that just translates the text and transfers the meaning from the source language into the target language, but it also can comfort them during the translation process through that translation tool. In the use of Google Translate, the EFL pre-service teachers have enthusiasm in translating texts which they feel happy and confident in translating text. It was more detailed responses, which is can be seen in the interview which is gotten by interview transcript in Appendix I, as follow:

The Researcher : "What do you think about your feeling when you use Google Translate as a machine translation in translating text? Did you feel happy and more confident?"

The First Student : "Yes, I think it is make me more confident."

The Second Student : "In my opinion, my feeling when I use Google Translate is more confident and sometimes happy."

The Third Student : "According to me, I feel more confident when I want to translate some text."

From the EFL pre-service teachers' interview responses above, it can be seen that they argued that Google Translate help them translate texts easily

because the use of Google Translate as machine translation is easy doing, that is why they have confidence and happy feeling when they utilize the Google Translate in translation course

b. **Google Translate Enriches Their Vocabulary and Word Synonym**

In this second perception, the researcher got the perceptions which indicated their vocabulary and synonym development toward the Google Translate utilization in translation course by two statements that have been identified from the statements in twenty questions in the questionnaire. Further, the results from those statements can be seen in the chart, as follow:
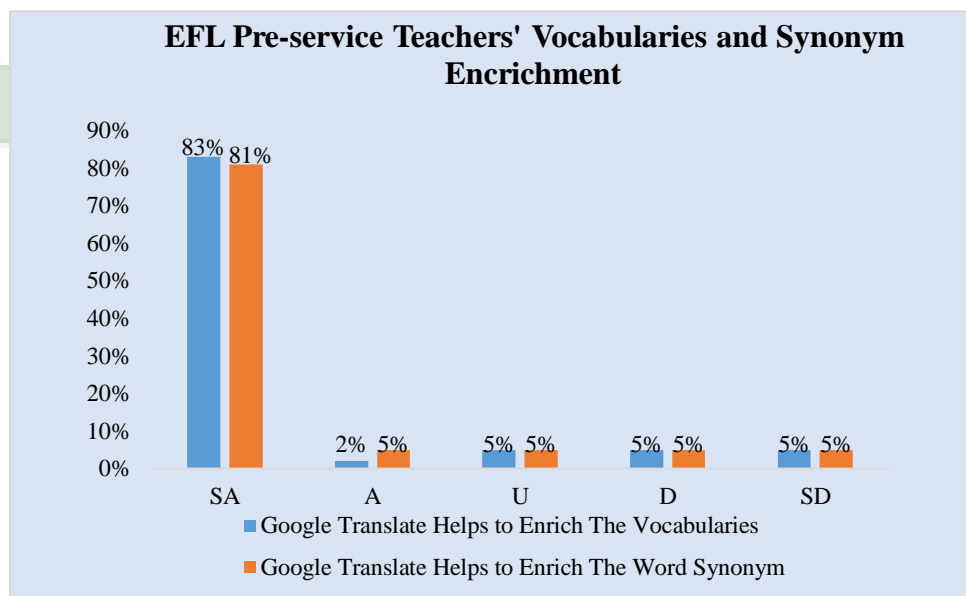
Figure 4.3
The Total Number of EFL Pre-service Teachers' Perception of Vocabulary and Word Synonym Enrichment

It can be seen on the Figure 4.3 above that the statement one which the color is blue showed a response of Strongly Agree is greater than the other points, which is 83%. Meanwhile, the response of Agree is 2%, 5% for Undecided,

5% for Disagree, and 5% for Strongly Disagree. Besides, the statement two which the color is orange showed a response of Strongly Agree is greater than the other points, which is 81%. Meanwhile, the response of Agree is 5%, 5% for Undecided, 5% for Disagree, and 5% for Strongly Disagree.

Moreover, it can be seen from those findings that almost all EFL pre-service teachers have a positive propensity in Google Translate when they translate a text which means that they can improve their skills in language learning. Briefly, they can enrich their synonyms which can also enrich their vocabularies.

In the vocabulary and synonym case, they stated that by utilizing Google Translate they can get many vocabularies. It can be said that when they want to translate words from Bahasa Indonesia into English, they can get many synonyms from the word that they want to translate. It means, it can also increase the EFL pre-service teachers' knowledge of synonyms indirectly. To be more detail, which is can be seen in the interview which is gotten by interview transcript in Appendix I, as follow:

The Researcher : "What do you think about your vocabularies and synonym development towards Google Translate utilization?"

The First Student : "I think I can know many words and synonym that I never know before."

The Second Student : "In my opinion, I can develop my vocabularies and also my synonym when I use Google Translate."

The Third Student   : "According to me, using Google Translate can

enrich my vocabulary and my synonym."

From the EFL pre-service teachers' interview responses above, it can be seen that they argued that Google Translate has an advantage to them, to increase their vocabularies and synonyms. Google Translation was frequently used as a medium to look up difficult vocabulary. Vocabulary is an important part of English language learning. Therefore, Google Translate utilization has a positive impact on EFL pre-service teachers' abilities in English development.

c. **Google Translate Makes Text Translation Easier To Do**

In this third perception, the researcher got the perceptions that indicated their convenience in translating text toward the Google Translate utilization in translation course by three statements that have been identified from the statements in twenty questions in the questionnaire. Further, the results from those statements can be seen in the chart, as follow:
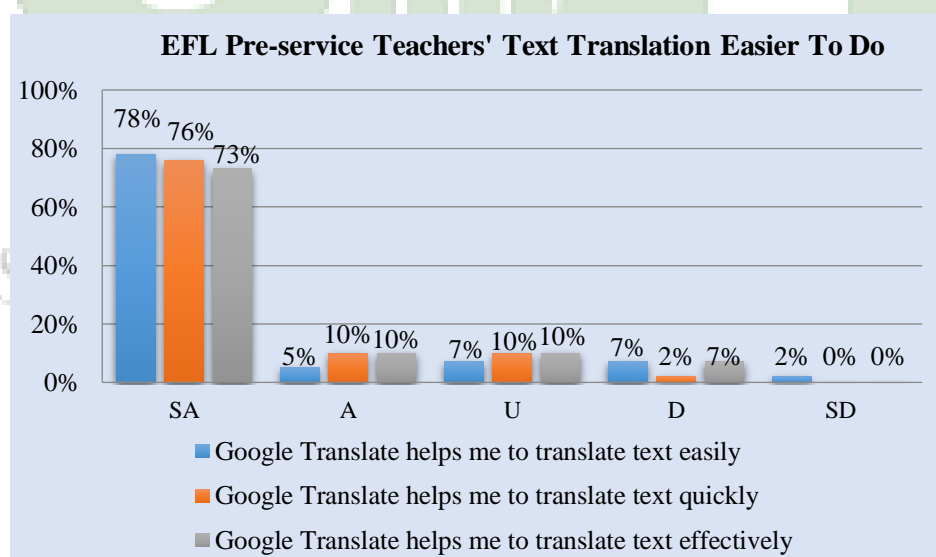
EFL Pre-service Teachers' Text Translation Easier To Do

Figure 4.4
The Total Number of EFL Pre-service Teachers' Perception of Text Translation Easier To Do

It can be seen on the Figure 4.4 above that the statement one which the color is blue showed a response of Strongly Agree is greater than the other points, which is 78%. Meanwhile, the response of Agree is 5%, 7% for Undecided, 7% for Disagree, and 2% for Strongly Disagree. Besides, the statement two which the color is red showed a response of Strongly Agree is greater than the other points, which is 78%. Meanwhile, the response of Agree is 10%, 10% for Undecided, 2% for Disagree, and 0% for Strongly Disagree. Then, the statement three which the color is green showed a response of Strongly Agree is greater than the other points, which is 73%. Meanwhile, the response of Agree is 10%, 10% for Undecided, 7% for Disagree, and 0% for Strongly Disagree.

Moreover, those findings showed that almost all EFL pre-service teachers have a positive perception of their easier translating text toward Google Translate, because they felt Google Translate is very helpful to them where Google Translate helps them translate text easily, quickly, and effectively. To be more detailed about their convenience in translating text, which is can be seen in the interview which is gotten by interview transcript in Appendix I, as follow:

The Researcher : "When you translate the text using Google Translate, did you think that your activity in translating text easily, quickly, and effectively by using Google Translate?"

The First Student : "I think I agree if Google Translate can make me translating text easy."

The Second Student : "In my opinion, If I use Google Translate to Translate text in Bahasa into English or English

into Bahasa more easy. I can translate quickly,

and I think it is very effective to me."

The Third Student : "According to me, I can translate it quickly just

By typing the text or from the picture of the text

That I want to text. And I thnik it can make me

Translate it quickly."

From the EFL pre-service teachers' interview responses above, it can be seen that they agreed that Google Translate gave them advantages in their translation learning, where text translation is easier to do. As machine translation, Google Translate has become a friendly translation tool in their activities of translating text. An easier translating text is a good way to produce good translation products.

d. **Google Translate Improves Their Translation Products**

In this fourth perception, the researcher got the perceptions that indicated their motivation in translating text toward the Google Translate utilization in translation course by two statements that have been identified from the statements

in twenty questions in the questionnaire. Further, the results from those statements
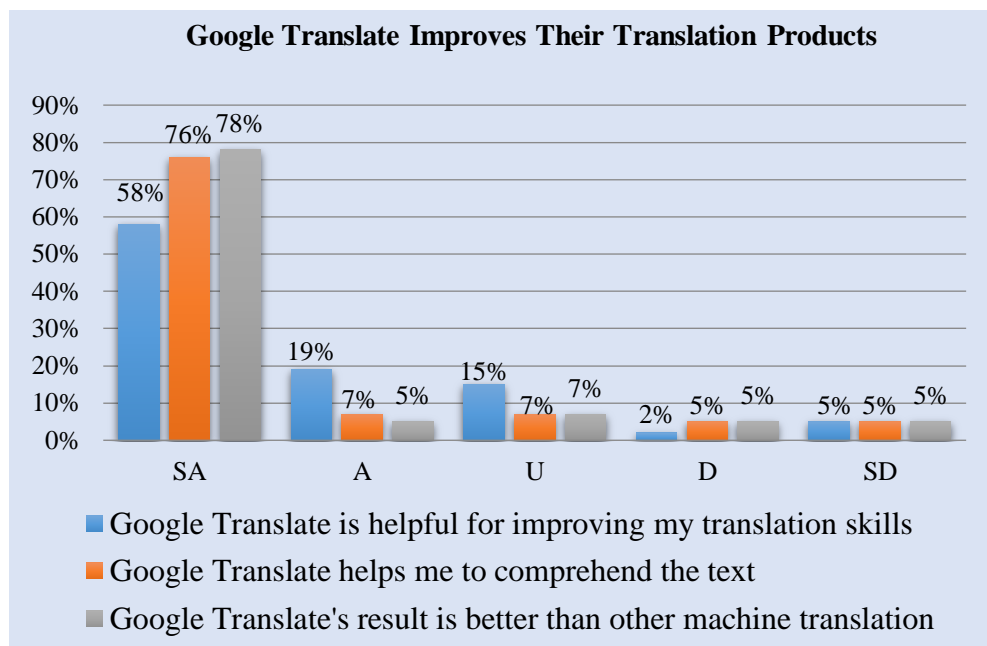
can be seen in the chart, as follow:

Figure 4.5
The Total Number of EFL Pre-service Teachers' Perception of Their Translation Products

It can be seen on the Figure 4.5 above that the statement one which

the color is blue showed a response of Strongly Agree is greater than the other

points which is 58%. Meanwhile, the response of Agree is 19%, 15% for

Undecided, 2% for Disagree, and 5% for Strongly Disagree. Besides, the

statement two which the color is orange showed a response of Strongly Agree is

greater than the other points, which is 76%. Meanwhile, the response of Agree is

7%, 7% for Undecided, 5% for Disagree, and 5% for Strongly Disagree. Further,

the statement two which the color is grey showed a response of Strongly Agree is

greater than the other points, which is 78%. Meanwhile, the response of Agree is

5%, 7% for Undecided, 5% for Disagree, and 5% for Strongly Disagree.

Moreover, those findings show that almost all EFL pre-service teachers argued that they have a better translation product and skills toward Google Translate utilization than not using it. Further, the effect of the results of Google Translate can make them comprehend the meaning of the texts they translate because if they do not comprehend the translation products, it means they only change the words from one language to another language without understanding the meaning of the text. To be more detailed about their convenience in translating text, which is can be seen in the interview which is gotten by interview transcript in Appendix I, as follow:

The Researcher : "What do you think about your Google Translate can improve your translation product?

The First Student : "In my opinion, my translation product using Google Translate so far so good and I think it is improve my translation product. "

The Second Student : "Yes, it can improve my translation product because I think my translation product is better when I use Google Translate than I use other machine translation."

The Third Student : "My translation product using Google Translate is good. It very improve my translation product. I think it is better than I do not use it."

From the EFL pre-service teachers' interview responses above, it can be seen that they agreed they can have a good translation product toward Google Translate utilization. In the use of machine translation, the users have to know

their translation product whether good or bad toward using that machine translation. In this case, it was proven that they have a good translation product. It can be seen in the following figure of EFL pre-service teacher's translation product (other translation products can be seen in documentation in Appendix).
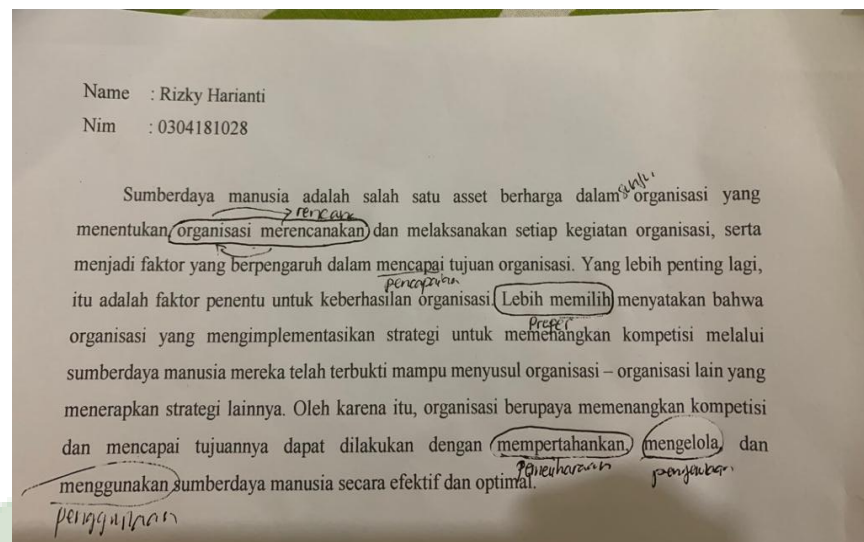

Figure 4.6
The First EFL Pre-service Teacher's Translation Product

Further, to support their questionnaire and interview response, the following is the EFL pre-service teachers' translation product quality assessment by using Nababan's Model:
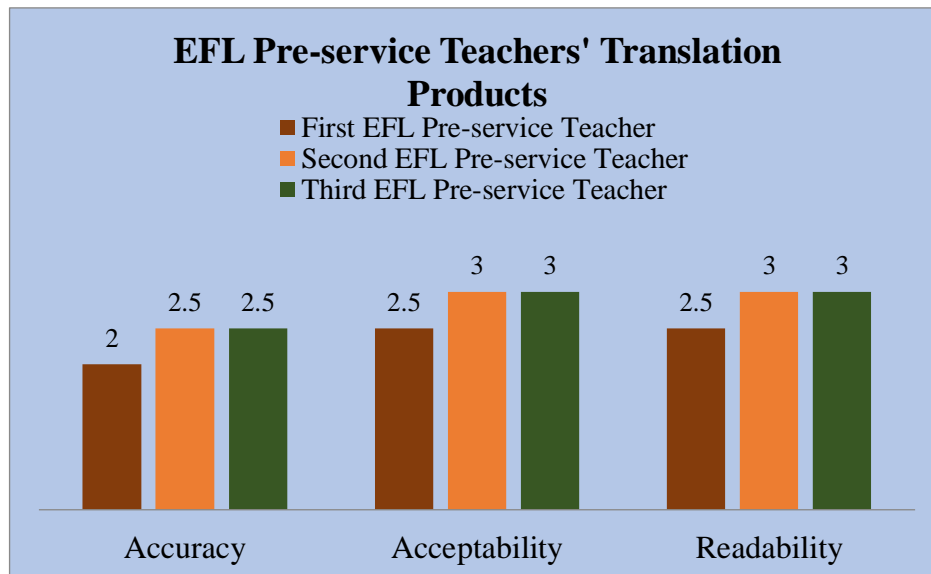
Figure 4.7
The EFL Pre-service Teachers' Translation Products Quality Assessment

Based on the Figure 4.7 above, the results of the statements showed that the second EFL pre-service teacher which the color is orange, and the third EFL pre-service teachers which the color is green have a good score which is 2,5 for accuracy, 3 for acceptability, and 3 for readability. Meanwhile the first EFL Pre-service teachers which e the color is brown got 2 for accuracy, 2,5 for acceptability and readability.

Moreover, those findings showed that the three EFL pre-service teachers prove their statements with their works where their translation products almost have excellent scores. Therefore, the utilization of Google Translate has a good impact on the EFL pre-service teachers in translation learning. It means Google Translate as a translation tool can be motivated to text translation. Briefly, Google Translate has an advantage as a machine translation to motivate the EFL pre-service teachers to translate text.

B. **Discussion**

In this study, the researcher found that the EFL pre-service teachers' of PBI fifth semester of State Islamic University of North Sumatra have an engagement of Google Translate as a translation tool and positive perceptions of Google Translate utilization in translation course which consist of five positive perceptions, namely; 1) Google Translate helps increase their enthusiasm in translating text; 2) Google Translate enriches their vocabulary and word synonym; 3) Google Translate makes text translation easier to do; and 4) Google Translate improves their translation products.

In this stage, this study was related to the theory of Dockstader which stated that technology integration is the use of technology to improve the educational environment.[1] The use of Google Translate as technology integration has improved the EFL pre-service teachers' educational environment where the EFL pre-service teachers can enrich their vocabularies and word synonyms, and also improve their translations product by Google Translate utilization.

In this study, the findings of the study were related to the findings of Yanti and Meka theories stated that Google Translate has a lot more advantages to the students when they translate the text than disadvantageous. The students gave positive perceptions in the use of Google Translate, namely, Google Translate is a machine translation that can help them translate the meaning of the text faster, Google Translate as a machine translation that was very easy to access, and Google Translate helped the students to enrich their vocabularies. [2]

---

[1] R. Raja and P. C. Nagasubramani. (2018). Ibid, p. 34.
[2] Maria Yanti and Lesly Martha C. Meka. (2019). Ibid, p.128.

In line with Yanti and Meka's study findings, which have the same topic about the students' perceptions of using Google Translate in translation course. The difference of this study with their study was they found the advantages of Google Translate is a machine translation which the students said that they used Google Translate for translating sentence by sentence, it also enriching their vocabularies. In line with the advantages, they also found out the disadvantage which the students said that sometimes Google Translate result was inaccurate and almost all students realized that Google Translate could not be good media without rechecking.

Besides, this study also had related findings for Amanda's study. The students have a positive perception. She has compared the students' perceptions to one another. She stated that the students need a translation tool to help them to translate text easier. They used Google Translate as a medium to translate the text in English as a source language and Bahasa Indonesia as the target language. Further, the students said that because of Google Translate they did not need a dictionary. Besides, Google Translate really helped them in their every translation process.[3]

On other hand, Rahayu also found a positive perception of Google Translate that is related to this study. She found that almost all of the students have and use Google Translate to translate text in Bahasa Indonesia into English and vice versa. Thus, the students stated that Google Translate has another function, it gives benefits to the students to increase their vocabulary or synonyms that are very important in their English language development.[4]

---

[3] Ajeng Pratiwi Tri Amanda. (2019). Ibid, p. i.
[4] Aisyah Riski Rahayu. (2021). Ibid, p. x.

As a result, Google Translate as a translation tool has become a known machine translation and also as a great medium to be used in translation activity, namely translating text in Bahasa Indonesia into English or vice versa. This machine translation has become a tool that can make the students easier to do their activity in translating text. In addition, Google Translate has a benefit to the students to have a good translation product.