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PERCEPTION OF USING MACHINE TRANSLATION IN
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DEPARTMENT STUDENTS
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PERCEPTION OF USING MACHINE TRANSLATION IN ENGLISH SUBJECT OF ISLAMIC EDUCATION DEPARTMENT STUDENTS

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Abstract

In these digital era, a machine translation cannot be separated from students in learning a foreign language. The practicality of machine translation as online dictionary has changed the position of manual dictionary. This study was conducted to explore perception of students in Islamic Education Department in using machine translation in learning English subject. A questionnaire consisted of open-ended and close-ended questions was distributed to 138 students of Islamic Education Department. Then, descriptive qualitative research employed to describe and analyze the data. The result show that students assume machine translation as a good way to help them translate difficult words, sentences, and paragraphes from English to Bahasa or Bahasa to English. Although the students find several problems especially in the quality of translation, they are confident to overcome the problems with effective ways. Moreover, the positive impacts of machine translation use is greater that the negative impacts for several considerations.
Keyword: *perception; machine translation; English subject, Islamic Education Department*

A. INTRODUCTION

Learning English for Islamic Education Department students is quite difficult especially when they face long and complex English text. Since their backgrounds are not students who are interested in English, many students are struggle to learn English. One way to facilitate their learning is using machine translation available free on internet or smartphone application. In this era, most students in Islamic higher education have smartphone connected to internet and can access to online machine translation anytime and anywhere. A machine translation can also be called as translation tool. It is a sub-field of computational linguistics or software providing a system which can predict the translation words, texts or speeches from one language to another language (Sinhal & Gupta, 2014; Mahardika, 2017).

There are various online machine translation resources like Google Translate, Translator Online, Foreign Word, Web Trances, and Prompt (Hampshire & Salvia, 2010) and thousand applications on Google Plays and Apple Stores that can be installed free for students. However, Google Translate become the most common online resources for translation (Alhaisoni & Alhaysony, 2017; Chandra & Yuyun, 2018) and U dictionary become the most common application installed on smartphone. Farzi (2016) claimed that

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these tools have become more efficient over last few years which students have been increasingly using them for various purposes ranging from translating just one word to the whole paragraphs between source language to target language.

Kastberg (2012) explains that machine translation divides into three types: Fully Automated Machine Translation (FAMT), Human Aided Machine Translation (HAMF), and Machine Aided Human Translation (MAHT). FAMT is a software where the process of translating language is done by software itself, and the process works automatically after the source language input to the software. HAMT is a software which takes human as a consultant or an editor. If the translation result is not appropriate, the human can modify and suggest the translation result from the machine. Then, MAHT is a software which is only used when the human translator needs to get some help from the program. The machine translation explored in this study belongs to FAMT.

The popularity of using machine translation among students in higher education in learning English has invited studies in many area including benefits of using machine translation (Garcia & Pena, 2011), students' perception in translation class (Jin & Deifell, 2013; Yanti, 2019; Herlina, Dewanti, & Lustiyantie, 2019), students' attitude towards machine translation (Alhaisoni & Alhaysony, 2017; Susanto, 2017), its practice in writing (Farzi, 2016; Chandra & Yuyun, 2018), and studies used students from non-English department (Josefsson, 2011; Zafitri & Harida, 2017). Those studies found that students believed that machine translation gave several advantages in language learning as helping them increase their vocabulary mastery, grammatical accuracy, save time and build their self-confident. Also, using machine translation as a reference tool can help students identify important differences and similarities between their native language and the learned language (Alley, 2005 in Giannetti, 2016). In order to enrich the knowledge of students' perception in using machine translation in the area of non-English Department, this study is intended to explore the students' perception of Islamic Education Department in using machine translation in English subject.

B. METHOD

This study employed descriptive qualitative research to describe and analyze data about how students in Islamic Education Department use machine translation in English subject. Qualitative research provides an opportunity for exploring a problem and developing a detailed understanding of central phenomenon and analyze data for description and themes using text analysis and interpreting the larger meaning of findings (Creswell, 2012). It concerns to answer research questions like what, why and how rather than how many and how much (Keegan, 2009)

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Then, a questionnaire in the form of open-ended and closed-ended with 5 indicators that consist of 20 items about using machine translator was adapted from Marito and Asari (2017). It included frequency of machine translation use; the weaknesses of machine translation; the difficulties on using machine translation; the benefits of machine translation; and the usage of machine translation use. The consideration of using open-ended question was to allow in-depth information from students. The questionnaire was administrated by online-questionnaire (Google form) to 138 students from Islamic Education Department at STAI Rasyidiyah Khalidiyah Amuntai, South Kalimantan.

C. RESULT AND DISCUSSION

Frequency of machine translation use

There are four questions to see how frequent students in using machine translation in English subject.

1. Have you ever used machine translation?

Table 1. "Have you ever used machine translation?"

No	Answer	Number	Percentage
1	Yes	136	98,6%
2	No	2	1,4%
	Total	138	100%

2. What kind of machine translation you use?

Table 2. "Have you ever used machine translation?"

No	Answer	Number	Percentage
1	Google Translate	103	74,6%
2	U dictionary	28	20,3%
3	Others (Kamus Bahasa Inggris, Kamusku,)	7	0,5%
	Total	146	100%

3. Is it installed in your smartphone?

Table 3. "Is it installed in your smartphone?"

No	Answer	Number	Percentage
1	Yes	119	86,2%
2	No	19	13,8%
	Total	138	100%

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4. How often you use it?

Table 4. "How often you use it?"

No	Answer	Number	Percentage
1	Often	42	30,4%
2	Sometimes	21	15,2%
3	Three times a week	1	0,7%
4	Not really often	5	3,6%
5	Rarely	3	2,2%
6	Every find difficult and new word	66	47,8%
	Total	138	100%

The results above show that all of students has ever used machine translation and mostly the machine translation application is installed in their smartphone. Only few students do not use machine translation and install it in their smartphone. Then, Google Translate is the first choice of machine translation used by students followed by U dictionary and others. It happens since the fact that Google Translate is one popular translation tool to help students in learning English (Chandra & Yuyun, 2018) and it is easy and fast to be used to translate from source language to target language (Yanti, 2019). Next, based on Table 4, it can be seen that the students mostly use machine translation when they find difficult and new word in learning English. It is a normal situation when you do not know the meaning of a word in foreign language you will open dictionary or machine translation. The frequency of using machine translation also followed up by open-ended question: "*Why do you use machine translation?*" The answers are they used it to translate difficult paragraph in English, to save time, to make draft in writing process, and to make sure that the meaning that they want to write in English was in the correct form. Similarly, some students felt doubt about their vocabulary mastery and relied it on the machine translation. Such students are not aware of mistranslation results.

The weaknesses of machine translation

There are four questions to see their perception of weaknesses of machine translation use by Islamic Education Department students:

1. How is the importance machine translation on your English studies?

Table 5. "How is the importance machine translation on your English studies?"

No	Answer	Number	Percentage
1	Very important	55	39,9%
2	Important	47	34,1%
3	Not really important	36	26,1%

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4	No important	0	0
	Total	146	100%

2. Is the result of translation understandable?

Table 6. "Is the result of translation understandable?"

No	Answer	Number	Percentage
1	Yes, I can understand the result well	27	19,6%
2	Sometimes I understand, sometimes I don't understand	111	80,4%
3	No, I don't understand at all	0	0
	Total	138	100%

3. Do you think the machine translation is good or bad?

Table 7. "Do you think the machine translation is good or bad?"

No	Answer	Number	Percentage
1	Yes	133	96,4%
2	No	5	3,6%
	Total	146	100%

4. How is your feeling when using machine translation?

Table 8. "How is your feeling when using machine translation?"

No	Answer	Number	Percentage
1	Enjoy	52	37,7%
2	Confident	28	18,8%
3	Depends on the situation	77	55,8%
4	Normal	28	20,3%
5	Nothing	5	3,6%
	Total	146	100%

The results show that students considered machine translation is important to their English studies. Only 36 students or 26.1% chose it is not important to use machine translation in learning English. Also, almost students choose that sometime they understand and sometimes they do not understand with the result of translation from machine translation. It takes 80.4% from the total students. It indicates that they argue about the quality of translation of machine translation, and this become the weaknesses of machine translation.

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The result of translation still need correction to be a good translation. On the other hand, they mostly agree that machine translation is good form them in learning English. It may happen due to the need of the tool as online dictionary that more practical than manual dictionary. Moreover, their feelings are depends on the situation when they use the kind of machine in learning English.

The benefits, difficulties, and effects of using machine translation

There are three open-ended questions delivered to obtain the data about students' perception about benefits, difficulties and effects of using machine translation. The first question is about benefits of using machine translation show that all students' answers can be categorized based on the function, effectiveness and efficiency of machine translation. The function related to why the machine translation is made. It is made to translate words, sentences, and paragraphs from a source language into target language. Students said that this was one benefit of machine translation which is to translate the difficult word from English to Bahasa or Bahasa to English. It means that machine translation become online dictionary that help them in the area. Next is about its effectiveness. Students said that machine translation was effective to help them in learning English especially in comprehend long sentences. The result also make them easier to answer questions followed by English text. Also, it helped them to arrange sentence structure better. The last it about efficiency of machine translation. Most of students said that machine translation was very practical to use. The result is fast and really help them to be faster in understanding and comprehending long English text. In short, machine translation was really helpful for students in Islamic Education Department in learning English.

Moreover, the use of machine translation brought negative effects based on students' opinion in the issue of dependence and laziness. They said it made them lazy to memorize new words and be dependence on machine translation in reading and writing English. Some students said that it reduce their memorization of new words since the process of get the translation processed quickly. However, some of them said that there was no negative effects of using machine translation in learning English.

Then, students face several difficulties when using machine translation. It is relied on the mistranslation that often occurs as the result of machine translation. It makes students confuse with the real meaning and needed to check it again. Sometimes, the result occurs in ungrammatical order and created ambiguity of the meaning. Worse, the result is really different with the real meaning. Consequently, students must recheck the translation again by open another dictionary, ask their friend, and clarify the meaning to their lecturer. Some students also mention about signal issue and e-advertisement when opening the machine

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translation. Although they finds several difficulties, they also do several actions to solve them. The result of these study is in line with study conducted by Marito and Ansari (2017)

The usage of machine translation use

In this part, there are nine close-ended questions to see students' perception about the usage of machine translation use.

Table 9. "Students' perception about the usage of machine translation use."

	Strongly Agree	Agree	Quite Agree	Disagree	Strongly Disagree	N
1. I believe it is good to use machine translation in learning English.						
	13,8% (N=19)	58% (N=80)	26,8% (N=37)	1,4% (N=2)	0	138
2. I use machine translation to translate word by word reading and writing English.						
	21% (N=29)	46,4% (N=64)	24,6% (N=34)	8% (N=11)	0	138
3. I use machine translation to translate sentence by sentence in reading and writing English.						
	17,4% (N=24)	61,6% (N=85)	18,1% (N=25)	2,9% (N=4)	0	138
4. I use machine translation to translate a paragraph in reading and writing English.						
	23,2% (N=32)	44,2% (N=61)	26,8% (N=37)	5,8% (N=8)	0	138
5. I use machine translation to translate whole text/article consist of several paragraphs in reading and writing English.						
	22,5% (N=31)	34,1% (N=47)	26,8% (N=37)	13,8% (N=19)	2,9% (N=4)	138
6. I believe the translation quality of machine translation in reading and writing English.						
	2,2% (N=3)	25,4% (N=35)	63,8% (N=88)	8,7% (N=12)	0	138
7. I usually recheck and rearrange the result of translation to get a good translation in Bahasa Indonesia.						
	43,5% (N=60)	47,1% (N=65)	8,7% (N=12)	0,7% (N=1)	0	138
8. I can use machine translation properly and can minimalize the mistranslation result from machine translation in reading and writing English.						
	8% (N=11)	39,1% (N=54)	42% (N=58)	10,9% (N=15)	0	138

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9. I can check the mistranslation result from machine translation in reading and writing English.

7,2% (N=10)	55,1% (N=76)	29,7% (N=41)	7,2% (N=10)	0,7% (N=1)	138

The results above show that students believe machine translation is good in learning English and they used it to translate words, sentences, and paragraphs. The writer see these results as normal since they are not in English major and really need the tool to help them in learning English. Interestingly, the students mostly choose "quite agree" in responding statement about their belief in the quality of translation produced by machine translation. Their response is consistent with their answer in open-ended question about difficulties in using it and weaknesses of it. They said that the result is confusing and sometimes ungrammatical and ambiguity.

Then, three last questions show how they react to the quality of translation using machine translation. Mostly of them have to recheck and rearrange the result of translation to get a good translation in Bahasa Indonesia and they show their confidence to do the changes. Their acts to face error made by machine translation has already mentioned above in the open-ended questions related to difficulties in using machine translation. This result is in line with Herlina, Dewanti, and Lustiyantie's result (2019) where the students still have to edited Google Translate's translation results because the quality of translation.

D. CONCLUSION

Machine translation is an alternative way to enhance students in learning English. Most of students of Islamic Education Department STAI Rasyidiyah Khalidiyah Amuntai used machine translation to help them in learning English subject especially for reading and writing English. They used it as online dictionary to translate words, sentences, and paragraphs of English text. The existence of machine translation brings positive and negative impacts for student although the positive impacts are greater than the negative ones. Since, the process of translation become the responsibility of tool itself without human interruption, it is normal if the translation produced by this kind of machine is inappropriate in several ways; however, students as learners must be capable to overcome the weaknesses of this tool by checking again the meaning, asking their friend or clarify the real meaning to their English lecturer.

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