

The Importance of Machine Translation to University Students



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ABSTRACT: People can no longer avoid using technology in their daily lives because it has been incorporated into every facet of life. The development of computer hardware and software to provide higher-quality translated texts is known as machine translation (MT). This research examined MT's importance as a tool for university students using qualitative methods. Data was collected through library research from national and international journals. The results demonstrated that students typically appreciate the importance of Web-Based Machine Translation (WBMT) technology for supporting language acquisition. Only a very small number of participants felt that the availability of WBMT tools eliminated the need to learn how to write in English. This is consistent with the finding that most participants recognize the importance of cognitive involvement in English Language learning. Furthermore, MT can improve writing quality in terms of accuracy and syntactic complexity. Excessive reliance on tools may prevent students from thoroughly improving their translation skills.

KEYWORDS: machine translation, translation tool, language learning

INTRODUCTION

Since technology has permeated every element of human life, it is evident that activities cannot be performed without assistance. The technology uses science in business, engineering, and other fields to produce valuable items and address issues (Merriam-Webster, 2022). According to (Saputra, 2017), Machine Translation (MT) was advanced computer hardware and software to create higher-quality translated texts. There are two types of MT, online and offline. Online tools include Google Translate, Bing Translator, Tradukka.com, freetranslation.com, and other free online MT services. Meanwhile, offline MT tools such as the Transtool app, Ace translator, and language translator can be accessed for free. In recent years, there has been a stagnation in the use of MT as Google Translate. In addition, Google Translate is widely accepted and ranks first among the most popular MT services. Therefore, in real life, MT is inseparable from students, staff, teachers, or instructors.

Following the direct feedback, Google Translate has been improved to provide various definitions of a term. The effectiveness of the software in translating adjectives, nouns, and adverbs has significantly risen due to this development (Giannetti, 2016). However, transitive verbs has limitations, particularly in non-romance languages. To properly employ Web-Based Machine Translation (WBMT) systems, language learners should be able and willing to evaluate the results critically. Therefore, this research examines the importance of MT as a tool for university students.

METHOD

This research employed qualitative methods, and according to (Creswell & Creswell, 1998), it is a process of knowledge based on diverse empirical approaches of inquiry that investigate a social or human problem. Data was collected through library research from national and international journals.

RESULTS

In the article entitled "The Teachers' Perception towards the Use of Google Translate As a Translation Tool" (Andari, 2021), teachers can quickly obtain translation results using Google Translate. Many professors recognize that this tool cannot be useful because the grammar of the translation results is incorrect. Despite its shortcomings, teachers have a favorable opinion of this application. It was discovered that all respondents had positive attitudes toward using Google Translate as a translation tool. Furthermore, the precision promotes teachers to continue learning and practicing grammar while honing their translation abilities.

According to Lawa et al. (2022), it was found that the accuracy of Google Translate's results was demonstrated by improving the standard of interpretation. Google Translate produced a reasonable outcome after translating one lengthy remark and several paragraphs, hence, it was reasonably accurate. The translation results were known as pre-translation, and users had to double-check. However, it was thought to be incorrect because they had various issues. In addition to the preciseness of words depending on the context, students had trouble because of discrepancies in the structure or pattern between Indonesian and English. According to the

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documentation research, the auxiliary verb *-is-* should be *-was-* because the activity occurred in the past. Furthermore, *-method-* should be *-methods-* because it was plural, hence, there is an additional letter *-s* at the end of the word. There were specific word conflicts between the source and target languages, including the younger, particularly the morals element, at and in.

The article by (Briggs, 2018) showed that language learners have long utilized WBMT technologies. However, their effectiveness as learning tools was restricted until recently due to the low accuracy of outputs. The introduction of neural MT has significantly increased the accuracy of WBMT, making it more appealing to language learners. As a result, the current research explored students' attitudes and ideas about using WBMT technologies for English Language learning. Surveys were used to determine how 80 upper-year Korean-speaking university students use and interpret WBMT tools. According to the research, most students use them to enhance their language studies at home and school and for various purposes. The results demonstrate that students differ in terms of dependence on and perceived utility of such technologies. They assessed the output of two prominent WBMT tools, identifying symptoms of difficulties in critically interpreting their results, and the educational implications of this issue are investigated.

In the article "Enhancing English Language vocabulary learning among indigenous learners through google translate" (Kai & Hua, 2021), the introduction of new technology has significantly changed the studying process. In recent years, mobile phones have transformed into effective educational tools to enhance learning results when applied properly. There has been a massive increase in research on the potential of mobile phones as teaching tools. This article investigates the effectiveness of the Google Translate mobile app (thus "app") in increasing indigenous learners' English vocabulary. Purposive sampling was employed to identify fifteen individuals from remote schools with limited English proficiency. Furthermore, data were collected by comparing pre- and post-test findings. Structured interviews were also employed to triangulate the results. The significant findings demonstrated that nearly all participants performed exceptionally well on the post-test. According to the discussions, all respondents acknowledged that Google Translate improved their English language skills, with only one participant questioning its usefulness. As a result, the research's findings suggest that the tool could be useful in improving learners' English vocabulary. Further research should examine the app's usefulness in teaching vocabulary in various situations.

DISCUSSION

Artificial intelligence is a branch of computer science that includes studying, developing and using intelligent machines (AI). AI research investigated the use of devices to replicate and perform specific mental cognitive activities, such as judgment, reasoning, proof, recognition, perception, understanding, design, and thinking, as well as to improve work and technologies. This approach integrates robots, language recognition, picture recognition, expert systems, and natural language processing. According to Professor Winston of the Massachusetts Institute of Technology, artificial intelligence research identifies ways to equip computers with the skills needed to accomplish tasks that people previously performed (Hou, 2021).

According to the data collected regarding the assessments of the efficiency of Online Machine Translation (OMT) tools, 60% of the participants thought the tools were successful or extremely good for single-word translations. For phrases, the OMT tools' perceived effectiveness dropped to 44%, with 12% of respondents thinking the results were useless. Meanwhile, 48% believed sentence translations to be effective or extremely effective, while only 24% stated they were ineffective. About 36% and 24% of participants stated that the OMT was a successful method for translating paragraphs and entire texts (Ata & Debreli, 2021).

Adopting MT has different effects depending on a person's language-learning skills and has been demonstrated to improve children's writing abilities. The original English as a second-language writing and the corrected English writing with MT assistance were the two versions of students' writing that were compared. In addition, their writing scores were significantly increased, while lexical and grammatical errors were reduced through revisions. In terms of precision and syntactic complexity, MT might improve writing quality. Excessive dependency on these tools may hinder the proper development of translating skills. The penalty points for student translations utilizing MT were significantly higher (Deng, 2022).

Most students who responded agreed to using WBMT technologies in class should be authorized because they do not harm language acquisition. They have a generally positive outlook on the benefits of WBMT technologies for aiding language learning. This claim is supported by the fact that only a tiny minority of participants thought using the tools rendered it unnecessary to learn how to write in English. Therefore, the majority understood the necessity of investing cognitive effort when learning a language. Students' favorable evaluations of WBMT tools may also result from their knowledge of recent improvements (Briggs, 2018).

In the research by (Ata & Debreli 2021), students rely on OMT instruments for language training exercises. Furthermore, most instructor participants did not believe in the benefits of OMT tools. Instructors overestimated students' perceptions of how useful these tools are for language learning. Teachers are expected to guide their students through the learning process better. Therefore, when teachers are aware of their students' actual usage and perception of OMT tools, they may be able to address issues resulting from such use more precisely and effectively.

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CONCLUSION

The utility of WBMT technologies for aiding in language acquisition seems well-received by students. The finding supports this argument that most participants recognize the importance of engaging cognitively in the language learning process. Only a very small minority believed that the availability of WBMT tools eliminates the need to learn how to write in English. In conclusion, MT helps students significantly to increase their writing scores and reduced lexical and grammatical errors through revision. It might improve writing quality in terms of precision and syntactic complexity. However, when students rely too much on these technologies, their translating abilities may not be well developed.

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