ARGUMENTATIVE ESSAY AND VOCABULARY ENRICHMENT OF ENGLISH STUDENTS BY UTILIZING GOOGLE TRANSLATE

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Abstract

Argumentative essay writing has been becoming a challenge for EFL students as Students must persuade their readers to share their viewpoints on the material they write. Google Translate is regarded as a learning resource that may be used to help pupils with their writing and to broaden their vocabulary.. The objective of this study was to describe how the fourth semester students of English education study program Sriwijaya University utilized Google Translate to improve their writing skills and enhance their vocabulary. This study used the descriptive qualitative method in describing the finding from documentation and a set of the questionnaire given to students to know their opinion about using Google Translate during their learning process. The findings showed that there are both advantages and disadvantages in utilizing Google Translate in writing class for English education students, the advantages were students were able to enrich their vocabulary and improved writing skill as it useful for students to look up words, synonyms, fast result, and students knew how to pronounce a word correctly and the disadvantages were students may find it appeared to produce bad sentence structure if translate long sentence, would not allow them to be creative even could make students become lazy and could lose their confidence and brought them depended on Google Translate.

Keywords: argumentative essay, vocabulary enrichment, Google Translate, English Education students.

Introduction

One of the most important aspects of studying English is writing Huy (2015). Writing is seen as being extremely important for academic performance because it is the most common way that academics evaluate their pupils, and having weak writing abilities may seriously jeopardize that success (Tan, 2011). According to several researchers, writing is the most difficult talent to master.. Al Darwish and Sadeqi (2016) cite writing as one of the four primary English abilities that is considered challenging for pupils to learn. Sani, Inderawati, and Vianty (2016) Also emphasize that the hardest parts of writing for pupils are coming up with, creating, and finishing a notion.

Another factor contributing to pupils' trouble with essay writing is their struggle with vocabulary development. As Rield (2008) claims that a reader's total knowledge of the writing standard is significantly influenced by the degree of writing vocabulary. Language abilities including speaking, listening, reading, and writing can all be improved if kids learn vocabulary (Cahyono & Widiati, 2008). A vast vocabulary is vital for pupils to be able to communicate themselves, and even when uncommon terms are required, they can rephrase difficult words using common and simple ones Dang & Webb (2014). However, students confront a number of challenges while trying to expand their vocabulary in order to generate quality

writing. As Rahman (2016) states that there are various challenges kids experience when learning new words, including defining noun-adjective vocabulary and understanding comprehension. Most students also have problems understanding word meanings and reading. As a result, kids with little vocabulary tend to write using the same terms (Rahmatunisa, 2014).

This study uses argumentative essay writing since it addresses a set of presumptions about the issue. Writing an argumentative essay can be difficult since students must persuade their readers to share their point of view (Rahmatunisa, 2014). Rahmatunisa (2014), Additionally, says that there are three sorts of issues that students run into when writing an argumentative essay. The first is a linguistics issue, which involves grammatical structure, word formatting, word classes, word usage errors, and the use of the article. Second, arranging paragraphs, having trouble with the remaining word classes, getting lost in the general structure, coming to a conclusion, and using punctuation are all cognitive issues. Last but not least, EFL students also have psychological issues like laziness, egoism, bad moods, and difficulty starting a paper. rah

Writing essays has become difficult for EFL students. (Ahmed, 2010). Due to Google Translate's important role in language acquisition, it is thought of as a learning tool that may be used to help pupils write better and expand their vocabulary (Jaganathan & Ling, 2015). Gestanti, Nimasari & Mufanti (2019) Also mention how Google Translate, which offers the quickest translation possible, is the finest option for kids to understand knowledge published in English. Even Google Translate has some potentials in writing class, researchers also find some disadvantages that make google translate still in considering whether it is really good to

be used as a tool that can be used to help students in writing an essay that is missing in translation, does not result in natural translation and filled with grammatical errors *(Krisnawati, 2017)*.

In light of the aforementioned context, the authors did research for the article "Argumentative Essay and Vocabulary Enrichment of The fourth Semester Students of English Education study program Sriwijaya University by utilizing Google Translate."

Method of the Research

In this study, the writers conducted a descriptive method.The population of this study was the students of English education study program of Sriwijaya university Indralaya. Thus, the fourth semester students of English education study program of Sriwijaya university Indralaya which consists of 46 students were chosen. The fourth semester students were chosen because they have learned argumentative essay using Google Translate and have ever written it.

To collect the data, the documentation which students' argumentative essay assignments that they worked on when they were in the third semester was used and questionnaire that had been adapted from Giannetti's study conducted in 2016. The questionnaire was a type of closed-ended questions using a traditional 5-point agreement of Likert scale which consisted of 8 items to know the students' performance and frequency of use and a free-response question to request additional information for the first question. The questions were mostly in the form of Simple Past Tense because they wanted to ask the students' experiences when they were utilizing Google Translate in writing. The questionnaire was created in Google Form format to make it more practical and flexible for students to fill in.

To analyze the data, firstly, the writers collected students' argumentative writing assignments then the assignments described to find out the improvement in writing skill and the development of vocabulary used during writing using Google translate when they were in the third semester. Then, The writer spread the questionnaire to all the fourth semester students of English education study program Sriwijaya university Indralaya. Then, related the description of the questionnaire and documentation.

Findings and Discussions
The Findings from Documentation

Based on some writing assignments of the fourth semester students of English education that they worked on when they were in the third semester, according to the writer's analysis, the writer found improvements on each of their argumentative essays by utilizing Google Translate in the process of their writing.

The writers noticed an increase in the variation in the use of word choices in each of their writing assignments, especially when they paraphrased several sentences that their lecturer gave to add to their essay writing. It was very clear how they used Google Translate to help find new words, especially synonyms of the word. In paraphrasing, it was found that students replaced it with a synonym of the word and changed the form of the word they would paraphrase. Additionally, it was discovered that because they also proofread their writing using Google Translate, they created less grammatical errors. The table below lists the examples of terms that the students were successful at paraphrasing using Google Translate based on the writers' analysis:

Table 1. Examples of text that are paraphrased by replacing with synonyms

Advantage	Benefit, bonus, favorable impact, and/or profit
For example	In essence, because of that, that's why, in another manner,
So	In short, in other way, because of that, therefore, that's why,
Easier	easier and faster
Famous	Popular, well-known, well-liked, most popular, regularly used, and widely
Share moment in your life	- sharing daily happenings, - show our activities, - exchange moments in life, - post information that brings back special memories, - tell what happened - discuss what occurred - upload and display all noteworthy, - dividing the times of your life, - keep others' lives updated, - promote having a good memory throughout life.
Disadvantage	-damage, absence, negative aspect, side effect, frailty, unbenefit, and minus. a platform or application for social networking.
The internet	a platform or application for social networking

Table 1 showed some samples of the vocabulary that students have translated into their writing by using Google Translate. From students' Argumentative writing assignments, the writer further found that students' ability to add vocabulary increased because the lecturer anticipated students not to

depend on Google Translate, that's why students creatively compose their vocabulary that they got on Google Translate. They did not merely look at Google Translate but found out which vocabulary was best and suitable to put on their writing. They tried to understand every word they got from Google Translate and replaced it with the appropriate word if the word they got from Google Translate was ambiguous. Additionally, the writers discovered less spelling mistakes in their writing. They also tested it in Google Translate, which explains why.

The kids did a good job, as evidenced by the introduction, body, and conclusion of the argumentative essay. All three markers were presented in the text they created. Each section of the argumentative essay was properly organized, and they used good vocabulary.

Findings from Questionnaire

The writers gave 9 questions to students to find out how they used Google Translate during writing class. The questionnaire was divided into 8 closed-ended questions and one free-response question. Below is a description of the results of the questionnaire that had been given.

Table 2. The Result of closed-ended Questionnaire

No	Questionnaire	Strongly Agree	Agreed	Neither Agree Nor Disagree	Disagree
1	I believe that Google Translate is a good tool for writing class.	-	41	5	2
2	I was able to use Google Translate appropriately in class and able to minimize the number of errors it provided.	-	42	2	2
3	I was able to spot errors from Google Translate?	5	38	-	3
4	I primarily used Google Translate to look up nouns (persons, places, things).	2	39	3	2
5	The majority of my translations were from Indonesia to English.	4	19	14	9
6	I found the examples of how to use Google Translate helpful.	6	28	9	3
7	Would you use Google Translate on future writing assignments, even if it was prohibited by the teacher?	2	23	12	8
8	I could write the assignments equally well without using Google Translate.	3	22	14	7

After the fourth-semester students finished having writing class in the third semester, the students were asked about their experience of utilizing Google Translate in writing class. From the result of the questionnaire in Table 4.2, it was found that 41 students agreed with the question given in the questionnaire that Google Translate is a good tool for writing class. While 5 students chose neither agree nor disagree and just 2 students preferred disagree. Then, 42 students agreed while 2 students prefer neither to agree nor disagree and the other 2 students chose to disagree that they were able to use Google Translate appropriately in class and able to minimize the number of

errors it provided. The results of the previous answer were al line with the students' answer that 5 students strongly agree and 38 students agreed, and only 2 students disagree with the statement about they were able to spot and minimize errors in writing when using Google Translate. Then, 2 students chose strongly agree, and also 39 students agree that they primarily used Google Translate to look up nouns (persons, places, things). However, 3 students preferred neither agree nor disagree and only 2 students chose to disagree. The next statement showed various results from the students' choices for the statement about the majority of the students' translations were from Indonesia to English. 4 students strongly agreed and 19 students. But, 14 students mentioned neither agree nor disagree and 9 students disagreed with it. Then, Having the advantages of looking at the

examples of how to use Google Translate helpful, 6 students said strongly agree and 28 students agreed however, 9 students chose neither agree nor disagree and 3 students disagreed.

Moreover, 3 students strongly agreed and 22 students agreed while 14 students said neither agree nor disagree and 7 students disagree that they could write the assignments equally well without using Google Translate. Furthermore, considering the advantages that the students got while utilizing Google Translate in writing essays, 2 students mentioned strongly agree also 23 students agreed that they keep using Google Translate on future writing assignments, even if it was prohibited by the teacher. But, 12 students considered neither agree nor disagree and (table 2).

Table 3. The results of the free-response questionnaire

No	questionnaire	Answers
1	The reason students agree and disagree that Google Translate is a good tool for writing class.	- it could find the meaning of words and word class. - it provided fast translation results and easy to use. - it provided synonym of words. - useful for paraphrasing. - Google Translate made students pour ideas into writing easily. - it would not allow students to be creative even could make students lazy. - students will lose their confidence to use their ability and bring them to depend on Google Translate. - Google Translate appeared to produce bad sentence structure.
2	For what purposes did you use Google Translate in class? Looking up words? Checking your writing? Looking up sentences? Other? Please list as many as possible.	- looking up words. - looking up the sentence - translating. - find synonym - check writing - find word class - check pronunciation - do paraphrasing

From table 3, it was found that most of the students agreed that Google Translate was a good tool in writing class. Those who agreed left some variation of answers that Google

translate was an easy tool to use as it also provided a fast result that helpful in the class where they had to use the time appropriately to produce good writing, they also mentioned that it could help to

do paraphrasing, after all, students can find synonyms of words and allowed them to pour ideas easily because students did not worry about had less vocabulary. Besides, some students disagreed. They shared the reasons that sometimes Google Translate produced bad sentence structure and students would lose their confidence because they would depend on Google Translate. For the question that asked about the purposes of students used Google Translate, the highest frequency of use was for looking up word (meaning, spelling and word-class and pronunciation), followed by checking sentences, translating and, paraphrasing.

Based on the findings from the documentation and questionnaire, the writer found that students' writing ability improved because they used Google Translate to help them in the writing process. This was consistent with a research in Australia by Garcia and Pena (2011) which revealed that utilizing Google Translate encouraged students to write more (quantity) and created higher-quality writing (quality). The argumentative essays writing that they wrote were neatly arranged, also in general this was seen from their writing. students used more variation of words and wrote longer sentences when involved Google Translate in their writing (Inderawati, et al., 2019). Additionally, students did a good job of outlining their thoughts such that what they intended to write about was evident. Students used Google Translate to check their spelling, which resulted in fewer word errors in their work. Besides the improvement of their writing, the writer also found that students used Google Translate more as a dictionary. This was proved in the students' answers in the questionnaire that the highest frequency of students used Google Translate was for looking up for words (questionnaire, 2 July). They also use it frequently to

translate from Bahasa Indonesia to English (questionnaire, 2 July). Moreover, the writer found out that Students' vocabulary enriched because of utilizing Google Translate. This was proved from the number of words they used in their writing answers to the questionnaire. This was a line with students' answers in the questionnaire that almost students preferred agreed that Google Translate could help them to enrich their vocabulary (questionnaire, 2 July) as Bahri (2016) pointed out that Google Translate as an effective supplementary tool for learning vocabulary, writing, and reading. Students also did paraphrasing sentences easily because Google Translate provided synonyms of words whenever students typed one word in the translation box. Google Translate also provided some examples applied in sentences to make the students understand easily when they wanted to use the word in their sentences. This was seen by some words that they could paraphrase by using Google Translate to find a synonym of words. Yanti and Lesly (2019) mentioned that the use of Google Translate frequently was for translating sentence by sentence and enriching students' vocabulary. Furthermore, students also mentioned that Google Translate was able to overcome the difficulties faced by students in writing as Rahmatunisa (2014) highlighted challenges students encounter when writing argumentative essays. It is broken down into three categories: the first is linguistics issues, which include issues with word usage, word classes, word formatting, and article usage. Second, arranging paragraphs, having trouble with the remaining word classes, getting lost in the general structure, coming to a conclusion, and using punctuation are all cognitive issues. Last but not least, EFL students also struggle with psychological

issues like laziness, egoism, bad moods, and difficulties starting a paper. Google Translate also helped in the translation process because of the fast and practical advantages that made it easy for students. Moreover, the writer also found that besides utilizing Google Translate in writing class, students' vocabulary enhanced also because of their writing habit. During the writing class in the third semester, students had practiced writing more than one argumentative essay with different topics. This led students to have enough vocabulary to create an essay based on the topics given. Thus, Google Translate is helpful.

Even though utilizing Google Translate helped students' writing improved and also their vocabulary enriched, there were some drawbacks the writer found while students were using Google Translate. Some students realized that Google Translate could not be good media without rechecking. Additionally, the accuracy of Google Translate made students kept learning and practicing grammar and also improving their translation skills. Moreover, students wrote that it would not allow students to be creative even could make students lazy. Furthermore, students would lose their confidence to use their ability and brought them dependent on Google Translate.

Conclusion

Based on the results of research and discussion, the writer concluded that the existence of Google Translate helped students enrich their vocabulary and improved their writing skill so that they could write argumentative texts well and Help Students To Do Paraphrasing As Google Translate Provides A Fast Result, Practical Way Of Use And Provided Synonym Of Words. Moreover, The Writer Found That Students' Vocabulary Was Enhanced Also Because Of Their Writing Habits.

In The Third Semester, Students Produced More Than One Essay, And Students Always Practiced Writing With A Different Topic, This Made Students Had To Find And Use Various Vocabulary Based On The Topic Of Their Writing.

However, There Were Also Some Drawbacks To Using Google Translate In Class. Some Students Wrote That It Would Not Allow Them To Be Creative Even Could Make Students Lazy. It Could Be Made Students Lose Their Confidence To Use Their Ability And Brought Them Dependent On Google Translate. Moreover, Google Translate Appeared To Produce Bad Sentence Structure If Translate Long Sentences So Students Need To Recheck After Translate Using Google Translate.

According To The Findings Of This Study, The Author Advises English Education Students To Use Google Translate As A Tool In Writing Classes Because It Has Been Shown To Enhance Vocabulary And Help Students Write Better. However, Students Should Not Solely Rely On Google Translate; They Should Also Double-Check To Get Accurate Results. Students Also Should Be Able To Use Google Translate For Short Sentences As Well As Words And Phrases Rather Than For Long Sentences.

Instead Of Prohibiting The Use Of Google Translate In Class, Lecturers Should Help Students While They Use It During Writing Assignments And Explain To Them How To Use It Properly So That It May Be A Useful Teaching Tool. Lecturers Should Also Pay Attention To Students' Awareness In Using Google Translate, As It Could Translate Sentences Correctly, But Also Possible To Produce Potential Mistakes.

Acknowledgement

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