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PERSPECTIVES: GOOGLE TRANSLATE USAGE

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ABSTRACT

The Covid-19 pandemic brought major changes to people's lives. Education is also highly impacted where online learning is replacing face-to-face learning. Thus, new technologies emerge as required by the new norm. Google provides internet users, especially language learners with new technologies. Google Translate is a machine language translation website provided by Google where it enables internet users to translate over 100 languages. During Open & Distance Learning classes are conducted via online or live streaming; language learners are indirectly exposed to Machine Translation (MT). Google Translate can be accessed via smartphones or computers making it convenient to the learners to use the application since it is easily available online. Thus, this research aims to investigate the students' perspectives on the usage of Google Translate in language learning. This study was conducted based on the adapted questionnaire used by Riana Devi Susanto (2017) and Alhaisoni & Alhaysony (2017). Based on this study, the findings revealed all the respondents agreed that the use of Google Translate is ethically acceptable regardless of how it is used. Among the advantages of using Google Translate given by the respondents were: to better understand the words that they do not know the meaning of, saves time and makes it easy for them to do their work. Hence, educators should monitor and guide students when they use Google Translate during classroom or online learning.

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1. Introduction

The first industrial revolution which began in the 1800s until Industrial Revolution 4.0 (now) has had a significant influence on our lives. This phenomena has had a significant impact on the new Alpha generation. Without a question, technology has influenced many aspects of human existence, including domestic necessities and the working environment. Similarly, the sphere of education is not far from the reach of this effect. Since the Covid-19 pandemic, technology has become a new standard in our daily lives. As the new herald of technology invading the humans' lifestyle, the term "working from home" was coined to complement the success. Eventually, the education field was influenced by this opportunity and coined the phrase "online and distance learning", ensuring the learning process continues during the epidemic.

Machine translation (MT) is one of the applications included in the machine learning (ML) applications. Machine Translation (MT) provides many benefits since it facilitates the translation process for the learners. According to Raheem (2020), the role of Machine Translation (MT) in translation and in learning English as a second language is significant. One of the platforms of Machine Translation (MT) is Google Translate. Google Translate can be accessed via smartphones or computers making it convenient to the learners to use the application since it is easily available online. Language learners widely use Google Translate in their learning process.

Problem Statement

With the Covid-19 pandemic issue technology plays a vital role in easing the learning process. This creates new accessibility towards machine translation. Machine translation is a creation to assist learners, specifically language learners. Ever since the emergence of the translation machine, it has been a great tool for students to use in language learning, especially self-learning where the machine works as a working dictionary.

Google Translate being the most convenient and accessible web browser made it popular among users resulting in students drawn to use this tool in their language learning (Darancik, 2016). Although Google Translate may not be very accurate in its outcome, many language learners still resort to using the tool (Fara Hana Amanah, 2017). Hence, this prompted this research to be conducted. This study is conducted to investigate: what are the student's perspectives regarding the usage of Google Translate and what are the advantages highlighted by the students regarding the usage of Google Translate in language learning.

Significance of Study

It is significant for both lecturers and students to learn about the perception on Google Translate in language learning as this has become a new phenomenon during open and distance learning. This study will shed some light on whether the students viewed the usage of Google Translate positively in their language learning process.

Research Questions

1. What are students' perspectives on using Google Translate during Open & Distance Learning?
2. What are the students' feedback on using Google Translate during Open & Distance Learning?
3. What are the advantages of using Google Translate during Open & Distance Learning?

2. Literature Review

This section presents relevant literature and studies that the researchers considered in strengthening the importance of the present study.

Perspectives on Google Translate

Many studies have been conducted on different aspects regarding the use of machine translation in language learning. It was interesting to take note that even students from the English Education programmes also used Google Translate in their studies (Riana Devi Susanto, 2017; Alhaisoni & Alhaysony, 2017; Aisyah Riski Rahayu, 2021). As stated by Darancik (2016), students translate in order to ease their language learning process.

Many researchers agree that Google Translate is one of the most popular machine translation applications used in language learning among students (Lam, 2021; Alhaisoni & Alhaysony, 2017, Riana Devi Susanto, 2017; Aisyah Riski Rahayu, 2021).

Riana Devi Susanto (2017) conducted a study on fifty (50) 3rd year and fifty (50) 4th-year students from the English Language Education (ELE) programme. She found that the 3rd. year students had a higher tendency to use Google Translate compared to the 4th year students. This shows that the higher-level students tend to depend on Google Translate less than their junior counterparts.

Various functions of Google Translate

A study was conducted by Alhaisoni & Alhaysony (2017) on ninety-two 4th year English majors at Aljouf University in Saudi Arabia. They found that the respondents frequently used Google Translate to read an English textbook, to assist in written assignments and to get the meaning of unfamiliar words. Similar to the respondents in Riana Devi Susanto's (2017) study, these students also got assistance from Google Translate in easing their studies.

Briggs (2018), in his study on eighty upper-year Korean Korean-speaking university students on their attitudes on the usage of Web-based machine translation (WBMT) tools in English language learning found that WBMT tools were used by the university students for various functions. His study also revealed that Korean university students often used WBMT tools in and outside of class. The Korean students had a positive view on the usage of WBMT tools as a support in the language learning process. This finding is consistent with other research (Riana, 2017; Alhaisoni & Alhaysony, 2017) where the respondents agreed that WBMT tools do assist them in learning English.

Aisyah Riski Rahayu (2021) conducted a qualitative study on one hundred and ninety 6th semester students at University of Makassar. In her research on the students' perception of Google Translate in supporting students' English materials translation ability, she found that the students used Google Translate to translate English materials into Indonesian and vice versa.

The study on Malaysian polytechnic students found that the majority of the respondents agreed that Google Translate helped them in the 4 main skills of English namely, writing, speaking, listening, and reading. Lam (2021) found that more than half of the respondents 'frequently and always'

used Google Translate for English language learning. Majority of the respondents used Google Translate for their English language learning.

In relation to this, the study by Rafidah Amat and Aishah Musa (2021) found that students tend to use Google Translate in their language learning process to find the meaning of unknown words, clauses, and sentences. Hence, based on these studies we know that students used Google Translate to assist them in their language learning process.

93 respondents of pre-service teachers involved in a study conducted by Masitowarni Siregar, Ebrahim Panah, Meisuri, Azhar Jaafar (2021) suggested that the usefulness of Google Translate have contributed in the use of Google Translate while completing the respondents' assignments, projects and reports. These student teachers were from Indonesia and Malaysia. The researchers also concluded that these participants use Google Translate mainly for translating a 'word', 'phrase', 'clause', 'sentence', 'a paragraph' and 'whole text'.

However, another study conducted by Tuzcu (2021), concluded that Google Translate adds creativity in writing towards learners in English as Foreign Language classroom. The researcher used Google Translate as a tool for translation from native language to target language. Unlike other studies, Google Translate is used as a medium to translate English language to the native language (Tuzcu, 2021).

Benefits and Drawbacks of using Google Translate

Maulidiyah (2018) suggested that although Machine Translation output results in errors, English language learners still depend on the machine for translation. A study conducted in Politeknik Negeri Malang with 25 participants revealed that the majority of them (90%) used Google Translate. The study also found that none of the participants had ever used Google Translate. The result indicated that there were a few drawbacks as well as benefits while using Google Translate.

According to Giannetti (2016), Google Translate is potentially leveraged for educational purposes though some may reject the idea. In his study, the result showed that Google Translate slightly improved learners' writing in Spanish Language; the Target Language. However, the researcher found that there are notably some hindrances that need to be addressed when utilising Google Translate, familiarity of the tool as well as familiarity of the Target Language.

García (2010) conducted a study on the use of Google Translate in writing by comparing two different groups assigned as Level 1 and Level 2. The study investigated the effects of using Google Translate in written Spanish language assignments. The findings revealed that the students communicated better and more when they were assisted by Google Translate. The researcher believed that with proper guidelines in using Google Translate, the tool could be included in the curriculum as a pedagogical tool.

Google Translate usage vs Integrity

Xu (2021) conducted a study on sixteen fourth-year Japanese students from a public university in the western US to investigate the behaviours and beliefs regarding Google Translate among

Japanese students. It was found that all of the students agreed that using Machine Translation is beneficial in writing activities. The findings also revealed that the students believed that using Google Translate in editing their compositions did not violate academic integrity and most of them disagreed that using Google Translate in editing is considered as plagiarism. However, some of the students felt guilty of using Google Translate in editing their work.

Another issue that surrounds the usage of Google Translate is it is always related to academic dishonesty or plagiarism. Correa (2014) stated in her research paper that the usage of spell-checker or grammar checker was seen as unethical back then. However, with the advancement of technology, this unethical behaviour of using machine translation is no longer applicable. She also mentioned in the research paper that at present this new technology has been adapted as one of the tools in a language learning classroom. Thus, it is important for the instructors to ensure that these tools are used wisely and correctly in the second language classroom.

It is clear based on aforementioned literature and studies that the issues regarding the usage of Google Translate should be investigated to provide some information to the educators and also students.

3. Methodology

The respondents were semester two Diploma students who took ELC151. ELC121 (taken in semester one) is the prerequisite for ELC151. This English code is an integrated language skills which emphasises different skills at different levels or semesters for the students. 35 students voluntarily participated in answering this questionnaire.

This questionnaire was adapted from Riana Devi Susanto (2017) and Alhaisoni and Alhalsony (2017). It consists of 3 sections which are the demographic background of the respondents, statements on the use of Google Translate Web applications in writing assessment and statements on the feedback of using Google Translate Web applications in writing assessment. Although the original questionnaire has gone through the reliability test, this new adapted questionnaire also went through the same process to ensure its reliability for this study.

The questionnaire is divided into 3 sections Section 1: Students' Perspectives; Section 2 : Students' Feedbacks ; Section 3 : Advantages of Using Google Translate. However, for Section 3, there is no reliability test since it consists of one Multiple Choice question. The reliability is high as shown in Table 1 for both sections 1 and 2, and the level of internal consistency is 0.97 and 0.993 respectively.

Table 1

Reliability Test

Reliability Test for Section 1	
Cronbach Alpha	0.971
Number of Questions	8

Reliability Test for Section 3	
---------------------------------------	--

Cronbach Alpha	0.993
Number of Questions	24

The questionnaire was formed in a web form application known as Forms.app. Respondents were given a link to answer the questionnaire. Later, the data were compiled and analysed using the Statistical Package for Social Sciences (SPSS) version 28. Descriptive analysis (frequency and percentage) and crosstab were applied in retrieving results of this study. The questionnaire used both qualitative (open-ended) and quantitative (closed-ended) questions. The Second section of the questionnaire entails the statement of students' perspectives towards the use of Google Translate web application in writing assessment where it utilises Likert Scale questions. The third section consists of two parts where the students were required to choose from the given answers.

4. Results

Referring to Table 2, it indicates the total number of male and female respondents. There were 27 female students (77.1%) and 8 male students (22.9%) who answered the questionnaire.

Table 2.
Gender

Gender	Frequency	Percent
Male	8	22.9 %
Female	27	77.1 %
Total	35	100 %

7.1. RQ1: What are students' perspectives on using Google Translate during Open & Distance Learning?

Based on Table 3, among 35 students who answered the questionnaire, only 16 students (45.7%) used the Google translate web application during writing assessment in Open & Distance Learning whereas 19 students (54.3%) did not use Google Translate web application during their writing assessment in Open & Distance Learning. However, the difference is very small between those who used Google Translate during the writing assessment and those who did not use Google Translate.

Table 3
Frequency of whether the students use Google Translate in writing assessment during ODL.

Students usage of Google Translate in writing assessment during ODL	Frequency	Percent
Yes	16	45.7%
No	19	54.3%
Total	35	100 %

The next question is related to the previous question where it is meant for respondents who responded "Yes" that they use Google Translate during Open & Distance Learning.

Table 4 shows the Median for these items, Words, Phrase, Clause, Sentence, Paragraph, Essay parts and Essay. The results show a very positive perspective towards the use of Google Translate for unknown words. The Median reported Table 4 proved that the Likert Scale "Often" and "Sometimes" are the most selected scale compared to others. However, Essay Parts showed the least used which is "Never". Meanwhile, as for Clause "Rarely" and "Sometimes" were the scales chosen and for Essay "Never" and "Sometimes" were chosen.

Table 4.

Median and Standard Deviation of the use of Google Translate Open & Distance Learning.

Median & Standard Deviation		
	Median	Standard Deviation
Words	4 (Often)	1.213
Phrase	3 (Sometimes)	1.755
Clause	2 (Rarely) & 3 (Sometimes)	1.738
Sentence	4 (Often)	1.837
Paragraph	3 (Sometimes)	1.8.53
Essay Parts	1 (Never)	1.866
Essay	1 (Never) & 3 (Sometimes)	1.915

Table 5.

Words, Phrase, Clause, Sentence, Paragraph, Essay Parts & Essay.

	Never	Rarely	Sometimes	Often	Very often	TOTAL
Words	0	0	17.1%	37.1%	45.7%	100 %
Phrase	5.7%	14.3%	37.1%	45.7%	0	100 %
Clause	0	20%	40%	45.7%	0	100 %
Sentence	8.6%	20%	31.4%	45.7%	0	100 %
Paragraph	11.4%	17.1%	31.4%	42.9%	45.7%	100 %
Essay parts	14.3%	0	28.6%	40.0%	42.9%	100 %
Essay	14.3%	17.1%	31.4%	40%	42.9%	100 %

The following question is on the type of search that the students look for when they use Google Translate. The lists are "Words", "Phrase", "Clause", "Paragraph", "Sentence", "Essay Parts" and "Essay". Based on Table 5 for the item "I use Google Translate to translate Malay words to English words or English words to Malay words" which shows 45.7% of the respondents chose "Very Often" and 37.1% chose "Often". It proves that students resort to Google Translate when they could not find the English word to write.

As for the statement "I use Google Translate to translate Malay phrases to English phrases or English phrases to Malay phrases" 45.7% of the respondents chose "Often". However, there is a great difference with those who chose "Never", "Rarely" and "Sometimes" which show 5.7%, 14.3% and

37.1% respectively. This shows that the students never, rarely or only sometimes use Google Translate for translating phrases.

For the statement "I use Google Translate to translate Malay Clauses to English Clauses or English Clauses to Malay Clauses". The respondents "rarely" and only "sometimes" spent their time using Google Translate to translate Malay clause to English clause or vice versa. Similar to the previous item, "Clause" 60% of the respondents used Google Translate to translate English Clause.

Majority of the respondents (45.7%) chose "Often" to the statement "I use Google translate to translate Malay Sentences to English Sentences or English Sentences to Malays Sentences" followed by 32.4% (Sometimes), 20% (Rarely) and 8.6% (Never).

As for the conclusion, many respondents used Google Translate to seek assistance in language learning.

7.2 RQ2: What are the students' feedback for using google translate during ODL?

Based on Table 6 below, the results indicated that 20 students (57.1%) agreed with the statement "Google translate is ethically acceptable regardless of how it is used". Fifteen students (42.8%) agreed with the statement "Google Translate is considered as cheating depending on how it is used/ Google Translate is considered cheating regardless of how it is used".

Hence, it can be concluded that the majority of the respondents agreed that using Google Translate is ethically acceptable for students.

Table 6.
Feedbacks on using Google Translate

Feedbacks	Frequency	Percent
The use of Google Translate is ethically acceptable regardless of how it is used.	20	57.1%
The use of Google translate is considered as cheating depending on how it is used.	11	31.4%
The use of Google translate is considered as cheating regardless of how it is used.	4	11.4%
TOTAL	35	100%

7.3 RQ3: What are the advantages of using Google Translate during Open & Distance Learning?

Based on the third Research Question, this section will explore the advantages of using Google translate during Open & Distance Learning. There are 15 items analysed as answered by the respondents. Eight advantages have been identified as suggested by Riana Devi Susanto (2017) and Alhaisoni and Alhalsony (2017) in their studies will be used in this research which are:

1. It saves time.
2. To give me a rough guideline for my writing in English.
3. To translate English paragraph/s or essays/ articles which are difficult to understand.

4. I am not confident with my English writing.
5. I am not confident in my English when reading texts.
6. It is easier for me to read in Bahasa Melayu.
7. The lecturers are unable to monitor the use of Google Translate among students.
8. It is convenient compared to printed dictionaries.

Each of the advantages will be categorised into 3 components which are Paragraph, Essay Parts and Essay.

Table 7.
It saves time

	Frequency	Percent
YES		
Paragraph	10	41.7
Essay part	8	33.3
Essay	6	25.0
TOTAL	24	100

In Table 7, the item "It saves time" shows 24 responses. From this, "paragraph" marked the highest number of responses.

Table 8.
To give me a rough guideline for my writing in English

	Frequency	Percent
YES		
Paragraph	11	47.8
Essay part	9	39.1
Essay	3	13.0
TOTAL	23	100

In Table 8, there were 23 responses for item "To give me a rough guideline for my writing in English". The highest number of responses recorded for this item is also "Paragraph" while the least is "Essay".

Table 9.
To translate English paragraph/s or essay/ article which are difficult to understand

	Frequency	Percent
YES		
Paragraph	12	44.4
Essay part	8	29.6
Essay	7	26.0
TOTAL	27	100

Table 9 shows the highest number of responses on the statement "To translate English paragraph/s or essays/ articles which are difficult to understand". It also indicates that "Paragraph" has the highest number of responses compared to "Essay parts" and "Essay".

Table 10.

I am not confident with my English in writing

	Frequency	Percent
YES		
Paragraph	10	37.0
Essay part	11	40.7
Essay	6	22.3
TOTAL	27	100

Table 10 displays the results for the item "I am not confident with my English in writing" with 27 responses which indicated "Essay Parts" (40.7%) has the highest number of responses followed by "Paragraph" (37.0%) and "Essay" (22.3%).

Table 11.

I am not confident in my English in reading texts

	Frequency	Percent
YES		
Paragraph	8	34.7
Essay part	11	47.9
Essay	4	17.4
TOTAL	23	100

In Table 11 the item "I am not confident in my English in reading texts" is analysed. "Essay parts" shows the highest percentage with 47.9% followed by "Paragraph" (34.7%) and "Essay" (17.4%).

Table 12.

It is easier for me to read in Bahasa Melayu

	Frequency	Percent
YES		
Paragraph	11	47.9
Essay part	4	17.4
Essay	8	34.7
TOTAL	23	100

Another advantage pointed out in the study is "It is easier for me to read in Bahasa Melayu". The highest number of responses is Paragraph (47.9%) followed by "Essay" (34.7%) and "Essay parts" (17.4%).

Table 13.

The lecturers are unable to monitor the use of Google Translate among students.

	Frequency	Percent
YES		
Paragraph	9	56.3
Essay part	4	25.0
Essay	3	18.7
TOTAL	16	100

This item is also considered as one of the advantages of using google Translate since the learning process does not involve face to face thus, lecturers or educators' presence is seen as a way for students to turn to google Translate. For this item, it shows that the respondents do not view this as an advantage as the responses recorded were the least (16). The highest number of responses was "Paragraph" (56.3%) followed by "Essay parts" (25.0%) and "Essay" (18.7%).

Table 14.
It is convenient compared to printed dictionaries.

	Frequency	Percent
	YES	
Paragraph	13	46.4
Essay part	10	35.7
Essay	5	17.9
TOTAL	28	100

Last but not least, the highest number of responses was for the item "It is convenient compared to printed dictionaries" with 13 responses (46.4%). "Essay part" recorded 10 responses (35.7%) and the lowest number of responses is "Essay" with 17.9%.

As a conclusion, "It is convenient compared to printed dictionaries", "To translate English paragraph/s or essay/ article which are difficult to understand" and "I am not confident with my English in writing" are the most significant advantages of using Google Translate during Online and Distance Learning recorded by the respondents.

5. Discussion

RQ1: What are students' perspectives on using Google Translate during Open & Distance Learning?

The usage of Google Translate web application posits a positive effect on learners which has been claimed in many previous studies (Riana Devi Susanto, 2017; Alhaisoni & Alhaysony, 2017; Aisyah Riski Rahayu, 2021). Based on Research Question 1, the questionnaire formulates 8 questions that consist of 1 Open-Ended question and the remaining 7 questions referring to word, phrase, clause, sentence, paragraph, essay parts and essay. The findings showed that statements related to words, paragraphs, essay parts and essays have been used by the respondents while using Google Translate. This concurs with Masitowarni Siregar, Ebrahim Panah, Meisuri, Azhar Jaafar's (2021) study as they also found similar results. As stated by Giannetti (2016), these findings relate to the lack of knowledge on the proper way of utilising Google Translate. Kane (2021) mentioned in his study that Google Translate offers interpretation to a lot of different languages and dialects. Thus, it is wise to suggest that a standard framework or method for using Google Translate should be proposed by researchers so that Google Translate can be fully utilised. With regard to the language acquisition for second language learners, the tool could be seen as a tool to enhance second language learners' language learning experience.

The study also indicated that phrase, clause and sentence are the least searched items while using Google Translate compared to words, paragraph, essay part and essay. As suggested by Correa (2014), the students did not use sentences, a paragraph, few paragraphs and whole text because of the fear of dishonesty or plagiarism. Given the situation, during class students are restricted to use Google translate as they fear plagiarising another work. However, the guilt disappears as they refer to Google Translate without the presence of the lecturer. Interestingly, Correa (2014) proposed

a few solutions to avoid plagiarism or academic dishonesty. She further explained that lecturers and instructors are responsible to decide what is acceptable or otherwise.

RQ2: : What are the students' feedback for using Google Translate during Open & Distance Learning?

In this section, the items in the questionnaire are used to get feedback on how the students feel when they use Google Translate. Therefore, this item is formulated with three options whether the students feel that "using Google Translate is ethically acceptable on how it is used", "using Google Translate is considered cheating depending on how it is used" and "using google Translate is considered cheating regardless of how it is used". Based on the result, the majority accepted that "using Google Translate is ethically acceptable on how it is used". This is in accordance with Correa's (2014) statement that traditional plagiarism and 'online translation' differs with one another since the words are originally from the students and not directly copied from another work. Therefore, it is obvious that using google Translate does not reflect on academic dishonesty but rather as a means of assisting. As proposed by Correa (2014), the instructors are responsible to tailor their assignments to minimise any possibility of plagiarism.

Moving on to the second highest frequency, the respondents chose "using Google Translate is considered cheating depending on how it is used". This statement can be seen as yet another positive effect of utilising Google Translate though it could also be a negative effect. The word "depending" indicates a probability where if students misuse the tool; automatically the tool's benefits will be void and vice versa. Referring to the same argument mentioned above, the instructors should be able to tailor their assignments to meet their own standards.

Although the frequency is not apparent, it is still regarded as important. The last item is "using google Translate is considered cheating regardless of how it is used". This statement is seen as a negative impact on Google Translate as it rejects Google Translate usage. As new technology advances, humans change. As for language learning concerns, rejection will only leave out the privileges. Thus, embrace the technology and adapt to suit our language learning and teaching.

RQ3: What are the advantages of using Google Translate during Open & Distance Learning?

In Section 3, the questionnaire explores what are the advantages that the students highlighted when they use Google translate. There are 8 questions with 3 sub questions each. Thus the total number of questions is 24. The items analysed are:

1. It is convenient compared to printed dictionaries.
2. I am not confident with my English writing.
3. To translate English paragraph/s or essays/ articles which are difficult to understand.
4. It saves time.
5. It is easier for me to read in Bahasa Melayu.
6. To give me rough guideline for my writing in English
7. I am not confident in my English when reading texts.
8. The lecturers are unable to monitor the use of Google Translate among students.

Referring to the above, the sequence applies to the highest number of responses chosen by the respondents. This result matches with Section 1's questions which the respondents used Google Translate to translate word, paragraph, essay part and essay. This supports the first advantage

where it states that convenience is one of the advantages of using Google Translate. Students are no longer required to flip on physical books but just a click away using the online dictionary.

Not only that, convenience means that the respondents used Google Translate to translate word, paragraph, essay part and essay. This will ensure that the students will be efficient with their time. As compared to a print dictionary, Google Translate is convenient for time and accessibility (Josefsson, 2011). He also further explained that by searching word, phrase and clause, students may contribute less errors in their produced repertoire. Thus this shows that Google Translate saves time.

Apprehension exists in every English learner in which it either boosts or hinders one's language learning experience. Having tools to assist in exploring the languages definitely helps in easing language learners' experience. Based on the response, it is apparent that Google Translate helps to boost language learners' experience as they are not confident with their English writing and reading. Another factor is, some sentence structures contribute to this apprehension as the language learners learn (Alhaisoni & Alhaysony, 2017). Hence, it supports the response that Google Translate is used as a means to translate English paragraph/s or essays/articles which are difficult to understand.

Some believed the notion that Google Translate cannot accurately produce a good interpretation which leads to another problem for the language learners. As stated by Kane (2021), people still depend on Google Translate because it has by far the most similar interpretation compared to the original text and it does not cost a lot of time to use (Josefsson, 2011, as cited in Maulidiyah, 2018). This advantage helps to ease the students who felt "it is easier to read in Bahasa Melayu".

Other than that, the presence of instructors or educators also affect the students' willingness to use Google Translate as they assume they are not allowed to use Google Translate in their learning process. However, the responses recorded for this item is the least (16). The technology advancement has made it possible for it to ease the language learning in which it should be fully utilised by the educators (Kane, 2021). Thus, it falls under the instructors' responsibilities to cater to the needs of their students; creativity in the classroom (Eriksson, 2020).

As a conclusion, Google Translate provides a lot of advantages as one utilises it. Proper planning, methods and also approaches are required in order to put the tool as another language learning tool.

6. Conclusion

To summarise, Google Translate is primarily used to replace a large hard-cover dictionary because it is more convenient, faster, and reliable. According to McDougall et al. (2018) (as cited in Cancino and Panes, 2021), classroom activities have been deprived of technology during the digital era. It is understood that technology may have hampered classroom sessions by interfering with the teaching and learning process. However, because online learning was implemented during the Covid-19 pandemic, Google Translate usage is unavoidable.

According to Sukhwan (2014), Google Translate, unlike dictionaries, is unreliable because it occasionally mistranslates some words. As a result, Google Translate should not be viewed solely as a technology to aid learners, but rather as a medium for students to gain new vocabulary with proper guidance and instructions. Kirkland et al. (2012) stated that teaching writing skills using web-

based tools will be enjoyable for the students (as cited in Nurul Inayah A. M. and Siti Drivoka Sulistyaningrum, 2021). Google Translate can be considered as a potential “educational tool” (Giannetti, 2016), however, it requires few modifications and adjustments with its flaws in translation (Giannetti, 2016; Chon et al., 2021; Alsalem, 2019).

Alsalem (2019) cautioned in his study that excessive reliance on Google Translate may deprive learners of authentic learning process. As a result, educators are responsible for meeting the needs of their students. Thus, it is important for educators to tailor the use of Google Translate to ensure students can obtain the benefits.

Since the population studied in this study is small, it is not suitable for generalisation. So, this should be referred to as another research study that focuses on a small scale population. Future studies should be encouraged to expand their population to reach the generalisation theory. Another important area to touch on Google Translate is the effect of using Google Translate to translate from native to target language and vice versa. Future studies could also look in depth at the impact of using Google Translate in students' writing performance since this study only focuses on the use of Google Translate during Online & Distance Learning.

So far, there is no research paper conducting a study on viewing the students' reading skills. Previous studies (Alsalem, 2019; Chon et al., 2021; García, 2010; Giannetti, 2016; Cancino & Panes, 2021; Tuzcu, 2021) focused on the students' writing skill using Google Translate. Thus, this study would serve as a wake-up call for other researchers to embark on another fruitful discovery.

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