The Correlation Between Google Translate Usage and The Interest in Reading English Articles

Teman Daya Pribadi[1*], Masfuad Edy Santoso[2], Ihda Rosdiana[3]
[123]English Education Department, Universitas Pancasakti Tegal
*)Corresponding author: teman.daya123@gmail.com

ABSTRACT

The research was conducted in order to find out the correlation between Google Translate usage and the interest in reading English articles of SMP N 13 Tegal academic year 2021/2022. This research is a quantitative correlational investigation. The population of this study consisted of 600 students attending SMP N 13 Tegal during the academic year 2021/2022. The sampling method was stratified random sampling, and 240 students served as samples. Ten statements about Google Translate usage and eight statements about the interest in reading English articles were distributed to students through survey. The data gathered through univariate and bivariate data analysis were processed using SPSS 22. The research finding H1 was accepted, indicating that there is a correlation between Google Translate usage and the desire to read English-language publications. The value of the positive correlation coefficient was 0.272, while the 2-tail significance value was $0. 63.3 percent, or 152 individuals, have a moderate degree of Google Translate usage, and 66.3 percent, or 159 individuals, have a moderate level of interest in reading English articles. 109 students, or 45.4%, have both a high level of Google Translate usage and an interest in reading English articles, whereas only four students, or 1.7%, have both a high level of Google Translate usage and a low level of interest in reading English articles. The research is anticipated to serve as a resource for enhancing performance quality for readers and linked parties.

Keywords: *Google Translate, Reading, English Articles.*

INTRODUCTION

Technology is a tool that is utilized by humans to satisfy the requirements of their daily lives. Along with the progression of time, human-created technology has become increasingly complex while simultaneously becoming easier to operate. The meaning of technology is defined as knowledge about how to create and do something worthwhile and having a high sell price. (Martono in Ngafifi, 2014,p.36) One of the technologies created is a translator machine Google Translate.

Google Translate is a service that was introduced by Google Inc. on April 28, 2006, and it is capable of translating text from and into 103 different languages. Through a dedicated webpage, commercial users of Google Translate can use the service. Along with current technological progress. Google translate is available in mobile apps for Android and IOS users. (Joe, 2018).

Because of people's growing desire to be informed, the number of people using Google Translate has steadily increased over the course of the past few years, and there are currently more people using it than ever before. In the range of one day, Google Translate can yield

billions of translations that are accessed by 200 million users of this service (Shankland in Li et al., 2014,p.109).

In 2016, the service of Google Translate become one of the most used online translation services that can be accessed through the website and mobile app. Over 500 million is the number of users access this translator machine for a day, and produced 100 billion words (Kroulek in Aiken, 2019,p.253). This translation was a result of 103 different languages which mostly the user from outside of the United States and Brazil as the highest. From millions of users and billions of translations, English was the most often translated, with English to Arabic, English to Russian, English to Indonesian, and English to Portuguese as the most requested. (Aiken, 2019,p.253)

There are words in Google Translate that cannot be found in dictionaries. This translator can swiftly translate words, so it wastes less time and does not need to purchase a dictionary. This machine serves as an online dictionary that can translate each word displayed in the word translation option's search results. Another advantage is that it may be used as a thesaurus, to determine word usage levels, and as a spell checker for errors in English spelling. Users can utilize foreign language diversity to master foreign languages, particularly in terms of perfect pronunciation. Nevertheless, behind Google translate benefits, it still has deficiency one of them are mistakes in grammar that less consistent with the original meaning. (Maulida, 2017 p.60)

In the research conducted by Andriana Riess Karnal & Pereira W. Vera (2013), the result of the translation was very clear that students able to find the correct answers according to the translated article. This advancement demonstrates that using Google Translate could potentially enhance one's reading comprehension as well as their overall knowledge base. It is possible that if we teach our kids how to utilize the translator on their own, they will become more aware of the fact that it is a part of the reading process. Through the use of translator machines such as Google Translate, educators may be able to build more effective teaching strategies. The machine that is Google Translator has the potential to also be used as a teaching and learning aid.

Although this service is extremely valuable for users, it has a few drawbacks. An example of an effect such as the decline in interest in reading English material. The user's practice in translating languages with this translator is to copy and paste the entire text for automatic translation. This action may cause the translation result to incorrect with the original language. (Pujiati, 2017 p.130)

In Indonesia, reading interest is still very low according to IEA (International Association for the Evolution Achievement) and World Bank No. 16369-IND stated Indonesia placed the lowest score (51,7) below the Philippines (52,6), Singapore (74,0), and Hong Kong (75,5) for children reading motivation (Dani, 2012). Based on data about interest in reading English articles in 2004 and 2005 only 1(1,02%) article, increased in 2006 by 3(3,06%) and decreased in 2007 by 0 (0,00%). Compared to reading Indonesia article in 2004 by 7(7,14%), 9(9,18%) in 2005, 7(7,14%) in 2006, and 10 (10,20%) in 2007. (Mayu & Farida, 2018 p.530)

Today, 80% of the content on the internet are still in English and U.S hold the biggest companies, famous star, and the best institute of research, English lyric, and industries. (J. Sprague as cited in Sutjipto, 2006). Hong Kong Education of Ministry in Asia week stated that students cannot dominate future technology and information if they cannot master English as a medium for communication (Asian Week in Sutjipto, 2006 p.90).

LITERATURE REVIEW

Google Translate

Google translate is known as a translator machine service that is used to translate various languages in text and utterance as a medium. Developed and launched by Google Inc., it supports more than 100 languages and can be accessed publicly for free. Smartphones and Personal Computers (PC) are several devices able to access this translator machine online (Google Translate in Herlina et al., 2019 p.71). Putu Krisnawati (2017) mentions some advantages and disadvantages of using Google Translate for learning English.

There are some benefits of using Google Translate, such as: it may save the user time when performing activities by translating more quickly than a conventional dictionary, it offers alternative word translations, it may assist users in comprehending the synonym, it provides details on the word class of a certain word, it can be used to facilitate pronunciation learning from spoken voices, and it can be utilized for learning phrasal from the offered possibilities. On the contrary, the disadvantages of Google Translate usage are grammatical errors still occur in translating and mistranslates occur frequently when translating complicated sentences.

The existence of GT is considered a positive impact on English learners, which may both support students with low finances and students who have good competency in English because it is free, easy to access by everyone, and able to execute translation quickly (Maulidiyah, 2018,p.4). Even so, GT has a negative impact on students learning habits. Because of its convenience, causing a tendency to be dependent on translator machines than attempt to reading English text directly and copy-paste habit that affects students memorizing difficulties

in understanding new vocabulary and do not put any effort to write their own English and search for meaning from dictionary books (Maulidiyah, 2018,p.4).

Reading and Reading Interest

Reading is a skill that has different types that correlate to various reading purposes (Nunan, 1989,p.33). The purpose of reading is to gain information about the topic that we are curious about, receive instruction about the related daily task to do, act in a play, game, and puzzle, keep a relationship with friends or partners and understand business letters, know information about places and things. to know the phenomenon, news, incident, and event that is happening or has happened in text form and for pleasure (River & Temperley in Nunan, 1989,p.33).

Reading is divided into 4 types according to Praveen (2008), intensive reading, extensive reading, reading aloud, and silent reading. Intensive reading is the type of reading that emphasizes the acquisition of vocabulary and idiom, grammar analysis, and specific information about certain literature under the teacher's guidance. This type also may facilitate for development of better control of the language speech and writing. Whereas extensive reading is the type of reading that focus on the pleasure of the reader, the reader doesn't need to understand deeply about specific information. The purpose of this type is to develop the reader's skill in reading directly and fluently. Next is Reading Aloud. It is the type of reading clearly and loudly, this type is important for word pronunciation that should be given at the primary level. And the final type is silent reading. It is a reading type that is done by the reader silently without any audible whisper to gain information that contains in the text read.

Furthermore, Soeatimah (in Rahayu, 2016,p.191) expresses the factors that several factors that affect reading interest: first is Nature Factor. It is believed the Genetics that children inherit from their parents become one of the factors the interest in reading. Second is Gender. Reading interest is affected by gender difference since, by their very nature, males and females have distinct preferences and areas of interest in life. The level of one's education comes next. Reading interest is affected by a person's education level; someone with a higher education level has a different reading interest than someone with a lower education level. The discrepancy can be traced back to two factors: competence and requirements. The state of one's health comes in fourth. It has an effect on a person's desire to read; for example, if a person is in good health, that person is able to carry on with his activities as usual, and one of those activities is reading. Then, the mental condition in question. Reading is something that a person enjoys more if they are in a good mental state, therefore a child or adult who is in a good mental state is likely to take more pleasure in reading than someone who is in a negative mental state. And finally, we come to behavior. The manner in which a person reads has a connection to the

amount of time that person spends reading. A person who has a more frequent reading habit will spend more time reading in a day than someone who doesn't have a reading habit and reads less frequently.

Article

An article is defined as a text that is created to entertain, convince or educate the reader with ideas and facts related certain topic with a certain length said Rillian E. Wolseley (in Ardiyani et al., 2021,p.773). Sharon Scull defines an article as an essay about the social and natural phenomena, with the intention to inform and explain the analysis of the natural and social phenomena about what, when, who, where, why, and how the phenomenon occurs. (Fitriani, 2011,p.22).

RESEARCH METHOD

A quantitative methodology was utilized by the researcher during the course of this investigation. Slovin's computation resulted in the selection of 240 pupils to serve as the research sample out of a total population of 600 students attending SMP N 13 Tegal during the academic year 2021/2022. The sampling was done using stratified random sampling so that researchers could figure out which samples to take. The seventh, eighth, and ninth classes were used to stratify the samples that were collected. The total number of samples is three hundred, and each class contains eighty of them.

The data were collected through a questionnaire survey method that was designed with a Likert scale (Ordinal), consisting of 10 Statements about Google Translate Usage and 8 statements about The Interest in Reading English Articles. For each statement provided 4 choices. The validity and reliability test were held in SMP N 14 Tegal students with 21 students as participants. 10 statements about GTU were valid with r-count 0.538 to 0.877 and 8 statements about IREA were valid with r-count 0.570 to 0.842, while the value of r-table was 0.4329.

Both instruments were reliable with the result of the Cronbach Alpha analysis showing a consistency value above 0.6. The GTU instrument results in the Cronbach Alpha as 0.886 while The Interest in Reading English Article was 0.870.

The level GTU and IREA were determined by Univariate analysis with result categorization divided into high, moderate, and low levels. While Bivariate analysis explained the correlation degree between both variables. In this research, IBM SPSS 22 was used as a medium to analyze the data collected.

RESULT AND DISCUSSION
Research Result

X

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	H	45	18.8	18.8	18.8
	L	43	17.9	17.9	36.7
	M	152	63.3	63.3	100.0
	Total	240	100.0	100.0	

Table 1 GTU Frequency

45 (18,8%) students have high level on Google Translate Usage.

152 (63,3%) students have moderate level on Google Translate Usage.

43 (17,9%) students have low level on Google Translate Usage.

Y

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	H	49	20.4	20.4	20.4
	L	32	13.3	13.3	33.8
	M	159	66.3	66.3	100.0
	Total	240	100.0	100.0	

Table 2 IREA Frequency

49 (20,4%) students have high interest in English reading articles.

159 (66,3%) students have moderate interest in English reading articles.

32 (13,3%) students have low interest in English reading articles.

X * Y Crosstabulation

			Y			Total
			H	L	M	
X	H	Count	18	4	23	45
		% within X	40.0%	8.9%	51.1%	100.0%
		% within Y	36.7%	12.5%	14.5%	18.8%
		% of Total	7.5%	1.7%	9.6%	18.8%
	L	Count	6	10	27	43
		% within X	14.0%	23.3%	62.8%	100.0%
		% within Y	12.2%	31.3%	17.0%	17.9%
		% of Total	2.5%	4.2%	11.3%	17.9%
	M	Count	25	18	109	152
		% within X	16.4%	11.8%	71.7%	100.0%
		% within Y	51.0%	56.3%	68.6%	63.3%
		% of Total	10.4%	7.5%	45.4%	63.3%
Total		Count	49	32	159	240
		% within X	20.4%	13.3%	66.3%	100.0%
		% within Y	100.0%	100.0%	100.0%	100.0%
		% of Total	20.4%	13.3%	66.3%	100.0%

Table 3 GTU and IREA Crosstabs

The crosstabs table reveals that the highest frequency of GTU and IREA is 109 (45,4%) on moderate GTU and moderate IREA, while the lowest frequency is 4 (1,7%) on high GTU and low IREA. These findings may be seen in the table below. The results of the Spearman test indicate that the correlation coefficient between the variables is $r = 0.272$ and $p = 0.000$, which indicates that there is a correlation between the variables that are independent of one another and the variables that are dependent on one another. Given that there is a positive connection between the two variables, it follows that if the GTU on is increased, the IREA will also increase.

The investigation was carried out on 240 participants, all of them were students at SMP N 13 Tegal during the academic year 2021/2022. The positive correlation between variables is shown by the findings of the computing statistic test that was performed using the Spearman rho correlational formula. This test was performed between an independent variable and a dependent variable. The student's degree of interest in reading English articles will steadily increase in tandem with their usage of Google Translate at increasingly higher levels. The r-value comes in at 0.272, and the significance value for two tails is set at 0.00.63,3% or 152 students have moderate Google Translate usage tendencies and 66,3% or 159 students have moderate interest in reading English articles. While the number of students that have both moderate tendencies is 45,4% or 109 students, the highest of the entire sample. 10 (4,2%)

students have a low level of Google Translate usage and low interest in reading English articles and 18 students or 7,5% have a high level of Google Translate usage and a high level of interest in reading English articles.

The outcome of crosstabs not only explain the dominant number, but some students also have different tendency. With high tendency in usage doesn't mean their interest is high, and vice versa. 27 (11,3%) students have low Google Translate usage and a moderate level of interest in reading English articles. 23 (9,6%) have high level of Google Translate usage and a moderate level of interest in reading English articles. The least 6 or 2,5% students whose low tendency in using Google Translate but has high interest in reading English articles and 4 (1,7%) students whose high tendency in using Google Translate but has low interest in reading English articles.

A number of students that have tendencies in both Google Translate usage and interest in reading English articles are related to the regulation in carrying smartphones and gadgets for students. Students are still allowed by teachers to bring their gadgets to school even during the lesson in the classroom, but all of that is allowed as long as under the teacher's permit and monitoring. If a student prohibits the policy that the teacher made for exploiting smartphones or gadgets the student will be punished. The punishment that students get is the smartphones or gadgets will be taken by the teacher and the student's parents who are only able to return the smartphone or gadget, if that incident happens again the student is not allowed to bring the gadget or smartphone anymore. By teacher regulation that gives students the freedom to bring smartphones and access Google Translate during English class to help students in completing tasks, most students confessed that they often use Google Translate which is 148 (61,68%) and 80 (33,4%) chose agree and very agree. To aid them in doing tasks, translating and using it as word references are some of the reasons why the students use this translator machine. This result is comparable to research conducted by Hidya Mauliya (2017), that in her study 90% of respondents use Google Translator to help them in translating tasks, pronunciation exercises, enhance vocabulary or synonyms. Respondents prefer Google Translate to a printed dictionary because it is quick in translating and light to carry.

Some indicators of someone's interest in reading are the need for literature, the efforts to looking literature, pleasure for literature, uninterest in literature, desire for literature, and the follow-up of what have read (Damaiwati in Rahayu, 2016,p.191). Because of the usefulness of reading English articles, it emerges a feeling of need for reading in students, 145(60,4%) stated that reading English articles is useful. Some students have behaviors in reading English articles, they read a lot from the kinds of literature that are available around their environments like

magazines and newspapers. Many of them also often access the internet to get the articles that they wanted. For students reading English give them self-gratification, challenge, and enthusiasm are reasons the students enjoy reading English. The purpose of students in reading English articles is to expand their academic skills in terms of English reading skills or knowledge. This result is inversely proportional to Eka Fajar Rahmani's (2019), in her study of 109 respondents 86% of them don't have any interest in reading the journal articles.

The advantages and the convenience of translating may give the students chance to comprehend deeper the content and meaning of the certain text, including English articles which they read to expand their knowledge and learn English. This is comparable to Adriana Riess Karnal & Pereira W. Vera (2013) who in their study said that Google Translate may be applied to enhance knowledge and reading comprehension even the teacher who applied this translator machine must able to orient the students or readers to avoid grammatical errors in the machine.

The student who can understand the content of English articles influences the students' interest in reading English articles. So that the Google Translator's convenience becomes one of the factors that influence the students' interest in reading. In a study conducted by Ewo Priyo, Cucu, and Tuntun (2015), the r-value from the calculation was 0,673 that is mean there is a significant correlation between students' interest and reading comprehension.

If it is used well, Google Translate can be a useful learning tool for students and have a beneficial impact on their academic experience. If Google Translate is used correctly, it has the potential to become a tool that can pique a student's interest in reading English-language material.

CONCLUSION

63% of SMP N 13 Tegal academic year 2021/2022 students have a moderate degree of Google Translate usage, and 66% have a moderate level of interest in reading English articles. Crosstabs appeared 109 times. 45.4% of respondents had moderate Google Translate usage and interest in reading English articles, and 1.7% have high usage and little interest. According to Spearman, both variables are correlated. Asymptotic significance is 0 and the correlation coefficient is 0.272. If Google Translate usage increases, so will interest in reading English articles. The analysis confirms hypothesis 1 that there is a correlation between Google Translate use and interest in reading English articles.

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