The Role of Google Translate as a Learning Medium for EFL Students: Systematic Review

Maulidiya Umi Handayani1*, Lulu Mubarokah 2, Mutmainah Fahmi Karimatunisa 3, Nunik Ismu Hidayah4
1234English Education, UIN Prof. K.H. Saifuddin Zuhri, Indonesia

Corresponding author’s email: maulmaulidiya@gmail.com

Abstract
The use of Google Translate (GT) in this present time is already well known as an application that helps the learning and teaching activity especially for EFL students. GT provides so many features that help the learners to find new vocabulary, pronunciation checker, spelling checker, and provides translation. GT also gives a free access for anyone to use it. Therefore, the study is aimed to analyze the role of Google Translate as a medium in EFL learning activity. This research was conducted by using Systematic Literature Review (SLR) method. Then, the data are collected from the database that used three keywords, such as Google Translate, EFL, and learning activity in total of 549 journal article. Based on the obtained data, there are 14 article journals that related to the topic specifically. The articles that mention the positive effect of using GT is 9 positive, 3 for neutral, and 2 negative. The positive effect of using Google Translate in EFL learning are improving writing ability, enriching vocabulary, translating word and effective to help in teaching and learning activities. In the other hand, there are some negative effects for student, those are being lazy of trying to translate by themselves and sometimes use GT for cheating in doing the assignment or examination because they rely too much in Google translate.

Keywords: Google Translate, Learning Medium, EFL Students.

INTRODUCTION
At this present time, most people are using technology to get information. It is because, technology has many advantages. Technology provides information about work, life, the education, governments and others. One of the advantages is in education aspect. On the other hand, teaching English as a Foreign Language (EFL) in Indonesia is not easy. Because, it needs an effort to makes effective learning activity. Technology is very helpful in teaching and learning activity especially learning activity for EFL students. Many technologies are used in learning process. One of technologies is Google Translate (GT). Wirantaka and Fijanah (2021) state that Google Translate is became one of the most popular application that used by most of the language students as a translation tool. It helps the students especially for them who learn English as a foreigner language to understanding the text
rapidly. In some cases, the use of Google Translate also became the main translation tool that used in language class considering the effectiveness of this application (Jaganathan, Hamzah & Subramaniam 2019) (Valijärvi & Tarzoly 2019). This technology gain a lot of attention from the students and teachers because it is the easier and free machine that can be used in teaching and learning process (Herlina, Dewanti & Lustiyantie 2019). After releasing on 2006 now, over hundred languages are available to use in Google Translate. It also can be access by application or website.

Google translate is one of the medium that can make is easier for someone to translate text from one language to another language. Usually, Google translate uses as one of the application services used translate the language. Cited from suara.com, GT offers more than 103 languages and it has been accessed by more than 500 million users every day around the world. Now days, GT can be accessed through browser such as chrome and IOS version. Therefore, GT is become the application service to translate various language by online. In learning activity, GT used as an alternative media for translate. Teacher often ordered the students to use GT in class activity. The application of Google Translate helps students and teacher especially in language courses. As for EFL learners, using Google Translate is a common thing. Many of them are use Google translate as tools for learning activities. It helps them to find new vocabulary, pronunciation checker, spelling checker, and provides translation. Consider with that, Wirantaka and Fijanah (2021) stated that Google translate is one of media that effective for learning EFL. The use of GT in EFL classes also caused some negative impact for the students. Cited by Murtinasari et.al (2019), more than 50% of students are using GT for cheating especially in language class. It shows the uses of GT in EFL classes are not used effectively and it is a need for the teacher to handle their students.

There are several previous researches that related to the research that will be conducted by the writers. The first is a research by Herlina, Dewanti, and Lustiyantie entitled "Google Translate as an Alternative Tool for Assisting Students in Doing Translation: A Case Study at Universitas Negeri Jakarta, Indonesia". Herlina, Dewanti, and Lustiyantie (2019) found that Google Translate is technology that can help students to make their skills in learning English better. Moreover, Google Translate is used by almost people around the world to help them translate from one language to another in their everyday life. Medvedev (2016) added some advantages in using Google Translate in Teaching English for students at university. As an instant translator, Google translate has developed over the years to be better in resulting the translation. He explained that in grammar and translation aspect, Google Translate is good at the speed of translation in all languages, translate word per word, or some simple sentence. Meanwhile, in translating a long sentences or text, it would come incorrectly and out of context that could make some misunderstanding. Chandra and Yuyun (2018) examined that there are 3 different aspects behind the use of Google translate, particularly in EFL essay writing. Those aspects that students use are vocabulary, grammar, and spelling. The most used of GT is to search the vocabulary, then spelling, and the last is grammar. It is found that Google translate is used as a dictionary in understanding the vocabulary. In "An Investigation of Saudi EFL University Students’ Attitudes towards the Use of Google Translate" by Eid Alhaisoni and Maha Alhaysony
resulted that Google Translate is frequently used to search the meaning of unknown word or vocabulary, to help finishing the assignments such as writing and reading.

The aim of this research is to analyze the role of Google Translate as a medium in learning activity, especially for EFL students. As an alternative media in learning activity for EFL students, the use of GT in learning activity has many advantages and disadvantages depends on how it used. Based on those aspects, it is a necessary to take this research one step ahead. This research will be focused on systematic literature review in which to gain the data, the researchers use analyzing the result from the previous study and E-Book. Besides, the researchers also consider about the deficiency of GT as a learning tools to helps student and teacher to developing their teaching activity to be more effective.

LITERATURE REVIEW

Google Translate

Krisnawati (2017) stated that GT is a technology that provides by Google Inc. Google translate is a machine translator that provides many language options. It is used to translate from one language to another language. GT has over 100 different languages from around the world. GT can be accessed online and offline. To translate, text should be copy or typing and send to Google. After that, the result will be show on the feature. It is easy and quick to use. Wirantaka & Fijanah (2021) state that Google translate is effective to translate language and it can be translated quickly. Google translate can be translate word, phrases, sentences, text, and so on. Napitupulu (2017) shows that GT is used to search different translated text to find the best understandable meaning of the translation by human. In addition, GT can be used to learn pronunciation and increase vocabulary. Wirantika & Fijanah (2021) show that Google translate is one of application to improve writing skill. By using GT students can increase their vocabulary, speaking skill, and grammar. Therefore, GT is as a tool can support learning activity.

English as a Foreign Language

English as a Foreign Language (EFL) are named for non-English-speaking country (Alptekin 1984). Another source also explained that EFL is learned in non-English environment and the school is not use English (Gunderson 2009). Some of those countries that based as EFL are Indonesia, Saudi Arabia, Bhutan, Iraq, and so on. Besides, the teaching English activity that conducted in those countries called as TEFL (Teaching English as Foreign Language). The TEFL helps student who are not speak English as a foreign language.

Google Translate for EFL Student

Chandra & Yuyun (2018) state that GT is a popular translation tool which can translated word, sentence, or paragraph quickly. GT help EFL students to finish their task especially in essay writing task, which is considered as a difficult skill of four English skills. EFL students commonly use Google Translate to search vocabulary, grammar, and spelling. The highest use of those aspects is on vocabulary, that students are looking for words’ meaning in English to their first language, and the other way. Student also used GT to understand and
check some grammar of simple sentences of English text. The other aspect of using GT is to help spelling words, although it has a small percentage of use. Raza & Nor (2018) added that GT can help in translating words, simple sentences, even complex sentences of hundred languages in the world. It also has some features to facilitate students’ need in translating, such as translating a document. Therefore, GT has some important role to help EFL students in the classroom.

**Google Translate in Learning Activity**

Google Translate can be used in learning activity such as reading or writing. The reasons are those activity needs a lot of word and sometimes the students need to translate the word that they don't know, which is from English to Indonesia or the opposite. Murtiasari and friends (2019) found that students usually use Google Translate in general and in reading or writing assignments. They mostly use Google Translate for translating short text, especially at the word level to replace the role of dictionary. Then, students also use Google Translate for reading and writing assignments, such as translating a whole text or essay in reading or writing assignments. Chandra and Yuyun (2018) found that students use Google Translate as supporting tools in learning. They usually use it for finding or translating vocabularies. Raza and Nor (2018) stated that Google Translate is an efficient tool for quick and easy learning for EFL students. It can be used by teachers or students for semantic understanding of the new vocabulary item that they found in a text.

**METHOD**

This research was conducted by using Systematic Literature Review (SLR) method. Triandini et al (2019) claim that systematic literature review is a specific research methodology carried out to collect as well as present findings from various related studies on a specific topic focus. Systematic Literature Review also defines as a way to gain all the data to answer the question research (Tikito & Souissi 2019). The use of SLR methods provides the researchers to gain the objectives and latest data. On the other hand, it also helps the researcher to identify the weaknesses in the literature. Snyder (2019) stated that this method is useful for generating new ideas and directions in certain fields. Therefore, the researcher will examine relevant theories related to the research topic. The researcher used accessible journal database namely Google Scholar and ProQuest. The journals that we used are categorized by using Google Translate, EFL, and learning activity as keywords. The journals that we used are categorized by combining the keywords and Boolean. Those are Google Translate, EFL, and learning activity. Then, the data obtained from the database that using these keywords a total of 549 Journal articles. After finds some articles, we selected some journal according to inclusion criteria. We only include the article that published 10 years before-counted from 2013, the article related by learning activity through Google Translate to EFL students, and the article includes local and international journal. The results of inclusion are selected again by reading the title and abstract that is not relevant with the topic. Then, Exclusion criteria includes the article is not related by the topic and the publication before 2013. At the end, we use 14 journals consider to the relevancy to the context.
FINDINGS

As the result, among 14 articles are selected relating to the keywords. The majority of the research found that Google Translate has many positive advantages for the EFL learners. Google Translate helps them to translating the meaning, arranging text, and other linguistic components. On the other hand, it also gives some negative side for them who use Google Translate as a cheating tool while having tasks.

Table 1.0 Article List

<table>
<thead>
<tr>
<th>No</th>
<th>Authors</th>
<th>Title</th>
<th>Year</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Andi Wirantika &amp; Mediana Syahri Fanah</td>
<td>Effective Use of Google Translate in Writing</td>
<td>2021</td>
<td>Positive</td>
</tr>
<tr>
<td>2</td>
<td>Apin Pratama, Alvi Raihan Utami</td>
<td>The Use of Google Translate in Enhancing the Student’ Vocabulary</td>
<td>2022</td>
<td>Positive</td>
</tr>
<tr>
<td>3</td>
<td>Shu-Chiao Tsai</td>
<td>Using Google Translate in EFL drafts: a preliminary investigation</td>
<td>2019</td>
<td>Positive</td>
</tr>
<tr>
<td>4</td>
<td>Jonathan Benda</td>
<td>Google Translate in the EFL Classroom: Taboo or Teaching Tool?</td>
<td>2013</td>
<td>Positive</td>
</tr>
<tr>
<td>5</td>
<td>Faizah Mohamad Nor &amp; Muhammad A Raza</td>
<td>Google Translate in an EFL Classroom</td>
<td>2018</td>
<td>Positive</td>
</tr>
<tr>
<td>6</td>
<td>Asmitazkirah</td>
<td>Google Translate in Learning English</td>
<td>2021</td>
<td>Positive</td>
</tr>
<tr>
<td>7</td>
<td>Eid Alhaisoni, Maha Alhaysony</td>
<td>An Investigation of Saudi EFL University Students’ Attitudes towards the Use of Google Translate</td>
<td>2017</td>
<td>Positive</td>
</tr>
<tr>
<td>8</td>
<td>Sylvi Octaviani Chandra and Ignasia Yuyun,</td>
<td>The use of Google Translate in EFL Essay Writing</td>
<td>2018</td>
<td>Positive</td>
</tr>
<tr>
<td>9</td>
<td>Wichuta Chompurach</td>
<td>“Please Let me Use Google Translate”: Thai EFL Students’ Behavior and Attitudes toward Google Translate Use in English Writing</td>
<td>2021</td>
<td>Negative</td>
</tr>
<tr>
<td>10</td>
<td>Ahmad Rizki Septiadi</td>
<td>English Freshman students’ attitudes toward the use of google translate at IAIN Palangka Raya</td>
<td>2019</td>
<td>Neutral</td>
</tr>
<tr>
<td>11</td>
<td>Ni Luh Putu Krisnawati</td>
<td>The Role of Google Translate for Indonesian EFL Learners</td>
<td>2017</td>
<td>Neutral</td>
</tr>
<tr>
<td>12</td>
<td>Elisabet Titik Murtiasari</td>
<td>Google Translate in Language: Indonesia EFL Student’s Attitudes</td>
<td>2019</td>
<td>Neutral</td>
</tr>
</tbody>
</table>
Based on Chompurach (2021), this research found that most of Thai EFL students use Google Translate to help them in writing assignments. They usually transfer some words or a whole text from Thai to English language. Although most of the students are agree that Google Translate help them to finish their writing assignments, there is also some negative effects that give a serious impact to the students attitudes towards the use of Google Translate. Those effects are the students tend to rely too much on Google Translate, so they cannot develop their writing skills with their own efforts. Then, the students also tend to cheating with their writing assignments, so they get a high score but low in the real skill. So, it makes the teacher prohibit them to use Google Translate in their writing assignments to avoid all those negative effects.

**Strength of Google Translate**

1. **Improving Writing Ability**

Based on the research, Google Translate give some benefits for students in writing skill (Wirantaka & Fijanah 2021). It supports students by being a grammar solution. They found that Google Translate help the students with low English proficiency level in fixing
grammar so they can minimize the mistake in writing. GT also provide various and proper vocabularies to be used in their writing (Chandra & Yuyun 2018). The students' writing can be more attractive and better when they used the variety of words in explaining or describing something. After that, they can rechecking their writing assignments using Google Translate to make sure they avoid the inappropriate word-used in order to result the best writing (Clifford, Merschel & Munné 2013). Besides, it can minimizes students' errors either in syntax or semantics.

2. Enriching Vocabulary

Google Translate facilitates the students in gaining more new vocabularies even the words that have similar meaning (Wirantaka & Fijanah 2021). Students can find other word that can be used as variation of a vocabulary. It helps them so much in enriching more vocabularies. According to Pratama (2022) explains that Google Translate is an alternative media to enhance vocabulary. This research was conducted in Universitas Teknokrat Indonesia. In his paper, the method is used descriptive qualitative-the research that have 17 students as subject. In the collect data, the writer was needed answer the research question. Then, the result shows that Google almost student answered that Google Translate is effective in English language. One of advanced is enriching vocabulary. By using Google Translate, students can help mastering vocabulary.

The research by Ni Luh Putu Krisnawati (2017) that conducted in Udayana University shows that Google translate is one of medium to creative and enhancing vocabulary. Almost students use translate machine to translate English. Therefore, Google Translate is Google Translate is almost used as a tool for English translation. In addition, there are also teachers who often open Google Translate to translate languages. Therefore, they can directly capture a lot of vocabulary from Google Translate. It is a positive impact for students and teachers in EFL language learning. By maximizing the use of Google Translate in English teaching and learning can enriching students' vocabulary mastery (Pratama & Utami 2022)

3. Efficient tool for Learning and Teaching Language Activity

One of many advantages of using Google Translate is its efficiency. The EFL students found that Google translate is an efficient tool for learning English, because it was quick and easy to use (Raza & Nor 2018). Google translate also very helpful for student activity. It helps students to translate a text quickly with better results than their own translation even it helps them to learn vocabularies easily (Alhaisoni & Alhaysony 2017). Then, the use of Google Translate is not just in teaching and learning activities inside the classroom, but it is also useful to use it outside the class to find new vocabularies of anything around use (Asmitazkirah 2019). It means that Google Translate can be used in various learning activities which can be customized with the learner's needs. The students also use to get general word meaning in the learning activity. Maulidiyah (2018) explained that Google Translate helps the students to know the general word meaning, especially for difficult words during the English learning activity or outside it. So, Google Translate can be used in
learning and teaching English activity efficiently because it has many advantages for both student and teacher in understanding English as a Foreign Language.

4. Translating Tool

Google Translate as a machine translation is being more popular because it is the first based on rule-translation machine and results better translation over time (Asmitazkirah 2019). The translation qualities in many languages are getting better and accurate whether in words, sentences, or even idioms. Then, Google Translate helps the students to find or translating vocabularies to obtain the target language without a physical dictionaries (Chandra & Yuyun 2018) (Maulidiah 2018). It means that students mostly use Google Translate as a substitute for the dictionary to find the words that they do not know yet in English. Google Translate also helps students to understand the exact meaning and the context of the text (Raza & Nor 2018). So, Google Translate not just helps to find the vocabulary but also make students understand about the meaning of words in a text

Deficiency of Google Translate

1. Google Translate as a Cheating Tools

Based on the research, Google Translate are not always used in a positive ways. There are some of students who use it to cheat or even to help their homework. According to research that conducted by Murtisari et al (2019), they shows that 80% of students are having a bad attitude while using GT in learning activity. Most of the students use the GT as a cheating tool to finish their work and test (Chompurach 2021). Student rather to choose the instant way to finished their work while they do not understand the text. Asmatazkirah (2019) complain that student needs to be training before using this application so they would not out of direct.

2. Student Less Motivation

Most of the students now are heavily relying their works on Google Translate (Alhaisoni & Alhaysony 2017) (Murtisari et al. 2019). GT not only helps them to translating the text from target language to source language but it also used in any activities. While doing the assignment they will take it easy and think that GT will finish their works so they do not need to study anymore (Chompurach 2021). Using Google translate as alternative tools is not wrong but using it to frequent will reduce student motivation. In result, the students will become lazier or less motivated and language because they already lean there all their work in this application.

DISCUSSIONS

Based on the findings above, Google translate has advantages and disadvantages for EFL students from the literature review by the researcher. The advantages the findings showed has advantages such as improving writing ability, enriching vocabulary, efficient to learning and teaching activity, and translating. Murtisari and friends (2019) state that all the student use Google translate in reading and writing assignment. Thus, Google translate
can be improving writing skill. Google translate also is effective media to learning and teaching activity. Chandra and Yuyun (2018) claim that google translate is one of medium to support learning English. this statement also supported by Raza and Noor (2018) that Google Translate is an efficient medium for quick and easy learning for EFL student. By using Google translate the teacher and students can help in teaching and learning process. This tool also can be translated in other language. Asmitazkirah (2019) state that by using Google Translate, students can translate instantly. Therefore, Google Translate is effective as learning medium in teaching and learning process for EFL students.

In the learning process, Google Translate has negative effect such as cheating tools and the students less motivation. The first advantage was as cheating tools. This result is similar to the study from Murtiasari et al (2019) stated that the role of GT in learning process is negative that is students become bad attitude in class. The students that use it for translating a whole text in writing assignments. The last disadvantage of using GT was less motivated. Chompurach (2021) explained that Google Translate was became the students lazier and low motivated. In this case, the students was getting lazy in learning English. this research was also in line with Yanti and Meka (2019) claimed that one of disadvantages of GT as learning medium was making students lazy. The students make lazy to open dictionary. This explain also support by Maulidiyah (2018) notes that the students was being lazy for English learning in using GT. Therefore, GT could be not totally good.

According to the study, the researcher can highlight which is Google Translate have strength and weakness as learning medium for EFL students. Maulidiya (2018) stated the use of GT for English language learning was good and not totally good. There were some advantages and disadvantages. The advantages as follow student get many vocabulary, the students can understand English sentences and so on. Then, disadvantages was lacked for language learning especially in reading text. This research is in line with Yanti and Meka (2019) explained that GT as medium language learning has benefit and weakness. Thus, by using GT students could be increase their language learning. But, there were problem or bad effect for EFL students. In the other hand, Wirantika and Fijanah (2021) showed that GT is effective medium to learning activity particularly in translate language. Then, it is also quickly and easy for learning activity. This statement supporting by Chandra & Yuyun (2018) stated that GT is a popular medium can help EFL students to finish their task especially in translation of word, sentence and paragraph. The explained above could be conclude that GT provides good and bad impact in class.

CONCLUSION

This research found that GT have many advantages and also disadvantages as a learning medium for EFL students. GT is supporting many aspects in teaching and learning English as a foreign language, whether for the teacher or the students themselves. Besides, there are disadvantages of GT such as the students became lazier or less motivated in learn because many of them are relying their work on GT. Some of students also use GT as a cheating tools by help them to finish their assignment. Therefore, GT is actually effective medium for EFL students.
The researcher realize that this research still has is far from being perfect in each part. Therefore, the researcher would like to accept any constructive critics and suggestion are for the perfection of the research. The researcher also hopes that the result of this research can be useful for the readers.

REFERENCES


Chompurach, W 2021, "“Please Let me Use Google Translate”: Thai EFL Students' Behavior and Attitudes toward Google Translate Use in English Writing', *English Language Teaching*, vol XIV, no. 12, pp. 23-35.


Kristinawati, NLP 2017, 'The Role of Google Translate for Indonesian EFL Learners', *Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5)*, Universitas Negeri Padang, Padang.

Maulididayah, F 2018, 'To Use or Not To Use Google Translate', *Jurnal Linguistik Terapan (JLT)*, vol VIII, no. 2, pp. 1-6.