

**THE USE OF GOOGLE TRANSLATE TO SUPPORT SPEAKING ACHIEVEMENT  
IN BASIC LEVEL OF Z-GENERATION INTERNATIONAL FOUNDATION**

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**ABSTRACT**

Speaking allows people to communicate with one another. Speaking skills are more difficult for new English students to learn than other English skills. A tutor uses Google Translate to support basic speaking in the Pre-speaking class. This motivates students and teachers to use the app to search for vocabulary as they express ideas. The results showed that using Google Translate to support speaking achievement in basic level of Z-Generation International Foundation students had a positive effect. This is a qualitative descriptive study. The researcher collected data through interviews, observations, and documentation on period 10th June 2022. This study shows that using Google Translate to support speaking skills increases students' interest in regularly practicing their speaking skills. For teachers, this method can produce positive results in teaching and learning. This can be seen in the fact that students are motivated and interested in speaking in class or outside of class on a regular basis.

Keywords: speaking, Google Translate, Z-Generation International Foundation

**INTRODUCTION**

Speaking is acknowledged to be difficult to learn, despite the fact that speaking is crucial in human life. People can communicate with others through speaking. In most cases, people have difficulty producing their thoughts, arguments, and feeling communicative during social interactions. Speaking is the skill designed to convey a message though the listening and speaking (Tarigan, 2008). Speaking skill cannot be isolated from listening capacity in genuine communication. In order to teach effectively, we require tools, also known as media.

According to Prabawati (2021), media is everything that may be utilized to stimulate students' minds, feelings, attention, ability, or skill in order to help in the learning process. It also assists teachers in teaching more successfully, improves teachers' understanding of media in presenting ideas, and allows students to learn more quickly, particularly in a teaching-learning situation. So, in order to communicate with others, we

will require media. Many media and strategies can help outcomes for all students and expand their speaking skills. All of these may be utilized to help students improve their speaking abilities by utilizing Google Translate. Google Translate is a multilingual statistical device translation service provided by Inc. Google Translate is a free multilingual machine translation service developed by Google that can translate text, voice, images, websites, and real-time video between languages (Maulida, 2017). Therefore it can be stated that media is a tool in the learning process that attempts to assist students or teachers in the classroom. Google Translate is employed in this scenario to enhance speaking achievement at the Z-Generation International Foundation's basic level.

Z-Generation International Foundation is an English language training institute and course, as stated above. It includes multiple grade levels, the majority of which are (pre-speaking) at the primary level, since one of the teachers teaches speaking using Google Translate in a basic program developed prior to the teaching and learning process to enhance students' speaking skills. Students utilized Google Translate as one of their learning media option, researchers are interested in conducting research on the use of Google Translate to support speaking achievement. With research problems as follows: 1) What is the preparation for teacher to use the Google Translate as a medium, 2) How is the implementation of Google Translate to support speaking achievement in basic level of Z-Generation International Foundation, 3) What is the result of students achievement after using Google Translate to support speaking achievement in basic level of Z-Generation International Foundation. Then this study aims to 1) To know the preparation for teacher to use the Google Translate application as a medium, 2) To know the implementation of Google Translate to support speaking achievement in basic level of Z-Generation International Foundation, 3) To know the result of students achievement during to use of Google Translate to support speaking achievement in basic level of Z-Generation International Foundation. This study focuses on the use of Google Translate to improve classroom speaking achievement, including teacher preparation, implementation, and student accomplishment outcomes. During the learning process, there are barriers to overcome. This study was carried out at the Z-Generation

International Foundation at the basic level of the pre-speaking program, from teacher preparation to Result of students achievement.

## **METHOD**

This research was conducted on the basic level students of Z-Generation International Foundation in the basic program, namely Pre-speaking class. This school is located at Glagah street No. 41, English Village, Tulungrejo, Pare District, and Kediri Regency 64212. This research uses Pre-speaking class taught by the tutor who is recruited with appropriate requirements and have English language skills to teach English mainly in English course. There were 3 male students and 5 female students which the total was 8 students. This research was conducted for 1 period of 2 weeks on June 10, 2022, until June 25, 2022.

The descriptive qualitative method was used in this study. (1) Interviews, with interviews separated into two objects, especially teachers and students. The researcher asked the teacher four questions: preparation for teaching, after teaching, results of activities in class, and student score. In teacher interviews, researcher ask questions before the teaching process begins until the end of learning process, whereas students are only questioned after learning or the effects of learning, namely asking questions in class and how to handle them. (2) Observation, while performing this observation exclusively on the teacher, the researcher only observes the teacher's activities pre-teaching, during teaching, and after teaching. (3) Documentation, in this documentation as supporting data from interviews and observations in the form of lesson plans, attendance lists, student score, supporting photos during observations and interviews, and photos of the learning process in class. Where the researcher is the key instrument of data collection techniques carried out by triangulation (combined), data analysis is inductive / qualitative, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2016). The primary data sources used the results of observations, and interviews for main data in this study, the secondary data sources used the results of documentation for supporting data (Safi'i, 2005:141).

Triangulation of data used in the form of: 1) Triangulation of sources, 2) Triangulation of method, 3) Triangulation of time. To assess the veracity of the data, the researcher use the three triangulations outlined above. Furthermore, the researchers acquired data by adhering to observation and interview rules, which are supported by documentation that can demonstrate if the participants are persons worthy of being employed as study subjects.

After getting the data, analysis is an important component of qualitative research. When conducting qualitative research in the field, the analytical approach is used. The Miles and Huberman model is used in this data analysis approach. The data analysis phases are based on Sugiyono (Sugiyono, 2016)'s Miles and Huberman model, which includes data reduction, data presentation, and drawing conclusions/verification.

## **RESULTS AND DISCUSSIONS**

### **1. The Preparation to Use the Google Translate to Support Speaking**

Teachers must prepare four items in order to learn to utilize Google Translate to support speaking achievement at the Z-Generation International Foundation basic level: lesson plans, media, materials used, and attendance lists. This is consistent with the findings of a research of Mahruf's opinion (2019), which suggests that it is required to develop learning plans in order for teachers to teach speaking skills in front of the class. Objectives, resources, techniques, and assessments for lesson plans can all be articulated more extensively. So, before teaching in the pre-speaking class at the Z-Generation International Foundation basic level, teachers must prepare these four items to include in their lesson plans.

### **2. The Implementation of Google Translate to Support Speaking**

From this implementation, the teacher carries out the learning process using several steps. From all the steps that had been carried out this was adopted from an opinion Krisnawati (2017) states the procedure in teaching speaking using Google Translate using these measures to take: (1) The tutor demonstrate how to use Google Translate to the students, (2) The tutor assign tasks to the students and have them complete the tasks

using Google Translate, (3) The tutor worked with each student individually to assess their ability to use Google. adapting from Vãn (2021) explains how to utilize Google Translate in class: (1) Using Google Translate for translation can assist pupils in detecting grammatical mistakes in translations. (2) For novices, have them initially compose short sentences in their own language. Request that they translate into English and revise the translation. (3) Provide your own short text and let Google Translate convert it into the target language of the class (s). Students should read the translation and then try to guess the English original text.(4) Use Google Translate as a multilingual dictionary if everything else fails.

Google Translate Implementation To Support Speaking Achievement, the teacher uses Google Translate as a medium in three stages per meeting: opening, delivering material, and closing. There are 10 meetings scheduled. the process of implementing Google Translate into studying, except for mid-test and final test, when students concentrate only on their exams The Mid-test was held during the fifth meeting, while the final exam was held at the tenth meeting or last meeting.

### **3. The Result of Students After Using Google Translate as a Medium in Teaching Speaking.**

The assessment must perform its part and function in determining whether the learning objectives have been met or not. In other words, assessment serves as a gauge to determine whether or not learning objectives have been accomplished. The teacher gave a score based on the data student score every meetings where the teacher gave a score of 10 times. In the first week, the average value of pre-speaking students was 77.5, with the highest score 82.5 and the lowest score 70. The average pre-speaking student score in the second week was 72.5, with the highest score of 87.5 and the lowest score of 57.5. The average value of all students is 75 in one periode.

It was possible to conclude that the teacher evaluated every meeting, namely 10 assessments as long as there was a learning process, which was consistent with the theoretical study Muzdalifah and Handayani (2020) that students' speaking abilities can be enhanced by using Google Translate as a tool for teaching them to speak English.

This is because they may use Google Convert to translate words from English to Indonesian or from Indonesian to English. The same thing happened in the research of theory Tumbal, Liando and Oliy (2021), which claimed that in response to an article on whether they were interested in translating. Furthermore, 80% of respondents said that utilizing Google Translate made the translation simpler. Furthermore, according to a theoretical study Apin Pratama<sup>1</sup> (2022), it has been discovered that Google Translate is superior than other dictionaries in teaching vocabulary. This implies that, in addition to being simple to use, this application may be used to teach pupils vocabulary.

As a result of these three theoretical investigations, Google Translate proved extremely beneficial to both instructors and students. Because it simply required time management and other internet networks, Google Translate became a highly beneficial tool for instructors and students learning to speak in class. This was done by Z-Generation International Foundation.

## **CONCLUSION**

It indicates that utilizing Google Translate to enhance speaking success at the basic level of Z-Generation International Foundation has good benefits since it is so simple for teachers and students to use that it may aid in the improvement of students' speaking abilities while they are studying. The teacher only shows students how to use Google Translate during the learning process so that it can help them clarify things during discussions and public presentations.

However, the teacher is unable to manage time with Google Translate since it takes so long to search up vocabulary during the learning process, where activities during learning normally comprise activities, and the teacher analyzes students at each meeting. This occurs because the teacher only teaches the students on how to use Google Translate while they are studying. This case of internet network interruption was less significant than the previous one since the students had access to free wifi at the institution where they were attending the course. Small signal interference can sometimes significantly impair learning process. Students comprehend the concept of class pre-speaking. Because the subject is typically simple for learners to comprehend and because using Google

Translate to convey ideas to students during the learning process is helpful, it can assist students in expressing ideas during discussions and public speaking situation.

Tutors have particularly appreciated helping students who are just beginning to learn English from basic speaking because they only have ten meetings in two weeks and utilize Google translate as one alternative. Students feel their speaking abilities have improved as evidenced by their performance during in-class speaking practice. Using Google Translate to teach speaking allows students to practice their skills outside of class, which improves student performance.

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