CORRELATION BETWEEN STUDENTS' WRITING ABILITY AND LEARNING MOTIVATION IN GOOGLE TRANSLATE WRITING CLASS

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Abstract

This study was from the real phenomenon which showed that students were using google translate as media to improve their writing ability and learning motivation. The main problem was students' lack of vocabulary and they wanted fast and instant translation. As a result, they preferred using google translate than doing their writing ability. The purpose of this research is to measure the correlation between students' writing ability and learning motivation in google translate writing class of 2nd semester English education study program at IAIN Palangka Raya. This research was a correlational study using quantitative research method. Learning Motivation Questionnaire and Descriptive Text Writing Test were distributed to take the data from 58 student from 2nd semester in academic year 2020/2021 who took paragraph writing class. The sample was obtained through the use of the cluster random sampling technique. The result finding showed the calculation students' writing ability and learning motivation was rvalue = $0.617 \geq$ rtable = 0.258 and tvalue = $5.867118 \geq$ ttable = 1.67252), it meant that Ha accepted and Ho rejected. In this case students' writing ability had high relationship or gave influence to learning motivation in google translate class.

Keywords: Correlation, Writing Ability, Learning Motivation, Google Translate

INTRODUCTION

In the past, language learners would consult a dictionary to determine the meanings of unfamiliar words in the target language. It takes time to consult traditional dictionaries, and L2 learners may have difficulty to understand the meaning. In recent times of prevalent Wi-Fi, laptop, tablet, and smartphone, foreign language instructors and students have access to a vast array of free online resources for translators (FORTs), such as effectual machine translation or Google Translate web applications. These online tools have made life much easier than it used to be.

Translating in writing was a habit for everyone, not only students and even teachers use machine translation. Indonesia was a country that made English a second language (L2), therefore the used of English in writing is still affected by L1. The meaning of writing according to (Rojas-Drummond et al., 2010), was a sociocultural process, with learning currently happening in particular cultures and institutional environment. From a sociocultural standpoint, education and intellectual abilities were viewed as cultural processes, and knowledge and meaning were 'co-constructed' in the classroom as mutual interactional achievements that cannot be separated from a community's cultural practices, which were formed by historical and cultural factors.

The used of dictionary toward writing skill at English student IAIN Palangka Raya in this era the technology of education had more advanced. Especially one of the online translator such as Google Translate that included in software to help someone who translate into some languages

especially English in automatic way. The researcher chose Google Translate to focus on a problem in students' writing activities which needs improvement. According to the timetables at IAIN Palangka Raya, descriptive text is a type of text which was taught to university students in the second semester on the occasional term.

Google Translate was a popular online translation resource; it was a free multi - lingual machine translation service provided by Google to translate text, speech, images, webpages, or real-time video from one language to another. Google Translate was a corpus-based and founded-based statistical retrieval of text which obtained language data from massive amounts of web data (Kirchhoff et al., 2011). Google Translate was proficient and compatible with PC and smartphone systems (i.e., Android and IOS), which made it very popular among users. Google Translate's evolution was visible, and could translate upwards of 100 languages.

Google Translate was a facility provided by Google Inc (Turovsky, 2016). that allowed a section of text or a webpage to be translated into a language without the involvement of a human. With a single click, the user is able to access and interpret webpages hosted on servers half the world away. The user was moreover made a difference with the ease and accessbility of Google Translate, which was online and open to anybody and anytime at no cost with web association (Ismail & Hartono, 2016).The company Google Inc. In 2001, the company began offering a basic translation service for eight languages, and in 2003, it expanded to more languages. The service reduces the total number of paragraphs or technical terms that could be translated. Google services provided translation support for 103 languages at multiple levels as of September 2016. Agreeing to (Kharbach, 2016), the hightlights that GT given included, such as pronouncing the word translated, translating substance from pictures or photos, interpreting with voice, deciphering with the penmanship, interpreting the complete document and saving the translation in a phrasebook. This study was concerned on **Correlation Students' Writing Ability and Learning Motivation in Google Translate Writing Class.**

Prior to conducting the research, the researcher conducted a pre-observation of some IAIN Palangkaraya students, focusing on the second semester of the English study program. According to the results of a pre-observation of some students at IAIN Palangka Raya, they demonstrated the use of Google Translate to their writing ability in the Paragraph Writing course.The researcher found that when students using google translate the paragraph or sentences are not corresponding with grammar. The researcher also found when students were using google translate, the resulted of translation the sentence or paragraph were ambigous or not relevant, and the researcher found that when student were using Google Translate for translation, they would make corrections manually in sentences structure.

METHOD

The researcher used quantitative method using correlational design, which usually used in assesing relationship between two or more variables. Mujis (2004) stated that Correlational analysis was designed to test the relationship between two or more variables in a specific group. According to (Sabarun, 2013), cluster random sampling is a technique in which we simulate out our thinking utilizing circles and lines to display "branches" of our ideas; it is a visual road map to sort concepts. These are widely known innovation devices that facilitate the writer to recognize different levels of thinking and determine the sort of questions which need to be answered.Writing test and questionnaire was distributed as the instruments of this research to all classes of second semester student of 2020 academic year generation at English Education Study Program in IAIN Palangka Raya with totally 58 students. The writing instrument which

was used to measure the writing ability of student and to find its correlation to google translate. The specification of writing test and question were adapted by (Dorothy & Lisa, 2003) as following the table 1 :

Table 1.
Content Specification of Writing Test

No	Specifications	No. Questions
1.	Created a descriptive text with the topic was describing person. at least three paragraph and maximum eight paragraph using google translate	1
2.	Describe one of the picture, it could be your classmate, sibling, best friend, etc. Please use your imagination !	2

The researcher also used google form to distribute the questionnaire. The researcher adapted the questionnaire of Learning Motivation for Writing, "Academic Writing Motivation Questionnaire" (AWMQ) from Ashley Renee Payne in order to evaluate students' writing learning motivation. The item of AWMQ were 15 item. The students would ask to response to the statement on a five-points Likert scale: 1= strongly disagree, 2 = disagree, 3 = uncertain, 4 = agree, 5 = strongly agree. In detail AWMQ in this study would measure self-efficacy in learning motivation, especially in writing. For specific kinds of question could be shown on the table 2:

Table 2.
Specification Item for Learning Motivation Questionnaire

No	Intrinsic Motivation	Number of Items
1.	Enjoyment	1, 2, 3
2.	Self-efficacy	4, 5, 6, 7
	Extrinsic Motivation	
3.	Instrumentality	8, 9
4.	Effort	10, 11, 12
5.	Recognition	13, 14, 15

RESULTS AND DISCUSSION

Results

1. The Result of Writing Test

In this study, the researcher did online observation via zoom meeting and whatsapp group into paragraph writing course at 2nd semesters' class in academic year 2020/2021, because in this research was in 2021 and it still online learning activity because of Corona Virus Diseases-2019 (COVID-19) Pandemic. The total population were 58 students. The first sample was taken at B class on March, 16 2021 by zoom meeting, last sample was taken at A class on March, 17 2021 by whatssapp group. It assigned a score to the students' test after collecting the results of the writing test. There were two raters, first rater was the researcher and second rater was the lecturer. The following table 1 showed the writing test score:

Table 1.
The Result of Student's Writing Score

Code	SIS-1	SIS-2	Total Score	Final Score
S1	80	60	140	70
S2	85	75	160	80
S3	85	90	175	88
S4	85	80	165	83
S5	85	75	160	80
S6	90	95	185	93
S7	80	75	155	78
S8	90	80	170	85
S9	80	70	150	75
S10	80	70	150	75
S11	90	95	185	93
S12	80	75	155	78
S13	85	85	170	85
S14	70	55	125	63
S15	50	50	100	50
S16	50	50	100	50
S17	90	85	175	88
S18	50	65	115	58
S19	90	65	155	78
S20	70	60	130	65
S21	90	95	185	93
S22	80	70	150	75
S23	80	60	140	70
S24	60	65	125	63
S25	50	70	120	60
S26	75	85	160	80
S27	85	80	165	83
S28	50	65	115	58
S29	60	50	110	55
S30	75	75	150	75
S31	75	75	150	75
S32	85	80	165	83
S33	90	85	175	88
S34	80	77	157	79
S35	65	60	125	63
S36	85	77	162	81
S37	85	90	175	88
S38	80	80	160	80
S39	90	82	172	86
S40	85	82	167	84
S41	90	87	177	89
S42	50	40	90	45
S43	70	60	130	65

S44	90	90	180	90
S45	90	72	162	81
S46	85	80	165	83
S47	90	80	170	85
S48	75	67	142	71
S49	85	85	170	85
S50	90	77	167	84
S51	85	80	165	83
S52	75	60	135	68
S53	80	65	145	73
S54	90	77	167	84
S55	90	82	172	86
S56	80	75	155	78
S57	75	75	150	75
S58	75	65	140	70
Sum				4429
Highest Score				92
Lowest Score				45
Mean				76.36
Standard Deviation				11.485

From table 1 above the researcher obtained the mean score and standard deviation. From all participant were (N=58) the result showed the mean score of writing test (X) = 76.36, standard deviation = 11.485. It meant that the students' writing ability was at the fair category.

Note : SIS-1 Students' Individual Score taken by Rater I.
: SIS-1 Students' Individual Score taken by Rater II.

Table 2.
Distribution Frequency and Presentation Score of The Students' Writing

Category	Frequency	Percent
Score 80≤100	25	43.1%
Score 70≤80	17	29.3%
Score 60≤70	9	15.5%
Score 50≤60	6	10.3%
≤50	1	1.7%
Total	58	100%

Based on the data presented above, it is possible to conclude that 43.1 percent of students received scores of 80-100, 29.3 percent received scores of 70-80, 15.5 percent received scores of 60-70, 13.6 percent received scores of 50-60, and 10.3 percent received scores of 50, 1.7 percent. The chart below depicts the frequency with which writing tests were scored. It was concluded that the students' writing ability was of a high level.

2. The Result of Learning Motivation Questionnaire
The questionnaire contained 15 statement with scaled responded that used in determining the questionnaire score. Questionnaire were distributed the second semester of English students in order to determine students' intrinsic motivation and extrinsic motivation in writing ability.

Then, present the data for paragraph writing class A and B class were tabulated in the table 3 below:

Table 3. The Result of Students' Motivation Score

Code	SDA 1	D 2	UN 3	A 4	SA 5	Total	Final Score
S1	1	-	12	12	35	60	80
S2	-	2	18	16	20	56	75
S3	-	-	6	12	50	68	90
S4	-	-	-	44	20	64	85
S5	-	4	9	12	35	60	80
S6	-	-	3	8	60	71	95
S7	-	2	9	24	25	60	80
S8	-	6	-	8	50	64	85
S9	-	-	21	20	15	56	75
S10	-	4	12	20	20	56	75
S11	-	-	-		75	75	100
S12	-	-	6	44	10	60	80
S13	-	-	-	-	75	75	100
S14	-	-	27	4	25	56	75
S15	-	-	30	8	15	53	70
S16	-	2	21	20	10	53	70
S17	-	-	6	12	50	68	90
S18	1	6	-	8	45	60	80
S19	-	-	3	8	60	71	95
S20	-	-	-	-	75	75	100
S21	-	-	-	-	75	75	100
S22	-	-	-	-	75	75	100
S23	-	4	3	12	45	64	85
S24	-	-	6	8	55	69	92
S25	-	-	-	-	75	75	100
S26	-	-	-	-	75	75	100
S27	-	-	-	-	75	75	100
S28	-	6	18	4	25	53	70
S29	-	-	12	44	-	56	75
S30	-	-	18	28	10	56	75
S31	-	-	18	16	25	59	80
S32	-	2	9	24	25	60	80
S33	-	2	6	-	60	68	90
S34	-	2	12	-	50	64	85
S35	-	2	18	16	20	56	75
S36	-	2	3	8	55	68	90
S37	-	-	6	12	50	68	90
S38	-	-	3	8	60	71	95
S39	-	2	9	4	50	65	87

S40	-	2	9	8	45	64	85
S41	-	2	3	8	55	68	90
S42	1	10	27	-	-	38	50
S43	-	2	24	12	15	53	70
S44	-	-	-	-	75	75	100
S45	-	4	9	12	35	60	80
S46	-	-	-	60	-	60	80
S47	-	-	3	20	45	68	90
S48	-	-	21	20	15	56	75
S49	-	-	-	28	40	68	90
S50	-	4	6	4	50	64	85
S51	-	4	3	12	45	64	85
S52	1	4	12	16	20	53	70
S53	-	-	18	28	10	56	75
S54	-	-	15	4	45	64	85
S55	-	-	12	8	45	65	87
S56	-	-	18	12	30	60	80
S57	-	6	12	8	30	56	75
S58	-	4	15	24	10	53	70
Sum							4871
Mean							83.98
Max							100
Min							50
Std. Dev							10.552

The calculated variable X was found to be ΣX= 4871, with a mean of 83.98. Based on the data presented above, the highest or maximum score was 100, the lowest or minimum score was 50, and the standard deviation was 10.552.
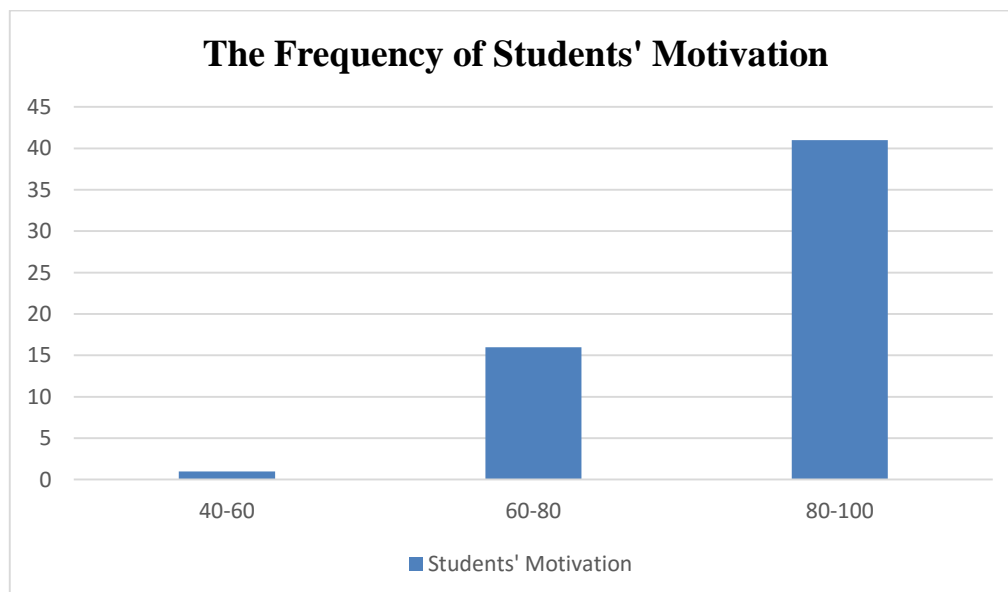
Figure 1. The Group Distribution of Questionnaire Students' Motivation

Based on figure 1 above, it could be concluded that student motivation scored were 40-60 (1 student), 60-80 (16 student) and 80-100 (41 student). It meant that they were in very strong level of learning motivation (80-100).

3. Correlation between Writing Ability and Learning Motivation
The Pearson Product Moment formula was used by the researcher in SPSS 24 to measure the correlation between writing ability and learning motivation in Google Translate writing class. The information was summarized in the table 4 below:

Table 4.
The Correlation between Writing Ability and Learning Motivation

Correlations		Writing_Ability	Learning_Motivation
Writing_Ability	Pearson Correlation	1	,617*
	Sig. (2-tailed)		,000
	N	58	58
Learning_Motivation	Pearson Correlation	,617*	1
	Sig. (2-tailed)	,000	
	N	58	58
*. Correlation is significant at the 0.05 level (2-tailed).			

Table 4 shows that the SPSS calculation and correlation resulted in the same value as the manual calculation, 0.617 for 0.05 significance level. Based on the calculation degree of freedom, the value of "r" was known to be df = N-nr, N =58, nr=2, df = 58-2=56. The calculation resulted in a product moment of $0.617 \geq 0.05$, indicating that H_a was accepted and H_o was rejected. Nonetheless, $r_{value} = 0.617$, r_{value} 0.05 ($0.617 \geq 0.05$), and $r_{table} = 0.258$, $r_{value} \geq r_{table}$ or $0.617 \geq 0.258$ were known. It was discovered that between writing ability and learning motivation, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected at a significant level of 5% or 0.05. To summarize, there was a significant positive correlation between students' writing ability and learning motivation in the Google Translate writing class, with a value of 0.617 in the reasonably high correlation category. It meant that the higher the learners' motivation, the higher their achievement on writing ability.

Discussion

The study's findings indicated that the alternative hypothesis, "there was a significant correlation between students' writing ability and learning motivation in google translate writing class of 2nd semester at IAIN Palangka Raya," was accepted, while the null hypothesis, "there was no significant correlation between students' writing ability and learning motivation in google translate writing class of 2nd semester at IAIN Palangka Raya," was rejected. The r_{value} was 0.617, which indicated a strong positive correlation.
When the researcher conducted writing test, there were some student that did not follow the instruction such as out from topic, grammar, spelling or pronoun error. It showed that student did not follow processed of writing according to D-Galko (2001) p. 18 on Chapter II there were planning, drafting, writing and revising. It meant that a half of student were not focused. A lot of

student grammar and pronoun error when did test of writing descriptive text. In this case, there many students made error in grammar, when descriptive text must be simple present tense, but they used simple present tense. In pronoun, there were "she – her" but they mistook by "he – his". According to D-Galko (2001) on Chapter II, When revising, the writer should check aspects that were implemented during the writing process, such as spelling, grammar, punctuation, paragraph development, and so on..

While student was writing descriptive text for a test, they were using their own writing ability, they were not confused. But, when they used Google translate the resulted there were some words, pronouns and grammar mistaken. But, they could study by themselve and corrected or fixed the wrong word or sentence. Moreover, they used google translate for doing study and it could inspire to looked at independently to form their personal technique for fixing language studying problem. It was stated by Bahri (2016), on chapter II p.10.

According to Brown (2007) p.22 on Chapter II motivation was something that could, like self-esteem, be global, situational, or assignment-oriented. Motivation was likewise commonly tested in phrase of the intrinsic and extrinsic reason of the learner. Based on learning motivations' questionnaire most student chose "uncertain" from 15 item. For the calculate score were 20-40 (2 student), 40-60 (46 student) and 60-80 (10 student), based on Riduwan (2013) p. 42 on chapter II stated that it meant "moderately level". Students' motivation in writing still medium level and google translate was one of media to improved the students' writing skill and it helped student for fixing wrong word, sentence or paragraph, without wasting time to opened manual dictionary. According Donald et al (2010) , on chapter II p.14 that the correlation assessed the relationship between two group or more variable in a single group.

Based on the data, between writing ability and learning motivation in google translate writing class on descriptive text in paragraph writing class, there was significant correlation both variables. However, the correlation score was 0.617 that categorized in positive high correlation. So, it tolf that there was correlation between students' writing ability and learning motivation in google translate writing class second semester of English students at IAIN Palangka Raya academic year 2020/2021.

CONCLUSION

The result of data calculated were $r_{value} = 0.617$, $r_{value} \geq N.Sig\ 5\%$ $(0.617 \geq 0.05)$, and it was $r_{value} \geq r_{table}$ $(0.617 \geq 0.258)$ and $t_{value} \geq t_{table}$ $(5.867118 \geq 1.67252)$. It meant alternative hypothesis (H_a) accepted and the null hypothesis (H_o) rejected. So, it told that there was a positive high correlation between students' writing ability and learning motivation in google translate writing class, and it was 0.617 in high positive correlation category. It meant that the higher motivation the learners had, the better achievement on writing ability the learners had. Therefore, motivation can be considered as the most dominant factor in learner's successful writing.

ACKNOWLEDGMENTS

admiration to all of the lecturers who participated in this study and generously shared their time and research materials with me.

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