

## **Chapter Four**

### **Finding and Discussion**

In this chapter, the researcher reports the findings and the discussions. The findings are taken from the data analysis on the interview based on the participants' perception followed by the discussions and supported by some literatures. In this chapter four, the researcher reports the research findings based on the collected data from the interview towards the use of Google Translate (GT) among English students at a private university of Yogyakarta. Besides, the research findings are divided into two parts, and those are the problems faced by the students in using the GT and the strategies used by the students in overcoming the GT in learning process. All the problems and also strategies focus on all aspects of English skills such as listening, reading, speaking and writing.

Google Translate provide five features and facilities which can be used by students when using GT in the learning process. The first is Google Translate can be accessed through online by browsing via web address of GT and offline by install the application of GT. It is very helpful for the users when they have limited or poor internet connection. The second feature is the users be able translating by typing the text with keyboard to translate to the target language. The third is feature hand writing, which the user write the text by touch screen though LCD hand phone to translate to target language. This feature just can be accessed by application of GT. The fourth feature is instant camera translation in which the users used take a picture object translation by camera smartphone to translate to target language. The fifth

feature is voiced speaker , which the users click the icon microphone, then the users speak the word or sentences so GT will be detect voices into the texts and translate them to the target language, this feature provide how to pronounce some word or sentence or text to speech so the user can listening how to pronounce some word. The last feature is translating by attach file, which the user just attach file maximum size of file 1 MB , then GT automatically translate file into the target language. (Google, 2018)

### **The Problem Faced by the Students in Using Google Translate in Learning Process**

There were two aspect problems faced by the students in using Google Translate in learning process. The first problem of using GT was about the problem related to language competence of students. Besides, the second problem of using GT was about the problem related to technology in GT. Hence, each problem faced by the students in using GT in learning process is explained in the following paragraphs in detail.

**The problems related to language competence.** This finding are related to language competence for the students in proficiency their ability in the first language and the second language. The proficiency language for the student divided into four aspect English skills such as listening, reading, speaking, and writing. The finding showed that there were four results related to the language competence of students when using GT in learning process based on students' statement on the interview. In the findings, the students felt difficulty to follow the GT speakers in speaking and result of translation, and the low grammatical competence in Indonesia language and

English also affected to the translation result. Therefore, each finding of the problems related to the language competence is elaborated in the following paragraphs supported with supporting statements from the experts.

***Difficulty to follow the speakers' speaking.*** The student had problems when learning pronunciation in following the speaker of GT because the students felt the speaker of GT in feature voice speaker are not clear in pronunciation. When the student learning using one accents such as American accent it makes the student difficult to follow the other accent such as British. From the statement mentioned, it was in line with Nana, and she said that she felt difficulty to listen the speakers of GT when pronouncing a word, and the speaker also spoke so fast and not clear (P1.1). Besides, she also added that the speaker of GT could not have good intonation and flat expression in speaking (P1.2). Besides, the other statement was mentioned by Nini, and she felt that the GT speaker spoke so fast when she listened to her pronunciation (P2.6). In addition, the statement mentioned was stated by Nono, and he said that GT was difficult to imitate how to pronounce because the speaker did not have clear pronunciation for the beginners (P4.1). Additionally, using GT to learn pronunciation does not come as the recommendation in learning process. Mostly, three participants said that in GT, the speaker did not have clear pronunciation, and it was difficult to follow and imitate the GT speaker while listening into what was being said in GT.

In addition, according to Munro and Derwing (1999) stated that too many accent genres in teaching will result in the significant reduction in understanding of the accent. Usually, the students listened to the lecturers using American English

accents, so they used American accents and followed what had been taught by lecturers. When the students listened to British accent, they felt the difficulty because they were not used to listen its accent, so the students faced the difficulty to follow the GT speaker because she has unclear or too fast speaking.

*The difficulty in appropriate of the translation skills.* The result of translation in each GT word had several options which the students had to decide which one was related to the meaning of the contexts in the writing. Some of students felt difficulty to choose where the meaning or vocabulary that appropriate with the student need. The mentioned statement was mentioned by Nana, and she said that when she typed some words in GT, she found several options of meaning translation. Then, it made her feel confused to choose whether the meaning matches with the contexts of Nana's text in reading (P1.9). Nana's statement was in line with Nini's statement. Nini said that when she translated some words which had many options of meaning through the translation, Nini sometimes felt difficult to adjust translation based on her needs (P2.8). In addition, GT provided several synonyms of vocabulary. Based on Nunu's statement, when she searched vocabulary in GT, she found many options of synonym vocabulary which made her felt confused to choose the right one (P3.13). Also, when GT worked to translate a vocabulary, GT gave many options of meaning and synonym which the students needed towards the vocabulary. Likewise, it made the students feel difficult to decide meaning or synonym if they were in low competence language.

According to Mathiew (2015), one of six problems experienced by translators is the lexical seminal problem of investigating the meaning through each vocabulary

element in general language as the unit regardless of its position in the placement of sentences. Also, there was still a difficulty in understanding the word context.

Therefore, the finding was in line with Mathew's finding in which the lexical problems were faced by the participants in this study.

*The first language difficulty.* This finding showed that the students had the problems in writing when using standard Indonesian language. If their writing was not based on Indonesian language standard, it could give the impact to the accuracy of translation result through GT. From the statement mentioned, Nana said, "If my writing is not in the Indonesian language standard as my first language, so when I translated it into English as my second language, the result will be many errors in grammar "(Nana, P1.15). The other statement was mentioned by Nunu, and she had to make sure that her writing from Indonesian should have correct spelling before being translated through the GT because when she had an error, the result of translation could be error as well (P3.15). Thus, the roles of ability in spelling the first language for Indonesian language standard had the important aspect in translating to other languages. Also, it had big impact of the accuracy to the result of GT translation which could minimize error.

The other problem of the first language difficulty is the result of translation by GT gave the grammar error. When the students did not have good ability in grammar, their first language led them to feel the difficulty to learn the grammar especially in second language. The statement mentioned was mentioned by Nini. She told that when her writing in first language was in error grammar, she used GT to translate her writing into second language, English. Then, the result of translation was almost in

grammatical error (P2.14). GT could not be set as automatically grammar translation based on the users' need in the context. Nono said that if her writing in Indonesian or English was not effective in grammar, it could give the impact to the accuracy of translation using GT (P4.15).

Grammar skill is very important in the translation process. If the grammar ability in the first language was not good, it could affect the ability of grammar to the second language which was not good. This mentioned finding was in line with Mathiew (2015) who stated that one of six problems experienced by translators is the problem of grammar use. Many translators who often make grammar mistakes are both conscious and unconscious in the use of appropriate grammar contexts. Then, the translators could naturally have the difficulties in the grammar use when the students rarely practice their grammar through writing.

**The problems related to technology of Google translate.** This problem is about the weakness of the feature of GT. GT has a lot of feature as the facility for the user, but in the process of learning English by using GT some of student find the problems with feature of GT. There were four results of the problems related to technology of GT when the students used it in learning process based on their experience mentioned through the statement in the interview such as no facilities to set GT speaker, inability to translate slang language and idiom language, limited 5000 word and size of file and low grammar accuracy in translating result.

Hence, each finding is explained and supported with supporting statements from the experts in the following paragraphs in detail.

***No facilities to set the GT speaker.*** One of feature that from GT is voiced speaker feature , which the users just click the icon microphone, then the users will speak or read some word or sentences so GT will be detect voices and change the voice into the texts and translate them to the target language. This feature made the users easier to translate some text without typing text. The feature provides how to pronounce some word or sentence or text to speech so the user can be listening and also learning about how to pronounce some word. But in the learning process when using this feature some of students felt difficulty to listen the speaker of GT so fast when they tried to follow the GT speaker in speaking. From the statement mentioned, Nini said "I cannot manage the speed of speaking GT speaker, and sometimes, the speakers' pronunciation in GT is not clearly heard at any time and too fast" (Nini, P2.1). Besides, Nunu had the same opinion with Nini, and she said that the speaker during speaking or pronouncing spoke a word too fast, so she had to listen repetitively (P3.2). Hence, the students had the difficulty to listen to the GT speakers in fast way in speaking. Besides, the finding was in line with Underwood (1989) who stated that the listeners could not control the speed of the speaker which could cause the greatest difficulty with listening comprehension.

***Inability to translate English slang language.*** GT be able to translate many kinds of language in general not based on contextual some sentence because GT translate by word to word, that why GT could not translate slang language. According to Swan (2005), state that 'slang' is a very informal type of vocabulary which is used by people who know each other well. "Slang is usually used by fellow native speakers of English who are familiar with each other. GT is machine translation that

capacity was programming by Google before that could not adjust with slang language development and also most of slang language are not familiar especially with no native speaker.

From the statement mentioned, Nana revealed that GT could not translate English slang terms like slang in English (P1.10). GT still had some disadvantages in providing translations for informal language sentences such as *"Don't have kittens"* in slang. Besides, if it was translated into Indonesian, it could be *"don't be nervous"*. However, GT translated this phrase motioned to be *"not to have a kitten"*. That way, GT could only translate the words contextually. In addition, Nana also added that if GT could not translate the term abbreviation, the GT translation would be more accurate if it was translated with good spelling (P1.16). Therefore, the terms of Indonesia abbreviation which are used in daily life were "utk, tdk , jgn" and others.

In addition, the problem faced by Nono was that when he read and listened to the term slang while watching a film, the term slang was in the form of a sentence in the conversation of the film makers. When he found the unfamiliar words in the movie conversation, he tried to find the meaning through GT. However, the GT could not translate some slang terms. Usually, the translation results made her feel confused because it did not match with the context. The translation was a kind of idiom or slang language (P4.8). GT could not always translate the sentences or phrases regarding the context in accordance with the text because GT was a translation machine. Then, it still had many weaknesses in terms of translating slang.

According to Burdah (2004), the students will find the difficulty in translating foreign languages and unfamiliar words because the students do not

understand the language of the vocabulary and can easily forget the vocabulary if students do not speak the language. Then, the problem in translating foreign terms will be experienced by students and students which cannot depend on translation to GT only.

*Inability to translate idioms.* GT had shortcomings, and it could not inject English idioms into Indonesian regarding the context. This expression of the idiom was an expression which did not have literal meaning, but it was often used original meaning to express meaningful figures. Usually, the native speakers use the idioms in daily conversation in communication. In regards to the statement mentioned, Nini said, "Several times, I find the term of foreign idioms when reading the novels. When I search in Google Translate idioms, the translation results are strange which does not match with my reading context (P2 .10). Nono added that when he watched films using English subtitles, he found some used idioms, and he discovered it by translating through GT. Then, the results were unsatisfactory because he was increasingly confused (P4.8). According to Okpor (2014), the GT problem in translating idioms cannot translate accordingly, so the students must be able to understand the idiom context. That way, GT still has the limitations in translating idioms and slang language because GT is a translation machine which still has lack of translating languages based on the cultural context.

*Limited word for translating (5000 words) and size file for translation (1 MB).* GT had the feature for every translating some text maximum 5000 words, the user be able to translate long paragraph by using this feature. Some students had problems with the maximum of words especially when the students wanted to

translate eBooks or online journals and the text a long of paragraph more than 5000 words. From Nunu's statement, he stated that the GT translated feature which had limited to the number of words. Then, when she translated online journals, she has to repeatedly copy and paste the text in GT so that all of which could be translated (P3.7). Besides, Nono also had the same statement with Nunu, "When translating through GT, it should have a maximum limit of 5000 words. That way, when I translate long articles, journals, or texts, it became limited. Then, I had to translate many times" (P4.9). Nunu and Nono argued that the limitation of word for each translation in GT came up as a problem with the practicality and effectiveness of time in translating the text using GT.

Another problem was faced by the students when using GT in the learning process is limited size file for translation. One feature GT is translating by attach file, which the user just click the icon attach file maximum size of file 1 MB, then GT automatically translate file into the target language, but GT had the disadvantage of translating uploading files because there was a maximum size of 1 MB for once in translating and sometime the student need to translate some file with big size file more than 1 MB. Based on Nono's statement, when she translated journal files or large file sizes, the translation feature in GT was less because it had the limitation to only translate 1MB per 1 file (P4.10). Besides, for the students, GT was still lack in one translating in terms of the number of words and to be translated with the file feature which was also limited to only 1MB.

***Low grammar accuracy in translating the results.*** GT still had limitations in translating sentences which were accurate in terms of grammar. The average

grammar of the GT was not as good as humans' grammar ability because GT was a translation machine. Almost, all students had a weak background in English and Indonesian grammar competencies. Based on Nana's statement, she said "When I translate my writing in Indonesia language into English, the results of my translation are often translated by incorrect English grammar" (P1.15). The GT translation results could be used for the results of grammar in order to use the English sentences. Besides, Nini stated "If I translate the sentences, the translation results do not match the context grammar which I need" (P2.13). She also added that I can change any language instantly and cannot guarantee that the results of GT translation can be obtained by the expectations of the users. From the statement mentioned, Nunu said "The results of the Google translation is failed in context of the translation, i have to review the results of the translation" (P3.12). The GT translation results were obtained from the engine system as well as the input of GT users, so the GT had not been able to translate complicated sentences properly. Nunu also added "GT translates by word not by sentences and cannot to translate the phrase in sentences" (P3.14).

At present, there are many language teachers who are doubt to the quality of the translation process which can be used as a translation tool. Also, it can damage the acquisition process and actual grammar in both source and target languages (Groves & Mundt, 2015). Hence, this finding had similarities with Groves and Mundt who has found that the GT translation could not be accurate grammar because the GT was translation machine. Therefore, the results could not be perfect as the results of humans' translations.

## **The Strategies Used by the Students to Overcome The Problems in Using Google Translate in Learning Process**

There were two strategies which the students could overcome the problem when using Google Translate in learning process. The first strategy was about the strategies used by the students to overcome the problem in using GT related to language competence of students. For the second problem, it was about the strategies used by students to overcome the problem in using the GT related to technology in Google Translate. Therefore, for more detailed information, each strategy used by the students to overcome the problem in using GT in learning process is explained in the following paragraphs.

**The strategies related to language competence.** There were seven results of the strategies related to language competence of the students in using GT in learning process based on students' statement on interview. The findings were about the students' repetition in following speaker's pronunciation, reading phonetic transcript in dictionary, understanding main point of text when reading, and the source of language before translating. Thus, each finding is elaborated in the following paragraphs and supported with supporting statements from the experts.

***Repeating the speaker's pronunciation and understanding the word contexts before practicing the pronunciation.*** GT had a feature for pronunciation by a native speaker of robot to translate the translated words or sentences. Some students used this feature to learn pronunciation by following the pronunciation of the speaker about the pronounced word. However, the students who liked the difficulty to receive speaker pronunciation were too fast and unclear. This strategy used by the students in

overcoming their problem about “difficulty to follow the speaker in speaking”. In feature voice speaker, the student used repetition for listening the speaker of GT in speaking or pronounce until the students understand how to pronounce or speak some word.

From the statement mentioned, Nana stated "I will repeat to listen to the words spoken from GT until I understand what is being spoken by the speaker " (P1.3). The method of learning pronunciation by repeating speaker GT while reciting words or sentences was mentioned by Nini. Likewise, She revealed "I have to repeat the fold which I can hear well using pronunciation, then I try to pronounce the word or sentence repeatedly until I can. (P2.7). Nunu also assumed that she must be able to understand the meaning of the word or sentence while listening repeatedly and focus on what the speaker is said (P3.4). According Yu-ping (2005), if the students repeatedly listen to a short conversation, mini talk, and short speech in English, it can improve students' understanding in listening. That way, the method of listening repeatedly could increase the students' English while practicing the pronunciation. From the statement mentioned, it could be used as a strategy to overcome students' difficulties when listening to GT speakers which were too fast or unclear. Also, the students could listen repeatedly until they could understand and practice it well in learning process.

The other strategy is *understanding the word contexts before practicing the pronunciation*. When the GT speaker uttered a long sentence which had been translated, usually the intonation became flat because the GT speaker was the speaker of the translation machine. In addition, the translation machine could not give perfect

results in terms of intonation when reading long sentences like humans. So this is second strategy by students used in overcoming their problem about “difficulty to follow the speaker in speaking”. Based on Nana's statement, she said "I have to understand the sentence through the context and punctuation so that I can adjust the intonation of the statement"(P1.6). That way, to overcome the GT speaker problems which did not have the right intonation, Nana firstly understood the meaning of each sentence as well as punctuation such as points, commas, exclamation marks, question marks, and others. Thus, Nana could be precise in reading the text.

***Reading phonetic transcripts in the dictionaries.*** Some students faced the difficulty to read the pronunciation of the GT speakers so that they could overcome it using the dictionary use. Besides, the students could get a dictionary which provided a phonetic transcription as a reference for the words when listening to GT speaker. This strategy used by the students in overcoming their problem about “difficulty to follow the speaker in speaking”. Beside, Nini said "I usually open an Oxford Dictionary to see the Phonetics while listening to the GT many times and seeing phonetics symbols so that I can know" (P2.3). In addition, Nono had the same opinion as mentioned by Nini, he said "I have to open a dictionary to see the phonetic translation which comes up as the solution in learning pronunciation’’ (P4.6). According Alhaisoni (2016), most of students look for the dictionaries for word meaning and spelling as a little attention to information such as pronunciation. Therefore, when the students got the difficulty to discover the pronunciation through GT use, they could open the dictionary to see the phonetic transcript as the way to make sure about the correct pronunciation use.

***Understanding the main point of text while reading.*** When the students translated a word using GT, GT might provide many options for the meaning and synonym of the word. For some students, it could make them feel confused to choose the meaning option which fit the reading context. This strategy used by the students in overcoming their problem about “the difficulties in appropriate of translation result by GT”. This strategy was by Nana, she said that she carefully read the text to know the core of the discussion was outline (P1.11). Nini also agreed with Nana’s statement, and Nini said " the strategy in the first text by reading the sentence of the paragraph to look for the ideas or the core topics discussed in the text as a whole with the scanning reading method" ( P2.11). Nini used the scanning reading method to find main ideas from the overall subject matter of the text. According to Admin (2012), skimming is a quick glance method to find out the general content of a text (p.23). Besides, Skimming reading is a reading process which makes the eyes of the readers quickly see written material to find and obtain information (Tarigan 2008, p. 33). Then, the students used the scanning reading method to understand the overall subject matter of the text. Therefore, it eased the students to choose meaning or synonym options which fit the context of the reading.

***Reviewing the source of language before doing the translation.*** The results of the GT were minimized for errors if the students’ writing was reviewed before being translated by the Indonesian dictionary (EBI). If the student chose not to review the text of Indonesia language standard before doing the translation, it came up as not effective in terms of word selection , spelling and also the translation could be error. This is the first strategy used by the students in overcoming their problem about “the

difficulties in the first language”. Nana said the strategy was carried out by the writing complete Indonesian standard text before being translated into English using GT (P1.18). Nana's words were written in abbreviate way “If there were abbreviated writing, the GT could not necessarily translated it and I have to pay attention for it” (P1.19).

In addition, there was a similar statement mentioned by Nunu, and he said "I prepare my writing in terms of spelling in Indonesian. Besides, if I do not examine it later, the translation will be a lot of mistakes" (P3.15). Likewise, Nono stated that he will carry out a strategy related to Nana and Nunu in order to make every word in her writing to be good in terms of grammar and spelling before doing translation (P4.17). In this discovery, the students could find the first pre-editing method. According to Gracia (2010), the first language is effective in terms of grammar to be translated into the target language. Thus, doing the revision stage before translating the text was an effective way to minimize errors from the translation results.

*Reviewing the results of the grammar translation.* The GT translation could not make sure if the grammar was correct. Most of the students complained about the GT grammar. The students reviewed the GT translation results to correct their mistakes. This is the first strategy used by the students in overcoming their problem about “the difficulties in the first language”. The strategy carried out by Nana was to correct the grammar of the GT translation using by sentences and adjusts the context that used (P1.18). However, unlike Nini, she paid attention to the grammar towards his first language before and after translating to minimize grammatical error (P2.15). Besides, Nana corrected the way she wrote using grammatical structure before in

order to maximize results of the translation results. In addition, Nunu agreed, he said, "I review the translation of GT based on my ability" (P3.14). Also, Nini and Nunu checked the results of the GT because GT could not be relied upon in terms of its grammar. (P4.16). All students experienced the same problem which they doubted to use the GT about the accuracy of the GT translation results. For the solution, the translation results were in accordance with the abilities of the students.

According to Pritchard (2008) asserted that when students use metacognitive strategy and critically examine the results of the translation, it can lead to increase the language acquisition. That way, by reviewing, the students could also learn from their mistakes in writing. Besides, Nino (2009) argued that understanding of L2 grammar will increase the students' knowledge when they are asked to justify the text from their L1 language. If students are familiar with the use of L2 grammar, they can automatically understand the ability to review L1 grammar. According to Sukhwan (2014), grammatical errors from the GT results can be used as students' good learning material by revising errors in student grammar. Hence, the errors of GT results could be used as the students' learning material as an effort to improve their ability in language performance.

**The strategies related to the technology of Google Translate.** There were four results of the strategies related to the GT technology used by the students in learning process based on students' statement in the interview. The findings were, using headset to get clear listening speaker of GT, setting web address for accent speaker, searching internet to get new knowledge, translating sentences 5000 words as maximum file, and minimizing the size of file converted into PDF format. Thus,

each finding of the strategies related to the technology of GT is mentioned and supported with supporting statements from the experts.

***Using headset to get clear listening.*** A student had the difficulty to listen GT speaker which was not clear in pronouncing the words. Then, as the solution, the students used a headset to be more focused on listening. This is the first strategy used by the students in overcoming their problem about “no facilities to set GT speaker”. Nunu said "I use a headset to listen to native speakers so that what they said are clear and easy to listen" (P2. 5). The headset could be used as a tool when listening, so the students could focus more and concentrate while listening to the GT speaker. According to Camarero and Domínguez (2007), the use of headphones is very good at holding back sounds from other people and blocking the hearing of listeners from outside sounds. Accordingly, the use of headphones or headsets could be a solution for students when listening to GT speaker. Then, they could be more focused on noise disturbances in the surrounding environment, so the process of receiving sound became more maximal.

***Setting the web address for the accent speaker (British or American).*** One of the students had difficulty in listening to the speakers with British accent. This is the second strategy used by the students in overcoming their problem about “no facilities to set GT speaker”. To overcome this problem, Nunu arranged for the selection of accent speakers to be heard by changing the web address url settings from <https://translate.google.com/> to <https://translate.google.as> to be more clear in learning the pronunciation (P2.4 ). This method was very useful for students who wanted to learn accents based on their interests and needs because now Google provides the

knowledge of American and British accents. This guideline was obtained from the video site on YouTube on channel the Electronics and Computers (2013) account. There were three ways to set GT accent to be American accent or British accent. For the first step, the students could open GT official website through <https://translate.google.co.id/>. Secondly, they should click the google translate url and change the writing to <https://translate.google.as> for American accents and <https://translate.google.co.uk> for British access. Thirdly, they had to click enter on the keyboard so that the accent settings could be chosen regarding the students' needs for the speaker feature.

***Internet Searching.*** GT was still lack in translating English slang terms and English idioms, so the students often had the difficulty in understanding the term. This is one strategy used by the students in overcoming two problem about “inability to translate slang language and also inability to translate idiom language”. To overcome this problem, Nana said "I usually search google, and there is a website or blog which presents information about the English translation of the slank which I need" (Nana, P1.14). Besides, the statement mentioned was as same as Nini, she did searching through the web to get information about foreign vocabularies and idioms (P2.12). When the students experienceed the difficulties in understanding the usefulness of vobullary, Nunu performed to search the vocabulary to find out its meaning and how to use it (P3.16). Nunu usually browsed the websites or blogs to get information about the vocabulary (P3.10). Nono did the same with the other three participants, and she said "I usually search something through the internet, and there

are many websites or blog sites which provide the information and knowledge about the meaning of slang language and idioms" (P4,12).

*Translating sentences or 5000 files and Converting into PDF files.* GT has a lack of translating limited to 5000 words. This is the first strategy used by the students in overcoming their problem about "limited word for translating (5000 word)". Nunu said "I translate each paragraph or sentence as way which I can also learn too" (P3.11). Nunu could learn while translating the sentences or paragraphs. Meanwhile, when Nono used GT, he translated sentences up to a maximum of 5000 words for text which was long text. Nono said "I just translated it per sentence or up to a maximum of 5000 words" (P4.11).

Moslty, the students had the pleasure of translating using GT in a sentence. Also, the students who wanted to translate in a descriptive manner could do in the following way as the step of copying the writing through Microsoft word. Firstly, the students should set the place of the cursor at the beginning of the page which want to copy. Secondly, they should click and drag the cursor to the bottom of the page. Thirdly, the had to press Ctrl + C on the keyboard if they want to translate some sentences, but if they want to translate it overall, they could press Ctrl + A. Fourthly, they had to press Ctrl + V to paste everything which has been copied. Thus, the students can do all four things when they want to translate in sentences.

Then GT could not translate files with sizes exceeding 1 MB. This is the second strategy used by the students in overcoming their problem about "limited size file for translation". The strategy was did by Nunu, she said that she reduced the size of the file to be translated by converting the file from the MS word format to PDF

format. She also added "I converted the file from MS words into PDF first so that the file size could be smaller because MS word file type sometimes had the large size" (P4.13). Usually the MS word file format had a large file size, so the students could overcome this case by changing the format of the MS word file to pdf as the best way to reduce the size of a file. Dian (2019) asserted that there are three ways to cover MS word file format to pdf. The first step is to open the word file in which the students want to convert to PDF. In the second step, they should click on the "File" menu then click "Save As". For the third step, they should click "Save as type" section select PDF format and click "Save". Then, the PDF file has been created, and students can use it to be translated into GT because the size of pdf files is smaller than MS word format.