

**The Use of Translation Tool in Argumentative Writing Process
by English Student at STKIP PGRI Jombang**

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ABSTRACT

The purpose of this research was to find out how English students use translation tools in the process of argumentative writing. This research was conducted at STKIP PGRI Jombang, which consisted of 8 English Education students with the course of argumentative writing. This research was conducted qualitatively using audio-visual materials in the form of screen recordings of students' writing and questionnaires in the form of a combination of closed and open-ended questionnaires. The results showed that students use translation tools such as Google Translate, DeepL Translator and Microsoft Word Translator. At the planning stage, students used Google Translate to check the meaning of unknown words, translate phrases, translate clauses and translate sentences. Students then use DeepL Translator to check the meaning of unknown words, translate phrases and translate sentences. Students also use Microsoft Word Translator to check the meaning of unknown words, translate phrases, translate clauses and translate sentences. At the drafting stage, students use Google Translate to translate clauses, sentences and paragraphs. In addition, students use DeepL Translator to translate sentences and paragraphs. At the editing stage, students use Google Translate to check the meaning of unknown words and translate clauses. Finally, at the final draft stage, students have finished writing, so they no longer use translators at this stage. In learning in this metaverse era, translation tools play an important role in conveying ideas or information into the target language in an easy, fast and practical way.

Keywords: Translation Tool, Argumentative Writing Process, English Students

INTRODUCTION

Writing is considered challenging by EFL learners. According to Bangun and Mustafa (2021), EFL learners experience weaknesses in transferring ideas naturally from their language to English due to sometimes inappropriate word choice or context. This is triggered by the low English vocabulary mastered by them. Nevertheless, EFL learners need to be able to write English texts well so that it can be easily accepted and understood by others (Ariyanti, 2016). Therefore, translation becomes important for EFL learners to achieve the target language.

In this modern age, language translation is not a difficult thing to do. Technological advances have created translation tools that facilitate the process of language translation. According to Odacioglu and Kokturk (2015), technological

integration has changed rapidly from 1980 to the present and translation software has been created. Especially since the rapid development of artificial intelligence (AI), translation tools have gained popularity in recent years (Deng and Yu, 2022).

Translation tool is a software that can predict translation words from one language to another (Mahardika, 2017). It is a communication technology engine that can help readers to understand foreign language texts (Pym, 2011). In addition, it help users to know the meaning of words, phrases and clauses (Marito & Ashari, 2017).

In this 21st century era, there has been a lot of integration of translation tools in education (Deng and Yu, 2022). The integration of the tools has received academic attention in language teaching and learning. In terms of educational necessity, translation allows the pedagogical system to enhance its effectiveness and helps English as a Foreign Language (EFL) learners to improve their awareness and utilization of the target language (Kim, 2011). Now, there are so many online translation tools with differences languages, newer and more complete service features freely available on the Internet, such as Google Translate, Bing Translator, Yandex Translator and others (Fitria, 2021). Besides that, there are several other translation tools available, including Microsoft Language Portal, SmartCAT, Memsorce, The Free Dictionary, Fluency Now, and the most commonly used one is Google Translate (Bangun and Mustafa, 2021).

Therefore, the use of translation tools will make it easier for EFL learners when writing into English language quickly. Kroll (1990) states that writing is a similar process for both L1 and L2 writers due to its complexity and creativity. People write in their second languages in much the same way that they do in their mother tongues. More proficient second language writers tend to plan (either before or while writing), revise and edit their writing more effectively and extensively (Cumming, 2001). It's the same for EFL learners, they are transferring ideas from their mother tongue into English as a target language when they write. They need to use the right vocabulary and pay close attention to the extent of their planning in writing. Therefore, EFL learners go through several processes that are

necessary when writing English and they also use the help of translation tools to help them complete their writing.

In this case, English students at STKIP PGRI Jombang are referred to as Indonesian English as a foreign language learners. They learn writing as a language skill, one of which is argumentative writing. It is one of the writing skills that English students at STKIP PGRI Jombang learn in fourth semester. This course teaches students how to present their arguments on a topic or even. This course has higher level writing skill compare to paragraph and essay writing. In the writing activity, English students go through a series of processes to produce good argumentative writing. Starting from them finding ideas then mapping out what important points will be written in the form of brainstorming or outlining. Then they develop these ideas and important points in the form of a long draft of writing, reviewing the writing they have made to reduce errors both in content and mechanics, and producing the final correct writing product. Moreover, as Indonesian EFL students, they are required to be able to write well in English. In this case, English students use translation tool as a medium to help them write from Indonesian language into English language as the target language. Based on the phenomenon, researcher studied about how English students at STKIP PGRI Jombang use translation tools in argumentative writing process start from the pre-writing stage to produce written products by utilizing translation tools as a medium used to make it easier for them to write.

METHOD

In this study, researcher used qualitative approach to investigate the phenomenon that occurred in the field about how English student at STKIP PGRI Jombang used translation tools in argumentative writing process by using descriptive case study. The subject of the research were students of the fourth semester of English Language Department B class. The instrument of the research was audio-visual material was obtained from screen recordings of the participants while they were writing using Bandicam and OBS Studio application. Meanwhile, the second data taken from questionnaire used combination of open and close ended questionnaire.

FINDING

The argumentative writing process was divided into 4 namely the planning stage, the drafting stage, the editing stage, and the final draft stage. From the data collected, English students carried out argumentative writing assignments by choosing one of the topics provided, including “(1) *should boarding schools still exist as a way to let students communicate and live in a restricted learning environment?*, (2) *mobile phone makes people anti -social*, (3) *is it ok for parents to physically discipline their child?*, and (4) *do you think that abortion should be made illegal?*” with a minimum writing limit of 700 words. In doing argumentative writing, researcher found that students used the help of translation tools including Google Translate, DeepL Translator, and Microsoft Word Translator. The following was detailed explanation:

a. **Students Used Translation Tool in Students’ Planning Stage**

In the planning stage, English students started working on argumentative writing by choosing one of several topics to be developed in their writing, then they made a thesis statement related to the chosen topic, then they made a brainstorming consisting of several pro, contrasts, and refutations arguments of the thesis statement already made. After that, students developed the brainstorming into an outline started from compiling an introduction, body, and conclusion as a basis for compiling an essay draft. The following was detailed explanation of how students did argumentative writing in the planning stage:

Student 1 choose topic *"Mobile phones makes people anti-social"* used Google Translate. In data 1 with code 1PW2, student 1 translated the word “*Mengancam*” from Indonesia language into “*Threaten*” to know the meaning of the word in English. In data 2 with code 1PF3, student 1 translated the phrase “*Sudah terbiasa*” from Indonesian language to “*Already accustomed*” in English language. In data 3 with code 1PS6, student 1 translated sentences “*Sebagai pengguna, kita harus pandai menggunakan mobile phone, mana yang penting dan mana yang tidak. Ada kalanya kita lebih memperhatikan hubungan sosial kita daripada sekadar hubungan daring.*” from Indonesian language into English language became “*As users,*

we must be good at using mobile phones, which ones are important and which are not. There are times when we pay more attention to our social relationships than just online relationships". Based on this, it could be explained that in the planning stage, student 1 used Google Translate in various ways, namely to check the meaning of unknown words, translated phrases, and translated sentences.

Student 2 choose topic *"Is it ok for a parent to physically his child?"* used Google Translate. In data 1 with code 2PC10, student 2 translated Indonesian clause *"Menyebabkan anak menjadi kurang percaya diri, pemalu, dan sedih karena takut salah"* into English clause *"Causing children to be less confident, shy, and sad because they are afraid of guilt"*. Whereas in data 2 with code 2PS21, student 2 translates sentences from Indonesian language *"Peran orang tua dalam mendidik anak sangat penting guna untuk mendukung tumbuh kembang seorang anak."* became English sentence *"The role of parents in educating children is very important in order to support the growth and development of a child"*. From this, it could be explained that student 2 did not had better English skills than student 1 because student 2 used Google Translate directly to translate clauses and sentences.

Student 3 choose topic *"Mobile phones makes people anti-social"* also used Google Translate. In data 1 with code 3PC30, student 3 translated clauses from Indonesian language *"Mengurangi interaksi tatap muka dengan orang"* into English clause *"Reduce face-to-face interactions with people"*. Then in data 2 with code 3PS44, student 3 translated sentences from Indonesian language *"Penggunaan handphone tidak hanya menimbulkan dampak negatif seperti anti sosial, namun kenyataannya ada juga dampak positif dari handphone seperti menambah teman dan relasi maupun ilmu dari keteknologian."* Into English sentence *"The use of cellphones does not only have negative impacts such as being anti-social, but in fact there are also positive impacts from cellphones such as adding friends and relationships as well as knowledge from technology"*. Based on this, it could be explained that student 3 had the same English skills as student 2 and did not had better

English skills than student 1, because student 3 used Google translate directly to translate clauses and translate sentences.

Student 4 choose topic *"Is it ok for parent to physically his child?"* also used Google Translate at the planning stage. In data 1 with code 4PC48 it was found that student 4 translated the Indonesian clause *"Anak akan menjadi berani kepada orang tuanya"* became English clause *"Children will be brave to their parents"*. In data 2 with code 4PS53, student 4 translated sentences *"Anak-anak akan berani membentak orang tuanya karena seiring berjalannya waktu sikap anak akan menjadi mengerti dan itu yang menyebabkan anak menjadi berani kepada orang tua saat merasakan sakit dan mereka tidak menerima hal tersebut."* from Indonesian language into English language *"Children will dare to yell at their parents because over time the child's attitude will become more understanding and that is what causes children to be brave to their parents when they feel pain and they don't accept it."*. In addition, in data 3 with code 4PW57 it was found that student 4 translated word from English *"Fourth"* became *"Keempat"* to know the meaning in Indonesian language. Based on this, it could be explained that student 4 also did not had better English skills than student 1 because apart from using Google Translate to check the meaning of words in English to Indonesian, student 4 was the same as students 2 and 3 used Google Translate directly to translate clauses and sentences.

Student 5 choose topic *"Mobile phones makes people anti-social"* also used Google Translate at the planning stage. In data 1 with code 5PC70, student 5 translated clauses from Indonesian language *"Setelah dewasa akan muncul sikap seperti selalu menyalahkan orang lain, menganggap orang lain selalu salah dan ia selalu benar."* Into English clause *"After becoming adult, they attitudes such as always blaming others, assuming other people are always wrong and they are always right is going to appear"*. In data 2 with code 5PS60, student 5 translated Indonesian sentence *"Kebanyakan orang tua tidak sadar bahwa pendisiplinan dengan ketat maka akan berdampak cukup buruk bagi perkembangan anak. Bisa saja anak akan merasa tertekan dengan cara pendisiplinan orang tuanya"* into English sentence *"Most*

parents are not aware that strictly disciplining them will have a bad impact on children's development. It is possible that the child will feel pressured by the way of disciplining his parents". Based on this, it could be explained that student 5 had the same English skills as student 2, student 3, and student 4 because student 5 used Google Translate directly to translate clauses and sentences.

Student 6 choose topic *"Mobile phones makes people anti-social"* used DeepL Translator at the planning stage. In data 1 with code 6PF82, student 6 translated Indonesian phrases *"Terhibur ketika waktu luang"* into English phrase *"Entertained during free time"*. In data 2 with code 6PC94, student 5 translated clause from Indonesian language *"Dengan handphone, manusia dapat menyampaikan informasi penting tanpa memakan waktu lama"* became English clause *"With a mobile phone, humans can convey important information without taking a long time"*. Then in data 3 with code 6PS97, student 6 translated sentences from Indonesian language *"Mobile phone dapat digunakan untuk mencari informasi yang sulit ditemukan di buku pelajaran."* Became English sentence *"Mobile phones can be used to find information that is difficult to find in textbooks"*. This could be explained that student 6 had better English skills when compared to student 2, student 3, student 4, and student 5, because student 6 used DeepL Translator to translate phrases, clauses, and sentences.

Student 7 choose topic *"Do you think that abortion should be made illegal?"* used Microsoft Word Translator at the planning stage. In data 1 with code 7PW102 it was found that student 7 translated word in English language *"Fetuses"* to know the meaning of the word in Indonesian language *"Janin"*. Data 2 with code 7PF104 found that student 7 translated Indonesian phrase *"Berani untuk mengambil"* into English phrase *"Dare to take"*. Data 3 with code 7PC112 found that student 7 translated clause from Indonesian language *"Sometimes with circumstances that are very forced to have an abortion."* became English clause *"Terkadang dengan keadaan yang sangat terpaksa harus melakukan aborsi"*. Furthermore, in data 4 with code 7PS103, student 7 translated sentences in English *"Abortion is necessary in cases of rape or*

incest” into Indonesian sentence “*Aborsi diperlukan dalam kasus pemerkosaan atau inses*”. Based on this, it could be explained that student 7 had better English skills when compared to student 2, student 3, student 4, student 5, and student 6, because student 7 used Microsoft Word Translator with a variety including to check the meaning of unknown word, translate phrases, translate clauses, and translate sentences.

Student 8 choose topic “*Do you think that abortion should be made illegal?*” used Google Translate at the planning stage. Data 1 with code 8PC132 found that student 8 translated clauses in Indonesian language “*Untuk itu, seseorang tidak bisa menilai keputusan seorang ibu untuk melakukan aborsi*” into English clause “*For this reason, someone can't judge a mother's decision to have an abortion*”. Then in data 2 with code 8PS133 it was found that student 8 translated sentences in Indonesian language “*Aborsi yang tidak aman merupakan salah satu faktor utama yang mempengaruhi kesehatan perempuan di negara berkembang.*” became English sentence “*Unsafe abortion is one of the principal factors affecting women's health in developing regions*”. Based on this, it could be explained that student 8 had the same English skills as student 2, student 3, student 4, and student 5 because student 8 used Google Translate to translate clauses and translate sentences.

b. Students Used Translation Tool in Students' Drafting Stage

In the drafting stage, students developed what they written in the outline that was made in the previous stage, namely the planning stage. Here students wrote long drafts of argumentative writing consisting of several paragraphs with a minimum writing rule of 700 words. Related to how students did argumentative writing in the drafting stage was explained as follows:

Student 1 choose topic “*Mobile phone makes people anti-social*” used Google Translate. In data 1 with code 1DC1, student 1 translated clauses from Indonesian language “*Sedangkan itu, orang yang sudah kecanduan bermain mobile phone akan lebih parah dari itu.*” became English clause “*Meanwhile, people who are addicted to playing mobile phones will be even worse than that*”. Data 2 with code 1DP2 found that student 1 used Google

Translate to translate Indonesian paragraphs “*Kebiasaan orang untuk bermain mobile phone akan terbawa entah itu di kehidupannya atau perilakunya. Contoh nyatanya saja, ketika kita terbiasa memegang mobile phone, namun ketika kita lupa membawanya kita akan cemas sendiri. Terkadang kita juga akan spontan saja melihat mobile phone untuk mengecek sesuatu, meskipun sebenarnya tidak ada apapun. Kebiasaan ini juga akan berdampak pada kepekaan kita kepada sesama atau orang terdekat kita. Ketika berkumpul bersama keluarga, pasti ada kalanya kita asyik sendiri dengan mobile phone kita dan tidak memperdulikan hal yang lain. Di lain kasus, saat kita berkumpul dan bertemu dengan teman-teman kita, terkadang kita akan membuka mobile phone dan bermain atau juga kita bermain game sendiri dan asik sendiri dengan dunia kita. Hal ini perlu dikurangi karena tujuan bertemu adalah untuk interaksi secara langsung, bukan sekedar hadir secara fisik saja.*” into English paragraph “*The habit of people to play mobile phones will carry over whether it's in their lives or behavior. Just a real example, is when we are used to holding a mobile phone, but when we forget to bring it we will worry ourselves. Sometimes we will spontaneously look at our mobile phone to check something, even though there really isn't anything. This habit will also have an impact on our sensitivity to each other or those closest to us. When we get together with our families, there must be times when we will be absorbed in ourselves with our mobile phones and don't care about other things. In other cases, when we get together and meet with our friends, sometimes we will open our mobile phones and play games or we can also play games alone and enjoy ourselves with our world. This needs to be reduced because the purpose of our meeting is for direct interaction, not just being physically present*”. So, it could be concluded that student 1 did not had good English skills because student 1 used Google Translate directly to translate clauses and paragraphs in this stage.

Student 2 choose topic “*Is it ok for parent to physically his child?*” used Google Translate. In data 1 with code 2DC4 it was found that student 2 translated the clause from Indonesian language “*Pendidikan Orang Tua Mempengaruhi Tumbuh Kembang Anak*” into English clause “*Parenting*”

Education Affects Children's Growth and Development". Whereas in data 2 with code 2DP7, student 2 translated Indonesian paragraph "Alasan ketiga adalah menggunakan hukuman fisik untuk mendisiplinkan anak. Ada banyak macam hukuman bagi anak yang melakukan kesalahan untuk diberikan oleh orang tua. Salah satu caranya adalah dengan memberikan hukuman fisik kepada anak agar merasa jera dan mendisiplinkan anak. Banyak cara agar anak disiplin tanpa melakukan kekerasan, seperti orang tua memaksa anak untuk selalu jujur, terbuka kepada orang tua atas apa yang telah dilakukannya, dan sesekali mengutak-atik anak ketika melakukan kesalahan agar anak tidak mengulangi kesalahan sama. dan masih banyak lagi cara yang bisa dilakukan untuk mendisiplinkan anak. Menjadi orang tua memiliki tanggung jawab yang besar dalam mendidik anak. Sebagai orang tua memiliki kebebasan dalam hal mendidik anaknya namun tidak menggunakan kekerasan yang berlebihan. Sesekali diperbolehkan menggunakan kekerasan fisik pada anak jika ia telah melakukan kesalahan fatal, namun kekerasan fisik yang diberikan tidak melampaui batas kewajaran" became English paragraph "The third reason is using corporal punishment to discipline children. There are many kinds of punishments for children who have made mistakes for parents to give. One way is to give physical punishment to children so that they feel deterrent and disciplined children. There are many ways for children to be disciplined without resorting to violence, such as parents forcing children to always be honest, being open to parents about what they have done, and tweaking children occasionally when they make mistakes so that children do not repeat the same mistakes. and there are many more ways you can do to discipline children. Being a parent has a big responsibility when it comes to educating a child. As parents have the freedom in terms of educating their children but do not use excessive violence. Occasionally it is permissible to use physical violence on a child if he has made a fatal mistake, but the physical violence given does not go beyond reasonable limits". Based on this, it could be explained that student 2 also did not has good English skills because student 2 used Google Translate to translate clauses and paragraphs at this stage.

Student 3 choose topic *"Mobile phones make people anti-social"* used Google Translate. In the data with code 3DP12, student 3 translated paragraphs from Indonesian language *"Penggunaan ponsel ini tidak mengurangi interaksi tatap muka dengan orang lain. Karena di dalam teknologi ponsel ini terdapat fitur yang dapat membuat kita bertatap muka dengan seseorang yang ingin kita ajak berinteraksi. Selain itu kita dapat berinteraksi seperti berbicara langsung secara langsung dengan satu orang atau lebih dari satu orang. Penggunaan fitur ini sangat menguntungkan, karena dua orang atau lebih yang berinteraksi tidak perlu bertemu, bisa dilakukan secara online di rumah atau di mana saja. Dalam aplikasi ini kita bisa tau juga akan pergerakan tangan maupun bahasa tubuh mereka, karena dari kamera akan terlihat bagaimana arah pandangan mata mereka ke arah tubuh mereka saat berbicara. Contoh aplikasi yang bisa menggunakan fitur ini adalah aplikasi zoom, gmeet, dan video call"* into English paragraph *"Use of this cell phone does not reduce face-to-face interaction with other people. Because in this cell phone technology there are features that can make us face to face with someone we want to interact with. Besides that we can interact like talking directly face to face directly with one person or more than one person. The use of this feature is very beneficial, because two or more people who interact do not need to meet, it can be done online at home or in any place. In this application, we can also know the movements of their hands and body language, because from the camera you can see how their eyes look towards their bodies when they speak. Examples of applications that can use this feature are zoom, gmeet, and video call applications"*. From this, it could be explained that student 3 also did not had good English skills, because student 3 used Google Translate directly to translate paragraphs in this stage.

Student 5 choose topic *"Mobile phone makes people anti-social"* used Google Translate. Researcher only found data with code 5DC15 which means student 5 used Google Translate to translate clauses from Indonesian language *"Pendisiplinan Bagi Seorang Anak, Apakah Itu Baik Atau Buruk"* into English clause *"Discipline for A Child, Whether It Is Good or Bad"*. The

rest student 5 immediately made a draft by copying all the outlines that had been made starting from the introduction, body, and paragraphs into a long essay consisting of 6 paragraphs. Based on this, it could be explained that even student 5 did not had good English skills because student 5 immediately copied all the outlines that have been made and used Google Translate only to translate clauses in making argumentative essay titles.

Student 6 choose topic “*Mobile phone makes people anti-social*” used DeepL Translator. Data with code 6DP18 described student 6 translated Indonesian paragraphs “*Meski ada yang berpendapat, penggunaan ponsel tergantung pemiliknya. Jika pengguna tidak bijak dalam menggunakan atau memainkan ponselnya, maka akan membuat pengguna menjadi malas. Sebaliknya, ini bukan bentuk yang tepat, pengguna ponsel harus berpikir bahwa mengatur waktu dengan menyesuaikan kebutuhan dengan minat. Jika penggunaannya hanya untuk kebutuhan bersenang-senang, seperti scrolling media sosial, maka akan berdampak membuat orang menjadi malas dan lupa akan tugas dan pekerjaannya. sedangkan minat adalah hal yang berbeda, seseorang akan menggunakan handphone jika ada kepentingan yang mengharuskan untuk menggunakannya dan berhenti ketika kepentingan tersebut sudah teratasi. Meskipun mungkin benar, ada banyak kasus perundungan melalui media sosial. Hal ini disebabkan kurangnya edukasi tentang penggunaan media sosial secara bijak, misalnya masyarakat beranggapan bahwa apapun berita yang sedang viral dan viral adalah sah apa yang sedang terjadi. Namun, harus dikaji dan disaring terlebih dahulu sebelum berasumsi, agar tidak menimbulkan fitnah. Meski tidak bisa menilai satu arah saja, karena saat ini teknologi sudah canggih dan aplikasi ponsel sudah berkembang, seperti aplikasi TikTok. Aplikasi menampilkan berbagai macam konten, mulai dari konten pendidikan, konten hiburan, dan lain-lain. Kasus yang paling umum adalah ketika pengguna lebih memilih untuk melihat konten hiburan daripada konten pendidikan, karena menurut mereka konten hiburan harus lebih dinikmati karena alasan hiburan dan kesenangan. Tidak hanya itu, masyarakat mulai mencari celah dan kelemahan dari pembuat konten melalui konten yang mereka publikasikan, dan masyarakat*

mulai mengkritik dan mencaci jika konten yang diberikan tidak sebaik sebelumnya” into English paragraph “Although some think, the use of mobile phones depends on the owner. If users are not wise in using or playing their mobile phones, it will make users lazy. In contrast, this is not the right form, mobile phone users should think that managing time by adjusting needs with interests. If the use is only for fun needs, such as scrolling social media, it will have the impact of making people lazy and forgetting about their duties and work. while interests are different things, someone will use a mobile phone if there is an interest that requires using it and it stops when the interest has been resolved. While it may be true that, there are many cases of bullying through social media. This is due to a lack of education about the wise use of social media, for example, people assume that whatever news is being published and viral is valid what is happening. However, it should be examined and filtered first before assuming, so that it will not cause slander. Although, it cannot be judged in one direction only, because nowadays technology is sophisticated and mobile phone applications have developed, such as the TikTok application. The application shows various kinds of content, ranging from educational content, entertainment content, and others. The most common case is when a user prefers to see entertainment content rather than educational content, because they think that entertainment content should be enjoyed more for reasons of entertainment and fun. Not only that, people are starting to look for loopholes and weaknesses from content creators through the content they publish, and people are starting to criticize and berate if the content provided is not as good as before”. Based on this, it could be explained that student 6 also did not had good English skills because student 6 used DeepL Translator directly to translate paragraphs in this stage.

Student 8 choose topic “Do you think that abortion should be made illegal?” used Google Translate. Data with code 8DP19 described student 8 translated paragraphs from Indonesian language “Perdebatan tentang apakah aborsi harus menjadi pilihan hukum telah lama memecah belah masyarakat di seluruh dunia. Praktek ini masih memiliki banyak pro dan kontra karena di

beberapa negara aborsi legal dan di beberapa negara ilegal, atau bahkan legal tetapi harus sesuai aturan. Di Indonesia, aturan mengenai aborsi diatur dalam Pasal 75 UU No 36 Tahun 2009 tentang Kesehatan. Undang-undang ini menyatakan bahwa aborsi di Indonesia tidak diperbolehkan, kecuali untuk keadaan darurat medis yang mengancam nyawa ibu atau janin, serta korban perkosaan. Aborsi harus legal dalam beberapa kasus, seperti dalam kasus korban perkosaan dan untuk kesehatan ibu hamil. Namun di sisi lain, aborsi adalah tindakan mengakhiri hidup seseorang sebelum dilahirkan, yang dikutuk oleh banyak orang.” translated into English paragraph “*The debate over whether abortion should be a legal option has long divided societies around the world. This practice still has many pros and cons because in some countries abortion is legal and in some, it is illegal, or even legal but must be under the rules. In Indonesia, the rules regarding abortion are regulated in Article 75 of Law No. 36/2009 on Health. This law states that abortion in Indonesia is not allowed, except for medical emergencies that threaten the life of the mother or fetus, as well as for victims of rape. Abortion should be legal in some cases, such as in the case of rape victims and for the health of pregnant women. But on the other hand, abortion is an act of ending a person's life before they are born, which is condemned by many people”*. It means that student 8 also did not had good English skills because student 8 used Google Translate directly to translate paragraphs in this stage.

Meanwhile, **student 4 and student 7** did not use any translation tools at this stage, but they made a draft by directly copying the outlines that had been made in the planning stage one by one starting from the introduction which consisted of hooks, connecting information, and thesis statements. Then the body essay consisting of 4 paragraphs with 3 paragraphs supporting the thesis statement and 1 paragraph rebuttal. Then it was closed with a conclusion at the end of the paragraph. These were all copied into one unified draft consisting of 6 paragraphs with a minimum writing limit of 700 words.

c. Students Used Translation Tool in Students' Editing Stage

In the editing stage, students carried out the revision process on the draft argumentative writing they have made in the drafting stage. Here students

corrected both the grammar of their writing and the content of their writing to reduce and eliminate errors in their argumentative writing drafts. The following was detailed explanation of how students did argumentative writing at the editing stage:

Student 1 with the topic *"Mobile phone makes people anti-social"* at the editing stage did not use the help of translation tools. Instead, student 1 did a grammatical check used Grammarly application. In addition, student 1 paraphrased the draft used QuillBot application.

Student 2 with the topic *"Is it ok for a parent to physically his child?"* at the editing stage did not use the help of translation tools. Instead, student 2 gave a review comment on the essay sections to identify the structure of the content of the argumentative essay that had been made.

Student 3 with the topic *"Mobile phones make people anti-social"* at the editing stage did not use the help of translation tools. Instead, students provided review comments on parts of the essay to identify the structure of the content of the argumentative essay that had been made.

Student 5 with the topic *"Is it ok for a parent to physically his child?"* at the editing stage used the help of translation tools. In data with code 5EW1, student 5 translated word from Indonesian language "Yakni" to check the meaning in English "Namely". In data 2 with code 5EW2, student 5 translated phrase from Indonesian language "Dunia ini kejam" into English phrase "The word is cruel". The rest student 5 gave review comments on parts of the essay to identify the structure of the content of the argumentative essay that had been made.

Student 6 with the topic *"Mobile phones make people anti-social"* at the editing stage did not use the help of translation tools. Instead, student 6 gave a review of comments on parts of the essay to identify the structure of the content of the argumentative essay that had been made.

Student 7 with the topic *"Do you think that abortion should be made illegal"* at the editing stage also did not use the help of translation tools. Rather, student 7 paraphrased the draft made used Quillbot application.

Student 8 with the topic "*Do you think that abortion should be made illegal*" at the editing stage also did not use the help of translation tools. Instead, student 8 provided review of comments on parts of the essay to identify the structure of the content of the argumentative essay that had been made.

d. Students Used Translation Tool in Students' Final Draft Stage

In the final draft stage, students had gone through a series of argumentative writing processes starting from the planning stage by selecting topics to be discussed, writing thesis statements, brainstorming, and making outlines. Then at the drafting stage, students developed the ideas into long draft consisting of 6 paragraphs with a minimum writing limit of 700 words. Furthermore, at the editing stage, students checked for content and grammatical errors in the draft that has been made. Based on these process, it can be explained that students were no longer writing in final draft stage. The draft that had been made by students had undergone several changes made in the previous stages. So that in this stage the students draft became the final version and it was then submitted to the lecturer who taught argumentative writing.

DISCUSSION

Regarding how students used translation tools when writing, researcher found that out of 8 participants all used translation tools during the writing process except the final draft. Harmer (2004), divides the writing process into 4 stages including planning, drafting, editing, and final draft. The following is a discussion of how students use translation tools in the argumentative writing process:

At the planning stage, students used Google Translate to check the meaning of unknown words, translate phrases, translate clauses, and translate sentences. Then, students used DeepL Translator to translate phrases, translate clause, and translate sentences. In addition, students used Microsoft Word Translator to check the meaning of unknown words, translate phrases, translate clauses, and translate sentences. **At the drafting stage**, students used Google

Translate to translate clauses and paragraphs. In addition, students used DeepL Translator to translate paragraphs. **Then at the editing stage**, students only used one translation tool, namely Google Translate to check the meaning of unknown words and translate clauses. Finally, **at the final draft stage**, students no longer use translation tools when writing because at this stage their writing was completed.

Based on the discussion above, the findings in this study differed from research conducted by Chandra and Yuyun (2018), Murtisari et al. (2019), Mulyani and Afina (2021), and Inderawati et al. (2023). In the research conducted by Chandra and Yuyun (2018) explained that students only used Google Translate when writing. There was no discussion about how students used the tool at each stage of writing, so the results of the study found that overall students used Google Translate to check vocabulary, spelling, and grammar. According to research, vocabulary consists of three parts: words, phrases, and sentences. Then research conducted by Inderawati et al. (2023) also explained that students only used Google Translate when writing. There was no discussion of how students use the tool at each stage of writing. The results showed that Google Translate was used to improve vocabulary, including finding words, synonyms, and accurate pronunciation. In addition, in a study conducted by Murtisari et al. (2019) on EFL students' attitudes toward using Google Translate for general use and in reading and writing assignments. The findings in the study explained that students used the tool to increase vocabulary. But, there was no discussion of how students used the tool at each stage of writing. Also, research conducted by Mulyani and Afina (2021) who investigated the attitudes of EFL students towards the performance of Google Translate. The results showed students used Google Translate to check the meaning of words and to translate sentences. The study also did not explain how students used Google Translate as translation tool in the process of writing.

Therefore, the findings in this study showed differences with the previous studies. In this study, students used variety of translation tools when writing including Google Translate, DeepL Translator, and Microsoft Word Translator. At the planning stage, students used Google Translate to check the meaning of unknown words, translate phrases, translate clauses, and translate sentences. Then,

students used DeepL Translator to translate phrases, translate clause, and translate sentences. In addition, students used Microsoft Word Translator to check the meaning of unknown words, translate phrases, translate clauses, and translate sentences. At the drafting stage, students used Google Translate to translate clauses and paragraphs. In addition, students used DeepL Translator to translate paragraphs. At the editing stage students used Google Translate to check the meaning of unknown words and translate clauses. Finally, at the final draft stage, students have finished their writing, so at this stage they no longer used a translation tool.

CONCLUSION

The conclusion of this research found that English students used different types of translation tools in argumentative writing process including Google Translate, DeepL Translator, and Microsoft Word Translator. At the drafting stage, students used Google Translate to check the meaning of unknown words, translate phrases, translate clauses, and translate sentences. Then, students used DeepL Translator to translate phrases, translate clause, and translate sentences. In addition, students used Microsoft Word Translator to check the meaning of unknown words, translate phrases, translate clauses, and translate sentences. At the drafting stage, students used Google Translate to translate clauses and paragraphs. In addition, students used DeepL Translator to translate paragraphs. At the editing stage students used Google Translate to check the meaning of unknown words and translate clauses. Finally, at the final draft stage, students finished their argumentative writing, so at this stage they no longer used a translation tool.

The use of translation tools in teaching and learning languages refers to the ideas of providing a beneficial experience for language learners. Especially for English as a foreign language students can take advantage of translation tools as technology-based media to make it easier for them to reach the target language. Especially in writing, students could take advantage of various types of translation tools available today to be able to write in English easily, quickly, and practically.

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