USING GRAMMARLY AS A TOOL TO IMPROVE THE STUDENTS' GRAMMATICAL ACCURACY IN TRANSLATION

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Abstract

Even though there are many translation aids such as online machine translation and online dictionaries that help the students in translating text from Bahasa Indonesia into English, they are not enough to make sure that the students' translation is grammatically correct. Based on such reasons, this study aims to explore the effect of using Grammarly application as a translation tool to improve the students' translation quality. By checking the students' translation using Grammarly, it is found that the most common grammatical mistakes made by students are the improper use of space, misspelling, improper use of articles, tenses, and wordy words. Besides, it is also found that Grammarly has many strengths, such as: accuracy in identifying orthography issues, concern towards the wordy diction, consistency in using a certain English variant, providing its users with their personal dictionary, providing constructive feedback, and accessible in many platforms. Meanwhile, the weaknesses of Grammarly include over checking on people's name spelling, misleading feedback, inconsistency in identifying mistakes, limited explanation, questionable "Grammar Checker", and working just like a machine. The conclusion is Grammarly will be an excellent translation tool to improve students' translation quality if accompanied by the students' sufficient background skill and knowledge.

Key words: Grammarly, grammatical mistakes, translation, translation quality, editing process

A. INTRODUCTION

In this modern era, the use of technology in every single life aspect is like a must. This thing is proven by the reality happened nowadays that all the society layers, especially the students and the lecturers are demanded to be able to access the technology and the sophisticated software which are invented to be the tools to ease humans in doing many things, especially in learning. Besides, it is strengthened by the current situation that requires society to do many online

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activities with the help of technology and keep staying at home. The existence of Covid-19 outbreak has changed every way of human activities over the world and so does the way of teaching and learning process at schools and universities. The new normal policy has been enforced by the global citizen since early 2022 to cut off the chain of the spread of Covid-19 outbreak. This policy seemed to be permanent since it has already become one of the greatest pandemic phenomena that have changed world civilization. It leads to the importance of continuously exploring any new method as the anticipation to maintain the activity that should keep on going, like the teaching and learning process for students. That is what this research is conducting for, as an effort to find a new excellent method for translation field as well as a way to utilize technology to improve the student's learning process.

Translators and teachers of translation have been the pioneers in the use of the computer as a tool involved in the work of the translation process. The translation process itself consists of some so complex tasks that the use of translation tools is expected to enhance the efficiency, speed, or quality of some of these tasks. Although the relationship between translation and computers began with the development of software for machine translation, the real boom of translation technologies started with the development of electronic dictionaries and terminology databases, the arrival of the Internet with its numerous possibilities for research, documentation, and communication, and computer-assisted translation tools (Alcina, 2008).

Alcina (2008) also stated that the need to combine computer tools with those used to translate, together with their continuous development, has given rise to a new field of study known as translation technologies, which have also been called machine translation, computer-aided translation or computer translation. In the education world itself, there are so many experts, researchers, inventors, and founders who have contributed in finding tools for academic development and it spread throughout the professional and educational domains to ease the teaching and learning process. Some of them are Warren Weaver, Noah Webster, and Dmytro Lider who have found online translation tools such as online translation machine (Melby, 2019), online dictionary (Ross, 2012), and online grammar checker software namely Grammarly (Daniels & Leslie, 2015). Although some people stated that Grammarly is not the translation tool because it deals with grammatical aspects, the fact is this software could be a tool to improve students' translation quality by giving the grammatical feedback and proofreading service for the translator.

Based on the previous studies on the use of Grammarly, the gaps are found. Most of the previous researches who studied Grammarly only analyzed it in the writing field (Hadiat et al., 2022; Kim Vo & Nguyen, 2021; Nova, 2018; ONeill & Russell, 2019; Perdana et al., 2021; Pratama, 2020; Qassemzadeh & Soleimani, 2016; Yulianti, 2018). In fact, Grammarly can be used not only as a writing tool, but also as a translation tool. The use of Grammarly as a translation tool has never been discussed before, and that condition becomes the fundamental reason for the researchers to raise this topic. Besides, the revealing of the strengths and the

weaknesses of Grammarly in the previous researches are seemed incomplete, so in this research, the researcher revealed them more.

Another reason that strengthens the researchers to analyze this topic is caused by the phenomenon that the researchers directly observed on the students studying in the English Department, Faculty of Cultural Sciences, Universitas Sumatera Utara. The researchers found that the weaknesses and most mistakes that are commonly made by English Literature students in translating Bahasa Indonesia into English are still the grammatical mistakes. It is proven by the researchers' own experience who have ever checked some students' translation and found them doing some simple grammatical mistakes. For example, "It is good that every local head create a local wisdom program, so people can rising the respect each other". If we check the sentence by using Grammarly, it will detect 3 mistakes i.e., the incorrect verb form of "create" that should be added "s/es" after a single subject, the incorrect verb form "rising" that should be "rise" after a modal verb, and there is no additional preposition "for" that should be used before the words "each other". Other researcher also found English grammar becomes one of the students' problems in Indonesian-English translation (Aini, 2018; Sofyan & Rosa, 2021; Syonia & Rosa, 2020; Solaiman, 2021).

Even though there are some translation aids such as online machine translation, Google Translate, online dictionaries, and others that help the students in translating, but it is not enough to make sure that the quality of the student's translation is grammatically correct. The translation quality is not only measured based on the equivalence of the lexical items, but also the equivalence of grammatical aspects and others. The choice of specific software such as Grammarly is supported by personal exploration done by the researcher who finally found that Grammarly is the easiest, most popular, and most complete grammar checker software nowadays. This is proven by the review given by one of the electronic media namely Suatekno.id. According to redaksi Suatekno.id, Grammarly is the number one best grammar checker online tools. Moreover, Grammarly also becomes one of the most popular grammar checkers as well as proofreader software which is used in either students or lecturers' circles. Thus, based on all of the reasons which have been mentioned earlier, this study aims to find out: (1) the most common grammatical mistakes made by the students in translating a text from Bahasa Indonesia into English; and (2) the strengths and weaknesses of Grammarly as a translation tool to improve students' translation quality.

B. RESEARCH METHOD

The type of this research is qualitative research with the case studies approach. Cresswel (2014) stated that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Cresswell also added that the process of qualitative research includes the process of bringing up questions and procedures; collecting data in the participants' setting; analyzing the data inductively that means of building from particulars to general themes; making interpretations of the meaning of the data; has a flexible writing structure for the final written report. This means that

qualitative researcher studies in their natural setting attempt to make sense or interprets phenomena in terms of the meanings the people bring to them. Meanhile, case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2014). By applying this approach, the researcher is allowed to directly explore and evaluate the effect of utilizing the spelling and grammar checker software namely Grammarly in aiding the students' translation process. Such qualitative research involves the study's use and collection of a variety of empirical materials-case study, personal experience, introspective, life story, interview, observational, historical, interactive, and visual text that describes the routine and problematic moment and meaning in individual's life.

There are two kinds of data used by the researcher in conducting this research, they are the primary data and secondary data. Primary data is one that is collected for the first time by the researcher, while secondary data is the data that is already collected or produced by others. The primary data of this research is the students' mistakes found in the translations manuscript and the error alerts identified by Grammarly software, while the secondary data is the supporting data such as: the quotations and the expert's opinions which are obtained from books, journals, articles, and websites which are related to this research and support the statement of this research. The data source of this research is the translation of the students, the grammatical mistakes found in students' translation, and the feedback given by Grammarly software in checking those translations.

In collecting the data, there are some instruments used by the researcher. As this research was qualitative, the main instrument was the researchers themselves (Sofyan, 2016). Another supported research instruments are: placement test by using the Socrative app, translation task, and Grammarly software (free access version). All of the data collection processes were done online since when the process of collecting data for this research is conducted, the campus and all of the public places were locked down because of the Covid-19 outbreak.

After all of the translations are checked by using Grammarly software, the final transcription was then analyzed. The student's translations were firstly coded and arranged into a safe folder. The researcher then collected all of the data from the student's mistakes, feedback or mistakes alert and all of the error information given by Grammarly. The data were collected and analyzed based on some classifications, they are: data of students' mistakes identified by Grammarly, data of student's mistakes that Grammarly cannot identify, and data of Grammarly's error in giving feedback. All of the data were then displayed in a table and calculated to see what kind of grammatical mistakes found the most. Finally, the data were analyzed to find what things and factors that show the strengths and weaknesses of Grammarly.

C. RESULT AND DISCUSSION

1. The Grammatical Mistakes Made by the Students

The results of data analysis show that the students made several grammatical mistakes in their translation. The frequency and types of mistakes made by the students are displayed in Table 1.

Table 1 The Frequency and Types of Students' Grammatical Mistakes

No	Types of Mistakes / Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total
1	Incorrect Space	18	-	3	-	1	-	3	-	2	-	27
2	Misspelling / Typo	1	-	3	-	-	-	-	-	12	3	19
3	Incorrect Article	1	1	3	1	2	1	1	1	2	1	14
4	Incorrect Verb Form (singular / plural verb)	2	1	1	-	1	1	1	1	1	-	9
5	Wordy words	-	1	-	1	1	1	1	2	-	2	9
6	Incorrect Adjective Order	1	1	1	1	-	1	-	1	-	-	6
7	British English Misspelling	-	1	-	1	1	1	1	1	-	-	6
8	Incorrect Use of Preference Words	1	1	-	1	-	1	1	1	-	-	6
9	Incorrect Adjective Form	-	1	-	1	1	1	1	1	-	-	6
10	Incorrect Capitalization	1	-	1	-	-	-	-	-	2	-	4
11	Incorrect Use of Adverb	1	-	3	-	-	-	-	-	-	-	4
12	Incorrect Preposition	1	-	-	-	-	-	-	1	-	2	4
13	Incorrect Punctuation	1	1	-	-	-	-	-	-	-	-	2
14	Inequality of words in a sentence	-	-	-	-	1	-	-	-	-	-	1
15	Subject missing	1	-	-	-	-	-	-	-	-	-	1
	Total of students' mistakes	30	9	15	8	11	8	10	9	20	9	118

The results displayed in Table 1 present the total of mistakes made by the students in translating the text both identified by Grammarly and identified by the researchers. It is found that there are 15 types of mistakes with a total of 118 issues identified in those ten students' translations. It is actually such a bad number for the level of university students. Some of them might be careless in doing the translation.

By accumulating those data, the most common grammatical mistakes made by the students in translating the text from Bahasa Indonesia into English were found. From the total of mistakes found in each type, the most significant number of mistake type is the incorrect space with a total of 27 issues. And then, followed by the misspelling/typo with a total of 19 issues and the incorrect use of the article with a total of 14 issues. Those three kinds of mistakes are found dominant as the

number of issues is above ten. It shows how poor the awareness of students towards the simple aspect of grammar such as the orthography and article issues, and it makes them becomes more crucial to be taught to the students. The other influential type of mistakes come from the incorrect verb form (singular/plural verb) and the wordy words totalling 9 issues each of them; the incorrect adjective order, British English misspelling, the incorrect use of preference words, and the incorrect adjective form with the total of 6 issues each of them; the incorrect capitalization, the incorrect use of adverb, and the incorrect preposition with the total of 4 issues each. And the other few issues come from the incorrect punctuation with a total of 2 mistakes, and the last the single mistake found in each of the inequality of words in a sentence and the subject missing.

Thus, it can be concluded that the most common grammatical mistakes made by students are the improper use of space, misspelling (typo), the improper use of the article, tenses (the incorrect verb form), and the wordy words since they are in the top five of the dominant number of issues found in the table. Actually, among those types of mistakes, there is one type of mistake that has quite a lot number of issues, but it is not taken into account in Table 4.2.1 because it is Grammarly's error in identifying mistakes, it is the people's name misspelling. So, it is not the mistake made by students, because it is nothing to do with the spelling of people's names found in the translation text.

The finding of the most common grammatical mistakes found in students' translation shows the lack of students' awareness towards the use of simple material in English such as the proper usage of space, spelling, article, and the verb form. It also indicates that the students are still careless in doing translation, whereas the thoroughness is a must-have skill to be a good translator. While the wordy word mistakes indicate the lack of students' understanding in choosing the proper diction to avoid the wordiness.

2. The Strengths and The Weaknesses of Grammarly as a Translation Tool to Improve Students' Translation Quality

The findings of the strengths and weaknesses of Grammarly are presented based on the data which have been obtained and personal consideration experienced by the researchers during using Grammarly in checking those students' translation.

1.1 Strengths

After collecting the data and directly experience checking those ten results of students' translations, some strengths of Grammarly as a translation tool to improve students' translations quality are found.

First, Grammarly is accurate in identifying orthography issues. As displayed in Table 1, the most frequent students' grammatical mistake is the accuracy of Grammarly in identifying the orthography mistakes made by the students, such as space, spelling, capitalization, and punctuation. Almost all orthography issues found in the students' translation can be quickly identified by Grammarly. Indeed, there are few issues that are error and missed by Grammarly, yet it still can be tolerated as a machine.

Second, Grammarly concerns with wordy dictions. Wordy diction is such a significant issue found in those ten students' translations. Grammarly seems concerned with the wordy diction issues because it often gives that kind of suggestion. It becomes one of the interesting Grammarly's strengths to be continuously used as the translation tool. According to Massoud (1988), the criteria for a good translation are easily understood, fluent, and smooth. That is why a good translation should be in a straightforward language. A good translator should be wise enough to choose the best diction to avoid wordy words.

Third, Grammarly has a good consistency in using a certain English variant. Not only during checking those students' translations, but the same experience was also felt by the researchers when using Grammarly to check other texts. For the EFL learners just like Indonesian students, distinguish the spell among those English preferences are pretty difficult. Because mostly EFL learners learn English from many platforms that its English preference is unknown. This issue is basically simple, but it plays a significant role in determining the translation quality.

Fourth, Grammarly provides its users with their personal dictionary. A personal dictionary is also provided by Grammarly to free the users in setting the personal grammar checker they wish. This facilitation is also provided to solve the over checking and misleading issues on certain aspects such as the name, reference list, and other personal abbreviations or language that is not familiar with Grammarly.

Fifth, Grammarly provides the constructive feedback. The way Grammarly works in identifying mistakes is not just marking them and then did not give any feedback for the users. In every mistake marked by Grammarly must be followed by the explanation, suggestion, and constructive feedbacks if we press the question mark button. This is one of the best strengths of Grammarly to be recommended as the learning media for EFL students. Because the students can correct their text as well as learn useful and informative knowledge from the feedback at the same time.

The last strength of Grammarly that makes the researchesr amazed is accessible of Grammarly in many platforms. It was initially found Grammarly can only be used through accessing the website. But actually, Grammarly provides an add-on feature to ease the user in using Grammarly in many places. Grammarly can be accessed in Microsoft Office, Windows, Gmail, and social media such as: Twitter, LinkedIn, and everywhere else we need Grammarly's aid. It is also available to be added on some other applications on our web or phone as a web or desktop editor, as a browser extension for Chrome, Safari, Firefox, Edge, and as an app for both iOS and Android.

1.2 Weaknesses

In addition to its strengths, Grammarly is also found to have several limitations. First, Grammarly overchecks on people's name spelling. The very frequent checking of people's name spelling becomes the most significant weakness of Grammarly which is found by the researchers since the first time using this software. It will be initially confusing for the first-timer users because the users must think that they have done some mistakes. The automated program

in Grammarly software causes Grammarly cannot tolerate another spelling of people's names except the one which is already set in its dictionary. But however, Grammarly is actually has provided the personal dictionary which can be accustomed by the user to avoid any over checking on name's spelling.

Second, Grammarly sometimes misleads the feedback. The over checking on people's name is the proof of Grammarly's weakness in giving feedback. Even though Grammarly has spotted the existence of mistakes among the text, but the suggestion given by Grammarly is incorrect. For the example, the words marked by Grammarly is incorrect in terms of spelling, but somehow Grammarly suggests to correct the capitalization or change the first letter of the word to be in uppercase. That is why, even though we have entrusted Grammarly to be our aid, but the user should keep aware and thorough in case of Grammarly's incorrect feedback.

Third, Grammarly is inconsistent in identifying mistakes. Other drawbacks of Grammarly were found when the researchers accidentally removed some parts of the text. Grammarly which is initially spotted the article usage mistakes on a word, then suddenly did not spot it anymore. It means that the length of the text also affects Grammarly's performance. The second proof revealed when the researchers compared the feedback between two students' translations. In the first text, Grammarly is initially able to find improper space usage, but then in some cases, Grammarly cannot identify the same type of mistakes found in the second text. This issue proved the inconsistency of Grammarly. The researchers directly checked those ten translations of respondents and found that Grammarly is totally inconsistent. It can identify the mistakes found in the first respondent's translation, but it cannot identify the same mistakes found in the second or the third respondent's translation or vice versa. Whereas, the mistakes found in those translations are absolutely the same.

Fourth, Grammarly provides limited explanation. Even though it is already excellent that Grammarly has an explanation feedback feature, but the fact is the explanation of each type of feedback is the same. So there are not any variations or live feedback given for the same case of mistakes. The explanation in every suggestion given by Grammarly is already classified into the broad type of mistakes, that is why it makes Grammarly can only give a limited explanation for the same type of mistakes.

Fifth, Grammarly is still regarded as a questionable "grammar checker". Grammarly is a famous free online spelling and grammar checker software which has been trusted by many users over the world, but it is a little bit hard to believe that actually, Grammarly has a weak accuracy in identifying the grammar mistakes in a text. As what has been displayed in Table 4.1.2, it is proven that Grammarly cannot identify even the simple grammatical mistakes on students' translation such as the tenses issues (inappropriate verb form). This fact is pretty disappointing because it should be the proficiency of Grammarly as the grammar checker software.

Sixth, Grammarly is only a machine. Grammarly is a software that uses the technology of artificial intelligence to make it seem like a smart independent software. However, all of its capability in performing its specifications,

Grammarly is still a machine that can only work based on the program input in its dictionary. It will never be perfect to deal with the complex grammar/rules of language. The machine does not have a feeling, so their language will always be rigid and will never be as natural as the human brain in processing the language.

D. CONCLUSION AND SUGGESTIONS

The use of technology as a translation aid cannot be denied anymore since it offers either the EFL learners or the novice translators the ease of processing the language. Moreover, many advantages can be obtained by using the translation tool. Translators will be able to minimize the chance of producing errors or losses, as well as eliminate problems of unacceptability (El Zeini, 1994). This study is basically conducted to explore a new useful method to improve student's translation quality by utilizing a software that is initially a writing tool but then also used as a translation tool, namely Grammarly. Besides, by utilizing Grammarly, this study also attempts to reveal the most common grammatical mistakes made by English Literature students when translating a text from Bahasa Indonesia into English, as well as to reveal the strengths and the weaknesses of Grammarly as a translation tool.

From the finding of the most common grammatical mistakes made by the students in translating the text, it can be realized that the students need to improve their thoroughness and their capability in using and choosing the proper diction to avoid the grammatical mistakes, especially the orthography and the wordiness issues in a sentence. It should be applied not only in doing translation but also in doing anything that uses English because a good translator should be smart and wise enough in working with diction. The strengths of Grammarly which are identified in this study have also proven that the use of Grammarly as a translation tool can significantly affect the students' translation quality and are able to become a method to improve students' translation quality. Grammarly provides the advantageous service such as: accurate in identifying orthography issues, concern towards the wordy diction, have good consistency in using a certain English variant, has four English preferences, provide our own dictionary, give the constructive feedback, and accessible in many platforms. However, the weaknesses of Grammarly are also revealed in this research, they are: over checking on people's name spelling, misleading feedback, inconsistency in identifying mistakes, limited explanation, questionable "Grammar Checker", and work just like a machine.

Those findings revealed in this research are expected to make us aware of the urgency of grammatical aspects in translation. Moreover, the revealing of students' most grammatical mistakes also aims to make aware both the students and the lecturers about what needs to be considered and improve to reduce these issues. The revealing of the strengths along with the weaknesses of Grammarly are also displayed to enrich our insight to keep considering the performance of the translation aid before totally entrust them. The conclusion is Grammarly will be an excellent translation tool to improve students' translations quality if it is accompanied by the background skill and knowledge of the students. What

Grammarly does in translation is just perfecting the grammatical aspect at the last step or finalization, yet it plays an important role to improve students' translation quality.

This current study focuses on the performance of Grammarly in checking those ten students' translations. So, the findings are only obtained from the data and the researcher's personal experience when using Grammarly to check the students' translation. Thus, to make a more comprehensive understanding of Grammarly's strengths and weaknesses as a translation tool, further research is needed. Moreover, the other investigation of the way in order to improve student's translation quality is expected can complete any gaps found in this current study, so a better method can be found to facilitate students in improving their translation quality.

Since the present study uses the free service of Grammarly, it also needs more investigation towards the use of premium service of Grammarly. The deeper investigation towards the revealing of Grammarly's strengths and weaknesses are needed since the premium one has never been used before on previous researches.

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