

**THE USE OF GOOGLE TRANSLATE
TO TEACH WRITING PARAGRAPH OF RECOUNT TEXT
AT THE EFL STUDENTS OF THE SECOND GRADE
MTS AT-THOHIRIYAH JEMBER**

THESIS



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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
DECEMBER 2024**

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Jember in Partial Fulfilment of the requirements
for Bachelor's Degree (S.Pd)
Tarbiyah and Teacher Training Faculty
Islamic Studies and Language Education Program
English Education Program



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JEMBER

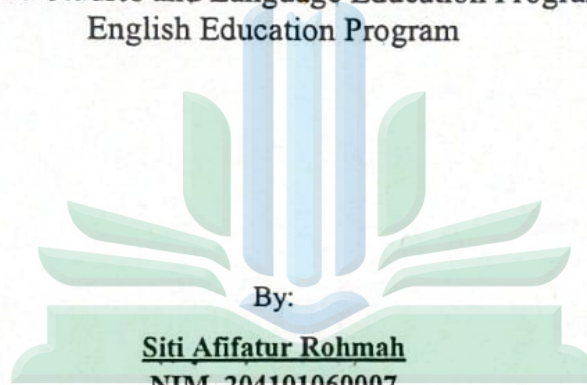
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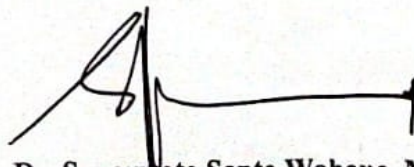
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This thesis has been examined and approved in Partial Fulfillment of the
requirement of the degree of Sarjana Pendidikan (S.Pd)

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MOTTO

وَاطِيعُوا اللَّهَ وَرَسُولَهُ وَلَا تَنَازَعُوا فَتَفْشَلُوا وَتَذْهَبَ رِيحُكُمْ وَاصْبِرُوا إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ﴿٤٦﴾

“Obey Allah and His Messenger and do not dispute with one another or you would be discouraged and weakened. Persevere! Surely Allah is with those who persevere.” (QS. Al-Anfal [75]: 46)¹

“You are not competing with anyone in this world. Enjoy every process in your life, don't forget to be grateful, and always pray to Allah.”²



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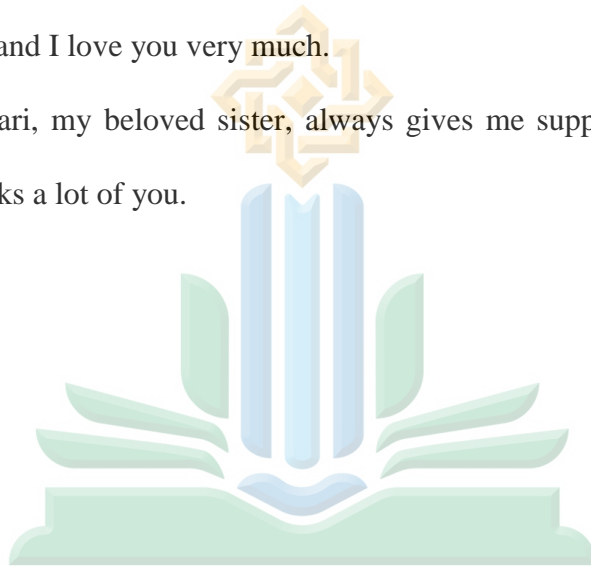
¹ Quran.com . Access from <https://quran.com/al-anfal/46> (accessed on 13 Oct 2024, 8.15 am)

² Wise words by Researcher. 13th Oct 2024.

DEDICATION

I am pleased to dedicate this thesis for:

1. Mr Tuki and Mrs Hotim, who accompany and pray for every step I take, I express my gratitude for everything, who always work hard for me, who always pay attention to me, who always support and motivate me to be able to finish my thesis, who can be parents and best friends for me, all of you mean a lot in my life and I love you very much.
2. Dwi Septia Sari, my beloved sister, always gives me support, attention, and prayers. Thanks a lot of you.



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Therefore, I extend my utmost gratitude to the following people:

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I fully realize that this thesis is the best that I have made. Therefore, I am open to any criticism and suggestions. I hope that this thesis can be useful for readers and fellow researchers who need it in the future.

Jember, 20th Oct 2024

Author



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ABSTRACT

Siti Affatur Rohmah, 2024: The Use of Google Translate to Teach Writing Paragraph of Recount Text at the EFL Students of the Second Grade of MTs. At-Thohiriyah Jember.

Keywords: *Google Translate, Writing Paragraph, Recount Text.*

Writing recount text is an important skill for EFL students, but they often face difficulties in understanding and translating complex sentences. This study investigates the use of Google Translate to teach writing paragraph of recount text at the EFL students of the second grade of MTs at-thohiriyah Jember, considering the limited resources and students' English knowledge. The ability to write recount text is very important for EFL students because it allows them to communicate their experiences and events in a clear and organized way, which is important for academic and personal purposes. The challenges in teaching recount text writing in an EFL environment, especially in junior high schools, are often faced with limited resources and students' English knowledge.

The focus of this study was: 1. How to implement the use of Google Translate to teach writing paragraph in recount text of EFL students of the Second Grade of Mts. At-Thohiriyah? 2. What is the benefit and disadvantages of the use Google Translate to teach writing paragraph in recount text at the EFL students of the Second Grade of MTs. At-Thohiriyah? The objectives of this study were: 1. To find out how to implement the use of Google Translate in teaching recount text paragraph writing to EFL students in second grade of MTs. At-Thohiriyah, 2. To know what is the benefit and disadvantages of the use Google Translate to teach writing of paragraph recount text at EFL students of the Second Grade of MTs. At-Thohiriyah?

This study used a qualitative descriptive method. Data were collected through classroom observations, in-depth interviews with teachers and students, and documentation in the form of lesson plans, syllabuses, and student work results. The data were analyzed using the Miles and Huberman interactive model, which involved three stages: data condensation, data display, and conclusion drawing.

The results of the study indicate that Google Translate is useful in teaching writing recount text paragraphs. Google Translate helps students understand the structure of recount texts, find new vocabulary, and improve grammatical accuracy in writing. The use of Google Translate also increases students' motivation and interest in learning because of its ease of access and operation. The study also found that the use of Google Translate has several disadvantages, such as excessive dependence on tools, translation errors, and the potential loss of creativity in writing. Therefore, the use of Google Translate must be balanced with the development of independent writing skills and guidance from teachers.

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CHAPTER 1

INTRODUCTION

Research Context, Research Focus, Research Objectives, Research Significance, and Definition of Key Terms are the issues discussed in this chapter that are relevant to the current research. The following is an explanation of these terms.

A. Research Context

Writing paragraphs in narrative texts is a crucial ability when learning a foreign language, like English. However, students often face difficulties in understanding and translating complex sentences. The Socio-Cultural Theory (SCT) and the Technological Pedagogical Content Knowledge (TPACK) model are two theoretical frameworks that have influenced the use of technology in language instruction in recent years. SCT highlights how crucial social interaction and cultural background are to education, arguing that language acquisition is facilitated through meaningful communication and collaboration¹. Social and cultural interactions result in a very dynamic and complicated process for those learning English as a second language. According to McGraw-Hill, TPACK is a theory that was created to address the body of knowledge that educators need to use technology, educate effectively, and instruct their students². One tool that is often used in a translation context

¹Mahbobeh Rahmatirad, "A Review of Socio-Cultural Theory", *SIASAT Journal of Social, Cultural and Political Studies*, 5 (July 2020):23-31, <https://doi.org/10.33258/siasat.v5i3.66>.

²Joselin M. Santos and Rowell D.R. Castro, "Technological Pedagogical Content Knowledge (TPACK) in Action: Application of Learning in the Classroom by pre-service

is Google Translate. One online application that can quickly translate text between languages is Google Translate.

The role of input and output in language learning is explained by theories of second language acquisition (SLA), such as Swain's output hypothesis and Krashen's input hypothesis³. Google Translate can be viewed as a source of input that exposes students to target language structures and vocabulary, while also facilitating output through writing practice. By incorporating Google Translate into writing instruction, educators can create chances for pupils to participate in purposeful language production and receive corrective feedback, supporting their language development in line with SLA theories.

The government and regional governments are obliged to provide distance education and open education services and utilize information technology in the provision of education⁴. This could be the legal basis for using Google Translate as an aid in the process of teaching and learning. The use of Google Translate on teaching writing paragraph in recount texts can be an interesting alternative to overcome limited human resources in the field of English. Using Google Translate as a learning medium can be an effective solution to help students understand and translate recount text.

Teachers (PST)" *Social Science and Humanities Open* Vol. 3 No.1, (July 2021), hal. 100-110
<https://doi.org/10.1016/j.ssaho.2021.100110>

³ Yuyang Cheng "A review of research on Krashen's SLA theory based on WOS Database (1974-2021)" *Scientific Research an Academic Publisher* 13, no.7 (July 2022): 2147-2156, 10.4236/ce.2022.137135.

⁴ National Education System Law no. 20 of 2003, article 50 paragraph (3)

In classroom learning, writing is taught separately or at least combined with reading. However, Writing Skills must be linked to real-life communication. For students, writing is a skill that is difficult to master because it's not always simple to learn how to write in a new language⁵. Even though students have been learning English since elementary school, writing is still their biggest challenge, such as organizing ideas into paragraphs and translating them into English. Students must possess the understanding of writing components necessary to produce quality writing⁶. In order to communicate in daily life, students should be able to write and comprehend functional texts and brief essays like narrative, descriptive, and recount. Since writing successfully is difficult for students, teachers must be able to help them⁷.

One of the text genres that students examine is recount texts. This material aims to inform readers or interested parties about a former event, such as an event or experience⁸. Recount texts are typically enjoyable because they narrate events that foster a bond between the speaker or listener and the writer

⁵Mundriyah, Aseptiana Parmawati. "Using Think-Pair-Share (Tps) To Improve Students' writing Creativity (A Classroom Action Research In The Second Semester Students Of Stkip Siliwangi Bandung)". *Jurnal Ilmiah UPT P2m Stkip Siliwangi* 3, no.2 (November 2016), 84-91, <https://doi.org/10.22460/p2m.v3i2p84-91.630>.

⁶Rahmadhani Sri. Teaching Writing Of Descriptive Text By Combining Brainwriting And Mind Maps Strategies At Junior High School". *Journal of the 49th Graduation of English Study Program Students*. Vol 4, No 2 (2014). <https://garuda.kemdikbud.go.id/documents/detail/317451>.

⁷Elvi Komala Sari, Fitrawati Fitrawati. "Using 6-3-5 Brainwriting In Helping Senior High School Students Doing Brainstorming In writing process." *Journal of English Language Teaching* vol.7, no.3 (2018). <https://doi.org/10.24036/jelt.v7i3.101115>

⁸Doni Ramli (2013). "An Analysis On Students' Errors In Writing Recount Text".(Pontianak :Teacher Training And Education Faculty Tanjungpura University 2013) Hal 4.

or reader⁹. Writers may use a range of action verbs and adjectives to convey their emotions. Additionally, authors ought to utilize adverbs and adverbial words to denote location and order events chronologically. Lastly, in order to sequence events, writers must employ conjunctions to unite clauses and connectives. It is clear from the foregoing explanations from various specialists that recount texts have certain linguistic characteristics. They include using action verbs, linking verbs, chronological conjunctions, the simple past tense, and an emphasis on a particular person.

Apart from topic sentences, the quality of supporting sentences produced by students is also a concern in this research. Supporting sentences serve to support and develop the ideas expressed in the topic sentence. Thus, evaluation of the supporting sentences produced by students after instruction will provide an overview of students' ability to compose arguments or details that support topic sentences in a cohesive and coherent manner. This research will also consider the quality of the closing sentences students produce after instruction. The closing sentence is an important part of the paragraph because it concludes or completes the thoughts that have been developed in the paragraph. Evaluation of the closing sentences produced by students will help in assessing students' ability to summarize ideas or provide conclusions that are appropriate to the topic discussed in the paragraph.

This research will explore the extent to which student's master grammatical features when composing recount texts, like the application of

⁹Dewi Sartika, Khairinisaak Khairinisaak, Rekha Asmara. "The Analysis Of Students' Difficulties In Writing Recount Text" *Journal of English Education Program (JEEP)*. Vol 3, No 1 (2022). <http://dx.doi.org/10.26418/jeep.v3i1.50496>

appropriate tense, sentence structure, and the use of connecting words. Through this point, the research will analyze students' abilities in identifying and writing various kinds of recount texts, such being both a factual and a personal recount. This research will examine students' understanding of the social function of recount texts in various communication contexts, both in formal and informal situations, and how this understanding influences their ability to write recount texts effectively.

Several previous studies have been conducted to analyze the use of Google Translate in teach writing paragraph of recount text. For example, a study with the title Using Google Translate to support students' English learning¹⁰. This study used descriptive qualitative method. The findings are that with the existence of artificial intelligence, Google Translate machines or online dictionaries are now available that can be used by students, making It makes learning English easy for students. According to these results, Google Translate is a very helpful tool for assisting and enhancing students' learning capacities. very effectively and efficiently in its use. Besides, the research is entitled how students see Google Translate use in English language learning¹¹. This research examines students' perceptions the utilization of Google Translate for their English language education. The findings of this study indicate that respondents generally have a positive attitude towards using

¹⁰Andika Derian Ramdhani. "Penggunaan Google Translate Dalam Menunjang Pembelajaran Bahasa Inggris Siswa" *Jurnal Pendidikan* Vol.1. No.5 (2021). https://www.researchgate.net/publication/351711929_Penggunaan_Google_Translate_Dalam_Menunjang_Pembelajaran_Bahasa_Ingris_Siswa.

¹¹Lam Kok Wei(2021) "The Use of Google Translate in English Language Learning: How Students View It" *ternational Journal of Advanced Research in Education and Society*. Vol. 3, No. 1 (2021), 47-53. <http://myjms.mohe.gov.my/index.php/ijares>.

Google Translate in their language learning, while also realizing Google Translate's shortcomings in translating phrases, paragraphs, and longer texts. Another research entitled Enhancing Students' Writing Skills with the Use of Semantic Mapping Technique at SMA Muhammadiyah¹², this research method is action research which has four steps: preparation, execution, monitoring, and introspection. Finding out if employing semantic mapping techniques might enhance students' writing abilities is the goal of this study. The results of this research were that 90.33% of students found it easy to learn writing assignments and 26.33% were very eager to learn how to write using semantic mapping techniques.

Based on the observation¹³ the researcher found that there are several problems in this research, Language characteristics that are difficult to employ include pronouns, action verbs, connecting verbs, and the simple past tense. Second is an error in wording¹⁴. Third, the lack of students practicing writing¹⁵. And Fourth, lack of instruction or explanation from the teacher¹⁶

Researchers are eager to do research in this study under the title The Use of Google Translate in Teaching Paragraph Writing in Recount Text in

¹²Hetty Zaharani. "Improving Students' Writing Ability by Application of Semantic Mapping Strategy at SMA Muhammadiyah" *MELT Journal*. Vol. 7 No. 1 (June 2022) Pg.26-35. <https://www.doi.org/10.22303/melt.7.1.2022.26-35>

¹³On Saturday March 9 2024, MTs At-Thohiryah

¹⁴Alifah Maudia Rizqullah, Sayit Abdul Karim, Suryo Sudiro. "A Closer Look At The EFL Students' Grammatical Errors In Writing Descriptive Text". *Ethical Lingua: Journal of Language Teaching and Literature*, Vol. 10, No. 1, (2023). <http://eprints.uty.ac.id/13654/5/%23Article%20Ethical%202-Complete.pdf>

¹⁵Mutia Shalihah, Skripsi: "Students' Ability And Difficulties In Writing Recount" (Jakarta: Syarif Hidayatullah State Islamic University, 2022) Hal iv.

¹⁶Carrie Shively Leverenz. "Design Thinking and the Wicked Problem of Teaching Writing" *ELSEVIER C.S. Leverenz / Computers and Composition* 33(2014): 1–12. <http://dx.doi.org/10.1016/j.compcom.2014.07.001>

the second grade of Mts At-Thohiriyah. This research aims to explore how Google Translate can be used as an aid in teaching students to write paragraphs in recount texts. Texts that recount experiences and events in chronological order are known as recount texts. This writing skill is important for students, and with the help of Google Translate, the learning process becomes more efficient and enjoyable. This research is expected to provide a better awareness of the possibilities and advantages of using Google Translate to enhance pupils' proficiency to write paragraphs in recount texts.

B. Research Focus

1. How to implement the use of Google Translate to teach writing paragraph in recount text of EFL students of the Second Grade MTs. At-Thohiriyah?
2. What is the benefit and disadvantages of the use Google Translate to teach writing of paragraph in recount text of EFL students of the Second Grade Mts At-Thohiriyah?

C. Research Objective

1. To know how to apply the use of Google Translate in teaching paragraph writing in recount texts to second-grade EFL students at MTs. At-Thohiriyah.
2. To know what is the benefit and disadvantages of the use Google Translate to teach writing of paragraph in recount text of EFL students of the Second Grade MTs. At-Thohiriyah?

D. Research Significance

It is anticipated that the findings of this study will have both theoretical and practical applications..

1. Theoretically

The findings of this study are anticipated to support previous theories related to The use of Google Translate to teaching writing paragraph in recount text. In other words, It is anticipated that this study will advance understanding of English learning and teaching methods..

2. Practically

a. English Teacher

It is expected that the findings of this study will benefit English teachers as an alternative strategy for teaching Writing through the Google Translate. It is expected that the technique assist the students' English writing skills.

b. Researcher

The results of this research are expected to serve as a resource for scholars in the future who wish to carry out additional studies pertaining to the application of Google Translate to teach writing paragraphs in recount text. Furthermore, the results of this research can be used as a comparison in conducting similar research.

E. Definition of Key Terms

The definition of the word serves as the main focus of the research title and includes the meaning of key terms. The intention is to avoid misinterpreting the term as intended by the researcher¹⁷

1. Google Translate:

Google offers an online translation tool called Google Translate. With the use of this tool, users can automatically translate text across languages. Google Translate uses natural language processing technology and artificial intelligence to produce translations that users can understand.

2. Teaching Writing:

Teaching Writing or teaching writing is a learning process that aims to develop students' writing skills. Teaching writing involves introducing the concepts, strategies, and techniques necessary to produce good and effective writing. Teachers can use a variety of approaches and methods to teach writing, including providing writing samples, providing feedback, and involving students in writing activities.

3. Recount text:

Recount Text or recount text is a kind of writing that attempts to to retell or explain the situation or experience that occurred in the past. Recount texts are usually arranged chronologically and use simple and clear language. The primary objective of recount text is to give

¹⁷ Tim Penyusun, "Buku Pedoman Penulisan Karya Tulis Ilmiah 2021.Pdf," 2021,p.53.

information. about events that occurred and provide experiences to the reader.



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CHAPTER II

LITERATUR REVIEW

At this point, the researcher will discuss two points, the previous research and the theoretical framework. The essence of previous research describes several previous studies that are related to the current research. In the meantime, several hypotheses are explained by the theoretical framework. to support current research. This section's discussion will be shown below.

A. Previous Research

In the context of previous research, there are several research topics related to this research, namely as follows:

First, Elisabet Titik Murtisari (2019) "Using Google Translate to Learn Languages: Indonesian EFL Students' Attitudes" in this study examined the attitudes of EFL undergraduate students towards use Google Translate for reading and writing tasks as well as for other purposes. A total of 200 students or about half of the population of English Language Education undergraduate programs at leading private universities participated in this research. Responding to the open question whether the use of GT has benefits or not, 85% of the total participants stated that GT is a positive tool in language learning²⁰.

Second, Timotius Pradana A. Moelyono Google Translate in EFL Freshmen's Writing Assignments: Applications, Benefits Awareness, and

²⁰ Murtisari, Elisabet Titik, Rindang Widiningrum, Joshua Branata, and Rianaevi Susanto. "Google Translate in Language Learning: Indonesian EFL Students' Attitudes." *Journal of Asia TEFL* 16, no.3 (2019.): 978–86. <https://doi.org/10.18823/asiatefl.2019.16.3.14.978>.

Drawbacks, and Perceived Reliance” This study looks at how EFL learners in Indonesia during the first year of study used Google Translate (GT) for L2 writing. It also highlights the technology's effects on their language acquisition and how they generally view technology as a scaffolding. Out of the 90 freshmen in the faculty, 85 first-year EFL students from Indonesia (57 of them are female and 28 males, ages 18–23) were chosen for the sample.²¹

Third, Sylvi Octaviani Chandra and Ignasia Yuyun (2018) "The Use Of Google Translate In EFL Essay Writing” Researchers suggest that Grammar, spelling, and vocabulary are the three areas of essay writing that students use GT for. Word level, phrase level, and sentence level are the three categories into which vocabulary is separated. This aims to take a closer look at which levels have the highest utility among students. This research was conducted at Krida Wacana Christian University, involving eight Ukrida English Department responders. Two techniques are employed, including interviews and mediated observation²².

Fourth, "A Study on Quality Assessment of the Translation of an Abstract Text: English Idioms Errors Made by Jordanian EFL Undergraduate Students by Google Translate" was published in 2019 by Faido Simanjuntak. Based on the findings of this research, the level of message accuracy, acceptability and readability of the abstract text translated by Google

²¹ Moelyono, Timotius Pradana A., Elisabet Titik Murtisari, Daniel Kurniawan, and Thren A. "Google Translate in EFL Freshmen's Writing Assignments: Uses, Awareness of Benefits and Drawbacks, and Perceived Reliance". *Vision: Journal for Language and Foreign Language Learning*, vol.12, No.1 (2023)., 47-66. DOI: 10.21580/vjv12i217446.

²²Sylvi Octaviani Chandra and Ignasia Yuyun." The Use Of Google Translate In Efl Essay Writing" *LLT Journal: A Journal on Language and Language Teaching*, Vol. 21, No. 2, (October 2018). doi.org/10.24071/llt.2018.210212

Translate obtained an average score of 1.97 or close to a score of 2, which means the quality of this translation is close to good quality even though the translated text message is less accurate in target language. A quality translation is a translation that meets three conditions, namely: the message must be the same as the source language text message, appropriate and simple for the reader to understand²³.

Fifth, a journal article which was written "Google Translate and Its Role in Academic Writing for University Students" by Intan Fibriana, Sukma Nur Ardini, and Laily Nur Affini (2021). This type of research is descriptive qualitative approach. The participants of this study were 2020 students enrolled in the fifth semester at Universitas PGRI Semarang. The results of the study demonstrated how students translated words, new vocabulary, sentences, paragraphs, texts, and sentence construction using Google Translate. According to the majority of students, using Google Translate for academic work is not considered as cheating. They acknowledged that using Google Translate to study academic writing was beneficial²⁴.

Sixth, an article by Dhony Setiawan and Ahmad Munawaruzaman "Using Google Translate to Improve English Writing Skills" (2023) 7 out of 10 students stated that they copy, write, or type sentences, paragraphs or even Indonesian texts that they want to translate with Google Translate in writing lessons. Meanwhile, 3 other students use Google Translate to translate only

²³Faido Simanjuntak. "A Study on Quality Assessment of the Translation of an Abstract Text English Idioms Errors Made by Jordanian EFL Undergraduate Students by Google Translate" *IJLLT*, Vol.2. No.4 (2019). 10.32996/ijllt.2019.2.4.5.

²⁴Fibriana, intan and ardini, sukma nur and Affini, Laily Nur. "Google Translate And Its Role In Academic Writing For University Students.",(UPGRIS Semarang) 26-33.

one word that is foreign to them. Google Translate is undeniably easy to translate into various languages, in this case English. Its use is unquestionable because many people have used it, including students who are still in school.

The last one is an article journal written by Delfitha Lia and Novalita Fransisca Tungka (2023) “Students showed a propensity to utilize Google Translate at different levels, from verifying the meaning of unfamiliar terms to translating paragraphs and full essays/articles (Embracing Google Translate: EFL Students' Attitudes on Enhancing Literacy Practice). This research looked at the findings of an online survey that seventy students studying English language education completed at Sintuwu Maroso University in Poso, Central Sulawesi.²⁵

Table Similarities and Differences

No	Researcher's Name and Title	Similarities	Differences
1	A journal article authored by Elisabet Titik Murtisari, Widianingrum Rindang, Branata Joshua, Susanto Riana Devi (2019) “Google Translate in Language Learning: Indonesian EFL Students' Attitudes”	Both of research Investigated the use of Google Translate in language learning for EFL students.	Research Subject Previous research At 200 students was conducted in of the population of an undergraduate English Language Education Program at a reputable private university. present research at second grade of MTS AT-THOHIRIYAH Research Focus The previous research focus on students' skill in writing and the present research focus

²⁵Delfitha Lia, Novalita Fransisca Tungkaa. “Embracing Google Translate: EFL Students' Attitudes on Enhancing Literacy Practice” *Journal of Language, Literary, and Cultural Studies* Vol.6, No.1 (July 2023) Page 28-36. doi.org/10.30996/anaphora.v6i1.9229.

No	Researcher's Name and Title	Similarities	Differences
			<p>on the use of GT on teaching Writing.</p> <p>Types of the Research Design</p> <p>The previous research used quantitative research and the present used descriptive qualitative</p>
2	<p>Moelyono "Google Translate in EFL Freshmen's Writing Assignments: Uses, Awareness of Benefits and Drawbacks, and Perceived Reliance" by Timotius Pradana A, Elisabet Titik Murtisari, Daniel Kurniawan, and Andrew Thren (2023).</p>	<p>Both of research Investigated use Google Translate in Writing for EFL students.</p>	<p>Research Subject</p> <p>The earlier study was carried out at a private institution in Central Java, Indonesia, in the English Language Education and English Literature departments. present research at second grade of MTS AT-THOHIRIYAH</p> <p>Research Focus</p> <p>The previous research focus on the benefit of the For L2 writing, utilize Google Translate (GT). and the impact of technology in language instruction the present research focus on the use of Google Translate on teaching writing to EFL students</p> <p>Types of The Research Design</p> <p>The previous research used Quantitative and the present using Descriptive qualitative</p>
3	<p>Ignasia Yuyun and Sylvi Octaviani Chandra (2018), "The Use Of Google Translate In EFL Essay Writing"</p>	<p>Both of research conducted additional research on the use of Google Translate for writing EFL</p>	<p>Research Subject</p> <p>Eight respondents from the Ukrida Department of English participated in the prior study, which was conducted at</p>

No	Researcher's Name and Title	Similarities	Differences
		essays.	<p>Universitas Kristen Krida Wacana and involved undergraduate students in the first through fourth years of study in the English department located in Jakarta. and the present research at second grade of MTS AT-THOHIRIYAH</p> <p>Research Focus The use of Google Translate to teach writing to EFL students is the subject of current research, while previous studies focused on the practice of GT in EFL essay writing and its function in language learning.</p> <p>Types of The Research Design The previous research used case study of qualitative and the present used Descriptive Qualitative.</p>
4	"Using Google Translate to Write English Thesis Abstracts (Grammar Error Analysis)" by Mulyadi and Dini Hidaati (2021).	Both of research conducted additional research on the use of Google Translate in EFL writing instruction.	<p>Research Subject The previous research At post graduate program Jakarta Islamic University present research at second grade of MTS AT-THOHIRIYAH</p> <p>Research Focus The previous research focus on English thesis abstracts of post graduate students and the present research focus on the use of GT</p>

No	Researcher's Name and Title	Similarities	Differences
			<p>on the teaching Writing.</p> <p>Types of the Research Design</p> <p>The previous research used descriptive approach and the present used descriptive qualitative</p>
5	<p>A paper titled "Google Translate and Its Role in Academic Writing for University Students" was published in 2021 by Intan Fibriana, Sukma Nur Ardini, and Laily Nur Affini.</p>	<p>Both of research</p> <p>Looking into the usage of Google Translate in student writing in more detail.</p>	<p>Research Subject</p> <p>conducted with 2020 students enrolled in Universitas PGRI Semarang's fifth semester. and present research at second grade of MTS AT-THOHIRIYAH</p> <p>Research Focus</p> <p>Previous research has focused to assess Google Translate as a translation tool utilized in university students' academic work in the English Education Department and the present research focus on the use of GT on the teaching Writing.</p> <p>Types of the Research Design</p> <p>The previous research used descriptive qualitative method and the present used descriptive qualitative</p>
6	<p>An article journal written by Dhony Setiawan and Ahmad Munawaruzaman "The Use of Google Translate on English Writing Ability"</p>	<p>Both of research</p> <p>Examining Google Translate's application in English learning in further detail</p>	<p>Research Saubject</p> <p>The research was conducted at SMK Negeri 2 Tangerang Selatan with a population of class XI. And present research at</p>

No	Researcher's Name and Title	Similarities	Differences
	(2023).		<p>the second grade of Mts AT-Thohiriyah</p> <p>Research Focus Previous The goal of the research has been to determine how Google Translate affects English writing. learning undertaken by students and the present research focus on the use of GT on the teaching Writing.</p> <p>Types of the Research Design The previous research used qualitative approach and the present used descriptive qualitative</p>
7	<p>An article Andi Wirantaka and Mahdiana Syahri Fijanah's journal article, "Effective Use of Google Translate in Writing," was published in 2021.</p>	<p>Both of research Investigating increase the utilization of Google Translate in writing at EFL students.</p>	<p>Research Subject Conducted at A Yogyakarta, Indonesian university's English Education Department and present research at second grade of MTS AT-THOHIRIYAH</p> <p>Research Focus Previous The perception of teachers regarding the efficient use of Google Translate (GT) in students' writing has been the subject of research. and the present research focus on the use of GT on the teaching Writing.</p> <p>Types of the Research Design The previous research used qualitative</p>

No	Researcher's Name and Title	Similarities	Differences
			approach and the present used descriptive qualitative

In conclusion, the similarity between the current research and previous research is using Google Translate in English language learning. The differences are: First, the research design of the previous research used quantitative and the current research used descriptive qualitative. Second, the research problem in previous research examined the application of Google Translate resources for essay writing instruction. And the current research is about how to use Google Translate in teaching paragraph writing in recount text for EFL students.

B. Theoretical Framework

1. Artificial Intelligence

The goal of the computer science discipline known as artificial intelligence (AI) is to create computer systems that can carry out tasks that require human intervention²⁶. With just a few mouse clicks or smartphone taps, AI online translation tools are by far the most accessible and user-friendly AI systems²⁷. In the context of drafting and editing, AI can be used to speed up the writing process, provide content improvement suggestions, and increase efficiency in editing. As artificial intelligence

²⁶Russell, Stuart J, and Peter Norvig. *Artificial Intelligence: A Modern Approach* (3rd ed.) (Englewood Cliffs, N.J : Prentice Hall, 1995), 1.

²⁷Shlomit Yanisky, Ravid, and Cynthia Martens. "From the Myth of Babel to Google Translate: Confronting Malicious Use of Artificial Intelligence -Copyright and Algorithmic Biases in Online Translation Systems". *Seattle University Law Review*. Vol.43:99 (2019) hal:104. <https://heinonline.org/HOL/LandingPage?handle=hein.journals/sealr43&div=7&id=&page>.

(AI) technology advances, we can anticipate more usage of artificial intelligence to improve work processes, increase productivity, facilitate language teaching and learning, especially for English language learners²⁸, and have a positive impact on various aspects of human life. While there are still challenges and ethical considerations that need to be overcome, AI's potential to help humans in a variety of fields continues to be a focus for future development and innovation.

AI has natural language processing (NLP), In the 1950s, NLP emerged as the nexus of artificial intelligence and linguistics²⁹ AI has natural language processing (NLP), namely drafting, editing and paragraphs, the explanation of NLP that AI has is as follows³⁰:

a. Drafting:

AI is used in drafting to generate text automatically, providing suggestions for words, sentence structure, and relevant content in the process of writing a document, proposal, or manuscript.

b. Editing

In editing, AI is employed to automate content editing procedures like detecting grammatical errors, correcting spelling, and providing

²⁸Wildana M. Giffari, Moh. Arif Mahbub, and Moch. Imam Machfudi. “Studi Naratif Mengeksplorasi Asisten Suara Google Di Efl Classroom: Suara Dari Guru Perguruan Tinggi Indonesia”. *Journal of Education: Theory, Research, and Development*. Vol 8, No.4 (2023). <http://dx.doi.org/10.17977/jptpp.v8i4.22253>.

²⁹Prakash M Nadkarni, Lucila Ohno-Machado, Wendy W Chapman, “Natural language processing: an introduction”. *Journal of the American Medical Informatics Association* Vol.18, Issue 5, September 2011, Pages 544–551, <https://doi.org/10.1136/amiajnl-2011-000464>

³⁰Vivi P Rantung,TEKNIK-TEKNIK PEMROSESAN BAHASA ALAMI (NLP).(Jawa Tengah: Lakeisha, 2023), 3.

overall content improvement suggestions to improve the quality of the final output.

c. Paragraph

AI helps in composing paragraphs with automatic text generation, grammar checking, content analysis, and editing. This helps speed up the writing process, improve content quality and editing efficiency in paragraphing.

2. Writing Indicator and writing assessment

Writing indicators and writing assessments are two things that are interrelated in developing writing skills. The following are some commonly used writing indicators and commonly carried out assessments:

a. Writing Indicator³¹:

- 1) Text Structure: A clear introduction, organized paragraphs, and a strong conclusion.
- 2) Cohesion and Cohesiveness: Using connecting words, references, and synonyms to maintain smoothness and connection between sentences and paragraphs.
- 3) The richness of Vocabulary: Uses more various precise and varied words and phrases.
- 4) Grammar and Spelling: Uses correct grammar, including the use of punctuation and accurate spelling.

³¹Graham, S., & Harris, K. R. "Writing and writing instruction in the classroom: A comprehensive approach". In Handbook of writing research. (2013). (New York: The Guilford Press). 311-326.

- 5) Ideas and Arguments: Convey main ideas clearly, and provide logical and organized arguments.
 - 6) Creativity: Using a unique writing style and presenting new ideas.
- b. Writing Assessment³²:
- 1) Grading Rubrics: Use clear, structured rubrics to assess various aspects of writing.
 - 2) Writing Quality: Assessing the suitability, completeness, and depth of the written content.
 - 3) Grammar and Spelling: Assess the correct use of grammar, use of punctuation, and accurate spelling.
 - 4) Text Structure: Assess clarity of writing structure, paragraph organization, and strong introduction and conclusion.
 - 5) Cohesion and Cohesiveness: Assessing the fluency and connection between sentences and paragraphs in writing.
 - 6) Creativity: Assess originality and creativity in writing style and idea development.
3. Writing Learning Media

The definition of media, media can be defined as a means or tool used to convey information, messages or content to the audience³³. Media can be print media such as books, periodicals, newspapers, and electronic media such as the internet, radio, and television, as well as social media

³² Stephens, Diane. "Standards for the Assessment of Reading and Writing. (Language Art; Urbana, 2013): 217-218.

³³ Michael Orey, Stephanie A. Jones, Robert Maribe Branch. Educational Media and Technology Yearbook. (New York: Springer, 2012). <http://link.springer.com/book/10.1007%2F978-1-4614-1305-9>

such as Facebook, Twitter, or Instagram. One of the hardest talents to master is writing; if the teacher incorporates suitable material into their lessons, it will be an enjoyable and engaging exercise Writing is one of the most difficult skills; if the teacher uses appropriate media in their instruction, it will be an enjoyable and engaging exercise³⁴. While writing learning media are all forms of facilities or tools used to facilitate the writing learning process³⁵. Some examples of writing learning media include textbooks, learning videos, computer software, interactive whiteboards, and smartphone applications. The use of writing learning media can help improve students' writing skills through various interesting and varied teaching methods. Online Learning Applications: Applications such as Google Docs, Microsoft Word, or Grammarly can be used to help students write and edit text more efficiently. The app can also provide grammar and spelling correction suggestions.

4. Google Translate usage in Teaching Writing

One of Google's online translating services is Google Translate. This service enables users to translate documents and texts and even web pages from instantly switching between languages. Google Translate uses natural language processing technology and artificial intelligence to

³⁴ Suparwoto Sapto Wahono and Kholidatul Afifah, "The Record Of Using Picture Series To Develop Students' Writing Skills," *Journal of English Education* Vol.10, No. 3,(October 2022): 965-974, <https://doi.org/10.25134/erjee.v10i3.6830>.

³⁵Van Lieshout, C., & Cardoso, W. Google Translate as a tool for self-directed language learning. *Language Learning & Technology*, vol.26, No.1 (2022), 1–19. <http://hdl.handle.net/10125/73460>.

produce automatic translations³⁶. However, Google Translate is not a direct writing learning medium, but can be applied as a tool in the process of learning to write. Google Translate is an online translation service that can help in translating text from one language to another. Below are some ways in which Google Translate can support students' writing learning³⁷:

- a. Text Translation: Students can use Google Translate to translate unknown words, phrases or texts in a foreign language while writing. This helps students understand the meaning of words they may not yet know.
- b. Grammar Check: Google Translate can also be used to check grammar and sentence structure in written texts. Students can use the translation feature to check grammatical correctness in their writing.
- c. Vocabulary Expansion: Students can use Google Translate to search for synonyms or other words with similar meanings. This helps in expanding vocabulary and word variety in writing.

5. Text Types

Text types refer to different styles or genres of writing that is used for various purposes, from providing information, entertaining, to inviting readers to do something. There are several types of text that are generally known, including:

³⁶Franz Josef Och, & Hermann Ney. A systematic comparison of various statistical alignment models. *Computational Linguistics*, Vol.29 No.1 (2003), 19-51. <https://aclanthology.org/J03-1002>

³⁷Kelly, Niamh, and Jennifer Bruen. "Translation as a pedagogical tool in the foreign language classroom: A qualitative study of attitudes and behaviours." *Language teaching research* 19.2 (2015): 150-168. <https://doi.org/10.1177/1362168814541720>

- a. Descriptive: Descriptive text is used to describe or explain an object, place or event in detail. The goal is so that readers can clearly imagine what is being described³⁸.
- b. Narrative: Narrative texts focus on the storyline that tells an event or experience. Usually consists of introduction, conflict, climax, and resolution³⁹.
- c. Exposition: Exposition text aims to provide information, explanation, or argument about a topic objectively. Writers usually present facts, data, and analysis to support their opinions.⁴⁰
- d. Argumentative: Argumentative text is used to convey the author's opinion or argument regarding a problem. The author will provide arguments and proof in favor of his opinion and invite readers to agree⁴¹.
- e. Recount: Recount text is a type of text that retells experiences or events that have occurred⁴². The goal is to provide information about what happened and how it happened. Narrative text includes various

³⁸Titan Nur Maulidiyah and Vidya Mandarani. "Analysis of Students' Difficulties in Writing Descriptive Texts Facing First Grade Students of Junior High School" *Education* Vol 8 No 1 (2023): <https://doi.org/10.21070/acopen.8.2023.3020>

³⁹Yolla Aprilia, Ummi Umara, and Rabukit Damanik. "the Effect of Story Face in Increasing the Student's Reading Comprehension of Narative Text of the Tenth Grade at SMK Swasta YPIS Maju Binjai". *JURNAL SERUNAI BAHASA INGGRIS*. Vol. 13 No.1 (2021). <https://ejournal.stkipbudidaya.ac.id/index.php/jd/issue/view/56>

⁴⁰Sri Widowati, Charlina Charlina, Elvrin Septyanti. "ERRORS IN USING AFFIXES OF EXPOSITION TEXT AT ELEVENTH-GRADE STUDENTS OF SMA NEGERI 1 TAPUNG HULU" *Journal PAJAR*. Vol 7, No 2 (2023). <http://dx.doi.org/10.33578/pjr.v7i2.9152>

⁴¹Kartin Lihawa. "Writing Indonesian Argumentative Text: A Development of Effective Teaching Modules at Smpn 6 in Gorontalo, Indonesia". *IJESSR*, Vol. 6, No.3 (2023). <https://doi.org/10.37500/IJESSR.2023.6308>

⁴²Maria Pasaribu, Viola Valentina, Yariani Talunohi, Alivian G Lumbanbatu, Azizah Husda. "Peer Editing to Enhance Student's Critical Thinking In Recount Text" *Journal of Academia in English Education*. Vol 4 No 1 (2023). <https://doi.org/10.32505/jades.v4i1.6268>

types of text that tell stories or events sequentially, and recount text is one form of narrative text. Recount text is a type of text that retells or records an event or experience that has occurred chronologically. Recount texts usually contain information about what happened, who was involved, where the event occurred, when the event occurred, and how the event occurred⁴³. The purpose of recount text is to provide a clear and detailed picture of an event to the reader.

Understanding different text types is essential for effective communication and writing, as each type serves a specific purpose and requires a unique approach in terms of content, structure, and style.

6. Assumptions About Implementation of Google Translate in Writing Learning.

The implementation of Google Translate in learning writing can have several assumptions that need to be considered:

- a. Reliance on Literal Translation: Google Translate users may tend to rely on the literal translation provided by the algorithm, without considering the precise context or the subtleties of the original language. This can result in a translation that is less accurate or does not match the actual meaning.⁴⁴

⁴³Anderson, Mark, and Kathy Anderson. *Type Text in English.* (Australia: Macmillan Education Australia RTY LTD, 2003).

⁴⁴Anh Tuan Pham, Y. Ngoc Nhu Nguyen, Loi Thang Tran, Khang Duy Huynh, Ngan Thi Kim Le, and Phuc Trong Huynh. "University Students' Perceptions on the Use of Google Translate: Problems and Solutions." *International Journal of Emerging Technologies in Learning* 17, no.4 (2022): 79–94. <https://doi.org/10.3991/ijet.v17i04.28179>.

- b. Limitations in Vocabulary and Idioms: Google Translate may not always be able to recognize special vocabulary, idioms or phrases that have special meaning in the original language. This can result in translations that are awkward or do not fit the desired context.⁴⁵
- c. Grammar and Spelling Errors: While Google Translate can help with grammar and spelling checking, the algorithm is not always perfect at detecting grammar or spelling errors. Users need to remain alert to possible errors in translation⁴⁶.
- d. Loss of Creativity and Personal Style: Excessive use of Google Translate can lead to loss of creativity and personal writing style. Automatic translations may not be able to capture the nuances and unique writing style of the author⁴⁷.
- e. Over-Dependence: Overuse of Google Translate can lead to over-reliance on the tool, thereby reducing students' ability to develop their writing skills independently⁴⁸.

By considering the assumptions above, Google Translate should be utilized carefully as an extra resource for writing instruction rather than as a replacement for true language comprehension. It is important for users

⁴⁵Ning, Ruochen. "The use of Google Translate and complementary resources by Chinese students: A case study writing in Catalan." *Technology in Second Language Writing*. (Routledge, 2022). 28-44.

⁴⁶Peichin Chang, Pin-ju Chen, Li-Ling Lai. "Recursive editing with Google Translate: the impact on writing and error correction" *Computer Assisted Language Learning: national taiwan normal university*. (2022) <https://doi.org/10.1080/09588221.2022.2147192>

⁴⁷Elisabet Titik Murtisari, Rindang Widiningrum, Joshua Branata, and Riana Devi Susanto. "Google Translate in Language Learning: Indonesian EFL Students' Attitudes." *Journal of Asia TEFL* 16, no.3 (2019.): 978–86. <https://doi.org/10.18823/asiatefl.2019.16.3.14.978>.

⁴⁸Seçkin Can. "Instructors' Perceptions of Students' Google Translate Use in Language Learning" *Soylem Journal of Philology*. 474 - 482, (25.02.2023). <https://doi.org/10.29110/soylemdergi.1186593>

to continue to develop their writing skills independently and pay attention to originality, accuracy and diversity in language use.



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J E M B E R

CHAPTER III

RESEARCH METHODS

This chapter consists of various topics, including Research Design, Location of the Research, Subject of the Research, Data Collection Technique, Data Analysis, and Validity of Data. The explanation of these terms is as follows.

A. Research Design

This study employs a qualitative methodology using a descriptive research design. When the problem needs to be explored, when a thorough understanding is needed, when the researcher wants to write in a flexible literary style, and when the researcher is attempting to comprehend the participants' context or background, a qualitative approach is a highly appropriate method to use for this research problem⁴⁹. The definition above states that a qualitative approach is used to identify problems in research with true participants. All research suggests being more specific than generalizing. In addition, qualitative research is a type of social science research that gathers and analyzes data using human observation and discussion.

One of the qualitative research types is descriptive research, also known as taxonomy research. It is stated that the purpose of descriptive research is to investigate or elucidate a symptom, phenomena, or social

⁴⁹Creswell, John Ward, and Cheryl Poth. *Choosing among Five Approaches Choosing among Five Approaches*. (England: SAGE, 2018). FiveApproaches,2007,https://www.researchgate.net/profile/RulinawatyKasmad/publication/342229325_Second_Edition_QUALITATIVE_INQUIRY_RESEARCH_DESIGN_Choosing_Among_Five_Approaches/links/5eec7025458515814a6ac263/Second-Edition_QUALITATIVE-INQUIRY-RESEARCH-DESIGN-Choosing-Among.

reality⁵⁰. Descriptive qualitative is a type of qualitative research with the aim of examining or verifying phenomena in social reality.

In accordance with the title taken by the researcher: “The Use of Google Translate to Teach Writing Paragraph of Recount Text at the EFL Students of the Second Grade Mts At-Thohiriyah” The school has used Google Translate in English learning, and explored it based on research objectives. The aim of the research is to find out how to implement the use of Google Translate to Teach Writing Paragraph of Recount Text at the EFL Students of the Second Grade Mts At-Thohiriyah. Therefore, the reason researchers use Qualitative Descriptive is to explain or describe a situation, event, object or person, or anything related to variables that can be explained either with numbers or words.

B. Location of the Research

Researchers chose the location at Mts At-Thohiriyah Mrawan, Jember, East Java. MTS AT-THOHIRIYAH is one of the schools in Jember. This school is far from the city, and even though this school is far from the city, the quality of this school is not far from other schools. The facilities at this school are quite complete, starting from classrooms, sports fields, libraries, offices, bathrooms and computer labs. Researchers chose this location because this location had never been researched by students at UINKHAS (Kiai Haji Achmad Siddiq State Islamic University) Jember.

⁵⁰ Ph.D. Samsu, S.Ag., M.Pd.I., *Metode Penelitian*, 2017,p.65.

C. Subject of the Research

The subjects of this research used Purposive Sampling. Purposive sampling is a method of gathering data sources while taking specific factors into account. The chosen is thought to know the most about what to expect, or perhaps as the person in command, so it will be simpler for researchers to investigate an object or the social context under study.⁵¹ This sample strategy is appropriate for use in case studies, evaluation studies, and other qualitative data-based research projects.⁵² In order to ensure the validity of the data they collected, the researchers employed this technique to identify the appropriate informants. Informants for this research were:

- 1., Rochmatul Hasanah, S.Pd (English teacher)
2. Class VIII 8 Students

D. Data Collection Technique

Researchers utilize data collection techniques to gather information from research samples and data sources. The following are the data collection methods employed in this study⁵³. There are several data collection techniques that has been used in this research, there are:

1. Observation

Observation is a unique observation and systematic note by one or several aspects of the problem of research, with the obtaining of data needed to solve the problem. The principal approach for gathering data is

⁵¹Sugiyono, "Metode Penelitian (Kuantitatif, Kualitatif, dan R&D)", (Bandung, Alfabeta, 2017), p.218

⁵²Endang Mulyatiningsih, "Riset Terapan Bidang Pendidikan Dan Teknik," 2011, p.12.

⁵³Ph.D. Samsu, S.Ag., M.Pd.I., "Metode Penelitian", (Jambi, Pusaka Jambi, 2017), p.96.

observation. There are three different kinds of observation: group observation, unstructured observation, and participant observation. Because the researcher visited the site and watched the people there, participant observation was used in this study.

Through this observation, the main data obtained is to find out:

- a. The Implementation of the Use of Google Translate to Teach Writing Paragraph of Recount Text at the EFL Students of the Second Grade Mts At-Thohiriyah.

2. Interview

An interview is a conversation that the interviewer has with the interviewee in order to get information from them. Using an interview list, the author conducted guided direct interviews with the sources of the material in order to gather data. The purpose of this interview is to examine the observational data. Structured interviews, semi-structured interviews, and unstructured interviews are the three types of interviews.

Semi-structured interviews were employed in this study; they are more flexible than structured interviews. This interview's goal is to identify the issues in a more transparent manner, allowing the informants to share their thoughts and opinions. The researcher must pay close attention to the informant during the interview and take notes.

3. Documentation

The process of gathering information about objects or variables from notes, transcripts, books, newspapers, magazines, inscriptions,

meeting minutes, leggers, etc. is known as documentation. The documentation approach is used to gather information on the problems' research in the form of notes and other papers. The documentation technique is a non-human resource that may be obtained easily because it is readily available. The documentation used in this study includes the following: a lesson plan, a syllabus, and images of learning activities.

E. Data Analysis

Analyzing the data comes next in a research study after information is gathered through observation, interviews, and document analysis. In the qualitative research context, data analysis is the process of systematically searching for and gathering data into categories, classifying them into units, arranging them into patterns, choosing what is significant, and drawing findings that the researcher and others easily understand. Thus, the researcher employed an interactive model to examine the data. The interactive models that Miles and Huberman, highlight include data condensation, data display, and conclusion drawing.

1. Data Condensation

Data condensation is a concept used in qualitative data analysis to summarize, simplify, and organize complex data into a more focused and easy to understand form. This approach helps researchers to manage the large volume of data collected in qualitative research and extract relevant and significant information from the data.

2. Data Display

Data display in the context of qualitative data analysis refers to various methods and techniques for presenting data that has been analyzed visually so that it can be better understood. Data display is a way to communicate findings and results of qualitative data analysis to readers or stakeholders in a clear, systematic and easy to understand way.

3. Conclusion

When conducting qualitative data analysis, developing strong and informative conclusions is essential to illustrate the main findings of the research. The conclusion is an important part of a research report that provides a summary of the key findings, implications, and contributions of the research.

F. Validity of Data

There is a technique to acquire the data and verify its validity. A triangulation technique was employed in this study to verify the accuracy of the data.

Triangulation is a method that makes use of additional resources to verify the accuracy of data. The purpose of this approach is to verify or compare the information. Three different types of triangulation are there: source triangulation, time triangulation, and method triangulation. Triangulation of source and triangulation of method were employed in this study.

1. Triangulation of Sources

Source triangulation is an approach commonly used in qualitative research to ensure the reliability and validity of findings by using multiple different data sources, methods, theories, or researchers. For example, researchers want to compare the results of observations, interviews, and corroborate them with existing documentation.

2. Triangulation of Method

Triangulation of Method is a technique to assess the validity of evidence by utilizing two or more theories to compare and contrast. For example, this research uses interview to gather data. In interview, there are informants. Therefore, the information will be compared and adjusted to obtain understandable results.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists about findings and discussion. Presented and arranged contextually based on information collected from classroom observations, documentation, and interviews. Interview transcripts are used as evidence to illustrate the use of Google Translate in Teaching Writing recount text.

A. Research Findings

This research aims to know how to implement the use of Google Translate to teach writing paragraph on recount text at the EFL students of the second grade MTs AT-Thohiriyah. The contextual presentation and arrangement of the research findings are predicated on data gathered through classroom observations, documentation, and interviews. Transcripts of interviews are provided as examples of how to use Google Translate while teaching students to write recount texts.

1. The use of Google Translate to teach writing paragraph on recount text at the EFL students of the second grade MTs AT-Thohiriyah.

Teachers used Google Translate as a tool in Writing Learning to help students understand the material taught easily, and fulfill the curriculum's KD (Basic Competencies). Several stages have been implemented in Google Translate.

a. Explanation of Recount text

The meeting was conducted on Friday 2nd August 2024 and Friday 09th August 2024⁵⁴. In this meeting, The use of Google Translate to teach writing paragraph on recount text starts with a greeting, the recitation of Basmalah, questions about the students' situations, an attendance check, and approbation in the form of questions about the content that will be taught. Next, the teacher explained the material, learning objectives and the learning techniques to the students. The teacher explains the recount text by power point and explaining the meaning, purpose, and generic structure of the recount text. Then the teacher connects it to the students' daily lives, such as keeping a diary. After that, the teacher asks the students about where they went during their school holidays. Some students answered that during the school holidays they went to the beach, some went to grandma's house, some went fishing, and some just spent the holidays at home. The teacher continued his explanation by asking the students whether they had ever written a diary, because the teacher was sure that students often made notes in books about their daily activities.

⁵⁴Observation at Mts At-Thohiriyah, 2nd and 9th August 2024.



Figure 1 The students pay attention to the teacher's explanation

From the observation above, the researcher interviewed the teacher and the students to support the information. The information below was delivered by the English teacher, Miss Ana⁵⁵:

“In fact, students often make notes of their daily activities either in a book or on a piece of paper. By connecting this learning, namely recount text, with students' habits, it might make them more aware of the meaning of recount text.”

From the statement strengthened by the student, Alya⁵⁶ :

“I often write down my daily activities in a book, but I don't know yet that what I do is a recount text. When my teacher explained that writing a diary is a recount text, I indirectly knew that I could make a recount text.”

From the results of observations, interviews, and documentation. In this section, the teacher explains the meaning of the recount text and relates it to everyday life. The goal is for students to better understand the true meaning of the recount text. Students appear to follow the learning process well.

⁵⁵Observation at MTS AT-THOHIRIYAH, 2nd August 2024

⁵⁶Alya, Interviewed by researcher. 3rd August 2024

b. Use of Google Translate in learning

The second stage is using Google Translate in teaching writing. Before starting learning to use Google Translate. First, teacher explains the steps for using Google Translate. The students were directed to open Google, and then type 'Google Translate' in the search column. After that, the teacher explained to the students to select Indonesian in the language section to be translated and then select English in the translation section. And students listen to and see the teacher's explanation and practice of using Google Translate.

Because not all students bring cellphones, the teacher divides the 8th grade students into four groups, where each group consists of 5-6 students. After the groups have been formed, the teacher gives each group the task of making a recount text, and the teacher explains to each group that when writing a recount text, the orientation, event, and reorientation must be clear. After that, the teacher gave students time to discuss with their respective groups regarding the story they were going to write.



Figure 2. Students pay attention to the teacher giving instructions about Google Translate

From observation and documentation above, the Researcher interviewed the teacher and the student to obtain valid information. The information below was delivered by the English teacher, Mrs. Ana⁵⁷:

“The use of Google Translate is very effective and very helpful in learning English. Because English is a foreign language, students will not understand, because they do not have knowledge in foreign languages. Students need a dictionary to translate, especially now that there is Google Translate, so in my opinion it is very effective. However, there is a drawback, namely that students will not think, because in Google Translate students only create their text in Indonesian, then Google Translate will translate it into English. Unlike when students use a dictionary, they will really put together each word, even though there must be grammar mistakes in it.”

The observation strengthened by Siti’s interview⁵⁸:

“By using Google translate I was helped. I just made up the story then adjusted it to the recount text that had orientation, event and reorientation, then Google translate translated it into English.”

The statement was also delivered by the student, Aisyah⁵⁹:

“I always have trouble whenever there is English learning. Because I don't know the meaning of English words, at the beginning of the semester I had a dictionary, but I lost it somewhere. So by using Google Translate I feel helped, and translating becomes easier.”

The teacher knows the background of students' vocabulary knowledge, which has never studied and has no knowledge of English. So the teacher uses this Google Translate tool in learning, so that students can more easily translate English into Indonesian. The use of

⁵⁷Miss Ana, Interviewed by researcher. 9th August 2024

⁵⁸Siti, Interviewed by researcher. 3rd August 2024

⁵⁹Aisyah, Interviewed by researcher. 3rd August 2024

a dictionary is also good for students because students will really translate it word by word, but it will take a lot of time. The use of Google Translate is very efficient in learning English.

c. Presentation

Because the English learning time is on Friday, and on Friday the learning time is shorter than other days, the presentation stage of the students' group assignments is carried out during the next English lesson schedule⁶⁰. At this stage the teacher gives students time to discuss in advance about the assignments they have done in the previous meeting, and at this stage the students will present their assignments with their respective group members. Before each group comes forward to present their assignments, the teacher asks again about the material in the previous meeting, namely Recount text. the teacher makes sure that each student still remembers what recount text is, after making sure that students understand and still remember about recount text, the teacher invites each group to present in front of the class in turns, each student will have the opportunity to present their group assignments. After the first group has finished presenting their assignments, the teacher will ask the group the parts of the recount text such as the orientation, event, and reorientation. The teacher does this to ensure that students understand the generic structure of Recount Text. Likewise for the next group, the teacher always makes sure that

⁶⁰Observation at Mts At-Thohiriyah, 9th August 2024

each student understands the explanation last week about Recount Text.

Nama Pelampok
 Selly, Putri, Fatih, Dimas, Ubay, Tahan
 No. Jumas
 Date 2-08-24

P-Indo
 tahun lalu aku dan sahabatku pergi ke waterboom
 Liara jember 4.
 kami berangkat jam 7 pagi. Kami kesana naik
 sepeda tapi sayangnya di tengah perjalanan
 motor kita mogok.
 jadi, karena motor kami mogok, kami ke bengkel
 terdekat. Setelah selesai di servis kami lanjut
 jalan ke waterboom. Ternyata di waterboom banyak
 orang, orang mengantri membeli tiket, dan setelah
 itu kami pulang.
 Terjemah
 last year my best friend and i went to the
 Liara jember 4 waterboom.
 We left at 7 am. We went there by bike but
 unfortunately in the middle of the trip our
 motorbike broke down.
 So, because our motorbike broke down, we went
 to the service. After finished we continued
 on our way to the waterboom. It turned out that
 there were a lot of people queuing to buy tickets.
 and after that, we went home.

Figure 3. Student worksheet from group 1 (Recount Text)

Indonesia
 Sebulan lalu Nugie liburan ke rumah neneknya
 di Situbondo. Nugie dan keluarganya mencari
 ikan kakap dan kerang, lalu malam harinya
 bakak-bakak dan makan bersama keluarganya.
 dan paginya keesokan harinya pergi sama ayahnya
 mencari ikan lagi. Setelah oleh-oleh keesokan harinya
 Nugie dan keluarga pergi ke rumah neneknya
 dan berlibur. Pagi bersama keluarganya Nugie sangat
 senang berlibur ke rumah neneknya.
 inggris
 A month ago Nugie went on holiday to his
 grandmother's house in Situbondo. Nugie and his family
 looked for snapper and shellfish there in the evening.
 They grilled and ate with his family, and the next
 day Nugie and his father looked for fish again.
 For souvenirs the next day Nugie and his family
 went on the beach, playing in the waves and taking
 photos with his family. Nugie is very happy on holi-
 day at his grandmother's house.
 Kelompok
 Hidayat H. dewan
 Seteka darin
 Arkan
 Nugie.

Figure 4. Student worksheet from group 2 (Recount Text)

No : 02-08-29
Date: Jum'at

<input type="checkbox"/>	Nama kelompok
<input type="checkbox"/>	- Kharisma
<input type="checkbox"/>	- Aisyah (B)
<input type="checkbox"/>	- Ismilia
<input type="checkbox"/>	- Nafia
<input type="checkbox"/>	- Nuril
<input type="checkbox"/>	2 bulan yang lalu Santri at-thohiriyah pergi ke
<input type="checkbox"/>	gunung Pasang yang lokasinya di Pantai disana Santri
<input type="checkbox"/>	akan berkemah. Santri berangkat meninggalkan Pontes
<input type="checkbox"/>	Puku 08.00 Pagi. menggunakan bus dalam perjalanan
<input type="checkbox"/>	kesana kita sangat senang karena kita sangat senang
<input type="checkbox"/>	karena kita akan pergi ke lancak gunung yang di
<input type="checkbox"/>	sana terdapat air terjun yang sangat indah dalam
<input type="checkbox"/>	perjalanan kelancak kita difasilitasi dengan pemandangan
<input type="checkbox"/>	yang indah dan di perjalanan juga terdapat sumber-
<input type="checkbox"/>	sumber air mineral yang menyenangkan kita. sangat
<input type="checkbox"/>	senang pergi berlibur kesana.
<input type="checkbox"/>	
<input type="checkbox"/>	Terjemah es ♥
<input type="checkbox"/>	2 months ago the students of AT-THOHIRIYAH went
<input type="checkbox"/>	to mount Tire which is located at the or
<input type="checkbox"/>	phorage. There the students will camp. The students
<input type="checkbox"/>	left the islamit boarding school at 08.00 in the
<input type="checkbox"/>	morning using a bus on the way there. we were
<input type="checkbox"/>	maint Taneau where there is water. very

Work hard stay positive

Figure 5. Student worksheet from group 3 (Recount Text)

<input type="checkbox"/>	Nama kelompok	<input type="checkbox"/>	beautif water fall. on the way to Teak we
<input type="checkbox"/>	- Kharisma	<input type="checkbox"/>	were amazed by th beautiful views
<input type="checkbox"/>	- Aisyah (B)	<input type="checkbox"/>	and on the way
<input type="checkbox"/>	- Ismilia	<input type="checkbox"/>	ther were also sources of refreshing
<input type="checkbox"/>	- Nafia	<input type="checkbox"/>	mineral water.
<input type="checkbox"/>	- Nuril	<input type="checkbox"/>	We are Very happy to go on holiday there.
<input type="checkbox"/>	2 bulan yang lalu Santri at-thohiriyah pergi ke	<input type="checkbox"/>	
<input type="checkbox"/>	gunung Pasang yang lokasinya di Pantai disana Santri	<input type="checkbox"/>	
<input type="checkbox"/>	akan berkemah. Santri berangkat meninggalkan Pontes	<input type="checkbox"/>	
<input type="checkbox"/>	Puku 08.00 Pagi. menggunakan bus dalam perjalanan	<input type="checkbox"/>	
<input type="checkbox"/>	kesana kita sangat senang karena kita sangat senang	<input type="checkbox"/>	
<input type="checkbox"/>	karena kita akan pergi ke lancak gunung yang di	<input type="checkbox"/>	
<input type="checkbox"/>	sana terdapat air terjun yang sangat indah dalam	<input type="checkbox"/>	
<input type="checkbox"/>	perjalanan kelancak kita difasilitasi dengan pemandangan	<input type="checkbox"/>	
<input type="checkbox"/>	yang indah dan di perjalanan juga terdapat sumber-	<input type="checkbox"/>	
<input type="checkbox"/>	sumber air mineral yang menyenangkan kita. sangat	<input type="checkbox"/>	
<input type="checkbox"/>	senang pergi berlibur kesana.	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>	Terjemah es ♥	<input type="checkbox"/>	
<input type="checkbox"/>	2 months ago the students of AT-THOHIRIYAH went	<input type="checkbox"/>	
<input type="checkbox"/>	to mount Tire which is located at the or	<input type="checkbox"/>	
<input type="checkbox"/>	phorage. There the students will camp. The students	<input type="checkbox"/>	
<input type="checkbox"/>	left the islamit boarding school at 08.00 in the	<input type="checkbox"/>	
<input type="checkbox"/>	morning using a bus on the way there. we were	<input type="checkbox"/>	
<input type="checkbox"/>	maint Taneau where there is water. very	<input type="checkbox"/>	

Work hard stay positive

Make your self proud

Figure 6 Student worksheets from group 4 (Recount Text)

The documentation above is a student worksheet, at this stage students are asked to discuss where the parts of the recount text (orientation, event, and reorientation) are with the group. Students are required to be active in the group in contributing their ideas in writing the recount text and presenting it in front of the class, then determining the orientation, event, and reorientation correctly as explained by the teacher in the previous meeting.

The observation above was strengthened interviewed by The English teacher, miss Ana⁶¹:

“For the strategy that I use is PBL (Project Based Learning) and the learning model is cooperative learning. I form my students into groups, in each group I mix; there are active students and passive students. Actually, these passive students tend to be shy or reluctant to ask the teacher directly. When the teacher makes sure whether he understands, he will definitely answer understand, because he is embarrassed to ask. So by forming a group like that, students who tend to be shy or reluctant to ask the teacher, they can ask their friends, so the active students in the group act as a pulley for the passive students, so that in each group all students will actively follow the lesson.”

The statement is supported by the student, named Deven⁶²:

“I have difficulty every time I have English assignments because I am embarrassed to ask Miss Ana, actually, I don't understand yet but I just answer if I understand.”

Based on the data obtained by the researcher, in this section students need support from themselves as well as friends and people around them, so that students do not feel embarrassed to ask if they still do

⁶¹Miss Ana, Interviewed by researcher. 9th August 2024

⁶²Deven, Observation at Mts At-Thohiriyah, 3rd August 2024

not understand the material taught by the teacher, and they also need awareness that English is important, so that they do not give up on learning English.

2. The benefit of the use Google Translate to teach writing of paragraph recount text at the EFL students of the second grade MTs AT-Thohiriyah.

a. Benefits of Google Translate in Teaching Writing Paragraph Recount Text:

1) Ease of Access and Use: Google Translate is easy to access and use, helping students understand complex English texts and improve their vocabulary⁶³.

2) Increasing Motivation and Interest in Learning: Students find Google Translate helpful, especially those with limited vocabulary. This increases their motivation and interest in learning English.

3) Increasing Speed and Efficiency: Google Translate helps students translate texts quickly and efficiently, so they can focus on other aspects of writing, such as paragraph structure and content⁶⁴.

b. Disadvantages of Google Translate in Teaching Writing Paragraph Recount Text:

⁶³ Dhony Setiawan, and Ahmad Munawaruzaman. "Penggunaan Google Translate pada Kemampuan Menulis Bahasa Inggris." *Aufklarung: Jurnal Pendidikan, Sosial Dan Humaniora* Vol.3, No.2 (2023): 60-66. <http://pijarpemikiran.com/index.php/Aufklarung/article/view/513>

⁶⁴Hida Maulida. "Persepsi Mahasiswa Terhadap Penggunaan Google Translate sebagai Media Menerjemahkan Materi Berbahasa Inggris " *Jurnal Saintekom*, Vol.7 , No.1 , Maret (2017). <https://doi.org/10.33020/saintekom.v7i1>

- 1) Reliance on Literal Translation: Students may rely too much on Google Translate's literal translation without considering the context and nuances of the language.
- 2) Limitations of Vocabulary and Idioms: Google Translate may not always be able to recognize special vocabulary, idioms, or phrases that have special meanings in the original language.
- 3) Grammar and Spelling Errors: While Google Translate can help check grammar and spelling, its algorithm is not always perfect.
- 4) Loss of Creativity and Personal Writing Style: Excessive use of Google Translate can cause students to lose their creativity and personal writing style.
- 5) Over-dependence: Excessive use of Google Translate can cause students to become too dependent on this tool, reducing their ability to develop writing skills independently.

Google Translate is a tool that can help students learn to write recount text paragraphs, but its use must be wise. It is important to help students understand the limitations and weaknesses of Google Translate, and encourage them to develop writing skills independently.

B. Discussion

This part discusses related data from observations, interviews, and documentation found in the field with relevant theory. The following discussion is described based on the research focus that has been presented.

Google Translate is a statistical translation service and multilingual neural machine developed by Google. According to Newmark⁶⁵, translation is translating the meaning of a text into another language according to the author's intention. Meanwhile, as conveyed by Wuryantoro⁶⁶, translation is a way to transfer messages from one language to another, in terms of meaning and language form. By translating a language, we also learn languages, both source and target languages. Google Translate was first introduced in April 2006 as a statistical machine translation service. The use of Google Translate has several stages in the learning process. The use of Google Translate in teaching writing recount text was carried out on Friday, August 2 for approximately 55 minutes.

1. The use of Google Translate to teach writing paragraph on recount text at the EFL students of the second grade MTs AT-Thohiriyah.
 - a. The first is Explanation of Recount text

At this stage, the teacher provides an explanation of Recount Text to students. The teacher explains to students about the meaning, purpose and generic structure of Recount Text, the teacher provides examples by relating it to students' real lives, namely making a diary or notes of students' daily activities. The purpose of this stage is to help students easily understand the true meaning of Recount Text. The teacher displays the material in the form of a power point so that students are interested in the material being taught. Based on the data,

⁶⁵Newmark, P. (1988). *A Textbook of Translation*. London: Prentice Hall International

⁶⁶Wuryantoro, Aris. "Analisis Hasil Terjemahan dalam Pengajaran Penerjemahan." *E-Journal IKIP PGRI Madiun* (2015): 13-14.

the first step, students are given an explanation of Recount Text by relating it to their daily lives, this can help students understand and create recount texts. Related to the data, Nursati et al. stated that CTL (Contextual Teaching Learning) is carried out in a natural learning process; this CTL can help teachers to correlate between subject matter and students' real lives.⁶⁷

b. The second stage is the Use of Google Translate in learning

The second stage is the use of Google Translate in writing learning. Google Translate provides translation and is quickly accessible, helping students understand complex language texts and improve vocabulary. Previous research shows that most students feel helped by Google Translate in academic writing. However, there are also a small number of students who disagree with the use of Google Translate. Furthermore, previous research shows that many students feel less confident in writing without the help of Google Translate. However, there are also students who feel optimistic in writing without the help of Google Translate⁶⁸. In another study it was shown, where the results of the study through interviewing students, it can be seen that out of 10 students, 3 students do not always use Google Translate in learning English, while 3 sometimes use it, and 4 students often. 7 out of 10

⁶⁷Yuli Bangun Nursanti, Dewi Rochsantiningsih, Soetarno Joyoatmojo, Budiyono. "Mathematics Education Model In Indonesia Through Inquiry-Based Realistic Mathematics Education Approach To Improve Character". *International Journal of Education And Research*. Vol. 4 No. 9 (2016), pp. 323-332.

⁶⁸Fibriana, intan and ardini, sukma nur and Affini, Laily Nur. Google Translate And Its Role In Academic Writing For University Students. *Journal of Advanced English Studies*. Vol.1, No.4 (Feb 2021).pp. 26-33. <http://eprints.upgris.ac.id/id/eprint/1391>

students stated that they copy, write, or type sentences, paragraphs or even Indonesian texts that they want to translate with Google Translate in learning to write. Meanwhile, the other 3 students use Google Translate to translate only words that are foreign to them. The next result found is that the 10 students stated that the good impact they get when using Google Translate when writing English is that they know the meaning of vocabulary that they don't know and makes it easier for them in the learning process itself. However, of the 10 students, they also admitted that there were negative impacts that they felt due to the use of Google Translate when learning to write English, such as making them dependent on Google Translate, making them lazy to think about learning new vocabulary, not knowing whether the translation was right or wrong and making them lazy to open a dictionary or even ask their peers and teachers.⁶⁹ Previous studies have shown that most students have difficulty completing English writing assignments without the help of Google Translate. Many students cited limited vocabulary and lack of confidence as the main reasons for their difficulties. They also stated that writing without Google Translate takes longer, although they acknowledge that the tool can help improve the quality of their writing. However, a group of students

⁶⁹Dhony Setiawan, and Ahmad Munawaruzaman. "Penggunaan Google Translate pada Kemampuan Menulis Bahasa Inggris." *Aufklarung: Jurnal Pendidikan, Sosial Dan Humaniora* Vol.3, No.2 (2023): 60-66. <http://pijarpemikiran.com/index.php/Aufklarung/article/view/513>

stated that they did not have difficulty completing English writing assignments without the help of Google Translate⁷⁰.

c. The third is presentation

At this stage, students are asked by the teacher to present the assignments they have written. In this session, each group takes turns to present their assignments in front of the class. The teacher tries to ask some questions, the questions given are general questions about what a recount text is and what are the structures of the recount text (orientation, event, and reorientation) in their assignments. Based on the data in the third stage, the teacher ensures that students really understand the purpose of the recount text. This stage can improve students' writing skills and for the assessment at this stage the teacher focuses on the results of each group's writing and how students work together in delivering their writing results. This is related to the theory presented by Stahl, according to him the cooperative learning method is a learning method that places students as part of a cooperative system in achieving optimal results in learning⁷¹.

⁷⁰Timotius Pradana Adisetya. Moelyono (2023) "Google Translate in EFL Freshmen's Writing Assignments: Uses, Awareness of Benefits and Drawbacks, and Perceived Reliance" *Journal for Language and Foreign Language Learning*. Vol. 12, No. 1, April 2023, pp. 47-66. doi.org/10.21580/vjv12i217446.

⁷¹Solihatin, Etin. *Cooperative Learning Analisis-Analisis Pembelajaran IPS*. (Jakarta: PT Bumi Aksara, 2007).

2. The benefit of the use Google Translate to teach writing of paragraph recount text at the EFL students of the second grade MTs AT-Thohiriyah.

a. Benefits of Google Translate in Teaching Writing Paragraph Recount Text:

This study shows that Google Translate can be useful in teaching recount text writing. Students can use Google Translate to:

- 1) Improve Vocabulary: Google Translate helps students discover new vocabulary they may not have known.
- 2) Facilitate Understanding of Structure: Students can use Google Translate to understand and apply English sentence structure in their writing.
- 3) Improve Writing Speed: Google Translate can help students translate their ideas quickly, so they can focus on other aspects of writing, such as paragraph structure and content.
- 4) Increase Motivation: Google Translate can help students feel more confident in writing, especially for those with limited vocabulary.

b. Limitations of Google Translate in Teaching Recount Text Writing

- 1) Over-Reliance: Students may rely too much on Google Translate, which hinders the development of their independent writing skills.
- 2) Translation Errors: Google Translate is not always accurate in translating, especially in complex or idiomatic contexts.⁷²

⁷² Fahmi Hidayat and Ahmad Khoiril Anam. "Respons Penerjemahan melalui Google Translate terhadap Kata, Nama, dan Istilah-Istilah Lokal Berbahasa Indonesia ke Dalam Kalimat Berbahasa Inggris." *NITISARA: Jurnal Ilmu Bahasa*. Vol. 01 No. 02, (2023): 56-62. <https://doi.org/10.30998/ntsr.v2i1>

- 3) Loss of Creativity: Over-reliance on Google Translate can cause students to lose their creativity and personal writing style⁷³.



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⁷³ Nur Fitriani , Maemuna Muhayyang and Ulil Amri. "Analisis Dampak Google Terjemahan pada Keterampilan Menulis Siswa" *PINISI Journal of Education*, Vol 1, No 1 (2021). <https://ojs.unm.ac.id/PJE/article/view/25834>

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two points, there are the conclusion and the suggestion. A conclusion was made to summarize the entire research chapter and Suggestions can be used as a reference for further research. The conclusions and suggestions are as follows.

A. Conclusion

This study shows that Google Translate can be an effective tool in improving the ability to write recount text paragraphs for EFL students in grade VIII MTs At-Thohiriyah. The results of the study show that Google Translate helps students in Understanding the structure of recount texts, Finding new vocabulary, Improving grammatical accuracy, Increasing motivation and interest in learning. This study found that Google Translate can be integrated into learning to write recount texts in the following ways and steps:

1. Introducing Google Translate: The teacher explains the function and how Google Translate works to students.
2. Guiding usage: The teacher guides students in employing Google Translate to translate challenging phrases or terms and reminding them to verify the translation's accuracy
3. Making exercises: The teacher provides exercises in writing recount texts using Google Translate as a tool.

4. Evaluation and feedback: The teacher provides evaluation and feedback to students on the use of Google Translate in writing recount texts.

Based on the research conducted on the benefits and disadvantages of using Google Translate in teaching writing recount text paragraphs among EFL students at MTs At-Thohiriyah, several important points can be concluded:

1. Benefits of Google Translate: Google Translate has been proven to be useful in helping EFL students understand and write recount texts. This tool provides easy access to new vocabulary, speeds up the translation process, and improves students' understanding of English sentence structure.
2. Increasing Student Motivation: Students feel more confident and motivated to write when using Google Translate. This tool provides the necessary support for students who have limitations in vocabulary and grammar.
3. Limitations of Google Translate: Although Google Translate has many benefits, there are several limitations that must be considered, such as excessive dependence on this tool, translation errors, and the potential for loss of creativity in writing. This indicates the need for supervision and guidance from teachers in using this tool.
4. The Importance of Developing Independent Writing Skills: This study emphasizes the importance of developing independent writing skills among EFL students. The use of Google Translate as a tool must be

balanced with diverse writing exercises that focus on aspects such as sentence structure, vocabulary use, and writing style.

5. Recommendations for Effective Use: To maximize the benefits of Google Translate, teachers are advised to guide students in its use and encourage them to develop independent writing skills. Teaching effective writing strategies is also essential so that students can learn to write well without relying entirely on the tool.
6. Further Research: It is recommended that further research be conducted to explore the effectiveness of using Google Translate in a wider English language learning context, including other text types and its impact on the development of overall English language skills.

The use of Google Translate in teaching recount text writing for EFL students has great potential, but it must be balanced with the development of independent writing skills. Teachers have an important role in guiding students in using this tool effectively and encouraging them to continue developing their writing skills.

B. Suggestions

At the end of this study, the researcher provides the following suggestions in the use of Google Translate in writing learning:

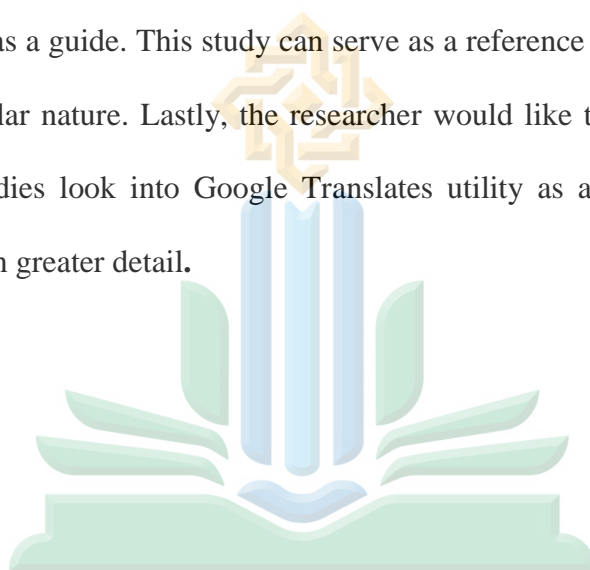
1. For English teachers

In language learning, using learning aids can be one way to achieve learning goals. Google Translate is an easy-to-use translation tool in learning, teachers should use Google Translate selectively as a learning

aid while prioritizing the development of students' natural language skills. Teachers can educate students about the shortcomings and limitations of Google Translate so that they use this tool wisely.

2. For Further Researchers

The researcher hopes that other researchers who bring up the subject of employing Google Translate for writing instruction can use the study's findings as a guide. This study can serve as a reference for future research of a similar nature. Lastly, the researcher would like to recommend that more studies look into Google Translates utility as an aid for learning English in greater detail.



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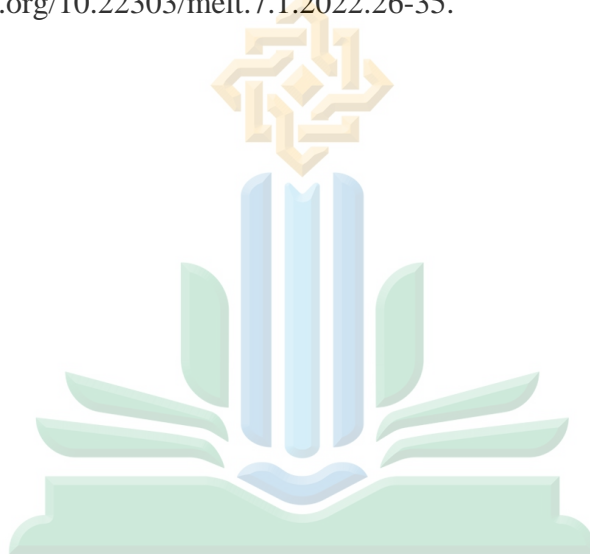
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Appendix I: Declaration

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Siti Afifatur Rohmah
 Place, date of birth : Jember, 19 May 2001
 Address : Ds. Mrawan, Kec. Mayang Kab. Jember
 Faculty : Education and Teaching Training
 Program : English Education

State that thesis entitled "The Use Of Google Translate To Teach Writing Paragraph of Recount Text At The EFL Students of the Second Grade Mts At-Thohiriyah" is truly my own work. Except for those cited in quotation and bibliography, it does not include any writings or publications that have already been authored or published by another individual. And the only person accountable in anyone objected is me.

Jember, 30 November 2024

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Siti Afifatur Rohmah
NIM: 204101060007

Appendix II: Matrix

MATRIX

Title	Variables	Indicator	Source of Data	Research Design	Research Focus
The use of Google Translate to teaching writing paragraph in recount text at the Second Grade MTs AT-Thohiriyah	<ol style="list-style-type: none"> 1. Google Translate 2. Writing Paragraph 3. Recount text 	<ol style="list-style-type: none"> a. Translate text on the Google site a. Context b. Organization c. Grammar d. Mechanic a. Grammatical features b. Types of recount text c. Social function of recount text. 	<ol style="list-style-type: none"> 1. Primary Data: <ol style="list-style-type: none"> a. Interview: <ol style="list-style-type: none"> a) English teacher of MTs AT-Thohiriyah b) Student's second grade of MTs AT-Thohiriyah b. Documentation: <ol style="list-style-type: none"> a) Syllabus b) Student's Score c) Teacher evaluation and grade records 2. Secondary Data: <ol style="list-style-type: none"> a. Observation b. References 	<ol style="list-style-type: none"> 1. Research Design <ol style="list-style-type: none"> a. Qualitative 2. Type of Research: <ol style="list-style-type: none"> a. Case Study 3. Data Collecting Technique <ol style="list-style-type: none"> a. Observation b. Interview <ul style="list-style-type: none"> • English Teacher • Students second grade of MTs AT-Thohiriyah c. Documentation 4. Data analysis <ol style="list-style-type: none"> a. data collection b. presentation of data c. conclusion miles and huberman 5. Validity Data <ol style="list-style-type: none"> a. Triangulation Technique. 	<ol style="list-style-type: none"> 1. How to implement the use of Google Translate to teach writing paragraph on recount text at the EFL students of the second grade MTs AT-Thohiriyah ?

Appendix III: Letters



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://itik.uinkhas-jember.ac.id](http://itik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-7364/In.20/3.a/PP.009/07/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Madrasah Tsanawiyah At-Thohiriyah
 Dusun Rowo desa Mrawan Kec. Mayang Kab. Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 204101060007
 Nama : SITI AFIFATUR ROHMAH
 Semester : Semester delapan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The use of Google translate to teach writing paragraph of recount text at the EFL students of the second grade MTs At-Thohiriyah " selama 28 (dua puluh delapan) hari di lingkungan lembaga wewenang Bapak/Ibu Purwadi, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 30 Juli 2024

Dekan,
 Wakil Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER



KHOTIBUL UMAM



مدرسة الثانوية الطاهرية
LEMBAGA PENDIDIKAN ISLAM
MADRASAH TSANAWIYAH ATTHOHIRIYAH
JL. KH. Moch. Thohir No. 09 Mrawan – Mayang Jember
Telp : (0331) 7841921 E-Mail : mtsatt@yahoo.com

SURAT KETERANGAN

Nomor : 0660/SK.P/MTS.AT/X/2024

Yang bertanda tangan dibawah ini :

Nama : Purwadi S.Pd
NIP : -
Jabatan : Kepala Madrasah
Unit kerja : MTs.At Thohiriyah
Instansi : Kementerian Agama

Dengan ini menerangkan bahwa :

Nama : Siti Afifatur Rohmah
Nim : 204101060007
Prodi : Tadris Bahasa Inggris







Benar benar telah selesai melakukan penelitian di MTs.At Thohiriyah Jember dengan judul The Use of Google translate to teach writing paragraph of recount text at the EFL students of the second grade MTs At-Thohiriyah.


Demikian Surat Keterangan ini dibuat dengan sesungguhnya dan sebenar-sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

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Appendix IV: Research Journal Activities

RESEARCH JOURNAL			
No	Day/ Date	Activity	Signature
1	30 th July 2024	The researcher confirm the research permission	
2	1 st August 2024	<ul style="list-style-type: none"> ➤ The researcher confirm with the English teacher. ➤ Researcher used class VIII at 9.15 - 10.20 am. 	
3	2 nd August 2024	Observe the use of Google translate to teach writing paragraph of recount text at the EFL students of the second Grade MTs at-thohiriyah.	
4	3 rd August 2024	Interview with the students on the 8 th grade of MTs At-Thohiriyah.	
5	9 th August 2024	<ul style="list-style-type: none"> ➤ Observe the use of Google translate to teach writing paragraph of recount text at the EFL students of the second grade MTs at-thohiriyah. ➤ Interview with the English teacher on the 8th Grade of MTs At-Thohiriyah. 	
6	10 th August 2024	Complete the Research data and document review	

7	30 th August 2024	The researcher ask a letter of research finishing	
---	------------------------------	---	---

Peneliti



Siti Afifatur Rohmah
NIM.204101060007

Jember, 30 August 2024

Kepala Madrasah



Purnawadi S.Pd



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Group 2

Stories From the Past Date: 2 - Agustus - 2024

Last Year, my Friends and i went to mount Bromo. We left

in the morning at around 07.00 WIB, we went there

by motorcycle. Unfortunately, on the way our friend's

motorcycle tire burst. and we were helped by someone to

the side of the road to repair our friend's motorcycle tire

which was punctured. After finishing repairing our

journey to mount Bromo

After traveling for about 2 hours we then rested at

a coffee shop, we rested for about 1 hour then we

continued our journey to mount Bromo. 2 hours later

we arrived at mount Bromo. we enjoyed the beautiful

view on mount Bromo, the beautiful scenery and cool

breeze made fatigue disappear. The feeling of wanting

to linger on mount Bromo, because its beauty and

coolness made us comfortable.

After we had fun and enjoyed the beauty of mount Bromo

we decided to go home. Our journey home was faster,

because we took a shortcut. After approximately 3

hours of traveling, we finally arrived at our respective

homes.

kelompok.

Alivah, Azza, Sitti, Cayla.

Group 3

No. Indonesia Date:

Sebelum lalu nugi liburan ke rumah neneknya

di Situbondo nugi dan keluarganya mencari

ikan kakap dan kerang, lalu malam harinya

bakar-bakar dan makan bersama keluarganya

dan paginya mereka pergi ke ^{negeri} Sempu ayahnya

mencari ikan lagi, untuk dia-dia, kecolakan kerangnya

nugi dan keluarga pergi ke pantai bermain air

dan berfoto-foto bersama keluarganya nugi sangat

senang berliburnya ke rumah neneknya

inggris

A man: ago, nugi went on holiday to his

grandmother's house in Situbondo, nugi and his family

looked for swapper and shellfish there in the evening.

They grilled and ate with his family, and the next

day nugi and his father looked for fish again.

For souvenirs, the next day nugi and his family

went on the beach playing in the waves and taking

photos with his family, nugi is very happy on holi

day at his grandmother's house.

kelompok.

Hicval H. dewan

Seleha davin

arkan

Nugie

Group 4

No : 02-08-29
Date, Jum'at

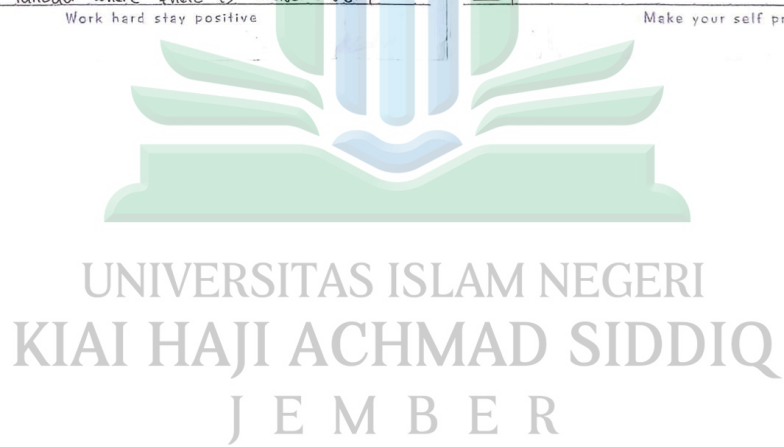
<input type="checkbox"/>	Nama kelompok
<input type="checkbox"/>	- Kharisma
<input type="checkbox"/>	- Aisyah (B)
<input type="checkbox"/>	- Ismailia
<input type="checkbox"/>	- Nafisa
<input type="checkbox"/>	- Nuril
<input type="checkbox"/>	2 bulan yang lalu santri at-thohiriyah pergi ke
<input type="checkbox"/>	gunung Pasang yang lokasinya di Parigi. disana Santri
<input type="checkbox"/>	akan berkemah. Santri berangkat meninggalkan Ponles
<input type="checkbox"/>	Puku 08.00 pagi. menggunakan bus dalam perjalanan
<input type="checkbox"/>	kesana kita sangat senang karena kita sangat senang
<input type="checkbox"/>	karena kita akan pergi ke lancak gunung yang di
<input type="checkbox"/>	sana terdapat air terjun yang sangat indah dalam
<input type="checkbox"/>	perjalanan kelancak kita difasilitasi dengan pemandangan
<input type="checkbox"/>	yang indah dan di perjalanan juga terdapat sumber-
<input type="checkbox"/>	sumber air mineral yang mengesankan kita. sangat
<input type="checkbox"/>	senang pergi bertukar kesana.
<input type="checkbox"/>	
<input type="checkbox"/>	Terjemah es ♥
<input type="checkbox"/>	2 months ago the students of AT-THOHIRIYAH went
<input type="checkbox"/>	to mount Tira which is located at the or
<input type="checkbox"/>	phoage. There the students will camp. The students
<input type="checkbox"/>	left the Islamit boarding school at 08.00 in the
<input type="checkbox"/>	morning using a bus on the way there. we were
<input type="checkbox"/>	mount Tancan where there is water. very

Work hard stay positive

No : _____
Date _____

<input type="checkbox"/>	beautif water fall . on the way to Tcaq we
<input type="checkbox"/>	were amazed by th beautiful views
<input type="checkbox"/>	and on the way
<input type="checkbox"/>	ther were air sources of reforting
<input type="checkbox"/>	mineral water .
<input type="checkbox"/>	We are Very happy to go on holida there.
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Make your self proud




Appendix VI: Silabus


SILABUS


Sekolah : MTs AT THOHIRIYAH
 Kelas : VIII (Delapan)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : 1 (Satu)
 Standar Kompetensi : **Menulis**

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1.Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan	Teks fungsional pendek berupa : - Undangan - Pengumuman - Pesan Singkat	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional	<ul style="list-style-type: none"> Melengkapi rumpang teks fungsional pendek Meyusun kata menjadi teks fungsional yang bermakna Menulis teks fungsional 	Tes tulis	Essay	1. <i>Write simple sentences based on the situation given.</i> 2. <i>Write an invitation/ an announcement / message based on the situation given.</i>	8 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan 1.Buku teks yang relevan 2.Gambar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lingkungan sekitar 6.2.Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk	Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i> Kalimat acak	3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks 1. Review ungkapan-ungkapan yang mendeskripsikan benda, orang atau tempat. 2. Menulis kalimat yang mendeskripsikan benda, tempat,	pendek  • Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i> • Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> • Menulis teks esai dalam	Tes tulis Tes tulis Tes tulis	<i>Completion</i> <i>Jumbled sentences</i> <i>Essay</i>	<ul style="list-style-type: none"> • <i>Complete the paragraph using the suitable words.</i> • <i>Rearrange the following sentences correctly.</i> • <i>Write an essay describing something or a certain place.</i> 	8 x 40 menit	terkait tema/topik 3.Benda-benda sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<i>descriptive</i> dan <i>recount</i>		<p>orang atau binatang berdasarkan gambar/realia.</p> <p>3. Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat.</p> <p>4. Menyusun kalimat acak menjadi teks deskriptif yang terpadu.</p> <p>5. Membuat draft teks deskriptif secara mandiri.</p> <p>6. Mengekspos teks</p>	<p>bentuk <i>descriptive</i></p> 					

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		descriptive yang ditulis di kelas.						


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Appendix VII: Classroom Profile

Classroom Profile

Class : VIII MTs. At-Thohiriyah

Students : 21

Male : 8 Students

Female : 13 Students

No	Name	Student ability level
1	Alma	Pre-elementary
2	Intan	Pre-elementary
3	Risma	Elementary
4	Fatma	Pre-elementary
5	Ismi	Pre-elementary
6	Aliya	Pre-elementary
7	Nafsah	Pre-elementary
8	Priska	Pre-elementary
9	Sella	Pre-elementary
10	Sazhe	Elementary
11	Noura	False Beginner
12	Sonya	Pre-elementary
13	Lala	Pre-elementary
14	Raksha	False Beginner
15	Defan	Pre-elementary
16	Rori	Pre-elementary
17	Nugi	Pre-elementary
18	Uzar	Elementary
19	Fathur	Pre-elementary
20	Delon	Pre-elementary
21	Yuta	Pre-elementary



Figure 7. Teaching and learning process

Student Ability Description

1. Alma, Intan, Fatma, Ismi, Aliya, Nafsah, Priska, Sella, Sonya, Lala, Defan, Rori, Nugl, Fathur, Delon, Yuta: These students are categorized as Elementary because they have a basic understanding of the material and can follow the learning with guidance. They may still need help to understand more complex concepts, but they can complete assignments with the help of a teacher.
2. Risma, Sazhe, Uzar: These students are categorized as Pre-elementary because they do not yet have a basic understanding of the material and need extra guidance. They may have difficulty understanding instructions and need extra help to complete assignments.
3. Noura: These students are categorized as False Beginners because they have very limited understanding and need intensive guidance. They may have just started learning English and need extra help to understand basic concepts.
4. Raksha: These students are categorized as Beginners because they have a basic understanding and can follow the learning with little guidance. They may already have some knowledge of English and can complete assignments with little help.

Appendix VIII: Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 3)**

Sekolah :
MTs At Thohiriyah
Mata Pelajaran :
Bahasa Inggris
Kelas/Semester :
VIII/ I
Materi Pokok : **Menyusun teks recount tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*)**
Skill : *Writing*
Alokasi Waktu : **2 JP x 40 menit (1 Pertemuan)**

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional.
 KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks	3.11.1 Menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana. 3.11.2 Menganalisis struktur teks personal recount tulis pendek dan sederhana. 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan

penggunaannya.	sederhana
4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	<p>4.11.2.1 Merangkai kata acak menjadi kalimat dalam <i>simple past tense</i>.</p> <p>4.11.2.2 Merangkai paragraf acak menjadi teks personal recount tulis pendek dan sederhana.</p> <p>4.11.2.3 Menyusun teks personal recount tulis pendek dan sederhana.</p>

Nilai karakter yang dikembangkan: jujur, disiplin, percaya diri, kerjasama, tanggung jawab

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, siswa diharapkan dapat:

1. Mengidentifikasi struktur teks recount (orientasi, events, reorientation).
2. Menentukan ciri khas kalimat dalam teks recount.
3. Menentukan fungsi sosial teks recount.
4. Meningkatkan kemampuan menulis teks recount dengan bantuan Google Translate.

D. Materi Pembelajaran

1. **Pengertian Recount Text:** Teks recount adalah teks yang menceritakan kembali suatu peristiwa atau kejadian yang telah terjadi.
2. **Struktur Recount Text:**
 - a. **Orientasi:** Bagian yang memperkenalkan topik dan latar belakang cerita.
 - b. **Events:** Bagian yang berisi urutan kejadian yang terjadi.
 - c. **Reorientation:** Bagian yang berisi kesimpulan atau komentar tentang kejadian yang diceritakan.
3. **Ciri Khas Kalimat dalam Recount Text:**
 - a. Menggunakan kata kerja lampau (past tense).
 - b. Menggunakan kata keterangan waktu (temporal adverb).
 - c. Menggunakan kata keterangan tempat (spatial adverb).
4. **Fungsi Sosial Recount Text:**
 - a. Untuk menceritakan kembali suatu kejadian.
 - b. Untuk berbagi pengalaman.
 - c. Untuk memberikan informasi tentang suatu peristiwa.

E. Metode Pembelajaran

1. Pendekatan: Scientific Approach
2. Model : Discovery Learning
3. Metode:
 - a. Diskusi
 - b. Tanya jawab
 - c. Penerapan Google Translate
 - d. Pemberian tugas

e. Presentasi

F. Media dan Bahan

1. Media:

- a. Gambar dan video
- b. Worksheet/Lembar kerja (siswa)
- c. Dictionary
- d. Google Translate.

2. Bahan ajar:

- a. Teks recount (contoh)
- b. Lembar kerja
- c. Alat tulis
- d. Laptop/Komputer

G. Sumber Belajar

1. Buku siswa: Wachidah, Siti, dkk. 2017. Bahasa Inggris "*When English Rings a Bell*" SMP/MTs Kelas VIII. Jakarta: Kemendikbud (Halaman 167-195).

H. Langkah – Langkah Pembelajar an Satu Pertemuan (2 JP/80 menit)

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
<p>Kegiatan Pendahuluan</p>	<ul style="list-style-type: none"> - Guru memberi salam. - Guru mengajak siswa memulai kegiatan pembelajaran dengan berdoa bersama. - Guru memeriksa kehadiran siswa. - Guru mengaitkan materi dengan pengalaman peserta didik atau dengan tema sebelumnya. - Guru menginformasikan materi yang akan dipelajari. - Guru memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari. - Guru menyampaikan tujuan pembelajaran dan penilaian pada materi. 	5 menit
	<p>Mengamati</p> <ul style="list-style-type: none"> - Guru menjelaskan tentang Google translate dan bagaimana penggunaannya. - Guru memberikan contoh membuat teks recount di Google Translate. - Guru membagi siswa ke dalam kelompok masing – masing berisi 4 anggota. 	10 menit

<p style="text-align: center;">Kegiatan Inti</p>	<ul style="list-style-type: none"> - Siswa secara berkelompok diminta untuk mengamati dan membaca sebuah teks personal recount tentang pengalaman pribadi seseorang. Kemudian siswa diminta untuk mengamati dan mencatat semua kata kerja (<i>verb 2</i>) yang dipakai dalam contoh teks personal recount tersebut. - Siswa secara berkelompok membuat teks recount menggunakan Google Translate. <p>Menanya</p> <ul style="list-style-type: none"> - Siswa menanyakan secara lisan terkait dengan teks personal recount tersebut (struktur teks, unsur kebahasaan). <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> - Siswa diminta untuk mengubah <i>verb1</i> ke <i>verb 2</i> dalam kalimat menggunakan <i>simple past tense</i>. (Mengisi kalimat rumpang) - Siswa diminta menggaris bawahi kata yang menunjukkan <i>conjunction</i> dan melingkari kata yang menunjukkan <i>past time expression</i>. - Siswa diminta menganalisis fungsi sosial teks personal recount tentang pengalaman pribadi seseorang. - Siswa diminta untuk menganalisis struktur teks personal recount tentang pengalaman pribadi seseorang. <p>Mengolah informasi</p> <ul style="list-style-type: none"> - Siswa secara berkelompok diminta merangkai kata acak menjadi kalimat dalam <i>simple past tense</i>. - Siswa secara berkelompok diminta merangkai paragraf acak menjadi teks recount yang sesuai dengan struktur teks menggunakan Google Translate. 	<p style="text-align: center;">5 menit</p> <p style="text-align: center;">10 menit</p> <p style="text-align: center;">35 menit</p>
	<ul style="list-style-type: none"> - Guru mengarahkan masing – masing kelompok untuk memilih dan menentukan salah satu pengalaman berwisata/ berpergian ke suatu tempat yang dimiliki salah satu siswa dalam masing – masing kelompok sebagai topik yang akan disusun menjadi sebuah teks recount. - Siswa diminta untuk menuliskan judul/kata kunci pengalaman berwisata tersebut di bagian tengah dari bagan <i>Mind Map</i> yang disediakan oleh guru, misal: Trip to Sigandu Beach. - Siswa diminta untuk menuliskan kapan, dimana dan siapa saja yang terlibat dalam pengalaman tersebut dengan bantuan <i>guided questions</i> di 	

	<p>bagian <i>orientation</i>. (Dengan menerapkan <i>simple past tense</i>)</p> <ul style="list-style-type: none"> - Siswa diminta menuliskan rangkaian kegiatan/ kejadian dalam pengalaman tersebut dengan bantuan <i>guided questions</i> di bagian <i>events</i> terkait apa saja dan bagaimana rangkaian kegiatannya maupun suasananya. Rangkaian kegiatan bisa dikembangkan sesuai kebutuhan. (Dengan menerapkan <i>simple past tense</i>) - Siswa diminta untuk menuliskan komentar pribadi mereka terhadap pengalaman tersebut atau apa yang terjadi di akhir kegiatan terkait pengalaman yang mereka alami dengan bantuan <i>guided questions</i> di bagian <i>reorientation</i>. (Dengan menerapkan <i>simple past tense</i>) <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Siswa diminta menyusun hasil dari menjawab <i>guided questions</i> dalam <i>Mind Map</i> tersebut secara runtut menjadi sebuah teks recount dengan memperhatikan struktur teks mulai dari <i>title, orientation, sequence of events</i>, dan <i>re-orientation</i>. 	10 menit
Kegiatan Penutup	<ul style="list-style-type: none"> - Siswa beserta guru membuat simpulan kegiatan yang baru saja dilakukan. - Siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. - Guru menyampaikan rencana pembelajaran untuk pertemuan mendatang. - Guru mengakhiri pembelajaran dengan salam. 	5 menit

I. Penilaian

Teknik Penilaian

- a. Sikap : Observasi
- b. Pengetahuan : Tes tertulis, berbentuk uraian
- c. Keterampilan : Portofolio

Instrumen Penilaian

a. Penilaian sikap

Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
Observasi	Jurnal	Terlampir	Saat Pembelajaran Berlangsung	Penilaian untuk dan pencapaian pembelajaran (<i>assessment for and of learning</i>)

b. Pengetahuan

Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
Penugasan	Menjelaskan fungsi sosial teks personal recount tulis pendek dan sederhana. Menganalisis struktur teks personal recount tulis pendek dan sederhana. Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana.	Terlampir	Setelah Pembelajaran	

c. Keterampilan

Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
Penugasan	Merangkai kata acak menjadi kalimat dalam <i>simple past tense</i> . Merangkai paragraf	Terlampir	Setelah Pembelajaran	

	acak menjadi teks personal recount tulis pendek dan sederhana. Menyusun teks personal recount tulis pendek dan sederhana.			
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J. Pembelajaran Remedial dan Pengayaan

a. Remedial

Remedial diberikan kepada peserta didik yang belum mencapai KKM. Remedial dilakukan dengan pembelajaran ulang. Pembelajaran ulang dilakukan dengan materi teks personal recount tentang pengalaman pribadi seseorang.

b. Pengayaan

Pengayaan diberikan kepada peserta didik yang telah mencapai KKM untuk menambah wawasan. Peserta didik membaca beberapa contoh teks personal recount yang lainnya kemudian menganalisisnya.

Mengetahui,
Kepala Madrasah

Jember, 27 Juni 2024

Guru Mata Pelajaran

Purwadi, S.Pd.

Rochmatul Hasanah, S.Pd.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix IX: Bibliography of Research

Researcher's Bibliography**Personal information:**

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Education Background:

- 2008 – 2014 : SDN Mrawan 03
- 2014 – 2017 : MTs At-Thohiriyah
- 2017 – 2020 : SMK Darul Hikmah Al-Ghozalie