

*An Analysis of English Reading Comprehension and Reading Strategies  
through Google Translator of Loei Rajabhat University Students*

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**Abstract**

This research aims to analyze how much the basic-proficient students can comprehend by using Google translator and to investigate reading strategies while the students use the support of Google Translator translated from English to Thai. The subject comprised of 50 students who enrolled in English for Communication (0001102) in the first semester of the academic year 2016 and were selected by using purposive sampling technique scored at the basic proficiency in English. The research instruments were the reading Pre-test, before using Google Translator and Post-test, after using Google Translator, the two parts of questionnaire – general information and strategies used according to Anderson's principles (1991). After obtaining the data, mean of the scores was compared by the T-Test. For the questionnaire, SPSS windows were used to compute frequency, percentage, mean, standard deviation and some other descriptive statistic tasks. The results of this research were revealed as follows; Firstly, from the translation of Google translator, the students are able to access the lexical meaning and understand the whole at basic level. The level of the comprehension is increased after using Google translator at the T. value of 7.765 and the means before using is 1.52 and after using Google translator is 3.52. In addition, with the use of Google translator, the students can comprehend the passage at the level of literal comprehension according to Smith's Reading Comprehension level (1982). Secondly, it shows that the students 50% mainly "sometimes" use reading strategies in the step of supervision, support supervision, paraphrase, maintenance strategies of textual coherence, schema-oriented strategies and program usage strategies while using Google translator.

Keywords: Google Translator, Reading Strategies, Level of Reading Comprehension

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## **Introduction**

In an academic field, reading is inevitable for the students. However, by reference to the research of reading English. In Thailand, we are unable to reject that Google Translator plays a very vital role for the readers, especially with the basic skill of the readers in English. Even Google Translator has not been suitable with every text and situations, the readers mostly accept that they use it in order to support reading to get a quick and rough understanding. Free service of Google Translator is considered to be the best alternative for them because it can assist them to understand more quickly. Therefore, this program is used in a widespread range and there is no exception for the students who need to do the assignments in English subject. Nevertheless, most of the students are unable to read comprehensively due to their background of English is in the basic level. What can be seen is that their assignments are completed by the copy and paste method. It is appeared that they could not understand perfectly in what they have read. As a result, they cannot develop their English reading skill from the assignments. In order to reinforce English reading skill for the low-proficient students who always use the Google translator to complete their assignments in English, I have a concept of analyzing how much they can understand by the helping of Google translator because they have a very limited knowledge about vocabularies, grammar and so on. This is to be the resource to find out more about the method that can develop their reading skills from Google translator.

## **The Objectives of the Research**

1. To analyze the level of the comprehension of the basic-proficient students when reading English and using the support of Google translator program translated from English to Thai
2. To investigate reading strategies while the students reading and using the support of Google translator translated from English to Thai.

## **Research Questions**

1. In what level of the reading comprehension Google translator can be able to help the basic-proficient students.
2. What reading strategies do the basic-proficient students employ while using Google translator

## **Literature Review**

### **Reading Strategies**

Reading strategies means the methods we have chosen carefully in order to achieve the goal in reading. The strategies of reading can be related to the information of the message and to what we have already known about the that topic. The proficient reader can be able to employ the information in order to comprehend the specific text in a more deeply method. The reader will employ the background knowledge and experiences in order to apply the message and build up in their own understanding or probably to solve the solution and related from the reading experiences to the next message. The strategies is a consciousness and careful thinking and can be able to supervise, evaluate and sometimes it's a concealed method and become the reader's

skills and finally were used automatically (Paris, Wasik & Turner, 1991 Garner, Macready, and Wagoner)

Anderson (2002) introduced the effective strategies in order to develop ones' own comprehension as follows;

- Scanning reading method in order to find the specific information and the reader need to read the text quickly and don't need to read every word, the reader may pause to find the needed information.
- Predicting, the readers need to guess the whole content from the titles and guess what's the text about.
- Using Subtitles , the readers need to apply the knowledge from the topic and the subtitles to predict the main idea provided in the text
- Skimming, the reader need to read the text quickly and skip the unknown words or the readers need to read all the words quickly just to know the rough main idea from the text.
- To realize the order of the situation, days and times are probably shown by the words, first, next, then, later, finally or today. To know these kinds of words may support the reader to perceive the information they need quickly.
- To indicate the main idea of each paragraph, each paragraph provide the main idea which to give the important information. Mostly, the first sentence and the second sentence of each paragraph mostly to give the whole main idea of the text.

### **Anderson's Reading Strategies (1991)**

According to Anderson's reading strategies (1991), the strategies is not only to know them but the readers need to know how to use those strategies, then, they can be able to combine with their own strategies and apply those principle. The readers who know how to use the strategies tend to understand more. To categorize each strategies, Anderson (1991) just adjusts and introduce 26 items and to apply with this research. The strategies in the steps of the Supervision

1. To realize that we are unable to understand
2. To aware we are unable to understand some part of the text
3. To aware that we can understand some part of the text
4. To adjust the rapid of the reading for comprehension
5. To ask the questions
6. To predict the meaning of the words and some content of the text
7. To refer to the vocabulary's list which is hard to understand
8. To confirm the summary
9. To refer to the lining previous text.
10. To improve their own strategies of their own

The strategies in the step of the support

11. To skip the unknown words
12. To realize that they need the dictionary or the translation to support
13. To be able to find the specific words

The strategies in the step of the paraphrase

14. To use the same roots between L1 and L2 in order to make understanding
15. To categorize the vocabulary in the group
16. L1 To translate the words into the first language
17. To summarize the reading text.

The step of the maintenance strategies of textual coherence

18. To read repeatedly
19. To predict the words from the context
20. To read forward quickly

The Schema-oriented Strategies

21. To use the world knowledge
22. To realize that they have no background knowledge
23. To relate with their own background knowledge
24. To predict the presented information from the text
25. To predict without any clues

In order to investigate, how do the reader use the Google translator with the strategies? Because all step of the strategies might work simultaneously which cannot exactly divide as one method.

### **The Level of the Reading of Comprehension**

We can divide the level of the reading by the objectives and the proficiency of the reader who can understand the text. Smith(1982) divides the comprehension in four levels as follows:

1. Literal comprehension is to perceive the literal meaning of the words from the dictionary. We can perceive the meaning by having no interpretation or reading between the line.
2. The interpretation, in this level, the meaning is not a literal meaning but the reader has to try to understand the real implication without a direct statement. The readers also need to read and think of what is not appearing in the line and need an additional skills; for example, to interpret from the picture, to compare and contrast, to put the situation in order, to find the cause and reason, to catch the main idea, to predict, to summarize, to comprehend the characters and to understand the writer's objectives.
3. Critical reading, this level of the reading is to differentiate the fact and to analyze and evaluate what they have read. In order to approach the level of the critical reading, the reader firstly need to understand the literal meaning, to understand the meaning from the interpretation, after they interpret, they have to compare the meaning with their own background knowledge. They also need the criteria to evaluate the meaning and decide that they will accept or believe or not. Moreover, they need to adjust the structure of their knowledge and their attitude according to what they have read.

4. Creative Reading, to read with the comprehension is not only to adjust the information structure or the attitude but also to bring the knowledge to employ in the different situation properly. In the process of education, the students might not bring the concept to use certainly ;for example, the appreciation of the literature, this process might not happen suddenly but their appreciation might happen after a year.

### **Machine Translation**

Google translator is outstanding in the group of machine translation. It is different from other form of the translation because it can be evaluated by the statistic system. Lima (2011) stated that Google Translator is the most efficient tool in the translation machine “Our System takes a different approach: we feed the computer billions of words of text, both monolingual text in the target language, and aligned text consisting of examples of human translations between the languages. They apply statistical learning techniques to build a translation model.

Above all, Google translator is different from other kind of machine translation. The system will be installed more than thousand words and messages in target language. All the messages will be arranged by the users between the languages. So, we can apply the method of learning and the statistics in order to set the format of the translation which is assessed in the fair level.

### **Limitations of Machine Translation**

The problems of the machine translator are the language structure such as tense, preposition, semantics or pragmatic or the unclear vocabulary. When talking about Machine translation, no matter how much software of the translation effective, it can't replace the skillful professional translator. The reason why the Google translator have no efficiency like a human are because some words have various meaning depend on the context which make the translation unclear. It is not important the computer work rapidly or not. The main problem is not about the electronic but it is the linguistic problem. The most difficult format of the program is to arrange and to match the word in each language from a ton of vocabulary and idiom provided in the system. (Hutchins,2003)

These are some example of errors found in translation from English to Thai:

### **English Text**

One of my favorite vacation places is Mexico. I really like the weather there because it never gets cold. The people are very nice too. They never laugh at my bad Spanish. The food is really good. Mexico City is a very interesting place to visit. It has some great museums and lots of fascinating old buildings. The hotels are too expensive to stay but there are more affordable options. For example, you can stay at one of the beach resorts like Acapulco. If you are planning to visit Mexico, you should definitely see the Mayan temples near Merida.

## Translated Text from English to Thai

หนึ่งในสถานที่พักผ่อนที่ชื่นชอบของฉันคือเม็กซิโก ผมชอบสภาพอากาศที่นั่นเพราะมันไม่เคยได้รับเย็นคนที่มีความดี มากเกินไป พวกเขาไม่เคยหัวเราะเยาะสเปน ไม่ดีของฉัน อาหารเป็นสิ่งที่ดีจริงๆ เม็กซิโกคือเป็นสถานที่ที่น่าสนใจมากที่สุดที่จะเยี่ยมชม มันมีพิพิธภัณฑ์ที่ดีบางอย่างและจำนวนมากของอาคารเก่าแก่ที่น่าสนใจ โรงแรมที่มีราคาแพงเกินไปที่จะอยู่ แต่มีตัวเลือกราคาไม่แพงมาก ตัวอย่างเช่นคุณสามารถเข้าพักที่หนึ่งในรีสอร์ทริมชายหาดเช่น Acapulco หากคุณกำลังวางแผนที่จะไปเม็กซิโกคุณแน่นอนควรจะเห็นวัดของชาวมายันที่อยู่ใกล้ Merida

From the above translation, the common error found on the Google translator was the collocation “get cold” in which every word was translated separately from each other. That being the case, “get” and “cold” was translated into “ได้รับเย็น,” making the translation of the entire sentence awkward and unnatural. Another example is when the sentence was not put in a correct order; however, it is understandable after it was translated. “Lots of fascinating old buildings” is one of those examples as its translation reads “มันมีพิพิธภัณฑ์ที่ดีบางอย่างและจำนวนมากของอาคารเก่าแก่ที่น่าสนใจ” – which makes perfect sense, despite the disarrangement of these words.

## Research Methodology

### Research Design

Quasi-Experimental design in the form of Pre-test Post-test is used to compare the results before and after the use of a Google translator. A research methodology is divided into the following steps:

Step 1 - Conduct a test to identify a group of students whose English skills are at the pre-intermediate level. A Pre-test will be employed to select 50 students whose scores are considered to be low and below average. The reason why students whose English skills are above average (intermediate, good, and excellent) will not be chosen for this study is because students of these levels can read information comprehensibly without the use of a Google Translator. All research participants will be drawn from a group of students who have a low level of reading comprehension since they do not sufficiently possess vocabulary and grammar knowledge. Therefore, this research population will elucidate to what extent the use of Google Translator can increase their comprehension.

Step 2 - Take a reading test comprised of a given paragraph to gauge the level of reading comprehension without using a Google translator toolkit.

Step 3 - Take a reading test comprised of the same paragraph as given in Step 2 by using a Google translator toolkit.

Step 4 – Complete a questionnaire on the impact of reading strategies on the level of comprehension. The questionnaire is modified in parallel with that of Anderson (1991).

Step 5 – Compare the scores before and after the use of a Google Translator toolkit in an attempt to identify the changes in the level of comprehension before and after the use of Google Translator in line with set objectives.

Step 6 – Analyze information gleaned from the aforementioned questionnaire completed with the assistance of Google Translator.

Step 7 – Analyze the results before and after the use of a Google Translator, so as to identify the increasing level of comprehension following the use of Google Translator, as well as to find the mean of the differences.

Group	Pre -test	Treatment	Post-test
Experiment	T1	X	T2

**Figure 1: One Group Pre-test Post-test Design**

Symbols used in One Group Pre-test Post-test Design

T1 denotes a test before the use of a translation tool.

X denotes a test with the use of Google Translator.

T2 denotes a test after the use of Google Translator.

### **Population and Sample Group**

The population used in this study is comprised of 50 basic-proficiency in English Students of Loei Rajabhat University students (Normal Program), all of whom enrolled in the English for Communication course. Subsequently, a Purposive Sampling method will be used to select a group of 50 students whose scores are considered to be low after taking pre-intermediate reading tests.

### **Research Instruments**

Pre-test will be used to select a group of students who are low-proficient readers of English, 10 items of pre-and-post using google translator test to find out level of comprehension according to Smith(1982) , the 28 items of questionnaire under 6 strategies according to Anderson (1991)

## Findings

	N	$\bar{x}$ (10)	SD	T	Sig.
Before the use of Google Translator	50	1.52	0.931	7.765	.000
After the use of Google Translator	50	3.52	1.515		

**Figure 2: The means and standard deviations show the statistics of a dependent t-test, comparing the scores before and after the use of Google Translator by a group of students.**

The data from Table 9 show that the average score of students prior to the use of a Google Translator is 1.52 out of 10, with the standard deviation standing at 0.931 percent. However, after the use of Google Translator, students get a higher average score of 3.52, with the standard deviation standing at 1.536 percent. The T score equals 7.765, while the Sig. (2 tailed) value is .000, which is less than the significance level (.005). In conclusion, it can be extrapolated that the scores before and after the lesson are correlated.

Questions Number #	Number of students who provide correct answers prior to the use of GT (%) (N=50)	Number of students who provide correct answers after the use of GT (%) (N=50)	Difference
1	2 (4%)	10 (20%)	8 (16%)
2	35 (70%)	42 (84%)	7 (14%)
3	4 (8%)	20 (40%)	16 (32%)
4	4 (8%)	26 (52%)	22 (44%)
5	0 (0%)	1 (2%)	1 (2%)
6	2 (4%)	3 (6%)	1 (2%)
7	1 (2%)	15 (30%)	14 (28%)
8	13 (26%)	36 (72%)	23 (46%)
9	8 (16%)	12 (24%)	4 (8%)
10	10 (20%)	13 (26%)	3(6%)
Average of correct answers	16%	33%	17%

**Figure 3: The number of students who provide correct answers to each question when Google Translator is used to assist with their reading comprehension.**

The data from Table 10 show 70 percent of the students provide correct answers to question number 2 prior to the use of GT, while 26 percent of them provide correct answers to question number 8. 20 percent of them provide correct answers to question number 10. It should also be noted that none of the students are able to provide correct answers to question number 5. On the other end, following the use of Google Translator, 84 percent of the students are able to provide correct answers to question number 2, while 72 percent of them are able to provide correct answers to question



number 8. 52 percent of them also answer question number 4 correctly. Nonetheless, only 2 percent of the students is able to provide correct answers to question number 5.

Reading Strategies	Frequency of Reading Strategies in Conjunction with the Use of Google Translator (Percent)						Mean	Meaning	SD
	Never (1)	Almost Never (2)	Someti mes (3)	Fairly Often (4)	Very Often (5)				
Supervision									
1. What Google Translator translates can help students understand what they read	1 (2%)	1 (2%)	12 (24%)	31 (62%)	5 (10%)		3.76	Often	0.744
2. Students can identify the parts that they understand and do not understand when they make use of Google Translator	1 (2%)	2 (4%)	26 (52%)	18 (36%)	3 (6%)		3.40	Sometimes	0.756
3. Google Translator helps to improve students' reading speed.	3 (6%)	0 (0%)	17 (34%)	28 (56%)	2 (4%)		3.52	Often	0.839
4. Students can raise additional questions when it comes to the topics that they read.	1 (2%)	4 (8%)	20 (40%)	25 (50%)	0 (0%)		3.38	Sometimes	0.725
5. Students can predict the content of the articles they read.	0 (0%)	4 (8%)	25 (50%)	18 (36%)	3 (6%)		3.40	Sometimes	0.728
6. Students can guess the meaning of vocabulary from the context they read.	0 (0%)	3 (6%)	26 (52%)	20 (40%)	1 (2%)		3.38	Sometimes	0.635

Reading Strategies	Frequency of Reading Comprehension Strategies in Conjunction with the Use of Google Translator (Percent)						Mean	Meaning	SD
	Never (1)	Almost Never (2)	Someti mes (3)	Fairly Often (4)	Very Often (5)				
Support									
7. Students skip the vocabulary that they do not know while reading for comprehension.	4 (8%)	5 (10%)	22 (44%)	14 (28%)	5 (10%)		3.22	Sometim es	1.036
8. When Google Translator cannot provide comprehensible translation, students attempt to look for extra definitions from either electronic or online dictionaries.	1 (2%)	5 (10%)	15 (30%)	24 (48%)	5 (10%)		3.54	Fairly Often	0.885

Reading Strategies	Frequency of Reading Comprehension Strategies in Conjunction with the Use of Google Translator (Percent)						Mean	Meaning	SD
	Never (1)	Almost Never (2)	Someti mes (3)	Fairly Often (4)	Very Often (5)				
Paraphrase									
9. Students connect words that they know in Thai with those in English; for instance, Fire – ไฟ and Rim – รีม.	3 (6%)	8 (16%)	23 (46%)	16 (32%)	0 (0%)		3.04	Sometime s	0.856

10. Students can identify the form of each vocabulary such as noun, verb, and adverb.	4 (8%)	7 (14%)	22 (44%)	16 (32%)	1 (2%)	3.06	Sometimes	0.935
11. Students instantaneously know that a message is translated into Thai correctly.	2 (4%)	7 (14%)	17 (34%)	22 (44%)	2 (4%)	3.30	Sometimes	0.909
12. Students can summarize overall points when they finish reading.	5 (10%)	4 (8%)	17 (34%)	23 (46%)	1 (2%)	3.22	Sometimes	0.996

Reading Strategies	Frequency of Reading Comprehension Strategies in Conjunction with the Use of Google Translator (Percent)						Mean $\bar{x}$	Meaning	SD
	Never (1)	Almost Never (2)	Sometimes (3)	Fairly Often (4)	Very Often (5)				
Maintenance Strategies of Textual Coherence									
13. Students attempt to review the content after using Google Translator.	1 (2%)	7 (14%)	9 (18%)	31 (62%)	2 (4%)	3.52	Fairly Often	0.863	
14. Students attempt to predict the story based on the context while using Google Translator.	1 (2%)	4 (8%)	20 (40%)	25 (50%)	0 (0%)	3.50	Fairly Often	0.886	
15. Students stop reading and use Google Translator each time they do not understand the content.	1 (2%)	8 (16%)	19 (38%)	18 (36%)	4 (8%)	3.32	Sometimes	0.913	

Reading Strategies	Frequency of Reading Comprehension Strategies in Conjunction with the Use of Google Translator (Percent)						Mean $\bar{x}$	Meaning	SD
	Never (1)	Almost Never (2)	Sometimes (3)	Fairly Often (4)	Very Often (5)				
Schema-Oriented Strategies									
16. Students connect the content with their personal experience while reading for comprehension with the help of Google Translator.	3 (6%)	4 (8%)	22 (44%)	19 (38%)	2 (4%)	3.26	Sometimes	0.899	
17. Students are aware that they do not have the experience-based knowledge of the story they read while using Google Translator.	5 (10%)	3 (6%)	25 (50%)	15 (30%)	2 (4%)	3.12	Sometimes	0.961	
18. Students guess the definition of words by not taking anything into consideration.	2 (4%)	17 (34%)	17 (34%)	11 (22%)	3 (6%)	2.92	Sometimes	0.986	
19. Students believe everything Google Translator provides without taking anything into consideration.	4 (8%)	16 (32%)	16 (32%)	11 (22%)	3 (6%)	2.86	Sometimes	0.986	

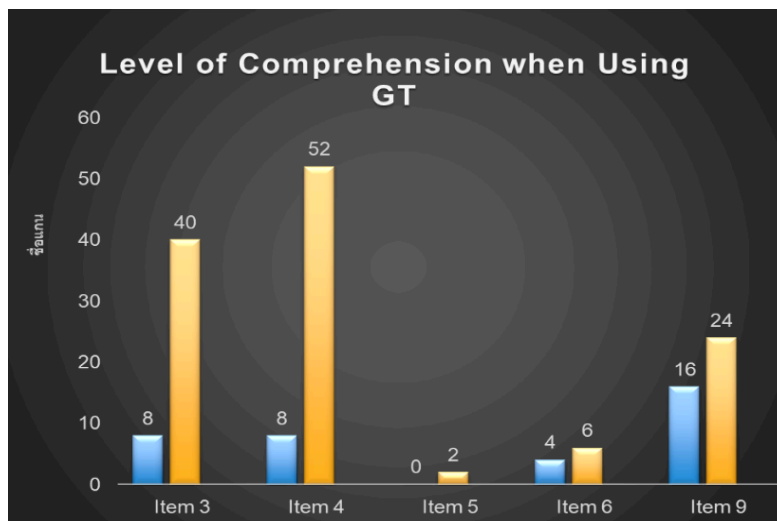
Reading Strategies	Frequency of Reading Comprehension Strategies in Conjunction with the Use of Google Translator (Percent)						Mean $\bar{x}$	Meaning	SD
	Never (1)	Almost Never (2)	Sometimes (3)	Fairly Often (4)	Very Often (5)				
Google Translator (Program Usage Strategies)									
20. Students attempt to switch the order of sentences to increase their comprehension while using Google Translator.	1 (2%)	4 (8%)	19 (38%)	20 (40%)	6 (12%)	3.52	Fairly Often	0.886	
21. Students attempt to guess the story when Google Translator cannot make sense of the context.	1 (2%)	4 (8%)	21 (42%)	19 (38%)	5 (10%)	3.46	Sometimes	0.862	
22. Students translate short messages– one sentence at a time.	4 (8%)	4 (8%)	19 (38%)	17 (34%)	6 (12%)	3.34	Sometimes	1.062	

23. Students translate easy-to-understand messages by starting with main topics.	2 (4%)	3 (6%)	19 (38%)	22 (44%)	4 (8%)	3.46	Sometimes	0.885
24. Students attempt to omit non-lexical utterances before using a translation program.	6 (12%)	6 (12%)	18 (36%)	18 (36%)	2 (4%)	3.08	Sometimes	1.066
25. Students attempt to change words or sentences until they find appropriate ones when they realize the translated sentences do not correspond to the context.	0 (0%)	10 (20%)	24 (48%)	15 (30%)	1 (2%)	3.14	Sometimes	0.756
26. If students would like to translate many words, they will type one word and hit enter after each word.	5 (10%)	10 (20%)	18 (36%)	14 (28%)	3 (6%)	3.00	Sometimes	1.069
27. Prior to using Google Translator, students are aware of either direct or connotative definitions of those words.	2 (4%)	12 (24%)	21 (42%)	14 (28%)	1 (2%)	3.00	Sometimes	0.881
28. Prior to using the translation, students review all sentences before and after they are translated by Google Translator.	2 (4%)	5 (10%)	17 (34%)	20 (40%)	6 (12%)	3.46	Sometimes	0.973

**Figure 4 : Mean, Percentile, and Standard Deviation for Reading Comprehension Strategies in Conjunction with the Use of Google Translator in Each Step**

From the table above, the result indicates that most student agree that Google translator help them to adjust their reading. Apart from that, the students 50% try to ask additional questions while reading and help google translator some part of it. Moreover, 36% can be able to guess the context of the text in order to support supervision. In additional, the students 48% mostly find the additional from electronic vocabulary or online dictionary in order to help understanding. In part of the step of paraphrase, most students summarize their own comprehension generally 46%. In the step of maintenance strategies of textual coherence, most students try to review after using Google translator. While using Google translator, most of the student try to guess from the context. In part of the level of schema oriented strategies, most of the student try to connect the content with their personal experience while reading for comprehension with the help of Google Translator. For program usage strategies, most of the students attempt to switch the order of sentences to increase their comprehension while using. Some of the students would like to translate many words, they will type one word and hit enter after each word. Least of the student aware that prior to using Google Translator, students are aware of either direct or connotative definitions of those words. Moreover, the student attempt to review the context after using GT and to predict the story in the maintenance strategies of textual coherence because they have no linguistic knowledge , so they tend to use their world knowledge during the process of reading. Also , they seem not to believe everything GT have translated.

## Discussion and Conclusion



**Figure 5: The Level of Comprehension when Using Google translator**

The students get a higher score in comprehension after using GT, even when they have no linguistic knowledge. It can be extrapolated that the use of GT can make the students who have a basic English language skill understand the text partly -- the results of which are similar to the previous research. Karna and Vanmacher (2013) who explore GT on the translation of Chinese and English into Portuguese found that 62% can understand more than half of the text because, despite the fact that most of them do not have knowledge in either linguistics or culture. It was claimed that it is possible to use GT to aid in students' reading ability as it shows that their comprehension just reaches the level of "literal meaning" (Smith,1982). They tend to get a lower score in the items needed to be interpreted, or to be critical in item 5 and item 6. It can be stated that critical reading remains a common problem among Thai students. Moreover, they use "background knowledge" to aid in their comprehension in addition to using GT, so as to be able to answer the questions. As a result, although GT contributes to a mismatch in words, the students manage to use some strategies which involve predicting to help them to read and developing reading skills by guessing main ideas from titles, subtitles or pictures (Anderson,2002). In item 3, the difference value in the level of comprehension before and after using GT is 32%. This is because GT is able to translate clearly, and the students can get answers by the method of scanning. So, it needs only "literal comprehension" to answer the questions. In item 4, it increases by 44%, as the word "engage" has various meanings. In order to answer this question correctly, they need to take the context into consideration too. However, it shows that 40% of the students who provide wrong answers automatically choose the first meaning. This explains why they should not trust everything GT provides without due consideration. Also, it may be possible that the students are confused by the various meanings of those words. In item 5, the readers need the comprehension in the level of "Interpretation" because they cannot get the answer by just scanning. In item 6, only 6% can interpret it by means of using GT. In item 9, the question asks about the meaning of "play down" from the context. We know that "play down" is a phrasal verb which denotes "to downplay or to make things less important." Students also need a critical reading ability to evaluate and analyze the meaning because the GT did not give this meaning in Thai correctly. Most of the students choose the answer that translates "to play down the field" into

“ลงเล่นในสนาม” literally without any consideration from the context given. as Coady (1997) stated that the phrasal verb has a completely unpredictable nature, which is very difficult to understand and memorize for non-English speakers. With regard to the reading strategies in each step, 50% of the students use reading strategies in the step of supervision, support, paraphrase, maintenance strategies of textual coherence, schema-oriented strategies and program usage strategies based on Anderson (1991), while using GT. However, it probably indicated that there is no exact indication of right or wrong for the students. However, it should also be noted that using the strategies efficiently is the most important thing necessary to achieve the goal in reading, and all steps of each of these strategies might work simultaneously, which cannot be divided as only one method (Anderson, 1991)

### **Implication**

Nonetheless, the Google Translator is not as perfect as human brains, and to learn any language is a time-consuming process. Therefore, the way we rely on the program is very beneficial to reinforce understanding, which enables them to get a rough translation in the first place. It is advisable that we use GT in the classroom to assist the non-proficient students, as it will prove useful for native English teachers who teach basic English skills. It is also helpful if we keep in mind that readers are not proficient. This is also to reduce the gap between advanced learners and basic learners, allowing them to know how to use the toolkit and catch any errors in a systematic manner. Also, being aware of how to improve their interpretation and critical reading along the way is necessary. As a general result, readers could partially understand the passage that was translated. Therefore, to support them to use the toolkit probably helps English readers with low reading skills to read more efficiently.

### **Recommendation**

It would be beneficial if we are able to create models and strategies for comparative reading while using GT in order to increase their vocabulary and reading comprehension – mostly by learning from its errors. Also, analyze the role of GT in basic skill teachers who need to use GT to support their reading comprehension of the specific journal in their own field. Also, in terms of the program itself, GT has the tendency to encounter problems when it comes to the translation of phrasal verbs, which needs to be improved in order to make the program even more beneficial and inclusive in the foreseeable future.

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