

## **Students' Perception of the Use Google Translate in English Learning**

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### **Abstract**

The purpose of this study is to ascertain how students view Google Translation as an aid for learning English. The pervasive usage of Google Translation by college students is what inspired this study. In order to better understand how students perceive using Google Translation to study English, researchers conducted research. Two research questions have been developed to address the aforementioned issues. The first is the proportion of students in the English Department who use Google Translate to learn English, and the second is how the students themselves view using Google Translate to learn English. Researchers utilize a descriptive quantitative research strategy in the interim to address defined research questions. In this study, two sets of questionnaires were utilized as the instruments: the first set was used to gather data for the first research question, and the second set was used to gather data for the second research question. Respondents to this survey were enrolled full-time in STKIP Muhammadiyah Pagar Alam's English Department for the academic year 2022–2023. They were all chosen through purposeful sampling. The results of this study show that STKIP Muhammadiyah Pagar Alam students in the English Department utilize Google Translate to learn English since they occasionally have trouble understanding it, especially while doing translation work. They make use of technology to assist them in tasks like translation, diction, checking for synonyms and antonyms, and checking pronunciation. Additionally, they have a favorable opinion of Google Translation as a tool for learning English, with the majority of their "yes" responses indicating that it aids in the process.

**Keywords:** *English learning, Google Translate, Perceptions*

### **A. Introduction**

Technology is a significant factor in the 4.0 era, as it is advancing quickly and taking over all facets of society. Science is used in engineering, industry, and other fields to provide practical solutions to issues. Technology contributes more creativity to the development of a range of concepts that aim to attain learning objectivity, one of which is learning English (Sagita, 2021). Because English dominates all facets of international communication, learning English is essential if one is to adapt to a more evolved way of life. This language is crucial since it is a global one. He employs being extensively in a variety of fields, including technology, education, the economics, politics, and culture. For a variety of reasons, people are competing to learn English. for instance, in order to meet the demands of job, school, science, technology, diplomacy, etc. With the rise of devices like

computers and cellphones that require English in their use, technology is becoming more complex. Because we are unable to avoid the impact of modern technology in our daily lives, it is obvious that English has an impact on human life as well.

Memorization of information without practice is the main component of traditional learning methods. This hinders the development of long-term memory and creativity in students (Adilah, 2017). Nowadays, thanks to technology, studying English has undergone many modifications and improvements. Technology has a significant impact on all activities, particularly learning in the present period, which gives us advantages and disadvantages in the English learning process. Because students may learn and practice more conveniently anywhere and at any time, smartphones as we all know provide us many benefits and conveniences.

Our current need is the ability to understand another language. People can understand it by translating it in a different way. In this day and age, people can learn many things easily through smartphones. Smartphones help people get information more easily. Machine translation is one of the most recent advances in technology. Machine translation, according to Yanti (2019), is the process of translating text from one language into another using computer software. Google Translate is one of the most well-known and extensively used translation tools. Online users all throughout the world frequently use Google Translate, the company's translation tool. Google Translate is a quick and simple to use translation tool (Hidayatullah, 2018) far superior to utilizing a dictionary. Text translation from a source language to a target language requires a lot of time.

One such piece of software or application that is regarded as machine translation is Google Translate. Text and documents can be translated using this multilingual machine translation tool from Google. According to Turovsky (2016) students can utilize Google Translate in a variety of ways to support their English studies. To better understand the significance of a certain academic task, for instance, students can insert English text. Significantly quicker to enter text than to manually translate by searching up each word in a dictionary. By using the "Listen" tool to hear how English words are spoken, Google Translate can also assist students in learning the proper pronunciation. Students' perceptions of google translate may differ depending on how familiar they are with it and its features.

According to Khotimah (2021) currently, almost every student uses the Google Translate application to learn foreign languages, especially English. The presence of a smartphone with all its services, for example, brings many conveniences that facilitate learning. Smartphones are frequently used for surfing and finding different kinds of necessary resources. Additionally, using Google Translate on cellphones, anyone can translate words from English into Indonesian or vice versa. A multilingual translation tool created by Google is the free Google Translate app, began in the 2000s. Google Convert is a well-known translation tool that can translate text, video, photos, and speech into many different languages today (Khasanah, 2022).

Translation is the act of re-expressing the meaning of a text in another language by giving it a suitable counterpart in the original language (Zuchridin, 2016). When compared to using more traditional ways, Google Translation enables students to comprehend quickly in this instance. Google Translate, according to Baihaqi & Mulyana, can quickly translate words, phrases, sentences, documents, or entire web pages into more than 58 languages, including synonyms and pronunciation (2021). Using this method is more effective than using a regular dictionary. However, students and the general public are now accustomed to using the internet. As long as the network is accessible, they can use Google Translate from anywhere and at any time.

The practice of "opening a conventional dictionary" has now been replaced with "opening Google Translation" thanks to a technological advancement. Because current students are part of generation Z, this is a real example of the phenomena that students in today technology era tend to like things that are useful. According to (Hanif, 2018), Generation Z is unique since they were born at the same time as the graphical web, a predecessor to the Internet we use today, and they are also experiencing the expansion of mobile technology and cloud computing. This generation is technologically sophisticated and prefers social media conversations to in-person contact. They are the first generation to be born in an interconnected, globally networked, and always-on Internet environment. Children in the generation Z dislike processes, are typically impatient, and prefer rapid gratification, according to Rini (2016). Using Google Translate in this situation is one illustration. Students should not use Google Translate as their only resource for learning English when completing translation jobs. Because everything that exists right now has a limit, including this computer that translates.

Naturally, a translation must meet a number of requirements in order to be considered accurate. (Herlina, 2019) cites three standards for a quality translation: accuracy, acceptability, and legibility. Regarding the message conveyed by the text, the translation must be precise. The message must be translated as accurately as possible without any unauthorized additions, deletions, or other alterations that can taint the meaning. The concept or idea of the source language text is modified and replicated as exactly as feasible in the target language text, which is another indication that the translation is accurate, according to (Mufanti et al., 2019). However, Google Translate frequently ignores this restriction. This is corroborated by (Marito & Ashari, 2017), which claims that Google Translation has limitations just like other automatic translation software. While these services can aid readers in understanding the overall substance of materials written in foreign languages, they do not always provide an accurate translation and have restrictions on the amount of paragraphs and range of technical words that can be translated. Students should use caution when utilizing Google Translate.

The researcher compiles numerous studies conducted by other researchers that are relevant to this research in order to support it. The first is research conducted by (Khasanah et al., 2022), the study's findings demonstrate that students view the Google Translate application favorably as a tool

for learning pronunciation since it allows them to do so practically and on their own. Because of Google Translate's numerous faults, inability to be utilized offline, sluggish loading time, and low accuracy, students have trouble learning pronunciation using the tool. As a result, teachers can utilize the Google Translate app to teach pupils how to pronounce words more clearly. It is advised to use Wi-Fi when using the Google Translate application to decrease impediments. A strong connection will speed up loading and minimize errors. The second is research conducted by (Fajri et al., 2022), The results of this study show that University of Muhammadiyah Banjarmasin students generally have a favorable opinion of Google Translate. They trust Google Translate as a trustworthy translator and have done so when translating English content. Despite its drawbacks, many nonetheless view Google as a useful translating tool.

The third is research conducted by (Yanti, 2019), According to the study's findings, Google Translate was primarily utilized by students as a quick dictionary. Students commonly use Google Translate to translate sentences at a time and expand their vocabulary. Nearly every student realized that without a second check, Google Translate could not possibly be a dependable source of information. The translation quality provided by Google Translate was not great but it wasn't poor, according to the students' translation task score. Additionally, students continued to study, practice grammar, and develop their translation skills as a result of Google Translate's accuracy. The research subjects, respondents, and technique used in this study differ from those in the study mentioned above. The purpose of this study is to determine students' perceptions of the use Google Translation as an aid for learning English. Those studies were pertinent to this research since it also looks at Google Translation as a tool students use to learn English; as a result, it may be utilized as a reference.

## **B. Research Methodology**

For this study, quantitative descriptive was the chosen research methodology. The term "quantitative research" refers to a collection of techniques for carefully analyzing statistical or numerical data in order to study social issues. In order to gauge students' sentiments, this study was conducted quantitatively. 43 third-semester students from the STKIP Muhammadiyah Pagar Alam served as the research participants.

The researchers in this study used a questionnaire to collect data. A questionnaire is a research tool made up of a series of questions meant to elicit data from respondents. Data can be gathered fast by employing a questionnaire because researchers do not have to travel to the respondent's home to collect the answers. Questionnaires can be employed to gauge people's actions, attitudes, preferences, and opinions. In order to find out what students thought about using Google Translate for homework, this study used a survey as a distributed data gathering instrument. The survey comprises of a fill-in form and eight questions on a Likert scale.

The steps of organizing, calculating, and drawing conclusions comprise the data analysis process. The process of data organization involves choosing and arranging data from surveys into data tables. To ensure that data calculations go properly, the data collected must be organized. The frequency of each question reflected in the frequency data distribution is then determined using the data. It enables researchers to calculate the percentage of pupils who have favorable, negative, or neutral attitudes. The data is then examined in order to draw conclusions after the frequency of the data has been determined. Researchers will ascertain the students' perception about the use of Google Translate in learning English.

### C. Results and Discussion

#### 1. Results

The findings are presented in this section in order to address the research problem that has been posed. What proportion of STKIP Muhammadiyah Pagar Alam class of 2021 English Department students use Google Translation as a tool for learning English is the research question. 43 respondents completed the first questionnaire, which had 10 statements.

**Table 1**

*The result of first questionnaire*

No	Statements	Yes	No
1	The students have their own smartphone or laptop	100%	0
2	The students bring their smartphone or laptop to campus.	100%	0
3	The students using Google translation tool in learning English	81%	19%
4	The students use smartphone or laptop to help them in translating word or sentence in English into Indonesian language	86%	14%
5	The students know there is an online translation tool.	93%	7%
6	The students use translation tool in translating word or sentence in English into Indonesian language	95%	5%
7	The students know how to use translation tool in translating word or sentence in English into Indonesian language	88%	12%
8	The students know Google Translate can help them in translating	90%	10%
9	The students have problem about the use of Google Translation tool	12%	88%
10	The students using Google Translate not only in the campus	83%	17%

According to the findings of statement 1 in the table above, 100% of students selected yes, while 0 students selected no. As can be seen, yes answers make up the majority. We can infer that every student has a personal phone or laptop. The following outcome of statement 2 is that 100% of

students select yes while 0% select no. This shows that all students bring smartphones or laptops to campus. In response to statement number 3, 81% of students selected yes, while 19% selected no. This demonstrates that the majority is in favor. It is evident that the majority of pupils utilize Google Translate to learn English. In response to statement number 4, 86% of students selected yes, while 14% selected no. As a result, claim number four demonstrates that the majority of students utilize cellphones or laptop to assist them in translating English words or sentences into Indonesian. Then, 93% of pupils select yes whereas 7% select no in response to statement 5. It is evident that most pupils are familiar with online translation resources.

In addition, the majority of students answered yes in response to statement 6. The data received shows that 95% of students selected yes, while 5% selected no. It was discovered that the majority of the students translated English words or sentences into Indonesian using translation software. In response to statement number 7, 88% of students selected yes and 12% selected no. The highest proportion is yes. Therefore, it can be said that most students are proficient in using tools for translating English words or sentences into Indonesian. As a result of statement 8, 90% of students select yes and 10% select no. The majority of students are aware that the Google Translation service may help them translate English words or sentences into Indonesian, as seen by the high number of yes responses. In response to statement 9, 12% of students selected yes, while 88% selected no. Yes has the highest percentage. This demonstrates that the majority of pupils had no trouble utilizing Google Translate as a virtual dictionary. The subsequent outcome of statement 10 was 83% yes and 17% no. The answers with the greatest agreement rates indicate that most students use Google Translation to help them with translation both studying on campus and when studying online at home.

The results of the first questionnaire's closed-ended data indicate a favorable response. This is due to the significant consensus among the results, wherein 9 of 10 assertions had a majority of yes votes, while just 1 received a majority of no votes. In other words, pupils who are learning English use the Google Translation tool. All 43 STKIP Muhammadiyah Pagar Alam English Department students used Google Translation to practice their English. The first research question is addressed by these findings, and the results are utilized to choose the respondents who will respond to the second research question.

Results are presented in this part in response to the second study question, which concerns students' opinions of Google Translation as an aid for learning English. A second questionnaire with 10 closed-ended questions was utilized to collect the data. The second questionnaire will be distributed to all of the previous questionnaire's responses. Based on the data from the initial questionnaire, the researcher discovered that every responder utilized Google Translation to help them learn English.

## **Table 2**

### ***The result of the second questionnaire***

No	Statements	Yes	No
1	The students did not understand English if it is not translated	70%	30%
2	The students difficult to translate English into Indonesian	79%	21%
3	The students use an online translation tool	90%	10%
4	The students understand how to use Google Translate	95%	5%
5	The students saving their time in translating by using Google Translate	88%	12%
6	The students can saving their money	84%	16%
7	The students are motivated to learn English by using google translate	33%	67%
8	By using Google Translate the students' English vocabulary is better	69%	31%
9	The students feel their English speaking ability has increased	63%	37%
10	The students feel their English pronunciation is getting better	58%	42%

Based on the table above, according to statement 1, 70% of students select yes and 30% select no. Since most responses concur, it may be inferred that most students occasionally find it difficult to understand English if it is not translated into Indonesian. The second statement's outcome, where 79% of students responded yes and 21% no, is shown below. The response with the most votes is yes. It can be inferred that most students occasionally struggle with translating from English to Indonesian. The results of statement 3 are next; out of 43 students, 90% voted yes and 10% said no. The vast majority of students, it may be concluded, use online translation services to study Indonesian. In response to statement number 4, 95% of students selected yes, and 5% selected no. The most frequently chosen response is yes. To put it another way, most kids can utilize Google Translate. In response to statement number 5, 88% of students selected yes, while 12% selected no. It is clear from these responses that the majority of them are in agreement. It was discovered that the majority of students used Google Translate to speed up their translation processes.

According to statement number 6, 84% of students selected yes and 16% selected no. Yes is the predominate response. Meaning is not an issue because the majority of students can utilize Google Translate to save money as they do not need to purchase a traditional dictionary. According to statement number 7, 33% of students selected yes whereas 67% selected no. While the majority of the responses show that a majority of students are not motivated to study English by utilizing Google Translate. According to (Dewi, 2016), the primary motivator of successful learning has also been identified by study to be perceived utility. This finding is backed by that statement. In response to statement 8, 69% of students selected yes while 31% selected no. The majority of responses were in favor of agreement. These results show that most students think using Google Translate has helped

them increase their vocabulary in English. In addition, 63% of students selected yes and 37% selected no for statement number 9. It can be inferred that the majority of students believe their English-speaking skill has improved as a result of utilizing Google Translate. The following result from statement number 10 included 29 students, of whom 58% selected yes and 42% no. These responses suggest that the majority of people who use Google Translate believe their English pronunciation has improved.

## **2. Discussion**

According to the research results, the second questionnaire's closed-ended questions revealed that students used Google Translation for a variety of purposes. While some of them use it as a dictionary, the majority use it to translate words, phrases, and paragraphs as well as to learn pronunciation. The second closed-ended questionnaire's findings reveal the level of positivity of the responses. This is due to the fact that, out of 10 statements, 9 obtained a majority answer of "yes," and 1 received a response of "no." Additionally, pupils responded well to the first round of closed-ended answers from the questionnaire. It is clear from the questionnaire that students responded positively to both types of questionnaires. This indicates that students in the English Department have a favorable opinion of Google Translation as an aid for learning English. According to data analysis, students at STKIP Muhammadiyah Pagar Alam's English Department had a positive opinion of the Google Translation service for studying English because the vast majority of the responses they selected were "yes" to this statement. Even while some students occasionally find Google Translate to be unreliable, it can be inferred from the data gathered that it aids students in translating assignments and acquiring pronunciation.

This study's findings are connected to earlier (Khasanah, 2022) research. Students' opinions of the Google Translate program as an aid for learning pronunciation in that study found that it is user-friendly, demonstrating that students had a positive opinion of the technology. One could claim that all students can easily utilize Google Translate. The opinions of students regarding the use of Google Translate as a tool for learning pronunciation then led to the conclusion that Google Translate can increase students' motivation for learning pronunciation. As seen by the comment "I feel driven when using Google Translate to practice pronunciation,". The use of Google Translate might encourage students to learn pronunciation. Students said it was easy to use the Google Translate app to learn English, according to the poll. The responses to the questionnaire in the results section show that the majority of students already and willingly use the Google Translate tool to translate words or sentences. The majority of pupils reported that using Google Translate inspired them to learn English, according to survey results. This is revealed by the percentage of responses to the questionnaire that was given to the pupils.

This study's findings are supported by earlier research (Fajri, 2022) that discovered pupils had a favorable opinion when using Google Translate. Most students are open to using Google Translate to finish the homework they are given in English class. The ease it offers is primarily to blame for this. They contend that Google Translate is simple to use and has a speedy translation speed. In actuality, machine translation takes less time than manual translation utilizing a dictionary when compared to manual translation. Although people are hesitant to use Google Translate for lengthy sentences like paragraphs, they are not as uncomfortable as the prior findings on perceived reliability. It is undeniable that Google Translate, despite being among the quickest machine translations, makes mistakes when translating paragraphs. This indicates that, despite their willingness to utilize Google Translate for their homework, students are aware of the potential for errors while translating lengthy documents. This corroborates the author's research findings that students can speed up their English-language learning by using Google Translate. According to the findings of the second questionnaire's research, using Google Translate can also help you save money because you won't need to purchase a dictionary.

Previous research by (Yanti, 2019), which found that students who were interviewed said Google Translate was very useful in class, substantially validates the findings of this study. Students have a limited amount of time in Translation class in particular to translate the text. They added that translating texts from English to Indonesian was simpler than translating texts from English to Indonesian. One of the most challenging steps is choosing the appropriate source language diction for the target language. Students said that professors truly let them utilize Google Translate for translation homework in the translation class. It is easily accessible to students. As a result, Medvedev (2016) discovered that when dealing with lengthy documents, Google Translate frequently loses accuracy and grammar. Students continued to use Google Translate despite the issues and benefits they discovered. There is evidence that students in the sixth semester strive to use Google Translate as often as they require. The findings from the several studies above can be concluded that these findings are related to previous studies.

#### **D. Conclusion**

This study set out to determine how students felt about using Google Translation to aid their English learning. This study aims to ascertain the percentage of STKIP Muhammadiyah Pagar Alam students who use Google Translate to learn English as well as their attitudes toward this activity. As a result of technological improvements, Google's translation tool is an alternative for comprehending the meaning of other languages. Capable of translating into more than 50 languages, both foreign and domestic. It turns into a substitute tool for society. This also applies to STKIP Muhammadiyah Pagar Alam's English Department students.

The researcher discovered after doing study that pupils used the Google translation tool to learn English. This is due to the fact that individuals occasionally have trouble understanding English, especially while participating in translation tasks. They make use of technology to assist them in tasks like translation, diction, checking for synonyms and antonyms, and checking pronunciation. The findings from two sets of questionnaires indicate that English Department students at STKIP Muhammadiyah Pagar Alam use the Google translation tool for learning English and have a favorable opinion of the tool because the vast majority of the answers they select are "yes" that the tool is very helpful in learning English.

The researcher also came to the following conclusions based on the results of the already stated research: Students believe that using Google Translate in class is more beneficial than detrimental. Google Translate is used by students as a quick dictionary to facilitate quicker word definition searches. It is really simple to get there. Students' vocabulary is increased with the aid of Google Translate. Students also frequently translate sentences one at a time using Google Translate. The main flaw with Google Translate is how inaccurate it is. All the words in a paragraph cannot be appropriately and accurately translated by Google Translate. Additionally, the mistakes and improper word placement that Google Translate produces might help students improve their grammar and translation abilities.

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