Students' Perception of Google Translate in Online English Learning

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Abstract

The aim of this study is to find out the students' perception of Google Translate in online English learning. The formulation problem of this study is how are the students' perception of Google Translate as translation tool in online English learning process? This research was conducted through survey method. The participants of this study were 4th semester students who taken translation class in English Education Departement, Faculty of Education and Teachers Training, Universitas Islam Negeri Sultan Maulana Hasanuddin Banten. The data of students' perception of Google Translate as translation tool in online English learning were obtained by questionnaire and interview. The results of this study indicate that students give a positive perception of Google Translate as translation tool in learning English. The statement that gets the most answers are *Agree* with the result of the data is 28.86%. The positive assessment of the respondents come from their experience in learning English by using Google Translate. They are greatly helped in the learning process when the lecturer asks and explains the material about the translation. Since they do not know the meaning, they immediately consult to the Google Translate. This research also reveals that Google Translate is very useful for students to enhance new vocabularies. They, nevertheless, still pay attention to the results of the translation from Google Translate by looking at the word equivalence, accuracy, and uncluttered sentence structure.

Keywords: google translate, online learning, perception

Introduction

Nowadays, it cannot be denied that technological advances also have an impact on the world of education, by using technological sophistication presented to facilitate learning, for example, such as the Google Translate application. Now, it is certain that almost every student uses Google Translate application to help students work in learning foreign languages, especially English. The presence of a smartphone, for instance, with all the services in it, brings many conveniences that help in learning. It can be ascertained that almost every student is familiar with using smartphones to help

them in studying or doing class assignments. Smartphones are often used for browsing, looking for various materials that are needed. In addition, smartphones are also used to translate English words into Indonesian using google translate on smartphones.

English education students will certainly not be separated from the lecture material in English. Almost all subjects use books or materials in English. In an effort to understand the material, students generally try to translate the material into Indonesian. Researchers' consideration in carrying out this research is based on the current phenomenon in which with the pandemic, the

learning system is held at home or online. Researchers found problems in this online learning system, especially translation lessons, *first* students are mostly lazy to think and want fast and quick results, *secondly*, they always depend on Google Translate. *The third* is a lot of students not confident yet. The students don't have enough references for reading. To translate a phrase, for example, the result of the translation from Google Translate is definitely online. This is far off with meaning the sentence if translated as a whole without the help of the Google Translate application turns out to be irrelevant. This means that the translation does not provide correct information.

Considering the problems, therefore, this current work tries to investigae students' perception of using Google Translate as translation tool in online English learning process. Basically, machine translation is an automatic processing of human language. Arnold (1994) stated that machine translation is generally recognized as an attempt to automate all, or part of the translation process from one human language to another and use of the technique can be used to represent kind of information that is needed for translation that can be processed automatically. Hutchins (1999) stated that machine translation is system in which translators or other users assist computers in the production of translation, including various combination of text, online interaction, and subsequent revisions of output.

However, based on the preliminary survey, many students rely on Google Translate to translate the material in English to understand the material. It's not easy if these books are written in a foreign language since then knowledge cannot be completely sensed. It will take a long time to understand the book by learning the language first. Getting a translated edition of a book will be the easiest way to learn the knowledge one wants. That is one of the important reasons why the need for translation is increasing.

The students cannot be separated of translation tools that may support and aid language learning. Google Translate is a service provided by Google Incorporation to translate text or web pages in other languages. As previously discussed by Baihaqi and Mulyana (2021) that even though Google Translate and other machine translation cannot provide a highly accurate translation result, this can serve translators a pre-translation service. Sukkhwan (2014) stated machine translation is computer software used to translate text from one source language to the target language. One of the popular Machine Translate that is commonly used is Google Translate. The translation service, Google Translate, offered by Google is very much visited online by users around the world.

In the English Education Department, the use of Google Translate is familiar. Based on in the experience of researchers, there are three classes that Google Translate often

used; Writing class, Reading Comprehension class, and Translation class. Based on preliminary research in Translate class, the role of Google Translate is more dominant than other classes. Keep in mind whether the use of Google Translate has a good effect as a medium for fourth semester learning students in the Translation class of the English Education Study Program, Faculty of Education in Universitas Islam Negeri Sultan Maulana Hasanuddin Banten. Understanding research problem, researchers are interested in describing the perceptions of students in the translation class with an online learning system. This research provides an explanation as well as provides a deeper meaning to understand students' perceptions about the use of Google Translate as a translation tool in online English learning. This research can develop the evaluation of tool development using Google Translate and can motivate students to reduce the use of Google Translate as a translation tool. Although using Google Translate in learning can provide a useful and useful experience can develop knowledge and can help new vocabulary whose meaning is not yet known.

The discussion regarding students' perception of Google Translate has been investigated by previous scholars, such Herlina, Dewanti, & Lustiyantie (2019); Maulida (2017); Mulyani & Afina (2021); Tumbal, Liando, & Olii (2021); Tsai (2019); Winiharti, Syihabuddin, & Sudana (2021); and Yanti & Meka (2019). Since this current work is conducted in the English Department of Islamic Universities, this hopefully can give further and better understanding towards the issue.

Theoretical Review
Perception

Perception is the way people see or understand something from their own point of view (Mouly, 1973). Eggen and Kauchak (2001) stated perception is provides a cognitive dimension of perception and sees perception as the process by which people attach meaning to experiences. The theory above is supported by Gibson (2006) define perception as a process that involves receiving, organizing, and interpreting stimuli. According to Baron and Byrne (1997) call this social perception which is the process by which we seek to understand other people.

Perception can be defined into positive and negative side. Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others. Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

People may have different perceptions, that's because there are factors operating to shape and sometimes distort perceptions. Walgito (1990) said that there are two factors that influence a person's perception, namely

internal factors and external factors. Internal factor is factor which comes from an individual, such as: Individual feelings, attitudes and personality, prejudice desire or hope, attention (focus), learning process, physical state, psychiatric disorders, values and needs as well as interests, and motivation. External factors come from environment and stimuli factors such as: family background, information obtained, situation, knowledge and needs around, intensity, size, independence, repetition of motion, new things and familiar or unfamiliar things the object. What people perceive toward something depends on their expectation on situation that they experience. External factors can affect peoples' perception and it can determine what people perceive to do.

Google Translate

Li (2014) stated that Google is an automatic machine translation service provided by Google Inc. It translates one written source language to another directly or with English as a medium. Kusmayadi (2014) mentions that Google Translate is probably the most used online translation tool recently.

The characteristics of google English translation as follows (1) easy to use if you have an internet connection because the user enters the URL of the web page; (2) it's quick to translate rather than using a dictionary; (3) can translate any web page into 51 languages from around the world in just one second;

and (4) not only translate the text but we know how the words are pronounced because in the Google Translate box there is a key to listening.

Method

This current research was a survey research. The respondents in this research conducted on the fourth semester students and selected participants where five classes which consisted of students TBI-A, B, C, D, and E of English Education Department of Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, where in each class there are 30 to 35 students. Each of the representatives of each class were 10 students for questions who answered the questionnaire and 10 students for interviews which were taken based on interesting answers and who often used Google Translate. The researcher distributed a questionnaire to all of the respondents and interviewed several respondents. The research belongs to quantitative design because it was intended to find out students' perception in the fourth semester Faculty of Education in Universitas Islam Negeri Sultan Maulana Hasanuddin. In this research, the researchers used close-ended questionnaire and interview. Creswell (2012) clarified the interviews into four types; one-on-one interviews, focus group interviews, telephone interviews, and electronic email interviews. The researchers chose 10 students as respondents. The interview were conducted to get

comprehensive meaning and to avoid misunderstandings from the respondents.

Result

After analyzing data from questionnaires and interviews from 51 students, the researcher intends to discuss the findings of students' perceptions of using Google Translate in translating in English online learning. Based on research findings, the researcher could imply that students have positive perception. It can be seen from the percentages of each statement. Furthermore, the result of the data on students' perceptions of using Google Translate in translating in English online learning indicated several things as follows.

Table 1. Students' Perception of Google Translate

Statement	Frequency & Percentage					Mean	Level Interpretation
	SD	D	N	A	SA		
Every day I often translate English text into Google Translate	2%	11,8%	23,5%	47,1%	15,7%	3,52	High
In translating English text, I always use Google Translate	2%	19,6%	27,5%	21,6%	29,4%	3,56	High
I have Google Translate application in my gadget that is always available for use	3,9%	13,7%	13,7%	17,6%	51%	3,90	High
Google Translate is very helpful to improve my translation skills	2%	5,9%	19,6%	35,3%	37,3%	4,00	High
Google Translate cannot be a good medium of translation tool in the translation class	2%	23,5%	37,3%	31,4%	5,9%	3,15	Medium
Google Translate could translate text effectively	0,00%	19,6%	51%	17,6%	11,8%	3,21	Medium
Google Translate results are exactly the same as in the dictionary	5,9%	23,5%	31,4%	35,3%	3,9%	3,07	Medium
I use Google Translate for translating word by word	9,8%	21,6%	27,5%	21,6%	19,6%	3,19	Medium
I use Google Translate for translating sentence by sentence	3,9%	11,8%	25,5%	33,3%	25,5%	3,64	High
I use Google Translate for translating paragraph by paragraph	2%	13,7%	19,6%	31,4%	33,3%	3,80	High
Google Translate makes me lazy open the dictionary	7,8%	11,8%	15,7%	19,6%	45,1%	3,82	High
Google Translate makes me lazy to learn structure (Grammar/tenses)	13,7%	31,4%	15,7%	17,6%	21,6%	3,01	Medium
Google Translate can translate faster than any other tools	5,9%	2%	25,5%	33,3%	33,3%	3,86	High
Google Translate really helps me in every translation process	2%	9,8%	17,6%	42,2%	29,4%	4,05	High
I can't translate without using Google Translate	11,8%	49%	25,5%	7,8%	5,9%	3,52	High
I can easily get to Google Translate the application without cost	0,00%	5,9%	31,4%	39,2%	23,5%	3,80	High
Google Translate makes the sentence structure messy	3,9%	11,8%	47,1%	21,6%	15,7%	3,60	High
Google Translate does not translate correctly in English text	3,9%	17,6%	35,3%	31,4%	11,8%	3,29	Medium
I feel addicted when studying online especially "translation class" easily open translation tool applications such as Google Translate	0,00%	7,8%	39,2%	31,4%	21,6%	3,66	High
Google Translate is effective as a "Translation" learning aid in times of a pandemic like this	0,00%	3,9%	25,5%	39,2%	31,4%	3,98	High

The results of this study prove that the fourth semester students at UIN Sultan Maulana Hasanuddin Banten on average use the Google Translate application as a

translation tool in the English learning process, especially in the "translation class" subject. Then, the translation results that have been translated by Google Translate can add new vocabulary. However, the translated text is often messy and inaccurate so that it is less effective in the translation process but is very good at helping the learning process, especially in the translation class. Please note that students' perceptions of the use of Google Translate in translating in online English learning are positive. Using the available features is one thing that improves translation skills and adds new vocabulary, so that it is motivated to learn more new vocabulary and get used to translating text without the help of machine translation.

This finding is supported by data from the questionnaire there are 23.58% answered strongly agree, 28.68% answered agree, 27.80% answered disagree or disagree, 15.82 answered disagree, and 4.13% of the total respondents answered strongly disagree. The results of the study also conform to the previous investigations as already discussed by Herlina, Dewanti, & Lustiyantie (2019); Maulida (2017); Mulyani & Afina (2021); Tumbal, Liando, & Olii (2021); Tsai (2019); Winiharti, Syihabuddin, & Sudana (2021); and Yanti & Meka (2019). Students always use Google Translate in translating English text. The students have the Google Translate application on their mobile phones and always use Google Translate when they need it. The students feel the Google Translate application is very useful in improving their ability to translate. Google Translate is very helpful in learning translation classes.

Conclusion

The researchers found that most of the students had a positive perception toward the use of using Google Translate. The researchers calculated from all the answers to the closed questionnaire, the researchers found that most students had a positive perception of the use of Google Translate in the learning process. This finding is supported by data from the questionnaire there are 23.58% answered strongly agree, 28.68% answered agree, 27.80% answered disagree or disagree, 15.82 answered disagree, and 4.13% of the total respondents answered strongly disagree. This means that most students feel that the use of Google Translate in learning translation classes in particular is very helpful in learning and effective. Therefore, researchers can also find out what makes students have positive perceptions of the use of Google Translate in learning translation class in particular. This means that most students feel that the use of Google Translate in translation is very helpful in learning by getting it for free, easy to use; they feel dependent on the Google Translate application in the learning process, especially in the translation class.

Regarding the results of this work, the researchers recommend students to learn to translate using dictionaries and don't be lazy

to read various books. The lecturers must motivate and advise their students to get used to translating text without the help of Google Translate. Further research through action research or research and development is also suggested to improve students result and processes in translating.

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