

An Analysis of Students' Perception on The Use of Google Translate In Translation Text (A Descriptive Qualitative Research)

Lola Isyika Ashari¹, Muhammad Yassin², Dewi Ismu Purwaningsih³

^{1,2,3} Faculty of Teacher Training And Education, Universitas Nahdlatul Ulama Kalimantan Barat, Kalimantan, Indonesia

Article Info

Article history:

Received Februari 15, 2025

Revised Februari 15, 2025

Accepted Februari 28, 2025

Kata Kunci:

Persepsi Siswa,
Google Translate,
Terjemahan

Keywords:

*Students' Perception,
Google Translate,
and Translation*

ABSTRAK

Hampir semua pembelajar bahasa Inggris terkadang menggunakan Google Translate. Penelitian ini bertujuan untuk menyelidiki lebih jauh bagaimana siswa memahami terjemahan. Tim peneliti di balik studi ini bermaksud untuk mencari tahu apa yang dipikirkan siswa tentang Google Translate. Studi ini menggunakan desain deskriptif kualitatif dan teknik pengambilan sampel yang bertujuan untuk memilih partisipan. Metodologinya didasarkan pada metodologi penelitian kualitatif. Enam mahasiswa jurusan Pendidikan Bahasa Inggris tahun pertama berpartisipasi dalam penelitian ini. Data studi yang disertakan adalah kuesioner, wawancara mendalam, dan materi tambahan. Temuan studi ini menunjukkan bahwa siswa melihat Google Translate secara positif sebagai alat untuk menerjemahkan dokumen. Selain itu, setelah menggunakan Google Translate, siswa merasa bahwa kosakata mereka telah berkembang dan hal itu membuat mereka lebih bersemangat untuk menggunakannya untuk pelajaran bahasa Inggris mereka.

ABSTRACT

Nearly all English language learners use Google Translate sometimes. This research set out to delve further into how pupils understand translation. The research team behind this study set out to find out what the students thought about Google Translate. This study used a qualitative descriptive design and a purposive sampling technique to choose participants. Its methodology was based on qualitative research methodologies. Six first-year English Language Education majors participated in the research. Included in the study data were questionnaires, in-depth interviews, and additional materials. This study's findings suggest that students see Google Translate favorably as a tool for translating documents. Also, after using Google Translate, students felt that their vocabulary had grown and that it made them more eager to utilize it for their English lessons...

This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license.



Corresponding Author:

Lola Isyika Ashari

Faculty of Teacher Training And Education, Universitas Nahdlatul Ulama Kalimantan Barat,
Kalimantan, Indonesia

Email: lolaashari68@gmail.com

1. INTRODUCTION

The ability to communicate via language is crucial in many aspects of everyday living. Language allows for the spoken and written expression of ideas and concepts. When discussing languages, the so-called "international language" English must be considered. According to Intan Karolina (2006), English's status as a worldwide language makes it the most crucial language to acquire. English is the most important language for people of various languages to communicate with each other on a global scale, according to Liasari and Prastyo [1]. The business, technology, culture, and education sectors are just a few more that make use of English. English is a crucial language for kids to learn in the classroom. According to Jaelani et al. (2020), English classes should be required at all grade levels. Classroom instruction in a language should provide pupils not only with the theoretical foundations of the language but also with the practical skills necessary to utilize it effectively in everyday life.

In this age of globalization, technology is integral to all parts of human existence, including education, where it may improve the quality of instruction. Nowadays, technology plays a significant role in many types of education, including translation. Nurhazana (2023) states that translating a text from one language to another entails conveying the work's ideas, thoughts, or meaning. After this step, there are a few things to think about, most of which have to do with how true, precise, and natural the translation is in conveying its intended meaning. Therefore, it is vital to think about whether the target text's readers believe the same things as the source text's readers. The definition of translation provided by several specialists sheds light on these factors.

As the act of translating text from one language into another involves the substitution of text, translation is a crucial part of the communication process. In order to accurately translate a source text, a translator must first identify what the target text is. Before paraphrasing a message into another language, a translator has to grasp its meaning. The development of translation machines has allowed the area of translation to work more quickly. Among the most recent innovations in technology is machine translation. Way [2] states that machine translation is a digital utility that millions of people utilize daily for diverse use cases.

Google Translate is one machine translation technology that has seen a lot of usage. With the initial release of Google Translate in 2006, the service began providing translation between Arabic and English, as stated by Google (2015). In terms of words, phrases, clauses, sentences, and even discourses, Google Translate can transport one language to another (Pujianti, 2017:129). Beyond that, it's identical to According to Maulida [3], one way to translate from one language to another is using Google Translate. This tool, which is offered by Google, can translate between languages like English and Indonesian. Students in Indonesia are well-versed in using Google Translate, which is one of Google's automated machine translation services that offers translation services from source languages to destination languages.

Even while students in the English Education Department utilize Google Translate to help them with difficult terms, the majority of students nowadays use it to finish their assignments. Since Google Translate is effective and supports more than 100 languages, it might be useful for students who need to translate. Many students rely on Google Translate to help them with their assignments. Not only is it simple to use and provides translations in seconds, but it can also serve as an online dictionary, spellchecker (in case of typos), and understand most words and phrases.

In order to back up this study, the researcher gathers a plethora of relevant studies that other researchers have done. According to the first piece of study, "University Students' Perceptions on the Use of Google Translate in Writing Class" (Kurniawan, 2014), students generally see Google Translate in a good light. Students may use Google Translate to help them with their writing by translating individual words, phrases, and paragraphs. Google Translate provides a number of benefits, including being quick and simple to use, accurately translating words and phrases, expanding one's vocabulary, and correcting one's spelling. However, pupils are also aware of Google Translate's limitations, such as

the translation's accuracy. The pupils discovered that Google Translate is not very helpful with spelling and grammar and has problems translating paragraphs. Since not all writing processes need its usage, students consistently double-check their work and do not depend on Google Translate when writing.

For the second study, see Pratiwi's [5] "Senior High School Students' Perceptions on The Role of Google Translate in English Learning Aid." Based on the results, it seems that students view Google Translate in a positive light as an English learning aid. Google Translate is both enjoyable and straightforward to use, according to the results. Students are open to utilizing Google Translate as an alternate method of learning English, and it has the potential to aid them in their English language studies.

Thirdly, in a study titled "Students' Perception of The Use Google Translate in Learning English" (Margiana et al., 2006), the researchers found that students do a variety of tasks with the help of Google Translate, including translation, diction, spelling and grammar check, and pronunciation verification. Most students who took the survey said "yes" when asked whether the tool helped them learn English, so it's safe to say that majority feels positively about it as well. The majority of students think that Google Translate has more positive than negative uses in the classroom. A common practice among students is to use Google Translate to translate individual words; yet, the app's lack of accuracy is its worst flaw. Unfortunately, Google Translate is unable to provide an exact translation for every word in the text. In addition, students may enhance their grammar and translation abilities by correcting Google Translate's mistakes and incorrect word placements.

From the data shown above, it is clear that almost all students utilize Google Translate on a regular basis while they are studying English. However, as Kurniawan [4] points out, students often struggle to grasp certain terms in the course materials or on their practice assignments. This is because students have discovered that Google Translate has limitations when it comes to translating paragraphs and does not assist them with spelling or grammar. As a result, students seldom utilize Google Translate and instead double-check their work. The majority of studies just look at students' perspectives on word translation from a single angle, and that's not even including the analysis. The only direction that prior research has looked at was from the source language to the target language. The purpose of this study is to delve more into the ways in which students perceive translation from both the source and destination languages.

Perceptions of Google Translate in English language education by students have a significant impact on learning results, thus understanding their perspectives is crucial. In this setting, people's viewpoints will shape their impressions; however, this study may provide light on Google Translate's potential in ESL classrooms. An Analysis of Students' Perception on the Use of Google Translate in Translation Text will be the name of the study based on the aforementioned explanation.

2. METHOD

2.1 Research Design

The researcher used a qualitative methodology in this investigation. Creswell [7] argues that qualitative research methods include steps like problem exploration, phenomenon development, word-based data collection, text-based analysis for description, and interpretation of the finding's more significant meaning. According to Sugiyono [8], qualitative research is characterized by its descriptive nature. This indicates that the information gathered was expressed in words instead of numbers. Furthermore, according to Gay (2006), qualitative research entails gathering, analyzing, and interpreting extensive narrative and visual data to understand a specific phenomena. Emerging questions and techniques, data collection in the participants' context, inductive data analysis (developing from particulars to general themes), and interpretation of the data make up the research process. With that out of the way, this research analyzes and discovers the students' perspectives on the employment of Google Translate in learning English via qualitative reasons. To illustrate how students perceive the use of

Google Translate in English language instruction, the researcher here uses a descriptive qualitative approach. Descriptive research is to methodically characterize the properties of things to be adequately studied, according to Sukardi (2003). However, as mentioned by Sugiyono [9], a descriptive approach is one that describes or analyzes study findings without drawing any general conclusions. According to Moleong [10], the goal of qualitative research is to get a more nuanced understanding of a topic at hand, rather than to generalize about a phenomenon and its causes and effects. Detailed descriptions are the end product of this qualitative study.

2.2 Participants and Setting

Finding people to take part in a study is a crucial aspect of any research project. In order to choose individuals, the researcher used a purposive sampling strategy. In purposive sampling, the writer intentionally takes a subjective approach to participant selection, which might impact the findings (Harding, 2021). The researcher is reaching out to the English education department instructor for advice. Creswell (2007) states that in order to ensure quality, the sample criteria include all instances that match certain criteria. This study aims to shed light on the study habits of university-level EFL students who have completed at least 2.5 years of EFL coursework or 5 semesters of EFL in order to establish the necessary requirements. Because of their familiarity with the challenges of university-level English language acquisition and their likely use of a variety of approaches to English as a foreign language (EFL) study, students with this level of experience are preferred. Students studying English at West Kalimantan's University of Nahdlatul Ulama are taking part in the research. The University of Nahdlatul Ulama in West Kalimantan is the site of this investigation. The exact address is 78122, Kalimantan Barat, Indonesia, and the street address is Jl. Parit Derabak, Sungai Raya, Kec. Sungai Raya, Kab. Kubu Raya. Researchers use both online and offline techniques to carry out the study. Students are asked to complete out online surveys using Google Forms in order to gather data, while interviews and documentation are done in person with students.

2.3 Technique of Data Collection

1. Questionnaire

The questionnaire is a common tool for gathering structured data; it doesn't need the researcher's physical presence to conduct, and the results are usually straightforward to evaluate (Cohen et al., 2011). Questionnaires are one kind of data gathering tool that asks respondents to fill out a series of written questions either in person or online. A closed questionnaire with comments on positive and negative perceptions serves as the instrument for this study's scale items..

Table 1. Specification of Questionnaire

No	Question	Information				
		SD	D	N	A	SA
1	In translating English material, I always use Google Translate.					
2	I have never used Google Translate to translate English texts or materials.					
3	I have a Google Translate application which is always available to use.					
4	Google Translate is very helped in improving translating ability.					
5	Google Translate is very helped me in every way of translation process.					
6	Google Translate makes it easy in translation process.					
7	Google Translate isn't quite right in translating text in English language.					

8	English text can be effectively translated by Google Translate.					
9	In using Google Translate, I translate word by word.					
10	In using Google Translate, I translate sentence by sentence.					
11	In using Google Translate, I translate paragraph by paragraph.					
12	I can't translate without using Google Translate.					
13	Google Translate makes me lazy to open a dictionary in translating English text.					
14	Google Translate faster than other tools.					
15	Internet network no interferes with the use of Google Translate application.					
16	I depend on Google Translate to translate English text.					
17	Google Translate is more accurate in providing translation results that other application.					
18	I am satisfied with the results of the translation from Google Translate.					
19	I can't be separated from Google Translate in translating process.					
20	Google Translate can fulfill all my needs in terms of translating English.					
21	Google Translate can't fulfill all my needs in terms of translating English.					
22	I prefer translating using Google Translate rather than English dictionary.					
23	Google Translate provides many benefits in terms of translating English.					
24	Applications other than Google Translate; are unable to provide translation results as good as Google Translate.					
25	Google Translate is more practical than an English dictionary					

To rate anything, the Likert scale is a common choice. Researchers often use surveys using the Likert scale, a psychometric tool, to assess societal sentiments. Djajanegara [12] states that the Likert scale may be used as a tool for evaluating interests, attitudes, and behaviors.

Table 2. Likert Scale

No	Levels		Scale	
			Positive	Negative
1	Strongly Disagree	SD	1	5
2	Disagree	D	2	4
3	Neutral	N	3	3
4	Agree	A	4	2
5	Strongly Agree	SA	5	1

2. Interview

Interviews are the primary data collection tool for this research. Student interviews and structured interviews are the main methods of data collection used by the researcher. Research interviews, as stated by Sugiyono [8], allow researchers to learn more in-depth information on respondents, particularly when working with a small sample size. You may ask both quantitative and qualitative questions with this data collection strategy. The purpose of conducting a qualitative research interview is to elucidate the relevance of participants' life-defining experiences. Knowing how to put participants' words to use is the

most important component of interviewing. The researcher asked students free-form questions about their experiences using Google Translate to improve their English language skills in order to collect detailed information.

Table 3. Specification of Interview

No	Interview Questions
	Students Personality
1	How do you know Google Translate?
2	How do you enjoy/feel use Google Translate?
3	Do you confident in using Google Translate?
4	Do you think that Google Translate gives you a chance to do a cheat in class?
5	Do you feel helpless without using Google Translate? Why?
	Students Motivation
6	Do you get motivated after using Google Translate in your English instruction? Why?
7	Do you think your enriches in term of vocabularies after using Google Translate? Why?
8	Do you feel more confident is increasing in Vocabulary because of Google Translate? Why?
	Students Experience
9	Do you think Google Translate is easier to access? Why?
10	What do you think about Google Translate as media for assisting your learning English?
11	Do you think Google Translate help you to comprehend the material? Why?
12	What kinds of problem do you faced in using Google Translate?
13	How do you use Google Translate?
14	When do you use Google Translate?

3. Documentation

Letters, books, photographs, or films are all examples of documents; they are unique pieces of evidence that may be used to bolster the veracity or accuracy of a claim. Documentation is defined as written or printed materials that may be utilized to support a claim by Purwono [13]. Original papers have the highest level of legal significance. Additionally, participants will provide documentation that translates from two perspectives on how to utilize Google Translate.

2.5 Data Collection Procedure

Researchers do a number of things when it comes to gathering data. Questionnaires, interviews, and documentation are all part of the study data gathering methodology. This study makes use of research tools from the field of topic research in its data gathering process:

1. To ensure the pupils meet the requirements, the researcher first conducts the observation. Making ensuring the sample is appropriate for the topic and representative is an important part of this study.
2. The participants in this research are undergraduates from the English Department of Nahdlatul Ulama University. Using the purposive sample technique, the researcher selected the pupils.
3. Once an appropriate sample is selected as the topic. The researcher took note of the student data that met the requirements to proceed with the investigation.
4. The researcher next had each student create three basic present tense phrases after receiving the study topic.
5. The researcher next had them use Google Translate to convert the words into Indonesian.
6. After that, the researcher had them examine the prior translation's outcomes to see whether they align with the grammar utilized and the translation outcomes.
7. The researchers then use Google Forms to distribute the questionnaire and collect data from students on their experiences using Google Translate.
8. Interviews with each student will be conducted when all students have completed the questionnaire. Each study participant was interviewed in an open-ended manner by the researchers.

9. The interview is made up of fourteen questions that go across three main areas: the student's character, what drives them, and their past experiences. Finding and fixing the problems with this study's research is what these questions are all about.
10. An interview guideline is created by the researcher. The study's author solicits feedback on Google Translate's efficacy as a tool for language acquisition. The researcher will conduct in-person interviews using a three-part framework covering the interviewee's background, goals, and personality traits.
11. The next step is for the researcher to examine the acquired data from the interviews. They will use documentation, such as images, researcher notes, and phone calls, to bolster the data. Participants will also provide documentation that translates from two perspectives on how to utilize Google Translate.
12. To support their study, the researchers used material such as pictures and other papers. Images of student translations, checklists of observations, interview sheets, data from students, and notes are all part of the documentation for this project.
13. After that, the data that was gathered from interviews, observations, recorded uses of Google Translate, and questionnaires was organized and collated.
14. After reviewing the data, the researcher came to the conclusion that the data was gathered on the students' opinions on utilizing Google Translate for English lessons.

2.6 Data Analysis

Next data collecting, the next step is data analysis. Abdussamad [14] states that data analysis is the process of systematically gathering information from sources such as interviews, field notes, and documentation. The information is then described in units, organized into categories, synthesized, compiled into patterns, important things are sorted, and conclusions are drawn in a way that is easy for writers and readers to understand. Data analysis in accordance with Miles and Huberman is used in this investigation. One name for Miles and Huberman's data analysis approach is the Interactive approach. Reducing data, displaying data, and deriving or verifying conclusions are all parts of qualitative data analysis.

a. Data reduction

Collecting complicated data from the field increases in proportion to the length of time a researcher spends researching. For this reason, meticulous recording is required, with data reduction serving as the subsequent analytical step. Data reduction entails selecting key points, highlighting them, and identifying patterns and themes. In this step, the researcher compiles all of the interview and questionnaire data, highlights key aspects in the students' perspectives, and then calculates the findings. The % formula is used to compute the results of the student impression survey, which are first grouped into numbers according to the Likert scale criteria.

b. Data Display

The purpose of data presentation in qualitative research is to help researchers comprehend and make sense of the study. It may appear in flowcharts, concise explanations, or connections between categories. The researcher's goal at this stage is to gather pertinent material in a way that allows for conclusions and meaning-making. Step one in classifying and drawing conclusions from the survey data is to provide an explanation of the computation findings based on interpretation criteria. There is a narrative presentation of the results % for the surveys and interviews.

c. Conclusion drawing or verification

Conclusions based on results and data verification constitute the last step. If solid evidence is discovered to back up the next data gathering step, the still-provisional preliminary results will be

revised. "Data verification" describes the steps used to get this proof. Researchers perform the verification phase to separate relevant data from irrelevant data. Findings that have never been found before constitute the conclusions of qualitative research. A study finding may include a theory, a causal or interaction link, or a description of an item that was previously vague, dim, or unclear; it may also incorporate these things.

3. RESULT AND DISCUSSION

3.1 Research Findings

Information gathered via in-depth interviews, backed up by questionnaires and supporting documents. The research data in this study comes from interviews with English students who have taken at least five semesters of English as a foreign language classes at the university level, or two and a half years of EFL courses. Interviews were scheduled on Monday, May 27th, 2024 and Thursday, May 30th, 2024. Using the criteria established by the purposive sample approach, this study interviewed six informants who were deemed representative of the issue objects. Then, six individuals completed the questionnaire, which included twenty-five questions and all of the answers were closed-ended statements. Following the calculation of the Likert scale and percentage formula, the researcher delivers statistics on students' impressions in each sentence of the questionnaire. Finally, the study is backed by documentation, which includes things like interview sheets, screenshots of in-person interviews, questionnaire sheets, and notes.

3.1.1 Questionnaire Result

Six informants, chosen to represent the topics in this study, were interviewed via questionnaire among students of Nahdlatul Ulama University in West Kalimantan. The survey was carried out using Google Forms, which is an online platform. Students are required to provide responses to 25 questions in the questionnaire. The first question said, "When translating English material, I always use Google Translate." The findings showed that 16.7% of people strongly disagreed, 33.3% disagreed, 33.3% were indifferent, and 16.7% agreed. The pupils' consistent usage of Google Translate is evident. A total of 83.3% of respondents disagreed and 16.7% strongly disagreed with the statement "I have never used Google Translate to translate English texts or materials" in the second question. Clearly, some of the kids have made use of Google Translate to convert written English into another language. Half of the respondents agreed and 16.7 percent disagreed with the statement, "I have a Google Translate application which is always available to use," in the third question. Clearly, some of the kids have made use of Google Translate to convert written English into another language. Half of the people who took the survey agreed that "Google Translate is very helped in improving translating ability," while a third were unsure and 16.7 percent were vehemently opposed. They were able to improve their translation skills with the aid of Google Translate. Half of the respondents strongly agreed, 33.3 percent were unsure, and 16.7 percent were firmly opposed to the statement that "Google Translate is very helped me in every way of translation process" (question 5). In every aspect of the translation process, Google Translate proved to be helpful.

Half of the people who took the survey agreed with the statement "Google Translate makes it easy in the translation process," while 17% were unsure, 17% strongly agreed, and 16% disagreed. We may say that Google Translate is simpler to use while processing translations.

Of the seven questions, 66.7% gave a neutral response and 33.3% gave a disagree. The findings showed that Google Translate isn't exactly accurate when translating material in English. After reviewing the translated material, it is clear that Google Translate did a good job. Results for the eighth question, "Can Google Translate effectively translate English text?" showed that 16.7% of respondents strongly disagreed, 33.3% disagreed, 33.3% agreed, and 16.7% were indifferent. With any luck, Google Translate will do a good job translating. A total of 33.3% of respondents strongly disagreed, 33.3%

disagreed, 16.7% agreed, and 16.7% very agreed with the statement "In using Google Translate, I translate word by word" in the ninth question. Their usage of Google Translate did not result in a literal word-for-word translation. When asked question number ten, "When using Google Translate, I translate sentence by sentence," half of the respondents gave a neutral response, 16.7 percent disagreed, 16.7 percent strongly agreed, and 16.7 percent disagreed. Their usage of Google Translate was neutral when it came to translating sentences by sentences. "In using Google Translate, I translate paragraph by paragraph," was the eleventh question that had the following results: 33.3% strongly disagreed, 33.3% were indifferent, and 33.3% agreed. Their usage of Google Translate seems to have been paragraph-by-paragraph.

A total of 83.3% of respondents disagreed and 16.7% strongly disagreed with the statement "I can't translate without using Google Translate" in the twelfth question. It follows that pupils can successfully translate texts without resorting to Google Translate. The findings showed that 50% of people strongly agree, 33.3% disagree, and 16.7% agree with the statement "Google Translate makes me lazy to open a dictionary in translating English text" in the twelfth question. Using Google Translate instead of opening a dictionary to translate English text is a sign of laziness, it seems. There were the following findings for the fourteenth question: 33.3% were indifferent, 16.7% disagreed, 16.7% agreed, 16.7% strongly disagreed, and 16.7% strongly agreed that Google Translate is quicker than alternative solutions. In terms of how quickly it translated, Google Translate was clearly not a game-changer.

A total of 33.3% of respondents agreed with the statement "Internet network no interferes with the use of Google Translate application." 16.7% disagreed, 16.7% were indifferent, 16.7% strongly disagreed, and 16.7% strongly agreed with the statement. It follows that Google Translate is unaffected by the user's internet connection. Half of the respondents strongly disagreed with the statement "I rely on Google Translate to translate English text," whereas 16.7 percent disagreed, 16.7 percent were neutral, 16.7 percent strongly disagreed, and 16.7 percent strongly agreed with the statement. Students clearly did not rely on Google Translate to translate English content. When asked if they agree or disagree with the statement "Google Translate is more accurate in providing translation results than other application," the findings showed that 16.7% strongly disagreed, 33.3% disagreed, and 33.3% were highly neutral. Compared to other applications, Google Translate does a poor job of giving accurate translation results.

Of the seven questions, 66.7% gave a neutral response and 33.3% gave a disagree. The findings showed that Google Translate isn't exactly accurate when translating material in English. After reviewing the translated material, it is clear that Google Translate did a good job. Results for the eighth question, "Can Google Translate effectively translate English text?" showed that 16.7% of respondents strongly disagreed, 33.3% disagreed, 33.3% agreed, and 16.7% were indifferent. With any luck, Google Translate will do a good job translating. A total of 33.3% of respondents strongly disagreed, 33.3% disagreed, 16.7% agreed, and 16.7% very agreed with the statement "In using Google Translate, I translate word by word" in the ninth question. Their usage of Google Translate did not result in a literal word-for-word translation. When asked question number ten, "When using Google Translate, I translate sentence by sentence," half of the respondents gave a neutral response, 16.7 percent disagreed, 16.7 percent strongly agreed, and 16.7 percent disagreed. Their usage of Google Translate was neutral when it came to translating sentences by sentences. "In using Google Translate, I translate paragraph by paragraph," was the eleventh question that had the following results: 33.3% strongly disagreed, 33.3% were indifferent, and 33.3% agreed. Their usage of Google Translate seems to have been paragraph-by-paragraph.

A total of 83.3% of respondents disagreed and 16.7% strongly disagreed with the statement "I can't translate without using Google Translate" in the twelfth question. It follows that pupils can successfully translate texts without resorting to Google Translate. The findings showed that 50% of people strongly agree, 33.3% disagree, and 16.7% agree with the statement "Google Translate makes

me lazy to open a dictionary in translating English text" in the twelfth question. Using Google Translate instead of opening a dictionary to translate English text is a sign of laziness, it seems. There were the following findings for the fourteenth question: 33.3% were indifferent, 16.7% disagreed, 16.7% agreed, 16.7% strongly disagreed, and 16.7% strongly agreed that Google Translate is quicker than alternative solutions. In terms of how quickly it translated, Google Translate was clearly not a game-changer.

A total of 33.3% of respondents agreed with the statement "Internet network no interferes with the use of Google Translate application." 16.7% disagreed, 16.7% were indifferent, 16.7% strongly disagreed, and 16.7% strongly agreed with the statement. It follows that Google Translate is unaffected by the user's internet connection. Half of the respondents strongly disagreed with the statement "I rely on Google Translate to translate English text," whereas 16.7 percent disagreed, 16.7 percent were neutral, 16.7 percent strongly disagreed, and 16.7 percent strongly agreed with the statement. Students clearly did not rely on Google Translate to translate English content. When asked if they agree or disagree with the statement "Google Translate is more accurate in providing translation results than other applications," the findings showed that 16.7% strongly disagreed, 33.3% disagreed, and 33.3% were highly neutral. Compared to other applications, Google Translate does a poor job of giving accurate translation results.

3.1.2 Interview Results

In order to get a feel for the problems at hand, this study interviewed six informants who were all students at West Kalimantan's Nahdlatul Ulama University. Direct eye contact was maintained throughout the interviews. Personality, Motivation, and Experience are the three primary areas covered by the fourteen questions that make up the interview.

a. Students' Personality Result

The three primary areas of inquiry are as follows: student motivation, student experience, and student personality. The first part of the test consisted of five questions regarding students' personalities.

1) "How do you know Google Translate?"

Handling question 1 of the first topic. "How do you know Google Translate?", The research findings from interview question number one on the first topic, students' personalities, suggest that the research subjects are familiar with Google Translate. They are aware of it because they want to translate unfamiliar vocabulary words. They also became familiar with it in high school because it is a popular translation application. On top of that, a few students said that they found out about Google Translate from personal experience or word of mouth.

2) "How do you feel enjoy/feel use Google Translate?"

Handling question 2 of the first topic "How do you feel enjoy/feel use Google Translate?", Using Google Translate to quickly grasp and understand the meaning of a phrase was a huge hit with the research participants, according to the results of interview question number two on the first issue of the study—students' personalities. Also, a number of students have said that Google Translate isn't their favorite tool due to how inaccurate it is.

3) "Do you confident use Google Translate?"

Handling question 3 of the first topic "Do you confident using Google Translate?", According to the results of the third interview question on the first item, the study participants' responses indicated a mix of confidence and lack of confidence when it came to utilizing Google Translate. The study's subjects felt comfortable using Google Translate as it piqued their interest in learning English and helped them understand words they had never heard of before. Some pupils also mention that they aren't entirely comfortable with Google Translate since it sometimes produces incorrect translations.

4) "Do you think using Google Translate gives you a chance to do a cheat in class?"

Handling question 4 of the first topic "Do you think using Google Translate gives you a chance to do a cheat in class?" Based on the results of interview question 4, the first topic, the majority of

participants said "YES" because there are instances where it's easy to cheat by using the camera to translate words. Another reason is that students use small mobile phones to access Google Translate, which makes it difficult for teachers to find them. Lastly, this app is believed to make students less engaged in reading and searching for meaning. Multiple students have chimed in to say that they disagree, citing the fact that Google Translate only ever translates words and sentences that we don't know. It is the responsibility of the author to craft Indonesian phrases that are readily translated by Google Translate; Google Translate is not here to force me to cheat on my classes.

5) *"Do you feel helpless without using Google Translate?"*

Handling question 5 of the first topic *"Do you feel helpless without using Google Translate?"*, According to the results of the research, the majority of interviewees said "NO" when asked about the use of Google Translate. This is because, for instance, there are instances where the language used is inappropriate. However, they do have access to dictionaries and libraries on campus, so they could find an alternative solution. In addition, a number of students have said that they would be completely lost without Google Translate, which is really helpful for both translating and understanding certain words. It is clear from the statistics shown above that students find Google Translate to be an effective and useful tool when they need assistance translating documents. The interview included five topics related to the first issue, which was students' personalities. The facts from the interviews mentioned above lend credence to this claim.

b. Students' Motivation Result

There are main questions with 3 topics; Students Personality, Students Motivation and Students Experience. This section was the second topic, Students' Motivation topic which consist 3 questions.

1) *"Do you get motivated after using Google Translate in your English instruction? Why?"*

Handling question 1 of the second topic *"Do you get motivated after using Google Translate in your English instruction? Why?"*, All of the study respondents reported high levels of motivation after the implementation of Google Translate into their English lessons, according to the results of the first interview question on the second topic. Thanks to Google Translate, they picked up several useful new words for everyday life. After using Google Translate, some students have reported hearing a voice instruct them on the correct spelling and pronunciation of certain words.

2) *"Do you think your vocabulary enriches after use Google Translate? Why?"*

Handling question 2 of the second topic *"Do you think your vocabulary enriches after use Google Translate? Why?"*, the research findings from interview question number 2 on the second topic, all the subjects of research answer that their vocabulary enriches after using Google Translate.

3) *"Do you feel more confident is increasing in Vocabulary because of Google Translate? Why?"*

Handling question 3 of the second topic *"Do you feel more confident is increasing in Vocabulary because of Google Translate? Why?"*, According to the results of the third interview question on the second topic, the majority of participants in the study reported feeling more comfortable expanding their vocabulary as a result of using Google Translate. This could be due to a number of factors, including the fact that the tool helps them understand the meaning of words they were previously unfamiliar with, and the fact that the translated words are more accurate than the original sentences. Several study participants also said that they don't feel more confidence since their basic thoughts, when translated via Google Translate, are easy to forget. The findings from the interview, which included three questions on the second subject (student motivation), supports the conclusion that students report feeling inspired after use Google Translate. The facts from the interviews mentioned above lend credence to this claim.

c. Students' Experience Result

There are main questions with 3 topics; Students Personality, Students Motivation and Students Experience. This section was the third topic, Students' Experience topic which consist 3 questions.

1) *"Do you think Google Translate is easier to access? Why?"*

Handling question 1 of the third topic *"Do you think Google Translate is easier to access? Why?"*, the research findings from interview question number 1 on the third topic, all the subjects of research answer that Google Translate was easier to access, they just type "Google Translate" in the search bar on google, Google Translate provides any ways to access it, like by website, application, and link by their smart phone.

2) *"What do you think about Google Translate as media for assisting your learning English?"*

Handling question 2 of the third topic *"What do you think about Google Translate as media for assisting your learning English?"*, the research findings from interview question number 2 on the third topic, the subjects of the research think that Google Translate very helpful for those who are just learning English, but most of subject of research think that Google Translate not assisting they in learning English because of inaccurate the result when they using Google Translate there are so much mistakes in grammar, and also they knew that Google Translate sometimes make wrong translation when they switch that.

3) *"Do you think Google Translate help you to comprehend the material? Why?"*

Handling question 3 of the third topic *"Do you think Google Translate help you to comprehend the material? Why?"*, the research findings from interview question number 3 on the third topic, based on their experienced the subjects of the research think that Google Translate very helpful when they confused in translating, also in the material there are so much vocab that they did not know, so they use Google Translate to understanding the material. Several subjects of research think that Google Translate not quite help they in comprehend the material because of there are still words that are not translated correctly and the materials that they learnt are not enough to translate only by Google Translate.

4) *"What kinds of problem do you faced in using Google Translate?"*

Handling question 4 of the third topic *"What kinds of problem do you faced in using Google Translate?"*, the research findings from interview question number 4 on the third topic. Based on their experienced, so much problem that they face, from there may be a slightly mismatch of sentence while translating, the grammar and language error, the wrong and unstructured sentences, and the problem is often to use Wi-Fi, so when they come to the place that have not internet connection they cannot to access Google Translate.

5) *"How do you use Google Translate?"*

Handling question 5 of the third topic *"How do you use Google Translate?"* the research findings from interview question number 5 on the third topic. Based on their experienced, there are so much way how they use Google Translate. They just need mobile phone and then have to open Google Chrome and then type "Google Translate". Then, if the sentence is too long, they can choose to copy paste the sentence that they want.

6) *"When do you use Google Translate?"*

Handling question 6 of the third topic *"When do you use Google Translate?"*, the study results from interview question number 6 on the the third theme. Their experience has taught them to use Google Translate in two main situations: first, when they need a translation of a single phrase or paragraph done fast; and second, when they are unfamiliar with a particular term or vocabulary and need to look it up. The data from the interview, which takes into account six questions from the third topic—the student experience—is shown above. It can be inferred that Google Translate is a more accessible medium for assisting with English language acquisition. Those just starting out with the

English language will find Google Translate to be an invaluable tool. Also, when pupils are puzzled about interpreting unfamiliar content, Google Translate is there to help. The facts from the interviews mentioned above lend credence to this claim. The results may be categorized into three main areas: student motivation, student experience, and student personality. We find that students really benefit from using Google Translate and that it is an efficient medium for assisting students with text translation. Because Google Translate allows students to easily translate their English learning materials, and because students report an increase in their vocabulary as a result of using Google Translate, it follows that students are driven to continue using the tool.

3.2 Discussion

It makes an effort to resolve a specific research issue by drawing on this body of knowledge. Asking, "What does the English Department at the University of Nahdlatul Ulama West Kalimantan think about Google Translate?" The study's findings suggest that students benefit much from using Google Translate, and that the tool is useful for helping them translate materials. Because Google Translate allows students to easily translate their English learning materials, and because students report an increase in their vocabulary as a result of using Google Translate, it follows that students are driven to continue using the tool. Students utilize Google Translate for text translation for a variety of reasons, including its accessibility, practicality, availability of numerous languages, functionality, and more. According to study by Suseno [15], students have a good impression of Google Translate when they utilize it to improve their reading comprehension while learning English. Using Google Translate as a teaching tool may greatly improve students' English reading comprehension in the classroom. This was in agreement with the claims made by Pratiwi [5], who found that the majority of students thought Google Translate was user-friendly, informative, and beneficial to their English language study. According to Ambarwati (2021), students use Google Translate because it is easy to use, practical, and has a wide range of features (such as offline translation, handwriting recognition, instant camera translation, and saving time compared to using an English dictionary).

One of these features is the ability to translate more words. But there is a dark side to Google Translate when it comes to students: it may make them lethargic to read and use a dictionary, and it can occasionally translate phrases that aren't structured correctly or have grammatical or linguistic errors. In a similar vein, Wisdayansyah [16] claimed that the majority of students thought that using Google Translate constituted cheating, however the degree to which this was the case depended on the students' individual experiences with the tool. It is clear from the preceding discussion that most students see the use of Google Translate for text translation in a good light. However, there are instances where the translated results are incorrect or improper. The study's findings demonstrate that students benefited from using Google Translate, and that the tool is effective as a medium for assisting students with translation texts. Students reported feeling more motivated to use the tool after using it, and that their vocabulary had grown thanks to its assistance in turning their sources into translation texts. Google Translate seems to live up to the translating expectations of pupils. Students now prefer using Google Translate instead of pulling out an English dictionary since it is a practical, quick, and straightforward translation tool.

4. CONCLUSION

Nearly all students had a favorable impression of Google Translate, according to the results of this study. For students, Google Translate is a lifesaver when it comes to interpreting literature, particularly those written in English. Because Google Translate allows students to translate their materials in English learning and because students believe that their vocabulary has increased after using Google Translate in their English learning, it was also established that students are motivated after using Google Translate. There are still benefits and drawbacks to using Google Translate for pupils to translate

English texts. Students still pick and utilize Google Translate despite its flaws because it helps them overcome English language learning obstacles.

Some of the problems that students have include not comprehending the material, having trouble translating phrases or paragraphs, and forgetting certain words. Students' personalities had a role in their familiarity with Google Translate; first, they wanted to know the meaning of unfamiliar terms, and second, they understood it was a well-known translation program. They found Google Translate to be both entertaining and useful due to its ability to quickly and readily translate the meaning of a statement. In addition, pupils exhibited self-assurance when use Google Translate. Google Translate is a great tool that may greatly benefit pupils when it comes to interpreting documents. Students' intrinsic motivation is a strong indicator of how effective Google Translate is for improving their English language skills.

They were able to learn new terms, hear how to pronounce them, and even sound them out after using Google Translate. Using Google Translate has also increased the students' vocabulary, and for a variety of reasons, they now feel more confidence in their ability to continue expanding their vocabulary. For example, by using Google Translate, their vocabulary may also grow; the app clarifies unknown terms' meanings and provides more accurate vocabulary translations than sentences. Based on their own experiences, students believe that Google Translate is the most convenient tool to help them learn English. If you are just starting out on your English language journey, Google Translate is a lifesaver. When pupils were puzzled about translating unfamiliar content, Google Translate was a great assistance. Despite this, students did encounter some issues with Google Translate from time to time; for example, there might be a minor mismatch of sentences, grammatical and language mistakes, and the most common issue was with Wi-Fi, so students couldn't use Google Translate when they went somewhere without internet. They utilize Google Translate in so many different ways that it can't be the explanation. To use Google Translate, all they need is a mobile phone, an internet connection, and a web browser.

Then, if the desired phrase is too lengthy, pupils have the option to copy and paste it. "How are the perceptions of using Google Translate among English Department students at University of Nahdlatul Ulama West Kalimantan?" is the only research subject that this study aims to solve. The study's findings suggest that pupils had a favorable impression of Google Translate. When it came to translating texts, particularly English texts, students found Google Translate to be an invaluable resource. Google Translate helps students translate their materials into English for their learning, and students believe that their vocabulary has increased after using it in their English lessons, so it's no surprise that students are inspired after using it.

REFERENCE

- [1] Liasari, D. R., & Prastyo, H. (2016). *Developing Media to Teach Writing Skill for EFL Learners at Indonesia*.
- [2] Way, A. (2018). 'Quality Expectations of Machine Translation', 159–78.
- [3] Maulida, H. (2017). *Persepsi Mahasiswa terhadap Penggunaan Google Translate sebagai Media Menerjemahkan Materi Berbahasa Inggris*. Jurnal Saintekom, 7(1), 56-66.
- [4] Kurniawan, N. (2023). *University Students' Perceptions on the Use of Google Translate in Writing Class*. Lampung: English Education Study Program Department of Language and Arts Education Faculty of Teacher Training and Education University of Lampung.
- [5] ratiwi, Z. U. (2020). *Senior High School Students' Perceptions on the Role of Google Translate in English Learning Aid*. LangEdu Journal
- [6] Margiana, & Syafryadin. (2021). *Students' Perception of the Use Google Translate in English Learning*. Journal of Development and Innovation in Language and Literature Education. Publisher of Yayasan Karinoseff Muda Indonesia. Vol 3 number 2. P. 171-182.
- [7] Creswell, J. W. (2012). *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th e.d.)*. Boston: Pearson.
- [8] Sugiyono, D. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D (19th e.d.)*. Alfabeta.
- [9] Sugiyono, (2005). *Metode Penelitian Administrasi (Bandung: CV Alfabeta, 2005)*

- [10] Moleong, J. L. (2011). *Metode penelitian kualitatif*. Bandung: PT. Remaja Rosdakarya.
- [11] Cohen, L. (2000). *Research Methods in Education*. London: Routledge.
- [12] Djajanegara, A. R. (2020). *Teknik Analisis Data (Analisis Kualitatif Pada Hasil Kuesioner)*. Jurnal Ilmu Pendidikan Dan Dakwah, 1–11.
- [13] Purwono. (2017). *Konsep dan Definisi Dokumentasi*. Dasar-Dasar Dokumentasi (p. 16). PUST2241.
- [14] Abdussamad, Z. (2021). *Metode Penelitian Kualitatif*. In P. Rapanna (Ed.), Syakir Media Press (1st ed., Vol. 4, Issue 1). Syakir Media Press.
- [15] Suseno, G. (2023). *Students' Perceptions of Using Google Translate in Learning English on Reading Skills in The Eleventh Grade at Sma N 1 Nogosari*. Surakarta: English Language Education Study Program Faculty of Cultures and Languages UIN Raden Mas Said Surakarta.
- [16] Wisdayansyah. (2019). *EFL Students' Attitudes on Using Google Translate in Writing Class at IAIN Palangka Raya*. Palangka Raya: State Islamic Institute of Palangka Raya Faculty of Teachers' Training and Education Language Education Department Study Program of English Education