

STUDENTS' PERCEPTION ON THE USE OF GOOGLE TRANSLATE FOR ENGLISH LEARNING

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ABSTRACT

The popularity of Google Translate as a media in translating languages is growing fast on the internet. Through Google Translate, it has become an alternative way for students to translate or understand learning English. This study aims to describe students' perception of the use of Google Translate in English Learning in SMKN 62 Jakarta. This study was conducted a qualitative analysis using a questionnaire and interview which participate of 5 Senior High School students who had the experience in using Google Translate in English Learning. In collecting the data, this study used a 4-point Scale Likert questionnaire to find out the response of students' perceptions about the use of Google Translate for learning English. The collected data was done through a semi-structured interview to examine how students perceive the use of Google Translate in their learning. Interviews are going to gain more details of respondents' thoughts. The result of this study showed that students' perception of the use of Google Translate in English class is positive. Google Translate helps them to translate and gives them more understanding of English. It is indicated that Google Translate generously helps a lot. Students can translate quicker and complete their task. Even though there is still weakness in translation using Google Translate, Google Translate saves time on translating English.

Keywords: Perception, Google Translate, English Translate

INTRODUCTION

Technology and the internet are nowadays greatly helping people in many aspects of life. There is so much information obtained by simply clicking or taping a button. In educational establishment areas, the use of technology and the internet has a very important role. There are lots of applications, features, sites, that offer tools to help students learn more easily. In learning English, there are many media that can help students to study the language. One of the improvements technologies in smartphone is Google Translate (Yanti & Meka, 2019). According Sancez, A.R., Hueros (2010), Google Translate is free machine translation made by Google used to serve for translating some text from one language to target languages. This machine can serve the process of translating a source language into another language target. Based on the above definition, Google Translate can be defined as one of the automatic machine translations available from Google Company to provide translation services from source languages to target languages.

Google Translate is a tool that probably seems helpful when people learn a new language. Students are able to browse Google Translate from their smartphone to help them to comprehend new languages. It is also used to translate English words into Bahasa Indonesia or the opposite. They use Google Translate to translate abstract because the service provides free and real-time results in seconds (Napitulu, 2017). In understanding a material or text written in English, students can easily use Google Translate as a media for learning English. Since Google Translate is broadly and progressively used by students, there is little awareness about their perceptions and outlooks to Google Translate accuracy, shortcomings and usefulness (Jolley & Maimone, 2015 cited from (Alhaisoni & Alhaysony, 2017).

Nowadays, translation has a very important role, especially in the academic. For example, English, this has become an obstacle for students that have problems understanding the language. Translation is a way of taking the main idea of a text and gets the information of it. The thing is the element of text organization, and function. Not only translate, but able to inform the information in another language or mother tongue. Translation is an activity comprising the interpretation of the meaning of a text in one source language and in the other target language. Translation must take into account a number of constraints, including text, the rules of grammar of the two languages, their writing conventions, and their idioms (Yuliani, 2018: 1).

In the present situation during a pandemic, this requires blended learning which is conventional and learning from home. There are difficulties in the aspect of understanding in English class. In SMK 62 Jakarta, teachers hesitate to communicate in English class. Students find it difficult to understand the instructions or explanations of their teacher in the class. Students can use numerous media to support learning English. Teachers provide facilities to support the learning process, so that students understand more easily. Nevertheless, through an application; translation machine, it becomes an alternative way for students to translate or understanding in learning English. However, there are some issues with using Google Translate as a tool in language studies. Using Google Translate to translate from the first language to the target language may lead to imperfect translation. There are many mistakes in the translation.

Through perception, humans are constantly in contact with the environment. This connection is done through the senses, namely the senses sight, hear, touch, taste and smell. According to Sugihartono in Yanuariska (2014) "Perception is the ability of the inner brain translating a stimulus or process for translating / interprets the stimulus that enters the sense organs". Students' perception needs to know as the base of the students' understanding in learning English. Though, Google Translate help them in English learning in class. Based on writers' experience during intership 1, 2, 3 in SMK 62 Jakarta, the writer found some problems as follows; students found its difficulty in comprehend teachers' explanation and English text. So, the teachers have to explain in students' mother tongue or Bahasa Indonesia. Consequently, the researchers motivated to conduct this descriptive qualitative research. As previous mentioned, to find out whether Google Translate has a good or bad impact on learning English for high school students, especially at SMKN 62 Jakarta. Before conducting research, researchers were done a small survey to find out whether they used Google Translate in learning.

Table 1 Students use Google Translate in English learning

STATEMENT	YES	NO
Saya familiar dengan Google Translate	100%	-
Saya pernah menggunakan Google Translate	100%	-
Saya menggunakan Google Translate untuk pemahaman saya saat pembelajaran Bahasa Inggris	100%	-
Saya menggunakan Google Translate untuk menerjemahkan teks berbahasa Inggris	100%	-
Saya memahami bacaan teks berbahasa Inggris tanpa alat bantu (mesin terjemahan, kamus)	42%	58%

Based on the survey results, students at SMK Negeri 62 Jakarta were used to using Google Translate to understand and translate when learning English. Most of the students agreed that it was a bit difficult for them to understand English texts without a translation tool or machine translation. So that researchers created a research question "What are students' perceptions of Google Translate as a medium for learning English?".

METHODS

This study employed descriptive qualitative research method. Kriyantoro said, "Qualitative research that aims to explain phenomena by collecting data as deep as possible". Qualitative research emphasizes the depth of data gained by researchers. The deeper and more detailed the data gained, the better the quality of this qualitative research. Descriptive research is study that is directed to describe a variable, either one or more variables (independent) without making contrasts, or variables that are linked to one other variable (Sugiyono, 2009). Descriptive

qualitative method was chosen because this study aims to examine how students' perception on the use Google Translate for learning English.

The researcher used 32 senior high school students as respondents. The researchers used online questionnaire through Google Form to collect the data. Google Forms is a survey administration app that is included in the Google Drive office suite along with Google Docs, Google Sheets, and Google Slides. The questionnaire was adopted from a research from Umam, (2015) entitled *Peran Google Translate dalam Proses Penerjemahan Arab-Indonesia pada Mahasiswa Pba Semester IV Arabic-Indonesia*. After the data had been analysed, the writer interpreted the items into a more specific description. Furthermore, the writer recapitulated the whole items to see the student perception of Google Translate. Then the next step was interviewing. The researchers selected and interviewed 5 students who had been selected based on their responses in the questionnaire.

FINDINGS AND DISCUSSION

The data in this study were gain from questionnaire and students' responses in interviewing. The focus on this study was to examine what was students' perception on the use of Google Translate for English learning.

1. Students' Close-Ended Questionnaire Result

Researchers divided the questionnaire to 2 sections, for clear data showing. There were 2 sections; (1) General Information, and (2) Students' perception on the use of Google Translation for English learning. Researchers used the close-ended questionnaire by 4 point Likert Scale; SD (Strongly Disagree), D (Disagree), A (Agree), and SA (Strongly Agree). The first section there was 3 questions.

Table 2 General Information

Question	SD	D	A	SA
Do you frequently read English text?	0.1%	16.1%	67.7%	16.1%
Did you ever translate English text?	-	3.2%	58.1%	38.7%
Did you ever use Google Translate to help you in English learning?	-	-	29%	71%

As the table showing, the result for first question was 84.4% positive. It means 27 of 32 students stated that they often read English text, and there were 5 participants who rarely read English text. Then, the result for the second question was 93.8% positive translating English text.

For the last question in general information, result showed that 100% participants agreed. It means that 32 participants ever used Google Translate to help in English learning. From the data above, it can be concluded that they often use Google Translate in English learning.

The second section of the close-ended questionnaire had 3 indicators; first was translating, the second was the use of Google Translate, and the third was Google Translate Application. The next following table was the result of second section, translating.

Table 3 Students, Translating Basic

No	PERNYATAAN	STS	TS	S	SS
1	Setiap hari saya sering menerjemahkan teks berbahasa Inggris.	-	11 (34.4%)	17 (53.1%)	4 (12.5%)
2	Setiap ada teks berbahasa Inggris saya ingin menerjemahkannya.	-	6 (18.8%)	22 (68.8%)	4 (12.5%)
3	Saya suka menerjemahkan teks berbahasa Inggris.	-	3 (9.4%)	20 (62.5%)	10 (31.3%)
4	Saya merasa kesulitan ketika menerjemahkan teks berbahasa Inggris.	-	6 (18.8%)	22 (68.8%)	4 (12.5%)
5	Saya membutuhkan bantuan orang lain untuk menerjemahkan teks berbahasa Inggris.	-	8 (25%)	21 (65.6%)	4 (12.5%)
6	Saya membutuhkan alat bantu dalam menerjemahkan teks berbahasa Inggris.	-	4 (12.5%)	21 (65.6%)	7 (21.9%)

Statement number 1-6 was showing the result of students' interest and difficulty in translating. Number 1 showed that 65.6% of students were often translating English text. Second statement showed that 81.3% students translating English text when they found the text. Third statement 93.8% students were like to translate, meanwhile 81.3% of students found it difficult in translating process. A total of 78.1% students need others to help in understanding English text. As the result of 6th statement 87.5% students need translation tools, but 12.5% disagree to use the translation tools. Based on the table 3, most of the students use Google Translate in learning English. The result of statement number six, 28 students need tools to translate English text.

Table 4 the use of Google Translate

No	PERNYATAAN	STS	TS	S	SS
7	Dalam menerjemahkan teks berbahasa Inggris saya selalu menggunakan Google Translate.	2 (6.3%)	5 (15.6%)	18 (56.3%)	8 (25%)

8	Saya tidak pernah menggunakan Google Translate dalam menerjemahkan teks berbahasa Inggris.	8 (25%)	19 (59.4%)	3 (9.4%)	2 (6.3%)
9	Saya memiliki aplikasi Google Translate yang selalu sedia untuk digunakan.	-	5 (15.6%)	20 (62.5%)	7 (21.9%)
10	Google Translate sangat membantu dalam meningkatkan kemampuan menerjemahkan.	-	1 (3.1%)	22 (68.8%)	9 (28.1%)
11	Google Translate sangat membantu saya dalam setiap proses penerjemahan.	-	2 (6.3%)	23 (71.9%)	7 (21.9%)
12	Google Translate memudahkan saya dalam setiap proses penerjemahan.	-	1 (3.1%)	22 (68.8%)	9 (28.1%)
13	Google Translate kurang tepat dalam menerjemahkan teks berbahasa Inggris.	1 (3.1%)	13 (40.6%)	14 (43.8%)	4 (12.5%)
14	Teks berbahasa Inggris dapat diterjemahkan secara efektif oleh Google Translate.	-	10 (31.3%)	19 (59.4%)	4 (12.5%)
15	Hasil penerjemahan Google Translate sangat tepat dengan apa yang ada di dalam kamus.	-	13 (40.6%)	14 (43.8%)	5 (15.6%)
16	Dalam penggunaan Google Translate, saya menerjemahkan kata per kata.	-	15 (46.9%)	16 (50%)	3 (9.4%)
17	Dalam penggunaan Google Translate, saya menerjemahkan per kalimat.	-	5 (15.6%)	23 (71.9%)	4 (12.5%)
18	Dalam penggunaan Google Translate saya menerjemahkan per paragraf.	-	5 (15.6%)	22 (68.8%)	5 (15.6%)
19	Saya tidak bisa menerjemahkan tanpa menggunakan Google Translate.	4 (12.5%)	17 (53.1%)	9 (28.1%)	3 (9.4%)

20	Google Translate membuat saya malas membuka kamus untuk menerjemahkan teks berbahasa Inggris.	1 (3.1%)	10 (31.3%)	18 (56.3%)	4 (12.5%)
21	Google Translate membuat saya malas belajar kosa kata untuk memahami teks berbahasa Inggris.	5 (15.6%)	17 (53.1%)	10 (31.3%)	-

As shown in table 4, 84.5% of students have Google Translate ready to use. A total of 81.3% of students always use Google Translate to translate English text. Meanwhile, 15.7% never used it. Students used Google Translate for increasing their translation skill 96.9%, for helping them in translating process was 93.8%, and for making them easier in translation 96.7%. A total of 71.9% participants stated that Google Translate was effectively translating English text. Google Translate results are very precise with what is in dictionary 59.4%, meanwhile the 40.6% disagree. Students used Google Translate for translating word by word 59.4%, sentence by sentence 84.4%, and translate paragraph 84.4%. From the result it can be conclude that students most used Google Translate to translate sentence and paragraph. Yanti & Meka said that the use of Google Translate frequently was for translating sentences and enriching students' vocabulary.

Although Google Translate helps them in translating English text, but as much 43.7% students agreed that Google Translate was less precise in translating English text. Google Translate make them lazy to open up their dictionary and learning new vocabulary.

Table 5 Google Translate Application

No	PERNYATAAN	STS	TS	S	SS
22	Google Translate dapat menerjemahkan lebih cepat dari pada alat bantu yang lain.	1 (3.1%)	5 (15.6%)	22 (68.8%)	4 (12.5%)
23	Jaringan internet tidak mengganggu dalam penggunaan Google Translate.	8 (25%)	14 (43.1%)	7 (21.9%)	3 (9.4%)
24	Saya mudah mendapatkan aplikasi Google Translate tanpa mengeluarkan biaya.	-	3 (9.4%)	27 (84.4%)	3 (9.4%)
25	Dengan Google Translate saya tidak perlu belajar kosa kata bahasa Inggris.	8 (25%)	17 (53.1%)	7 (21.9%)	-

26	Pendeteksi kata dalam Google Translate membantu proses penerjemahan teks berbahasa Inggris.	-	1 (3.1%)	30 (93.8%)	1 (3.1%)
27	Fasilitas suara dalam Google Translate membantu proses penerjemahan teks berbahasa Inggris.	1 (3.1%)	1 (3.1%)	24 (75%)	6 (18.8%)
28	Alternative terjemahan dalam Google Translate membantu proses penerjemahan teks bahasa Inggris.	1 (3.1%)	1 (3.1%)	26 (81.3%)	4 (12.5%)
29	Google Translate mampu menerjemahkan kata per kata dengan baik.	-	6 (18.8%)	21 (65.6%)	5 (15.6%)
30	Google Translate dapat menerjemahkan kalimat bahasa Inggris dengan baik.	-	4 (12.5%)	24 (75%)	5 (15.6%)
31	Google Translate dapat menerjemahkan paragraf dengan baik.	-	8 (25%)	18 (56.3%)	6 (18.8%)
32	Google Translate membuat saya rajin menerjemahkan teks berbahasa Inggris.	1 (3.1%)	9 (28.1%)	19 (59.4%)	3 (9.4%)
33	Google Translate membantu dalam memahami teks berbahasa Inggris.	-	-	27 (84.4%)	5 (15.6%)
34	Google Translate dapat menambah hafalan kosa kata saya.	-	2 (6.3%)	25 (78.1%)	5 (15.6%)
35	Google Translate sering lama memunculkan hasil terjemahan.	2 (6.3%)	19 (59.4%)	7 (21.9%)	4 (12.5%)
36	Google Translare merubah maksud dari teks asli.	2 (6.3%)	14 (43.8%)	16 (58%)	1 (3.1%)
37	Google Translate membuat susunan kalimat menjadi berantakan.	2 (6.3%)	14 (43.8%)	17 (53.1%)	-
38	Dengan bantuan Google Translate saya tidak perlu menggunakan kamus.	4 (12.5%)	11 (34.4%)	14 (43.8%)	3 (9.4%)
39	Google Translate memudahkan saya dalam	1 (3.1%)	1 (3.1%)	25 (78.1%)	6 (18.8%)

	menerjemahkan teks berbahasa Inggris, ketika saya tidak memahami kosa kata dengan baik.				
40	Google Translate membantu saya dalam menerjemahkan, karena ketebatasan hafalan kosa kata saya.	2 (6.3%)	3 (9.4%)	21 (65.6%)	7 (21.9%)

The table 5 showed that there were some advantages, but also disadvantages for students in using Google Translate. According to 81.3% students, Google Translate is fastest other than others machine translation. It is free to use Google Translate without worrying the cost. Whereas internet connection is affecting the use of Google Translate, when it has a bad connection the result can be pending. The word detector and voice facility help students in English learning. 93.8% students agreed that alternative translation in Google Translate helps the process of translating English text. Benefit of the Google Translate makes students diligent to translate English text. It means that more often they read or translate English text made them get a lot of exposure in English learning.

For example, it makes students comprehend in English. Since they were usually read and enhance their vocabulary. As Sukkhwan, (2019) specified that Google Translate generally used for vocabulary learning. The helping of Google Translate caused 53.2% students do not feel the need to use a dictionary. Besides that, advantages of Google Translate make students easier to understand in English learning, because lack of vocabulary mastery. On the other hand, Google Translate has disadvantages. Sometimes it takes a long time to bring up the translation results. Most of the participants (53.1%) agreed that Google Translate change meaning of the original text. Another drawback of Google Translate makes sentence structure a mess.

2. Students' Interview Result

In this study, there were 5 respondents selected for interviewed. The researchers used interview to gain more information and support the close-ended questionnaire. Based on the data analysis, students argued that the use of Google Translate helps them in learning English. All participants have a positive perception of Google Translate for learning English.

The following were expressions from the participants:

"...kalau menurut saya sangat membantu kak, apalagi orang orang yang belum paham mengenai bahasa Inggris yang masih awam lah. Jadi mempermudah banget lah" (P1).

"...cukup membantu sih kak, apalagi kalau ada yang siswa suka kebingungan nih mau nyusun kata dalam bahasa Inggris. Terus Google Translate tuh juga suka menampilkan option seperti merekomendasikan kalimat-kalimat yang akan kita gunakan gitu" (P2).

“...menurut saya sangat membantu karena kadang ada beberapa kosa kata yang saya tidak ketahui dan menggunakan Google Translate jadi saya tau apa itu kosa katanya” (P3).

“...sangat membantu... kalo gini contohnya kan di fitur Google Translate kan udah ada yang namanya bisa di scan kan jadi kita tinggal foto terus nanti langsung muncul semua yang kita pengen”(P4).

“...membantu banget kak, karena kan kayak engga semua kata atau kalimat kita tau kan jadi membantu lah kayak buat ngeterjemahin”(P5).

The results of data analysis from the 5 participants illustrate that the use of Google Translate in learning English based on the participant's point of view as a student was very helpful in making it easier to understand and acquire new vocabulary.

Students were pointed some advantages from their experience of using Google Translate. Here are some of the benefits of Google Translate:

a. Google Translate was practical and easy

“...kalo ada kata kata atau kalimat yang bahasa Inggris ga paham jadi langsung di translate... mempermudah banget lah...” (P1).

“...Google Translate ini lebih praktis terus juga eee Google Translate ini lebih praktis terus juga eee...” (P2).

“...lebih mudah aja sih, jadi ga perlu pake aplikasi atau apa gitu...” (P3).

“...lebih simple... mudah banget...” (P4).

“...mudah sih, karena kan kita Cuma kayak masukin kata langsung keluar gitu. Cuma kan bener apa enggakya kan kita engga tau ya. harus cari itu dulu mungkin, kata yang lain gitu...” (P5).

Based on the interview result students said that Google Translate gives advantages for them. They used Google Translate to translate unknown words, make students easier to understand or comprehend in learning English. Another benefit was students did not need to install application, because it can use from the Google browser.

b. Google Translate Features

“...cara yang Google nya ngomong kayak voice... Biar lebih tau cara bacanya gimana dan lebih tau aja...”(P4).

“...terus Google Translate tuh juga suka menampilkan option seperti merekomendasikan kalimat kalimat yang akan kita gunakan gitu”. (P2).

“...di fitur Google Translate kan udah ada yang namanya bisa di scan kan jadi kita tinggal foto...jadi ga perlu yang kayak kita ngetik. Kalo kita ngetik kata kata yang pendek it's ok. Tapi kalo misalnya yang banyak mungkin tugas-tugas kan banyak tuh kata-kata nya yang engga paham. Jadi aku langsung scan aja gitu...”(P4)

Some of the participants stated that features of Google Translate helped them in learning English. There were Google voice, which was the features of Google Translate its use is to know how to pronounce the word correctly. Another Google Translate features was alternative translate; it gives the students option to fit in the meaning. Students' can find different word by the same meaning in translation. It was also a photo features. Students only need to take pictures of what they want to translate, but this feature is only available in the Google Translate Application, on the Google Translate.com it was not available.

Despite advantages mentioned before, there were disadvantages of Google Translate. Those were the following disadvantages;

"...Google Translate tuh engga, kurang efisien karena itu kan buatan manusia bisa salah jadi engga selalu bener. Jadi harus banyak belajar... mungkin karena ini aja si kayak misalnya kalo lagi gaada kuota atau apa jadi Google Translate gabisa digunain... iya betul koneksi internet" (P1).

".... Kayak misalkan pake eee grammar nya itu kalo Google Translate kan lebih lebih sering pakanya kayak simple present gitu. Sedangkan yang kita mau tuh berbeda gitu lah kak...misalnya menerjemahkan kalimat kadang ee arti dari arti yang diterjemahkan dari Google Translate suka rancu gitu...kadang makna dari orang yang pake bahasa Inggris ini beda,tapi pas di Google Translate ini kalimatnya tuh jadi kurang nyambung gitu..." (P2).

"...Mungkin dalam apa penyambungan katanya yang engga ada...kata penghubungnya kayak verb1, verb2, kalo di Google Translate gaada. Soalnya saya pernah ngetranslate yang di bahasa Inggrisnya berbeda beda, tapi artinya tetep sama..."(P3).

"...kadang eee kata-kata yang di Google itu tuh kayak ada yang engga sama sama yang pendapat aku gitu. Dan ada yang di kamus gitu loh..."(P4).

"..., mungkin lebih ke jaringan" (P5).

Besides that, error and the incorrect word generated by Google Translate may be the source for student learning, practicing grammar, and translation skills. Groves & Mundt, (2015) stated that Google Translation has difficulty in translating a single word and functions as a bilingual dictionary, because it only gives one meaning in a minute. The translation results from GT are based on statistical machine translation. As a result, the quality of Google's translation depend the number of human translated texts that are often searched by Google Translate (Ghasemi & Hashemian 2016).

CONCLUSION

Based on the results of the research that has been described, the researchers established that: Students' perceptions of using Google Translate in learning English were more advantages than disadvantages. Students used Google Translate as a quick dictionary to help them find the meaning of words. It is very accessible. Google Translate helped students in enriching vocabulary. Apart from that, students used Google Translate for translate sentence by sentence. High weakness of Google Translate was the inaccuracy. Google Translate could not contextually and accurately translate everything the words

in the paragraph. According to (Maulida, 2017) the results of translation using Google Translate illustrate general text, but cannot provide accurate translation.

There were many mistakes in translation. Based on the Putri & Ardi, (2015) results, there was an error when using the Google Translate English translation for Indonesian folk tales such as incorrectly using words, missing words, and unknown words.

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