

# STUDENTS' PERCEPTIONS TOWARD THE USE OF *GOOGLE TRANSLATE* IN TRANSLATING

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**Abstract :** This study aims to reveal students' perception toward the use of google translate in translating at English Education Department, Universitas Negeri Manado. This research was a quantitative research and descriptive method is applied. A questionnaire that consists of 17 items was used as an instrument to collect the data. The questionnaire employed Likert scale. The sample was 30 eighth semester students of English Education Department Universitas Negeri Manado. The collected data were quantitative and analysed with percentage formula. Based on the findings, almost all statements received positive responses from the respondents. There were 2 statements that had higher responses which number 1 and 6. There were 93.3% of respondents agreed that they were interested in translating activity and used google translate as a media in translating, furthermore 80% of respondents agreed that they can translate easier using google translate. It means that the 8th semester students of English Education Department in Universitas Negeri Manado like the activity of translating and they do the translation easier using Google Translate. In addition, the average of the positive response in the other questionnaire items were above 50%. on the other hand, 40.3% of the respondents disagreed about the statement "google translate can translate paragraph by paragraph effectively", 60% of respondents agreed that google translate made them lazy to open dictionary. Thus it can be concluded that google translate was helpful in translating especially translating English to Indonesian, furthermore the students are suggested to re-check the result of google translate and to not rely totally on it.

**Keywords :** *Students' Perception, Google Translate, Translating*

## 1. INTRODUCTION

Language is an important thing in human life. Without language, human will be difficult to communicate with others. Communication is always important in everyday life. People need to communicate by using language to interact with other (Liando, Sahetapi, & Maru. 2018:1). Keraf in Smarapradhipa (2005:1), providing two

language understanding. The first notion of language as stated means of communication between members of the public in the form of a symbol of the sound produced by means of said human. Second, language is a communication system that uses vocal symbols (speech sound) which are arbitrary. Liando (2009) stated that Indonesia has adopted English as a tool of

communication to establish relationships with other countries. Based on those statements, it is very clearly to said that language cannot be separated from human. There are many websites on internet that students can use for practicing language (Harmer, 2007: 192). Based on Harmer's statement above, the writer had seen that the nowadays students have many ways to learn language than the old era students. The many features number of facilities in information technology and the widely - used of internet services were the reason for the change (Maru, Nur, Lengkoan, 2020). The situation also happened in Indonesia where students can found any references they need in internet without having much problem now. They can simply consult on internet when they had assignments.

In term of English language learning, the translation process between source language and target language cannot be separated, although the intensity between them became lesser and lesser from time to time. Translation is the process of replacing meanings in one language into another language through interpretations. According to Hatim, Basil (2004:3), translation is a process or a product and identifies such sub-types as literary translation, technical translation, subtitling and machine translation; moreover, which typically refers to the transfer of written text, the term sometimes also included interpreting. Recently, many students who learnt new languages used the so called online machine translation which provided richer feature than the conventional one.

When the machine translation became on the market online, it has drawn the attraction of professional translators and different communities. There have been discussions for its attainable implication to their desires. The translation community's

adoption of machine translation had been undertaken by several researchers in numerous countries from the start of the 2000s (Bhattacharyya & Jha, 2016). Machine Translation (MT), which refers to the attempt to automate the process of translating text or speech from one language to another, and it has become the leading technology in the current age of information technology (Arnold et al., 1994). As the demand for translation has increased tremendously, MT is now widely used worldwide (Almutawa & Izwaini, 2015 as cited in Sabtan, 2020). Within the past, language learners used a dictionary to induce meanings of unknown words within the target language. Looking up, traditional dictionaries are time-consuming, and L2 learners might get any difficulties in interpreting the meaning of some words.

Google translate was now a popular machine translation that used by people around the world. Regarding the effectiveness of using Google Translate by students, there was an issue told whether Google Translate had positive or rather negative effect to students in term of English language learning. Davis (2011) with his blog article entitled "Google Translate, Friend or Foe" is a clear image which tells that the issue is still not validated by any study. However, the general negative implication of the used of Google Translate was that the students rely too much on it. Therefore, they did not learn anything as the translation process of Google Translate was very instant and students just had to wait the result while online machine translation produced it instantly. In the other side, the major positive implication of Google Translate was it can assist the student in term of English language learning. The question was how it works?

Therefore, it was important to know the potency of Google Translate features as an aid for students in English language learning. Maru (2014 : 4) notes that English learning is attached with the competences built out of the materials which emphasize on the use of English as a tool of communication for expressing ideas and knowledge.

Perception is also recognized as a process of receiving, selecting, organizing, interpreting, testing, and giving a reaction to an object, event, or problem (Davidoff, 1998). Perception is a process that is preceded by sensing, which is a stimulus received by an individual through a receptor, namely the senses. Studies showed that student perceptions were crucial factors of student behavior, and it might be a basis for designing the teaching model that optimizing the training outcomes. Students' perceptions reflect how, why, and what students learnt. The other studies showed that investigation on student perception was crucial in EFL teaching. In other words, the period when paper dictionaries dominated the reference world has gradually expired and e-dictionaries rather than traditional paper products have eventually become prominent in word reference and Nowadays, in an era of internet and new media technology expansion, digital dictionaries are well under way of development and popularity (Jin & Deifell, 2013 as cited in Le & Dao, 2019).

As previously stated, the aim of this study was to research the student's perception toward the use of google translate in translating. The student had totally different opinions regarding the course, its content and objectives, the level of issue, the time students invested with inside the course, adults' learning, and the teacher's role, also translation is a useful gizmo or

tool in learning, and there should be more translation exercises. However, such perceptions correspond to a frequently reported premature bias, which may a minimum of partly disappear as students start interacting with MT and understand how it works (Rossi & Chevrot, 2019).

## **2. RESEARCH METHOD**

This study was descriptive as pointed out by Gay (1987), "Descriptive research involves collecting data in order to test hypothesis or to answer question concerning the current status of subject to the study". The researcher used questionnaires to collect the data. The questionnaires consisted of 17 statements.

The population of this study was the students of English Education Department in Universitas Negeri Manado. The sample of this study was the 8th semester students in English Education Department. The researcher used questionnaire as the instrument. The reason why researcher choose questionnaire was because, it had advantages for this study. The first advantage was the cost of sampling respondents over a wide geographic was lower, and the second advantage was that the time required to collect the data typically was much less (Gall, Gall, & Borg; 2007).

In order to collected an information for the research, there were three indicators, namely: (1) Students' Translating Basic Knowledge, (2) The Use of Google Translate, (3) Google Translate Application. These indicators were elaborated into items / statements in the questionnaire. The questionnaire was distributed by Google Form link. There are 17 items of questionnaire which served in 5 point of Likert Scale, where students

could freely choose their perception in accordance to the Likert Scale.

Option	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

After the data collected, the questionnaires were analysed by using the percentage formula to describe the variable of this research.

$$P = \frac{F}{N} \times 100\%$$

(Surachmad, 1987:15)

Where,

P = Percentage

F = Frequency observed

N = Number of sample

### 3. RESULT AND DISCUSSION

In this chapter, the researcher presented the analyzed data and discussed the research findings in details to answer the research question that mentioned in the previous chapter.

#### 3.1 Result

The data obtained through the distribution of questionnaires to the 8th semester students with 30 respondents can be seen in the following table.

Table 1. Students' Responses

No	SA	A	U	D	SD
1	10	18	2	0	0
2	6	15	7	2	0
3	1	11	6	10	2
4	6	15	6	2	1
5	0	15	6	8	1
6	4	20	3	2	1
7	0	13	8	9	0
8	3	13	10	4	0
9	0	12	8	10	0
10	0	9	8	10	3
11	6	11	8	5	0
12	0	3	10	12	5
13	10	8	2	7	3
14	3	6	16	5	0
15	3	8	6	5	8
16	1	1	6	14	8
17	7	11	5	7	0

The table below shows the score of each item that has been counted in percentage formula.

Table 2. Result of Data Analysis

No	SA	A	U	D	SD
1	33.3%	60%	6.2%	0%	0%
2	20%	50%	23.3%	6.7%	0%
3	3.3%	36.7%	20%	33.3%	6.7%
4	20%	50%	20%	6.7%	3.3%
5	0%	50%	20%	26.7%	3.3%
6	13.3%	66.7%	10%	6.7%	3.3%
7	0%	43.3%	26.7%	30%	0%
8	10%	43.3%	33.3%	13.3%	0%
9	0%	40%	26.7%	33.3%	0%
10	0%	30%	26.7%	33.3%	10%
11	20%	36.7%	26.7%	16.7%	0%
12	0%	10%	33.3%	40%	16.7%
13	33.3%	26.7%	6.7%	23.3%	10%
14	10%	20%	53.3%	16.7%	0%
15	10%	26.7%	20%	16.7%	26.7%
16	3.3%	3.3%	20%	46.7%	26.7%
17	23.3%	36.7%	16.7%	26.7%	0%

The result were categorized into three indicators namely: (1) Students' Translating Basic Knowledge, (2) The Use

of Google Translate, (3) Google Translate Application. Those indicators will be explained in the table below

Table 3. . Total Responses of Students' Translating Basic Knowledge

No	SA	A	N	D	SD
1	10	18	2	0	0
2	6	15	7	2	0
3	1	11	6	10	2
4	6	15	6	2	1
5	0	15	6	8	1
12	0	3	10	12	5
16	1	1	6	14	8
<b>Total</b>	<b>24</b>	<b>78</b>	<b>43</b>	<b>48</b>	<b>17</b>

Table 4. Total Responses of The Use of Google Translate

No	SA	A	N	D	SD
6	4	20	3	2	1
7	0	13	8	9	0
8	3	13	10	4	0
9	0	12	8	10	0
10	0	9	8	10	3
<b>Total</b>	<b>7</b>	<b>67</b>	<b>37</b>	<b>35</b>	<b>4</b>

Table 5. Total Responses of Google Translate Application

No	SA	A	N	D	SD
11	6	11	8	5	0
13	10	8	2	7	3
14	3	6	16	5	0
15	3	8	6	5	8
17	7	11	5	7	0

<b>Total</b>	<b>29</b>	<b>44</b>	<b>37</b>	<b>29</b>	<b>11</b>
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### 3.2 Discussion

The discussion in this study was related to the students' perception toward the use of google translate in translating. The students responses to the distributed questionnaire and the data were analyzed through three indicators namely students' translating basic knowledge, the use of google translate, and google translate application. The result of the data analysis revealed several important things to be noticed.

In the indicator of "Students' Translating Basic Knowledge", there were 7 statements including 5 positive statements and 2 negative statements. The total percentage on indicator one was 40% agreed, 43.3% undecided and 16.7% disagreed. It can be seen that "undecided" got a higher response. It meant that the respondents still not sure about their translating basic knowledge and it was supported by the statement number 3: "I get difficulty to comprehend translation in the class especially in English – Indonesia" where 40% agreed, 20% undecided and 40% disagreed.

For indicator "The Use of Google Translate", there were 5 statements and those were positive statements. The total responses were 46.7% agreed, 23.3% undecided and 30% disagreed. It can be concluded that the respondents agreed that they use google translate to translate words, sentences, paragraphs and texts, also google translate was helpful in translating, even though on the statement number 10 they disagreed that google translate can translate paragraph by paragraph effectively, so they should re-check again the result of google translate. In addition,

Google Company should improve their product which is google translate to make it better and it was supported by the statement of Maria Yanti and Lesly Martha C. Meka (2019) in their research that most of students used Google Translate as a fast dictionary and they used it for translating sentence by sentence and can enriching their vocabulary. They also realized that Google Translate could not be a good media without rechecking, the accuracy of Google Translate made students kept learning and practicing grammar also improving their translation skill.

The last indicator was "Google Translate Application" with 5 positive statements. The total responses were 43.4% agreed, 23.3% undecided and 33.3% disagreed. This indicator talked about another function of google translate, for the example google translate is faster than any other machine translation. In addition, although google translate is helpful in translating there were some respondents agreed that google translate made them lazy to open dictionary (statement number 13) where 60% agreed about it. It meant that students should use it wisely and do not to rely heavily on it. So it can be concluded that Google Translate had positive effect in translating especially translating English to Indonesia but the students must use it wisely.

### 4. CONCLUSION

This study discussed about Students' Perception Toward The Use of Google Translate in Translating. Based on the result that has been discussed on the previous chapter, it can be concluded that the students of 8th semester in EED UNIMA like translating activity especially translating English to Indonesia and they use Google Translate to help them in translating. Even though google translate

was one of the faster machine translation, yet cannot be denied that the result of google translate was not accurate to translate paragraph and there were some respondents agreed that google translate can make them lazy to open dictionary. In addition, the students are suggested to used it wisely and always re-check the result of google translate.

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