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Student's Perception of Using Google Translate In Writing Task

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Abstrak

Persepsi Mahasiswa Terhadap Penggunaan Google Translate pada Skripsi Program Pascasarjana Bahasa Inggris Universitas PGRI Sumatera Barat Padang 2023. Teknologi seperti smartphone dan komputer merupakan salah satu alat yang sudah dikenal untuk membantu mahasiswa dalam melakukan aktivitas pembelajaran. Misalnya mencari bahan belajar yang dibutuhkan untuk menerjemahkan dari bahasa Inggris ke bahasa Indonesia atau sebaliknya. Google Translate merupakan salah satu contoh layanan yang diminati pelajar untuk diterjemahkan. Tujuan dari penelitian ini adalah untuk mendeskripsikan persepsi siswa terhadap penggunaan terjemahan Goggle pada materi terjemahan bahasa Inggris. Dalam penelitian ini peneliti menggunakan metode kualitatif. Survei digunakan untuk mengumpulkan data. Subyek penelitian ini adalah siswa SMA Negeri 1 Solok Selatan yang menggunakan Google Translate untuk menerjemahkan materi bahasa Inggris dan membantu siswa dalam tugas menulis. Data menunjukkan bahwa semua siswa mengenal Google Translate sebagai layanan penerjemahan dari satu bahasa ke bahasa lain. Siswa menggunakan kacamata untuk menerjemahkan, yang membantu mereka mempelajari pengucapan dan meningkatkan kosa kata, serta membantu mereka menyelesaikan tugas menulis. Artinya, siswa akan mengenal fungsi Google Translate lainnya dalam proses pembelajaran.

Keywords:
Google
Translate
Student's Perception

Abstract

Students' Perceptions of Using Google Translate in Thesis of English Graduate Program at PGRI University, West Sumatra, Padang 2023. Technologies such as smartphones and computers are well-known tools to help students carry out learning activities. For example, finding study materials needed to translate from English to Indonesian or vice versa. Google Translate is an example of a service that students are interested in translating. The purpose of this study is to describe students' perceptions of the use of Goggle translation in English translation material. In this study, the researchers used qualitative methods. A survey is used to collect data. The subjects of this study were students at SMA Negeri 1 Solok Selatan, where they used Google Translate to translate English material and assist students in writing assignments. The data shows that all students know Google Translate as a translation service from one language to another. Students use glasses to translate, which helps them learn pronunciation and increase vocabulary, and helps them complete writing assignments. This means that students will get to know other functions of Google Translate in the learning process.

PENDAHULUAN

Background of The Problem

Google Translate has been a contentious issue as to whether this tool can be implemented in language learning because the use of Google Translate impacts not only professional translators in the language services industry but also anyone who chooses to use Google Translate as a translation tool. Of course, online public access to free, fast, and relatively accurate translation methods is a significant advance in translation technology. However, when directly comparing the quality and accuracy of translations using Google Translate with experienced human translators, the differences in comparison are quite real and significant because Google Translate works using the frequency of word pairs between two languages as a translation database.

Many researchers have discussed how this translation tool works, for example, (Hooq et al., 2022) studied error analysis from Indonesian to German. However, discussion regarding online translation and writing is still rare. Therefore, the researcher wants to discuss more deeply about students' perceptions of using Google Translate in

writing assignments, because for students at school, machine translation is quite helpful for them in translating their native language into other languages, and Google translate also has a positive effect on writing assignments. students because Writing is an expressive activity which means that learners can express their ideas and their knowledge into written form, and students can also express their ideas effectively into good sentence form, but Google translate also has a negative effect on students' writing assignments because the existing system on Google translate only translates word for word without considering the word structure so that the translation results of a sentence have a much different meaning than the original meaning. In other words, Google Translate can only translate vocabulary words by word, so it's very possible for errors to occur if translated per paragraph.

Based on the results of interviews with teachers and class X students of SMA N 1 Solok Selatan, several findings were obtained, in the learning process almost all students used an online translation machine or what is often called Google Translate. Students use online translation machines when the teacher asks them the meaning of English vocabulary they don't know. Students also use the online translation machine when the teacher gives assignments to create transactional interaction texts or tell stories in English because the online translation machine can be used directly to translate several sentences from Indonesian to English or vice versa without having to search word for word.

Google Translate is one of the most popular translation machines that students often choose to help them translate their native language into other languages; even Google Translate is also considered a tool needed by students in learning English, especially in writing tasks in this case, Google Translate. is an object of perception for students who depend on Google translate in their English learning process, especially in writing assignments because the teacher does not give directions to students to try to translate word for word using Google Translate. Translating word for word with the help of Google Translate will further help students improve vocabulary mastery and help students learn how to write words into sentences with correct grammar.

If students only use Google Translate to translate directly per paragraph, students' vocabulary mastery will slowly be low and they will have difficulty learning how to arrange words into sentences based on proper grammar. As a result of the habit of using Google Translate to translate paragraphs directly, it makes students dependent on Google Translator when seen in conventional learning that does not use Google Translate, students tend to be less active and creative, because their vocabulary comprehension is very low which causes students to have difficulty expressing even simple things in the form writing, after using Google Translate the results of students' writing assignments tend to be neater and clearer and the teacher feels more interested in correcting them.

Based on the phenomenon above, the authors found that most students experienced difficulties in all aspects. Aspects of ability include English which includes receptive skills which include listening and reading, as well as productive skills which include writing and speaking, from this problem the author wants to take one aspect of students' abilities in English, namely writing skills because the writer wants to see how the students' perceptions of SMA 1 south solok use Google translate in their writing Task

METODOLOGI

A. Research Design

Qualitative research refers to the ontologies, epistemologies, techniques, and associated assumptions that researchers adopt while designing their research projects, as well as the data collection,

analysis, and interpretation assumptions they make.(Moon et al., 2016)

Based on this explanation, it can be concluded that qualitative research is defined by the philosophical nature of inquiry through the ontologies, epistemologies, and methods that researchers use when designing research projects and the associated assumptions they make when collecting, analyzing, and interpreting the data that is useful for researchers to obtain. In this research, the researcher uses a qualitative research design. According to (Akmilia et al., 2022) research design refers to the strategy of integrating the different components of research projects in a cohesive and coherent way.

In this study, the researcher would apply a qualitative design. Researchers will apply descriptive analysis to explain how students perceive the use of Google Translate as a medium to facilitate them in writing tasks, where the data is displayed descriptively based on the questionnaire.

B. Participant

The participants in this study were students of SMA Negeri 1 Solok Selatan for the 2022-2023 academic year. The sampling technique used in this study is purposive sampling, which is a technique for determining the sample with certain considerations. Purposive sampling is based on certain things that have to do with the characteristics of the population that have been known beforehand. (Ahyar et al., 2020)

C. Instrumentation

Questionare

According to Ryamizad et al. (2022), a questionnaire is a research tool consisting of a series of questions designed to collect data from respondents. By using a questionnaire, data can be collected quickly because researchers don't need to find the right place for respondents to answer the questionnaire. Questionnaires can be an effective way to measure people's behaviors, attitudes, preferences, and opinions. This research questionnaire is used as an instrument for data collection and is distributed to view students' perceptions of Google Translate in writing assignments. This questionnaire was administered via email to 36 students of SMA 1 Solok Selatan.

In this study, researchers used a scale of questions included in a closed questionnaire with positive and negative perception statements. There are ten positive statements and five negative statements. One of the most popular types of scale questions is the Likert scale. The Likert scale is a psychometric scale commonly used in research that uses questionnaires to measure social attitudes. According to Djajanegara (2020), the Likert scale is a measuring tool used to detect interests, attitudes, and habits.

D. Data Collection

This study uses qualitative and descriptive data. The data were formed descriptively. The data analysis went carried out in stages. The data that is analyzed first is the data obtained from the results of the questionnaire (Dull & Reinhardt, 2014).

E. Data Analysis Technique

After collecting the data, the researcher would analyze the data based on the instrumentation. There went three steps in the analysis of the data: Data reduction, data presentation, and conclusion drawing or verification (Dull & Reinhardt, 2014)

1. Data reduction

There is quite a lot of data obtained in the field. Therefore, it is necessary to record carefully and in detail, which is then analyzed through data reduction. Reducing data means summarizing, selecting the main things, focusing on the essential objects, and finding themes and patterns. At this stage, researchers are calculating the results of the questionnaire data and marking important points based on student

perceptions. The results of student perceptions through the questionnaire are categorized into numbers according to the Likert scale guidelines and then calculated using the percentage formula.

2. Data Display

In this technique, data presentation could take the form of narrative text, matrices, graphs, networks, and charts. These forms are adapted to the data collection obtained so that it is easier to see what is going on. At this stage, the results of the questionnaire calculations are explained based on interpretation criteria to facilitate the process of categorizing and concluding the questionnaire data. The results of the questionnaire percentages are presented in several categories to illustrate and compare the findings.

3. Verification/Conclusion

The final stage is drawing conclusions based on the findings and verifying the data. Initial conclusions that are still temporary will change if strong evidence is found to support the next stage of data collection. The process of obtaining this evidence is known as "data verification." The verification step was carried out by the researcher as a filter for meaningful and non-significant data. Conclusions in qualitative research are new findings that have never existed before. Findings in research could be in the form of a description of an object that was previously abstract, dim, or dark so that when examined it becomes clear, or they can be in the form of causal or interactive relationships, hypotheses, or theories.

RESEARCH FINDING

In this chapter, the researcher presented the data analysis from this study. In this study, researchers used questionnaire to collect data. This finding aims to explain how students perception the use of Google translate in writing Task.

A. Data Description

The main objective of this research is to analyze students' perceptions about using Google Translate in writing assignments at SMA Negeri 1 Solok Selatan. The data was taken from the results of a questionnaire that was distributed to students in class X Phase E. The researcher conducted this research at SMA Negeri 1 Solok Selatan from August 14 to August 15, 2023. The questionnaire was distributed to 36 students who were in class X Phase E. The researcher also took some documentation as supporting evidence in this study about how students perceive the use of Google Translate in writing tasks.

B. Data Analysis

Based on the data collected above, the researcher used a Likert scale consisting of a five-point scale based on the results of a questionnaire distributed to class X Phase E at SMA Negeri 1 Solok Selatan.

Table 4.1 Likert Scale

Levels		**Scale**	
		Positive	**Negative**
Strongly Agree	SA	5	1
Agree	A	4	2
Quite Agree	QA	3	3
Disagree	D	2	4
Strongly Disagree	SD	1	5

(Riduwan.,2014) indicated the scale for classifying the gained percentage of questionnaire as follows:

Table 4.2

The Classification of Questionnaire Category

NO	Score	Category
1.	81 – 100%	Very high level
2.	61 – 80%	High level
3.	41 – 60%	Average level
4.	21 – 40%	Low level
5.	0 – 20%	Very low level

Table 4.3 "Students' perception about the use of Google translation In Writing Task."

1. Google Translate can translate faster than any other tools

No	category	Score	Frequent	Sume of score
1.	Strongly Agree	5	23	115
2.	Agree	4	13	52
3.	Quite Agree	3	0	0
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
Total			36	167

The data shows that more than half of students strongly agree with the statement that Google Translate can translate faster than any other tool. 167/180 x 100 = 93%. Where 167 is the total score from the stamen beside 180 from the maximum score, it is categorized. Very high level or very positive

2. Every day I often translate English text use Google Translate

No	category	Score	Frequent	Sume of score
1.	Strongly Agree	5	5	25
2.	Agree	4	31	124
3.	Quite Agree	3	0	0
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
Total			36	149

The data shows that more than half of students strongly agree with the statement about Every day, I often translate English text using Google Translate. 149/180 x 100 = 83%. Where 149 is the total score from the stament beside 180 from the maximum score, so it is categorized as very high level or very positive.

3. I have the Google Translate app on my gadget which is always available for use

No	category	Score	Frequent	Sume of score
1.	Strongly Agree	5	11	55
2.	Agree	4	25	100
3.	Quite Agree	3	0	0
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
Total			36	125

The data shows that more than half of students Quite Agree with the statement about, 125/180 x 100 = 69%. I have the Google Translate app on my gadget which is always available for use where 125 is the total of score from the stament beside 180 from maximum score, so it categorized high level or Positive.

4. Google Translate is very easy to use at no cost

N	category	Scor	Frequen	Sum

o	y	e	t	e of score
1.	Strongly Agree	5	16	80
2.	Agree	4	19	76
3.	Quite Agree	3	1	3
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
Total			36	159

The data shows that more than half of students strongly agree with the statement about, 159/180 x 100 = 88,3%. Google Translate is very easy to use at no cost where 159 is the total of score from the stament beside 180 from maximum score, so it categorized Very high level or very Positive.

5. Google Translate cannot be a good translation tool for writing Task

No	category	Score	Frequent	Sume of score
1.	Strongly Agree	1	2	2
2.	Agree	2	14	28
3.	Quite Agree	3	15	45
4.	Disagree	4	0	0
5.	Strongly Disagree	5	5	25
Total			36	100

The data shows that more than half of students quite agree with the statement that 100/180 x 100 = 55%. Google Translate cannot be a good translation tool for writing tasks where 100 is the total score from the task beside 180 from the maximum score, so it is categorized as average level or neutral.

6. Google Translate can translate text effectively

No	category	Score	Frequent	Sume of score
1.	Strongly Agree	5	7	35
2.	Agree	4	26	104
3.	Quite Agree	3	3	9
4.	Disagree	2	0	0
5.	Strongly Disagree	1	5	0
Total			36	148

The data shows that more than half of students strongly agree with the statement about, 148/180 x 100 = 82% Google Translate can translate text effectively where 148 is the total of score from the stament beside 180 from maximum score, so it categorized Very high level or very Positive.

7. Google Translate makes a messy sentence structure

No	category	Score	Frequent	Sume of score
1.	Strongly Agree	1	0	0
2.	Agree	2	14	28
3.	Quite Agree	3	18	54
4.	Disagree	4	1	4
5.	Strongly Disagree	5	3	15
Total			36	101

The data shows that more than half of students Quite Agree with the statement about, 101/180 x 100 = 56% Google Translate can translate text effectively where

101 is the total of score from the stament beside 180 from maximum score, so it categorized Average level or Netral.

8. I can't translate without using Google Translate.

No	category	Score	Frequent	Sume of score
1.	Strongly Agree	5	1	5
2.	Agree	4	20	80
3.	Quite Agree	3	15	45
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
Total			36	130

The data shows that more than half of students agree with the statement about, 130/180 x 100 = 72,2% I can't translate without using Google Translate where 130 is the total of score from the stament beside 180 from maximum score, so it categorized high level or Positive.

9. Google Translate makes students lazy to open the dictionary

No	category	Score	Frequent	Sume of score
1.	Strongly Agree	1	8	8
2.	Agree	2	20	40
3.	Quite Agree	3	6	18
4.	Disagree	4	1	4
5.	Strongly Disagree	5	1	5
Total			36	75

The data shows that more than half of students Quite Agree with the statement about, 75/180 x 100 = 42% I can't translate without using Google Translate where 75 is the total of score from the Stament beside 180 from maximum score, so it categorized Average level or Netral

10. **I use Google Translate to translate sentence by sentence.**

No	category	Score	Frequent	Sume of score
1.	Strongly Agree	5	1	5
2.	Agree	4	33	132
3.	Quite Agree	3	2	6
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
Total			36	143

The data shows that more than half of students agree with the statement about, 143/180 x 100 = 79% I use Google Translate to translate sentence by sentence where 143 is the total of score from the stament beside 180 from maximum score, so it categorized high level or Positive

11. **Google Translate doesn't translate properly in English text**

No	category	Score	Frequent	Sume of score
1.	Strongly Agree	1	1	1

2.	Agree	2	18	36
3.	Quite Agree	3	14	42
4.	Disagree	4	1	4
5.	Strongly Disagree	5	2	10
Total			36	93

The data shows that more than half of students Quite Agree with the statement about, Google Translate doesn't translate properly in English text 93/180 x 100 = 52% where 93 is the total of score from the stament beside 180 from maximum score, so it categorized Average level or Netral

12. **I can use machine translation well and can minimize the results of wrong translation from machine translation in writing English Task**

No	category	Score	Frequent	Sume of score
1.	Strongly Agree	5	2	10
2.	Agree	4	25	100
3.	Quite Agree	3	7	21
4.	Disagree	2	0	2
5.	Strongly Disagree	1	2	2
Total			36	135

The data shows that more than half of students agree with the statement about, I can use machine translation well and can minimize the results of wrong translation from machine translation in writing English Task 135/180 x 100 = 74% where 125 is the total of score from the stament beside 180 from maximum score, so it categorized high level or Positive

13. I can check the result of an incorrect translation from machine translation in an English writing Task.

No	category	Score	Frequent	Sume of score
1.	Strongly Agree	5	2	10
2.	Agree	4	27	108
3.	Quite Agree	3	5	15
4.	Disagree	2	0	0
5.	Strongly Disagree	1	2	2
Total			36	135

The data shows that more than half of students agree with the statement about, I can check the result of an incorrect translation from machine translation in an English writing Task. 135/180 x 100 = 74% where 135 is the total of score from the stament beside 180 from maximum score, so it categorized high level or Positive.

14. Google Translate doesn't make a good medium in writing task.

No	category	Score	Frequent	Sume of score
1.	Strongly Agree	5	1	5
2.	Agree	4	27	16
3.	Quite Agree	3	5	16
4.	Disagree	2	0	1

5.	Strongly Disagree	1	2	2
Total			36	41

The data shows that more than half of students Quite Agree with the statement about, I can check the result of an incorrect translation from machine translation in an English writing Task. 41/180 x 100 = 53% where 41 is the total of score from the stament beside 180 from maximum score, so it categorized Average level or Netral

15. Google Translate really helps me in finding new vocabulary

No	category	Score	Frequent	Sume of score
1.	Strongly Agree	5	18	90
2.	Agree	4	16	64
3.	Quite Agree	3	2	6
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
Total			36	160

The data shows that more than half of students strongly agree with the statement about, I can check the result of an incorrect translation from machine translation in an English writing Task. 160/180 x 100 = 89% where 160 is the total of score from the Stament beside 180 from maximum score, so it categorized very high level or Positive.

Based on the results of a questionnaire distributed to SMA Negeri 1 Solok Selatan students, there are ten statements that have high or positive perceptions, namely: Google Translate can translate faster than other tools; it is very easy to use without paying fees, and every day they translate English text using Google Translate. Google Translate can translate text effectively, and they can't translate without using it. They also have the Google Translate application on their gadgets, which is always ready to use. Students use machine translation well, and they can also minimize translation errors from machine translators in writing Task in English. They can also check the results of machine translations that are wrong in English writing assignments, and Google Translate really helps them in finding new vocabulary. Of the ten statements, it was found that 69%–93% of students had a positive perception of using Google Translate in their writing task because, according to theory (Riduwan, 2014), the scale of classifying the percentage of questionnaire acquisition from 61%–100% was very high or positive.

Whereas for the other five statements, students have a moderate or neutral perception, as seen from the results of the questionnaire distributed, namely that Google

Translate cannot be a good translation tool for writing assignments, that Google Translate also makes sentence structures messy, that Google Translate makes students lazy to open the dictionary, that Google Translate does not translate English text well, and that Google Translate is not a good medium for writing tasks. Of the five statements found, 42%–55% of students have a neutral perception of the use of Google Translate, but these results can be said to be negative because, according to theory (Riduwan, 2014), the classification scale of the percentage acquisition of the questionnaire is0% which is very low or negative.

C. Finding

Based on the above data analysis, the researcher has found the answers to the research questions in Chapter 1. The data was collected from the results of the questionnaire. The results found by researchers indicate that most students have positive perceptions. The use of Google Translate can be seen from the results of a questionnaire distributed to students of SMA 1 Negeri 1 Solok Selatan about their perception of using Google Translate in learning process, especially writing assignments. Most students feel that using Google Translate in class really helps them find new vocabulary, and they also think Google Translate is very effective in the writing process because, for students with Google Translate, it can help them accelerate vocabulary mastery and can also be used directly and practically without the need to use an English dictionary.

D. Interpretation

The title of this research is Students' Perceptions of Using Google Translate in Writing Assignments. In this study, it was found that students' perceptions of using Google Translate improved their English learning, especially in writing assignments. Most students at SMA Negeri 1 Solok Selatan use Google Translate to help them study their eyes. English lessons, especially for writing English, They use it as an online dictionary to translate words, sentences, and paragraphs of English text. The existence of machine translation has a positive and negative impact on students, even though the positive impact is greater than the negative impact. Since the translation process is the responsibility of the tool itself without human intervention, it is only natural that this kind of

machine-generated translation will disappoint in some parts of the method. However, students must be able to overcome the weaknesses of this tool by double-checking or asking the teacher.

This is in line with the study conducted by Tumbal, Nihta, and Senerita who show how students rely on Google Translate to help them with their schoolwork. While Google Translate is one of the fastest machine translations, it is undeniable that it doesn't turn out right when translating paragraphs. From there, it can be said that students are willing to use Google Translate on their writing tasks, even though they are aware of the possibility of errors when translating long texts. Meanwhile, the results of perceptions of Google Translate's capacity show mixed results. other items. When asked about the possibility of machine translation replacing human translation, students are unsure and have opinions scattered over it. These results are relevant to research conducted by Maulida (2017) and Pratiwi (2019). Both studies show that students show positive attitudes towards Google Translate when translating English words. Students perceive Google Translate as a useful translator tool that can translate words faster than using a dictionary. Although there are still wrong translations, it is still a convenient tool to use. That means overall, students like a positive attitude.

CONCLUTION

Based on the results of the study, the researchers concluded that almost all students had positive perceptions when Google Translate was used in learning English about writing skills. Google Translate can be a learning tool for learning English, especially for writing skills. Google translate still has advantages and disadvantages when used by students in learning English. Although it has some weaknesses, students still choose and use Google Translate to help overcome difficulties that are often experienced by students when learning English, namely difficulty finding new vocabulary in learning English. Because of this, 89% of students stated that Google Translate was very helpful in finding new vocabulary for writing assignments.

Through students' perceptions, Google Translate can help train students' writing skills, so the researcher concludes that Google translate can help students in the process of learning English, especially writing skills. That is, too supported by 82% of students who stated that Google Translate was used very effectively in the writing process and 86% of students stated that Google Translate was the most efficient learning tool used in learning English. From these findings, researchers concluded that Google Translate can be a learning tool in English classes, significantly to help improve writing skills of SMA Negeri 1 Solok Selatan students

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