

Published online on the Journal's Webpage: <http://deejournal.org/index.php/dee>



deejournal

Datokarama English Education Journal

Vol. 5 No. 1 (2024) 45-54

E-ISSN: 2723-4967

Students' Perception Regarding the Use of Google Translate for English Text Translation

Mastang¹, Afifah², Fatima³

Correspondent e-mail: mastangfisabilillah@gmail.com

English Tadris Study Program, Tarbiyah and Teacher Training Faculty
Datokarama State Islamic University, Palu.

Article History

Received:
(22-05-2024)
Revised:
(30-05-2024)
Accepted:
(30-05-2024)
Published:
(14-06-2024)

ABSTRACT

The use of digital tools in the learning process is common. Google Translate is used as an online translation tool to help the process of translating English texts. This research aims to discover the English Tadris Study Program students' perception regarding using Google Translate to translate English texts at State Islamic University Datokarama Palu. The formulation of the problem is "How do the English Tadris Study Program students perceive the use of Google translate in translating English texts at State Islamic University Datokarama Palu?". This research used a descriptive qualitative approach. The data were collected through questionnaires and interviews with 20 English Tadris Study Program batch 2020 students as research informants. The results showed that some students used Google Translate to translate English texts. The existence of Google Translate can help students with translation. Besides that, Google Translate helps students understand English texts. Some positive perceptions conveyed by the students from the results of the interview were about the use of Google translate, including easy access, help in knowing the pronunciation of a word, increasing vocabulary, and saving time in translating. However, there is a negative perception about using Google Translate, namely the accuracy of the translation results. The students argue that the translation results from Google Translate provide inaccurate translations, so it is recommended that translation results be rechecked using other translation media.

Keywords: *Google Translate; Perception; Translating.*



INTRODUCTION

English is one of the international languages that must be learned and even mastered. In Indonesia, English is a foreign language that is learned from elementary school to university. In addition, most magazines, books, and journals are published in English. Thus, it is very important for someone to master English, especially in today's modern era (Maduwu, 2016). Therefore, to understand the meaning of the book, it must be transferred to the reader's first language. Ability and knowledge are needed to transfer the target language (English) into their first language. Therefore, students' ability to translate is very important, especially when translating English texts. Through good translation skills, they can understand the meaning of English texts. Translation plays a very important role for students in learning English. Newmark states that translation is conveying back the meaning of the text from the source language to the target language exactly as conveyed by the author in the source language text (Newmark, 1988). In the world of education, especially for college students majoring in English, translation is a part of learning because most of the students' activities when learning a foreign language cannot be separated from the translation process. To be able to translate the English text, students utilize one of the translation media, namely Google Translate (GT).

GT is one of the service engines provided by Google. GT is used to translate from one language to another desired language. Besides being used for translating, GT is also used to learn pronunciation. Therefore, academics use GT to help them learn English, especially in translating English texts. Even if they come from the English department, they use Google translate as a tool that helps them complete the assignments and find the unfamiliar words. GT can have the students understand the meaning of the English texts. For students, the existence of GT is very helpful in understanding the material and assignments that are given by the lecturers. Through GT, students will understand the purpose of the material provided by their lecturers. According to the researcher's pre-observation, most students use GT as a tool in translating the text because it can translate the text in seconds and it is easy to use at anytime and anywhere. GT also provides many languages that make GT very popular among English learners.

Based on the researcher's experience, GT is a translation media that is familiar among students of TBI students at State Islamic University Datokarama Palu that used to translate English texts. Most of the material given by the lecturers are in English text, and some students have insufficient knowledge in understanding the material. This forces students to use GT. Even though they know that GT results are not always accurate, it is better than having to open a dictionary and look up the words to be translated one by one which is quite time consuming.

Students' views on the use of Google Translate in translating English are very diverse. Some students consider it as a tool that helps them overcome difficulties in understanding English texts, and some even see it as a reliable reference source for quick English to Indonesian translations. However, there are also students who do not have a positive view of using Google Translate, especially when they rely too much on the translation results provided by the tool. In this context, it is important to understand the variations in students' views regarding the use of Google Translate in the English translation process. Realizing the



above facts, this research is focused on the “Students’ Perception on the Use of Google Translate for Translating English Texts at the 2020 Students of English Tadris Study Program, State Islamic University Datokarama Palu.”

LITERATURE REVIEW

Perception

Perception is the process of recognizing, organizing, and explaining sensory information in order to provide an overview and understanding of the environment (Alizamar & Couto, 2016). According to Stephen P. Robbins, perception is a process in which a person recognizing, organizes and explains or interprets the experiences gained through their senses so that they can provide an explanation to their environment (Robbins, 2003).

The process of perception is when the object that is observed through the senses will get a stimulus. The stimulus received will be forwarded by sensory nerves to reach the brain. Miftah Thoha argues that there are three stages in the process of perception; The first stage is stimulation, where individuals will receive messages coming from their environment through their five senses, such as eyes, nose, tongue, ears, and skin. The second stage is organizing, collecting information obtained through the five senses according to their groups and characteristics. The last stage is interpretation, giving meaning to the information they receive and which they have grouped based on their characteristics (Thoha, 2003).

According to Irwanto (2002), through interactions carried out by individuals, perceptions can be divided into two:

- 1) Positive perception, which describes all knowledge (about whether a person knows or does not know, or recognizes or does not recognize it) and its responses are forwarded through efforts to utilize it.
- 2) Negative perception, which describes all knowledge (about whether a person knows or not, or recognizes or does not recognize it) and responses that are not in harmony with the object being perceived

Each individual's perception does not just happen, but is influenced or caused by several factors. Miftah Thoha divides into two factors that affect everyone's perception, namely:

- 1) Internal factors: Individual feelings, attitudes, and personality, prejudices, desires or expectations, attention (focus), learning process, physical condition, psychiatric disorders, values and needs as well as interests, and motivation.
- 2) External factors: family background, information obtained, knowledge and needs around, intensity, size, opposites, repetition of motion, new or familiar things, and unfamiliarity of an object (Thoha, 2003)



Google Translate

Google translate is one of the online translation tools that makes it easy for users to translate various languages into the desired target language, such as translating from Indonesian to English or vice versa (Bayu, 2020). According to Halimah, Google Translate is an automatic translation service provided by the Google company that can translate text from multiple languages (Halimah, 2018).

In April 2006, Google first launched the Google Translate service. In January 2010, Google introduced the Android app, and then in February 2011, the iOS version was also introduced. The purpose of the app was to serve as a personal translator that could be taken anywhere. In February 2010, Google added this translation service to browsers such as Chrome. New features were also added, including the ability to speak text, automatically recognize words in images, and identify unrecognized text and language (Sommerlad, n.d.). In May 2014, Google purchased a company called Word Lens with the aim of improving visual and voice translation capabilities (Petrovan, 2015). In November 2016, Google changed its translation approach to use a system known as neural machine translation (Argondizzo, 2018). It uses deep learning methods to translate entire sentences simultaneously, which has been optimized to improve translation accuracy between English and French, German, Spanish, and Chinese (Chuster, 2016).

METHOD

This research uses a qualitative approach of descriptive qualitative type. The data sources in this study consist of primary data and secondary data. While data collection techniques sourced from primary data were obtained through interview and questionnaire using cellphones to record videos and notebooks. While secondary data is obtained through books, journals, articles, and websites. The subject in this research was consist of class TBI 1, TBI 2, and TBI 3 students from the English Tadrir Study Program, batch of 2020, as informants by taking 20 (twenty) students about the students' perception on the use of GT for translating English texts at State Islamic University Datokarama Palu. The subject of this research was determined using purposive sampling technique as a sampling method to select participants based on certain objective or characteristics relevant to this research. The researcher used interview and questionnaire as data collection techniques. Interview was conducted on October 20 to October 24, 2023 by taking 20 English Tadrir Study Program students as informants in this research. The type of interview used in this research is a structured interview, in which the researcher has prepared the questions in advance totaling 10 questions. The questionnaire was distributed through Google form which amounted to 10 statements. The type of questionnaire used is a closed questionnaire, where each respondent only chooses the answers that have been prepared by the researcher. Alternative answer choices provided by the researcher consist of strongly agree, agree, disagree, and strongly disagree. To maintain the validity of the data obtained, the researcher used technical triangulation.



FINDINGS AND DISCUSSION

The result of data through interview show that students have positive and negative perceptions on the use of Google translate.

1. Positive Perception

a. Easy to access

Google Translate is an online translation tool widely used among students, especially students who study English. Students choose to use Google Translate as a translation tool because it is easy to use at any time and anywhere. In addition, Google Translate can also be used both offline and online, either through an application or website, so that students will find it easier to access Google Translate. Based on the results of an interview conducted with the students, most of their answers about the reasons they use Google Translate are because it is easy to use.

b. Easy to pronounce a word

The features available on Google Translate are the reasons some people choose to use it. One of the features available on Google Translate is the voice feature. The voice feature can be used when someone does not know how to pronounce a word. Through the voice feature, Google Translate can provide instructions on how to pronounce words. The interviewees found it helpful in pronouncing difficult words. They often find new vocabulary. They utilize the voice feature in pronouncing the vocabularies.

c. Increase vocabulary

Google Translate can help students in increasing vocabulary. Google Translate can help students find the meaning of vocabulary that they do not know. From the interviewees' answers, the researcher concluded that the existence of Google Translate can help students learn vocabulary that they initially did not know so that they became aware that it can indirectly increase the vocabulary they have.

d. Time efficiency

In an academic environment, especially for students learning English, they need translation media that can quickly translate. Especially in today's modern era, everything can be done more easily, such as in translating. One of the choices of translation tools that students widely use is Google Translate. Besides being easily accessible, it can also save time when used so that one does not need to open a dictionary. From the interviewees' answers, the researcher found that Google Translate makes it easier for them to translate because it can translate quickly, can translate using photos it can increase time efficiency in completing academic tasks.

2. Negative Perception

In the interviews conducted with students, the majority of students said that the translation results produced by Google Translate were inaccurate and out of context. Students are advised to recheck the translation results produced through Google Translate



using other translation tools. Most students have had experiences where Google Translate has translated inaccurately. From the results of the interview, it can be seen that the translation results produced by Google Translate are not accurate, so it is necessary to check again to ensure the accuracy produced by Google Translate.

The following is the data that has been obtained through the results of a questionnaire distributed to students:

Table 4.1 Students Answer of Questionnaire

NO	Statements	Strongly Agree	Agree	Disagree	Strongly disagree
1	Google translate really helps me when translating English Texts	5	14	1	0
2	Google translate is quite accurate in translating English texts	1	7	10	2
3	I can't translate without using google translate	1	6	11	2
4	Google translate makes me lazy to open a dictionary to translate English texts	4	12	4	0
5	Google translate can translate better than other tools	0	4	14	2
6	The internet does not interfere with the use of google translate because it can be used offline	1	8	10	1
7	Google translate helps me to understand English texts	3	14	3	0
8	Google translate changes the meaning of the original texts	0	12	7	1
9	Google translate makes sentence structure messy	0	12	8	0
10	Google translate can translate English texts quickly	2	14	4	0

Based on the results of interviews and questionnaires with students, this research discussed three important aspects: the first aspect is recognizing the use of Google Translate, the second aspect is the organization of the use and the after use of Google Translate, and the last aspects are students explain the result of Google translate.

The student informants in this study admitted that they use Google Translate as a tool to translate English texts. They consider that Google Translate is a translation media that is easy to access and use because it can be accessed through links or applications, so it can translate offline without requiring an internet connection.



The existence of Google Translate provides convenience for students in translating and understanding English texts. In situations that require quick translation, such as when doing assignments or reading English materials, students use Google Translate because of its efficiency. This can help them save time and complete tasks quickly. The advantage that students feel by using this tool is the speed at which they can find the meaning of the word they want to translate.

The use of Google Translate can make a positive contribution to students' vocabulary. With quick and easy access through websites or apps, students can easily search for translations of words they don't know. For example, when they find a new word in the text or material they are studying, they can look it up using Google Translate. This can help them expand their vocabulary efficiently. The ease of access provided by Google Translate allows them to quickly get the translation without having to repost it in the dictionary, which makes students too lazy to open the dictionary. This is based on the results of student answers in the questionnaire which are dominated by answers agreeing if Google translate makes them too lazy to open the dictionary.

Some students admit that Google Translate makes them dependent on this tool. However, most of them do not rely on Google Translate as a tool to translate. Some of them may rely on Google Translate for activities related to foreign languages, especially English, such as completing academic assignments. So it is important for students to use this tool still wisely.

Google Translate is one of the online translation tools that are familiar to students. However, the accuracy of the translation results is a consideration for most students who use Google Translate. This can be seen in the results of interviews and questionnaires to students. Although Google Translate is a useful tool for translating English texts, the translation results are often not in context. In fact, in interviews with students, most of them had experiences where Google translate translated inaccurately (interview question no.5), which was then supported by the results of student questionnaire answers (statements no.8 and 9) where the majority of students agreed that Google translate changed the meaning of the original text, and made the text structure messy. Based on this, the majority of students suggested double-checking the translation results from Google Translate using other translation media.

CONCLUSION

Based on the data collected through interviews and questionnaires, the researcher can conclude that some students use Google Translate as a tool to translate English texts. Google Translate can help students understand English texts. The interview results showed that students have positive and negative perceptions of using Google Translate. The positive perceptions include ease of access, help in knowing the pronunciation of a word, increased vocabulary, and saved time in translating. While the negative perception is the level of accuracy of the translation results from Google Translate. Students argue that Google Translate provides inaccurate translations, so it is necessary to recheck the translation results using other translation media.



REFERENCES

- Arikunto, S. 2016. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta.
- Abussamad, Zuchri. 2021. *Metode Penelitian Kualitatif*. Makassar: Syakir Media Press.
- Adi, Fandi Rosi Sarwo. 2016. *Pedoman Wawancara Psikodiagnostik*. Yogyakarta LeutikaPrio.
- Alizamar and N. Couto. 2016. *Psikologi Persepsi & Desain Informasi: Sebuah Kajian Psikologi Persepsi dan Prinsip Kognitif untuk Kependidikan dan Desain Komunikasi Visual*. Yogyakarta: Media Akademi.
- Amirin, and Tatang. 1995. *Menyusun Rencana Penelitian*. Jakarta: PT Raja Grafindo Persada.
- Angi, B. R. 2019. Kualitas terjemahan itranslate dan Google Translate dari Bahasa Inggris ke dalam Bahasa Indonesia. *Deskripsi Bahasa 2* (1):6.
- Andani, Triadi Ardi. 2008. *Psikiatri Islam*. Yogyakarta: UIN-Malang Press.
- Axelina, M. and Agus Setiawan. 2021. Students' Perceptions on The Use of Google Translate. *Beginner Education 1* (1):4-13.
- Argondizzo, Peter. "DeepL vs Google Translate vs Microsoft Translator Review: Which is Best?". *How Accurate Is Google Translate in 2018?*.
- Azwar, Saifuddin. 2014. *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.
- Bayu, K. 2020. Penggunaan Google Translate Sebagai Media Penerjemahan Paket B di PKBM Suryani. *Community Education Journal 3* (1):62.
- Bogdan, Robert dan Biklen. 1982. *Pengantar Studi Penelitian*. Bandung: PT Alfabeta.
- Bogdan, and Tylor. 1975. *Metodologi Penelitian Kualitatif*. Bandung: Remadja Karya.
- Bungin, Burhan. 2006. *Metodologi Penelitian Kuantitatif: Komunikatif, Ekonomi, Kebijakan Publik dan Ilmu Sosial lainnya*. Jakarta: Kencana.
- Catford, J. C. 1965. *A Linguistic Theory of Translation*. London: Oxford University Press.
- Creswell, John W. 2016. *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*. Yogyakarta: Pustaka Belajar.
- Creswell, John W. 2008. *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. London: Sage Publications.
- Chuster, Mike. "Google's Neural Machine Translation System: Bridging the Gap between Human and Machine Translation". 08 October 2016. "Google's Neural Machine Translation System: Bridging the Gap between Human and Machine Translation".
- Ghazala, Hasan Said. 2015. *Itranslation Skills: A Textbook*. Jeddah: Konooz Al-Marifa Company.



- Gunawan, Imam. 2013. *Metode Penelitian Kualitatif: Teori dan Praktik*. Jakarta: Bumi Aksara.
- Hadi, Sutrisno. 1991. *Metode Research*. Yogyakarta: Andi Offset.
- Halimah. 2018. Comparison of Human Translation with Google Translation of Imperative Sentences in Procedures Text. *Jurnal Pendidikan Bahasa dan Sastra*. 17 (1):15.
- Idrus, Muhammad. 2009. *Metode Penelitian Ilmu Sosial: Pendekatan Kualitatif dan Kuantitatif*. Yogyakarta: Erlangga.
- Irwanto. 2002. *Psikologi Umum: buku panduan Mahasiswa*. Jakarta: PT. Prehallindo.
- Lawa, Ndapa, dkk. 2022. Penggunaan Google Translate Sebagai Alternatif Media Penerjemah Pada Abstrak Jurnal Mahasiswa. *Rumpun Ilmu Pendidikan 1* (1):86.
- Mekarisce, A. A. 2020. Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat. *Jurnal Ilmiah Kesehatan Masyarakat* 12 (3):147.
- Miles, dan Huberman. 1991. *Analisis Data Kualitatif*. Jakarta: Universitas Indonesia Press.
- Moleong, Lexy J. 2000. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Molina, L. and Amparo H. A. 2002. Translation Techniques Revisited: A Dynamic and Functionalist Approach. *Meta Journal Des Traducteur* 47 (4):507.
- Moskowitz, Merle J. and Artul R. Orgel. 1969. *General Psychology: A Core Text in Human Behavior*. Boston: Houghton Mifflin Company.
- Muchtar, Muhizar, and Farida Repelita. 2016. *Basic Theory of Translation*. Medan: Mitra Medan.
- Muhadjir, Neong. 2002. *Metodologi Penelitian Kualitatif*. Yogyakarta: Rake Sarasin.
- Nasution, S. 1996. *Metode Penelitian Naturalistik Kualitatif*. Bandung Tarsito.
- Newmark, Peter. 1988. *A Text Book of Translation*. London: Prentice Hall International Ltd.
- Oxford. 2000. *Oxford Learners Pocket Dictionary*. New York: Oxford University Press.
- Prastyo, Harry. 2018. Translation Method in Literary Work: A Descriptive Analysis of Indonesian's Translator. *Penelitian Ilmu-ilmu Sosial dan Keislaman* 4 (1):24-25.
- Petrovan, Bogdan. "Google Translate just got smarter: Word Lens and instant voice translations in latest update". 14 January 2015. Google Translate just got smarter: Word Lens and instant voice translations in latest update".
- Rahmadi. 2011. *Pengantar Metodologi Penelitian*. Banjarmasin: Antasari Press.
- Rakhmat, Jalaluddin. 1996. *Psikologi Komunikasi*. Bandung: PT Remaja Rosdakarya.
- Robbins, Stephen P. 2003. *Perilaku Organisasi*. Jakarta: Grammedia.



- Saleh, A. Achiruddin. 2018. *Pengantar Psikologi*. Makassar: Aksara Timur.
- Shaleh, Abdul Rahman. 2008. *Psikologi Suatu Pengantar dalam Perspektif Islam*. Jakarta: Kencana.
- Slameto. 2015. *Belajar dan Faktor-faktor Yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Sugiyono. 2007. *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung:Elfabeta.
- Sommerlad, Joe. "Google Translate: How does the multilingual interpreter actually work?", 24 March 2021. The remarkable way Google Translate actually works"
- Thoha, Miftah. 2003. *Perilaku Organisasi: Konsep Dasar dan Organisasinya*. Jakarta: PT Raja Grafindo Persada.
- Tumbal, S. 2022. Students' Perceptions Toward the use of Google Translate in Translating. *Jurnal Ilmiah Bahasa & Seni* 1 (2):315-318.
- Weber, W. K. 1984. *Training Translators and Conference Interpreters*. Englewood Cliff: Prentice Hall Regent.
- Wurtantoro, Aris. 2016. *Pengantar Penerjemahan*. Yogyakarta: CV Budi Utama.
- Yanti, M. and Lesly Martha. 2019. The students' perception in using Google Translate as a media in translation class. *International Conference on English Language Teaching* 3 (1):129-143.

