



**Students' Perception of Using Google Translate at English  
Education Department UINSI Samarinda**

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**Citation**

Chicago Manual of Style 17<sup>th</sup> Edition

Rizkiatun Aulia, Dina Destari and Anis Komariah., "Students' Perception of Using Google Translate at English Education Department UINSI Samarinda," *El-Syaker*, 1(1), 33-41.

**Received:** 8 Februari 2024 **Accepted:** 3 Maret 2024 **Published:** 4 Maret 2024

**Abstract**

The translation is the key to accessing the information exchange. Language learners have traditionally relied on dictionaries to understand the meanings of foreign vocabulary in the target language. But now foreign language learners have access to a wide selection of Free Online Resources for Translators (FORT), including machine translation (MT) sites and apps, for example, Google Translate (GT). Therefore, the researcher wants to find out the English students' perception of GT in helping English students. The researcher wants to conduct the experience of English Education Department students at UINSI Samarinda. The researcher used a mix method research design. The subject of this research was the sixth-semester students of the English education department at UINSI Samarinda. The data were gotten from questionnaires, interviews, and documentation. The findings of this research that students know regarding GT as an MT to translate from one language to another. Students know how to use the GT application correctly by entering the vocabulary they want to translate and then translating manually with considerations regarding grammar, word choice, and so on. Students feel GT is very useful and happy because GT is very helpful, faster, and saves more time. Students consider to translate and use GT to learn pronunciation and add vocabulary or synonyms. Also, translate text from images easily. It showed GT has many advantages in students' class activities. Despite that, there were also some disadvantages, such as inaccurate translation, lack of grammar, and lack of internet access.

**Keywords :** Google Translate, Machine Translation, Perception

## **A. Introduction**

Language is essential in human life. People would struggle to communicate with one another if they did not have a language. To interact with others, people must share using language. According to Keraf, there are two understandings of language. Firstly, language as a communication tool is expressed among communities through voice symbols produced by humans. Secondly, language is a communication system in that human uses arbitrary voice sound symbols<sup>1</sup>. Based on those statements, language is a tool of communication that cannot be separated from a human. English has become a necessity because it dominates all aspects of communication between nations. In 2009 Liando stated that Indonesia had adopted English for communication with other countries<sup>2</sup>. In Indonesia, English is one of the essential international languages to learn. Therefore, English subject is taught from elementary school to university. People can discover that English is a common subject in many schools in major cities. Communication takes place mainly in English on a worldwide platform. Also, nowadays, information is digitally dominated by the English language<sup>3</sup>.

English students cannot be denied English materials in most campus subjects<sup>4</sup>. Translating the material to the target language is usually the way for students to understand the material<sup>5</sup>. Translation can be used to learn and understand the purpose of English material provided by the lecturer and to understand what people express on social media, the articles, etc<sup>6</sup>. Therefore, English students must understand the material by translating the unknown words. In the 4.0 era technology plays an important role, changing rapidly and dominating aspects of life. Technology has enabled users to invent valuable solutions to problems. Technology is becoming increasingly advanced and uses English. In education, technology has contributed to developing of new ideas for achieving learning objectivity, such as studying English. People compete to learn English for varieties necessary<sup>7</sup>. Thus, English impacts human life with the technology we use.

The translation is the key to accessing the information exchange. In education fields, such as colleges or universities, translation is the first step to

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<sup>1</sup> Selfian Tumbal, Nihta V F Liando, and Sanerita T Olii, "STUDENTS' PERCEPTIONS TOWARD THE USE OF GOOGLE TRANSLATE IN TRANSLATING," *Kompetensi: Jurnal Bahasa Dan Seni* 1, no. 02 (2021): 313–20.

<sup>2</sup> Tumbal, Liando, and Olii, "STUDENTS' PERCEPTIONS TOWARD THE USE OF GOOGLE TRANSLATE IN TRANSLATING."

<sup>3</sup> Marisa Ainus Sholikah, "Perceptions Toward the Use of Google Translate in Essay Writing of English Department Students of IAIN Kediri," 2020.

<sup>4</sup> Fitri Ambar Setyorini, "The Students' Perception on Using Google Translate to Help Their Translation Tasks: A Descriptive Study at The Fifth Semester Students Of English Education Department Uin Sunan Gunung Djati Bandung" (UIN Sunan Gunung Djati Bandung, 2019).

<sup>5</sup> Khusnul Khotimah, Wawan Wahyudin, and Tatu Siti Rohbiah, "Students' Perception of Google Translate in Online English Learning," *Journal of English Language Teaching and Cultural Studies* 4, no. 2 (2021): 78–85.

<sup>6</sup> Setyorini, "The Students' Perception on Using Google Translate to Help Their Translation Tasks: A Descriptive Study at The Fifth Semester Students Of English Education Department Uin Sunan Gunung Djati Bandung."

<sup>7</sup> Sagita, Jamaliah, and Balqis, "STUDENTS' PERCEPTION ABOUT GOOGLE TRANSLATION TOOL IN LEARNING ENGLISH."

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uncovering the ideas from Indonesian to English or vice versa<sup>8</sup>. Historically, language learners have depended on dictionaries to comprehend the definitions of unfamiliar words in the language they are studying. Today, foreign language learners may utilize a variety of Free Online Resources for Translators (FORT), such as machine translation (MT) websites and applications, thanks to the prevalence of Wi-Fi, PCs, tablets, and smartphones<sup>9</sup>. MT has now become an essential part of communication in this globalized world. It has recently gained a reputation for modern educational research as a promising source of information, especially in foreign language classrooms. MT is a branch of computer linguistics or software that provides systems that predict the translation of words, texts, or speech from one language to another<sup>10</sup>. According to Gubler, MT is a machine that applies translation technologies to convert written or spoken data from one language to another. With the simplicity of MT, Google Translate (GT) is one of the most widely used MT services. GT, according to Kroulek, is used by more than 500 million individuals worldwide. It also supports 107 languages by translating more than 100 billion words each day<sup>11</sup>.

The GT service was launched in April 2006, using documents from the United Nations and the European Parliament to collect language data. It looked for similarities in these documents during translation to help determine the correct translation<sup>12</sup>. GT is a well-known and commonly used MT tool for second language learners and people who require translation assistance. GT is one of the most popular MT programs because it is free to use on both websites and the Android and iOS mobile apps<sup>13</sup>. GT has many benefits besides translations. It can translate a whole web page to selected languages, a document uploaded by the users to selected languages into other languages. Likewise, it makes instant translation accessible inside any app without exiting or switching it. Equally, it recognizes text in a picture taken by the users, and it can immediately translate the text on the screen by images. GT provides the pronunciation, dictionary, and listening to the translation<sup>14</sup>.

There are several reports indicating that GT can assist pupils in various circumstances. Initially, conduct research by Dr. Omar Jabak. He claimed that some individuals have abandoned traditional dictionaries in favor of electronic

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<sup>8</sup> S Suhono et al., "Clarifying Google Translate Problems of Indonesia-English Translation of Abstract Scientific Writing," in *Proceedings of the 2nd Workshop on Multidisciplinary and Applications (WMA) 2018, 24-25 January 2018, Padang, Indonesia, 2020*.

<sup>9</sup> Eid Alhaisoni and Maha Alhaysony, "An Investigation of Saudi EFL University Students' Attitudes towards the Use of Google Translate," *International Journal of English Language Education* 5, no. 1 (2017): 72-82.

<sup>10</sup> Istiqamah Ardila, "PERCEPTION OF USING MACHINE TRANSLATION IN ENGLISH SUBJECT OF ISLAMIC EDUCATION DEPARTMENT STUDENTS," *SKETCH JOURNAL: Journal of English Teaching, Literature and Linguistics* 1, no. 1 (2021): 23-32.

<sup>11</sup> Muhammed Ibrahim Hamood and Mahmood Abdul Khaliq Al-Bagoa, "The Translation of Adverbial Beta Clause Functions by Using Google Translate," *International Journal of English Linguistics* 11, no. 2 (2021).

<sup>12</sup> Fitria, "Analysis on Clarity and Correctness of Google Translate in Translating an Indonesian Article into English."

<sup>13</sup> Angkana Tongpoon-Patanasorn and Karl Griffith, "Google Translate and Translation Quality: A Case of Translating Academic Abstracts from Thai to English," *PASAA: Journal of Language Teaching and Learning in Thailand* 60 (2020): 134-63.

<sup>14</sup> Hamood and Al-Bagoa, "The Translation of Adverbial Beta Clause Functions by Using Google Translate."

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dictionaries like Google Translate due to its user-friendly interface, efficiency, and quick translation capabilities. Furthermore, the second study was conducted by Marisa Ainus Sholikah. She stated that the outcome of her research indicated that all the top scores were in the 'strongly agree' and positive categories, demonstrating that GT is user-friendly and assists students in completing their projects. Therefore, Lam Kok Wei's third research. The research findings showed that respondents were hopeful about utilizing GT for language acquisition but acknowledged its limitations in translating lengthy phrases, paragraphs, and papers. Finally, the study conducted by Mersi Axelina and Agus Setiawan. All participants in the study utilized GT regularly and confidently, as indicated by the research findings. Despite the drawbacks of utilizing GT, many feel that the benefits exceed the drawbacks. Students' impressions about the application of Grounded Theory in research are considered to influence the effective management of Grounded Theory in the future.

GT has a large user base and is utilized globally. GT is a well-known MT in Indonesia. Although GT is often used for translation, it also serves as a tool to assist users in acquiring knowledge and understanding of the English language. The researcher aims to investigate English students' impression of using GT to assist with their English studies. The researcher aims to perform an experiment with students from the English Education Department at UINSI Samarinda. Their experience mirrors their opinions on utilizing GT during their study period at UINSI Samarinda.

Based on the explanation above, the researcher is interested to know more about the students' perceptions following their experience using GT. The researcher is interested to conduct the research entitled "Students' Perception on Using Google Translate at English Education Department UINSI Samarinda."

### **B. Method**

The researcher utilized a mixed method research approach for the study. Panji Ginanjar Pratama's thesis discusses how video games can enhance students' ability to write procedure texts. Onwuegbuzie and Collins define mixed method research as a study that combines quantitative and qualitative data analysis to explore a common topic. Creswell described mixed methods as a research approach that involves gathering, interpreting, and integrating both quantitative and qualitative data in a single study to gain a more comprehensive understanding of an issue. The researcher choose this strategy to combine qualitative and quantitative data to support the conclusions.<sup>15</sup> The researcher employed a descriptive technique to investigate the English students' impression of the usage of GT at UINSI Samarinda. The researcher gathered quantitative data with a questionnaire and the Likert scale. Interviews were used to acquire the qualitative data in this investigation.

This research aims to investigate how English students at UINSI Samarinda perceive the usage of GT. This research focused on the 6<sup>th</sup>-semester students in the English Education Department at UINSI Samarinda. This study focuses on the demographic of students in the English Education Department who are in their sixth semester. There were 88 students in the 6<sup>th</sup> semester. The researcher

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<sup>15</sup> Panji Ginanjar Pratama, "THE USE OF VIDEO GAME TO IMPROVE STUDENTS WRITING SKILL OF PROCEDURE TEXT: A Mixed Method Research in Teaching Procedure Text of the 8th Grade of Junior High School in Waringinkurung" (Universitas Pendidikan Indonesia, 2017).

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considers sixth-semester students appropriate for this study as they have been getting English materials from their professor. The researcher selected 20 pupils to serve as representatives. There are seven pupils from TBI 1 and TBI 3, and six students from TBI 2.

The research included interviews, questionnaires, and documentation as tools. During interviews, researchers must attentively listen and document the informant's statements<sup>16</sup>. The research involved 20 participants who were asked various questions concerning their impression of utilizing GT. The researchers utilized a close-ended questionnaire for its efficiency in obtaining rapid responses from participants and for comprehensive data analysis of all obtained surveys. The researcher utilized Google Form to distribute and gather responses to the surveys from the students. There were 20 students that participated in answering the questionnaire for this research. The data source provides screenshots of the GT app or website to assist this research tool. The material for this research includes interview recordings and images taken throughout the investigation.

The researcher utilized the flow qualitative data analysis framework developed by Miles Huberman and Saldana to analyze the qualitative data. After gathering the data, the researcher would analyze it. The data was obtained from an interview. The qualitative analysis methodologies utilized in this research followed the cycle as outlined: Data condensation, data display, and conclusion drawing. Data condensation is the process of choosing, concentrating, simplifying, abstracting, and rearranging data in written notes or transcripts. A display is a concise compilation of facts that enables the drawing of conclusions and taking action. Data analysis aids in comprehending the research setting by conducting a thorough investigation. The acquired instrument data is shown on the data display. Words are utilized to structure and create the content. The final section presents the conclusion reached. The conclusion is confirmed as the analysis continues. The analysis results of the instruments are presented at this stage. At this stage, we will observe the outcome of the analysis about pupils' perspective of utilizing Google Translate.

### **C. Findings and Discussion**

The researcher aims to investigate perceptions on the usage of GT among sixth-semester students in the English Education Department at UINSI Samarinda. The interview results indicate that most students replied that GT is utilized for interpreting unfamiliar words. Students translate various linguistic elements based on the data. It is utilized not just for class activities like completing assignments. GT has been utilized for ordinary tasks including browsing social media, reading literature, or documenting daily routines. The second aspect is to the pupils' attitudes on utilizing GT. There are several types of emotions. Most students expressed that they felt supported in utilizing GT based on the research results. GT is user-friendly, efficient, and time-saving. Other expressions of sentiments include cheerful, confident, so-so, and optimistic. GT offers several benefits in terms of functionality, including a talk tool for checking pronunciation, a listen option for hearing native speakers recite terminology, and

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<sup>16</sup> Dr Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D," 2013.

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a snap feature for translating text on photographs into other languages. The benefits of GT include translation services, an online dictionary, a thesaurus, spell-checking, and pronunciation learning tools. Students also perceive that GT is advantageous for enhancing their English proficiency.

The disadvantages are the lack of GT in grammar, inaccurate translation where the result of GT translation did not give what students want, especially in the context or pragmatic meaning, and internet access. The solutions given by student responses are the first to use other applications such as Grammarly, Quillbot, paraphrase.id or other online dictionaries. The second is to discuss with friends, which is to use a dictionary, and the last is to look for a place that provides internet access also a student mentioned that the government must quickly make internet access in parts of the village where there is no internet access. Because the internet access network is important and very helpful for students, including when they want to use GT.

The researcher utilized a questionnaire to gauge the students' perspective. This research utilized the Likert scale in the questionnaire. The Likert scale assesses an individual's or a group's attitudes, beliefs, and views on social events. Each instrument item's answer on the Likert scale ranges from very positive to very negative <sup>17</sup>. The questionnaires are separated into two portions. The initial portion is to display the frequency of GT usage. The following data description will outline the use of scale: 5 (Very Often), 4 (Often), 3 (Sometimes), 2 (Rarely), 1 (Never). The second section is to show agreement-disagreement use GT. In presenting the following data description of the use scale: 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree), and 1 (Strongly Disagree).

The data were shown below:

### 1. The Percentage of the frequency of the use of GT (Google Translate)

No.	Questionnaire	Scale				
		Very Often	Often	Sometimes	Rarely	Never
1.	I use GT to check the meaning of unknown words.	50%	45%	5%	0%	0%
2.	I use GT to check collocations.	30%	20%	30%	20%	0%
3.	I use GT to check synonyms.	10%	40%	45%	5%	0%
4.	I use GT to translate a phrase.	20%	35%	35%	10%	0%
5.	I use GT to translate a sentence.	30%	45%	20%	5%	0%
6.	I use GT to translate a clause.	15%	40%	45%	0%	0%
7.	I use GT to translate a paragraph.	20%	55%	20%	5%	0%
8.	I use GT to translate parts of an essay or article consisting of two paragraphs or more.	15%	60%	15%	10%	0%
9.	I use GT to translate a whole essay/article.	20%	40%	25%	15%	0%

<sup>17</sup> Sugiyono.

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The research found that students tended to utilize Google Translate often for individual words rather than for collocations and synonyms. Participants at higher proficiency levels are more inclined to employ translation for phrases and less likely to translate clauses and sentences. As the discourse level increases, participants are less likely to utilize GT (Google Translate). Students are inclined to utilize it for translating paragraphs and sections of an essay, with a lower inclination to translate a whole essay or article.

### 2. The Percentage of Agreement and Disagreement of the use of GT (Google Translate)

No.	Questionnaire	Scale				
		Very Often	Often	Sometimes	Rarely	Never
1.	GT is very useful to me in my language class.	40%	45%	15%	10%	0%
2.	I often translate my class activities using GT in order to understand them.	15%	60%	25%	0%	0%
3.	I always use GT to find the meaning of words.	25%	60%	15%	0%	0%

No.	Questionnaire	Scale				
		Very Often	Often	Sometimes	Rarely	Never
4.	I find words in English have many meanings.	20%	65%	15%	0%	0%
5.	It is difficult for me to choose a suitable meaning for the situation.	20%	40%	35%	5%	0%
6.	GT is very useful to me in my language class.	25%	60%	15%	0%	0%
7.	I often translate my class activities using GT in order to understand them.	10%	25%	60%	0%	5%
8.	I always use GT to find the meaning of words.	15%	45%	40%	0%	0%
9.	I find words in English have many meanings.	10%	50%	35%	5%	0%
10.	It is difficult for me to choose a suitable meaning for the situation.	25%	55%	25%	10%	0%

The research indicated that GT (Google Translate) is beneficial for language class activities. Students frequently utilize GT (Google Translate) to interpret

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their class assignments for comprehension. The pupils are concerned by the abundance of English semantics and pragmatics. All participants felt that selecting the most appropriate interpretations for the given scenarios is a significant challenge.

### **D. Conclusion**

All students are aware that GT is used as an MT for translating across languages, based on the interview results. Students proficiently utilize the GT program by inputting the desired vocabulary for translation and then manually translating while taking into account grammar, word selection, and other factors. Students find GT to be highly beneficial and satisfying because to its efficiency, speed, and time-saving capabilities. Students contemplate use Google Translate to translate text, aiding in pronunciation and expanding vocabulary by including synonyms. Google Translate can translate text in photographs in addition to translating essays or articles. GT demonstrated several advantages in their class activities. English education study program students get access to a substantial amount of English information during the learning process. Students acknowledge using Google Translate to translate English language content into Indonesian and vice versa. GT takes over nearly all translation tasks, from vocabulary to text material, reducing the need for pupils to utilize a dictionary. The students not only use GT during class activities but also in their daily activities for example, when they find unknown words on social media, they will find the meaning using GT. Moreover, GT has disadvantages such as grammatical errors, complex translation of a sentence, an idiom that contains pragmatical meaning, and lack of internet access. Hence, the students find the solutions by using other applications, for example, Quillbot, Grammarly, etc., discussing with others, looking for internet access, or using a dictionary. Despite the disadvantages of GT, students still find the solutions to it.

According to the questionnaire results. The students frequently used GT at the word level, but not for collocations or synonyms. Participants at higher proficiency levels tend to employ translation more frequently for phrases and less for clauses and sentences. As the discourse level increases, participants are less likely to employ ground truth. Students are inclined to utilize it for translating paragraphs and sections of an essay, with a low inclination to translate a whole essay or article. The second pertains to pupils' reliance on the usage of GT. Students frequently utilize GT to interpret their instructional activities for comprehension. The pupils are struggling with the complexity of English semantics and pragmatics. All participants concurred that this is one of the challenges in selecting the best appropriate interpretations for the provided scenarios.

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