

**STUDENT'S EXPERIENCE OF USING GOOGLE TRANSLATE
IN ENGLISH LEARNING**

SKRIPSI

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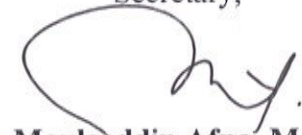
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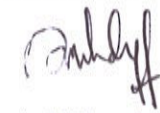
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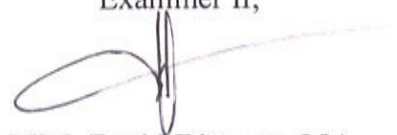
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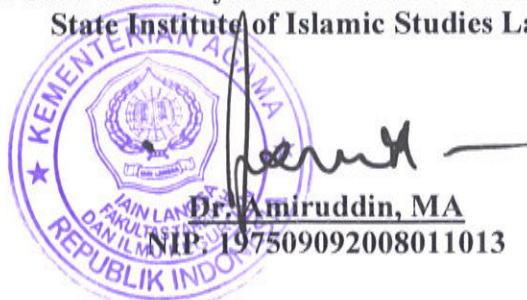
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ABSTRACT

Safira, Ani. 2023. Student's Experience Of Using Google Translate in English Learning. English Department, Tarbiyah and Teacher Training Faculty, State Institute Of Islamic Studies (IAIN) Langsa.

Supervisor (1). Dr. Fakhurrazi, M.Hum, (2). Mauloeddin Afna, M.Pd.

This research aims to examine students' experiences and attitudes towards the use of Google Translate in English language learning. The research also aims to understand how it is used and the reasons why students use Google Translate in English language learning. This is a qualitative research using the phenomenology method. Data for the research was obtained through interviews and observations, Interview data serves as primary data and is supported by data obtained through observational methods Data analysis was conducted using Miles and Huberman's theory. The research subjects consisted of 10 participants of eight semester students in the English Language Education Program at IAIN Langsa. The results of the research indicated that the majority of students consider Google Translate to be very useful in translating vocabulary and is helping them complete difficult English language tasks. Features such as voice recording and spelling are seen as added value of Google Translate Application. The use of Google Translate is done through a browser or application by selecting the source and target languages, and typing or copying the text to be translated. However, it is important to note that the use of Google Translate should be used wisely and in the appropriate context, without replacing actual language understanding and skills.

Keywords: student's Experience, Google Translate, English Learning.

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CHAPTER I

INTRODUCTION

A. Background of Study

Technology has greatly impacted the education sector, and Google Translate is one such application that has become popular among students for its convenience in translating material from one language to another.¹ Though, a machine translation is a helpful tool for providing an overview of the text, it is not always accurate and may lead to incorrect information transfer.² Correspondingly, it is important for students to understand the limitations of Google Translate and use it only as a rough draft or tool for guidance. Further research is needed to examine the students' experiences and how they use Google Translate in their English language learning process. By doing so, educational institutions can identify the limitations and strengths of such applications and utilize technology in a more effective and efficient manner to improve the quality of education.

It is undeniable that technological advancements have had an impact on the world of education, both positive and negative.³ One of the positive aspects is the ease it brings in learning and other activities related to education.⁴ For example, the widespread use of smartphones, with all their available services, provide many conveniences that aid in learning. Today, almost every student is already familiar

¹ Dizon G.S. and Kang E.Y., “Google Translate as a Supplementary Tool for Second Language Learning: Perceptions, Use, and Effectiveness,” *CALICO* (2018): 1–18.

² Zheng Z. and Zhang Y., “Neural Machine Translation for Cross-Lingual Information Retrieval: Models, Advances, and Challenges” (2020): 1149–1162.

³ Tolga Gök, “The Positive and Negative Effects of Digital Technologies on Students’ Learning,” *International Conference on Education in Mathematics, Science & Technology (ICEMST)*, Antalya, Turkey 2 (2015): 173–177, www.isres.org.

⁴ Jumrohtin Email, “Positive and Negative Impacts of Smartphone Use on Student Learning Activities UIN Kh.Abdurrahman Wahid in Pademic Times” (2019): 5–6.

with using a smartphone to help with their education or college assignments. Smartphones are commonly used for browsing and finding necessary materials. Additionally, they are used to translate English words into Indonesian using Google Translate. English education students are inevitably exposed to English-language course materials, as almost all courses use books or materials in English. In order to understand these materials, students often attempt to translate them into Indonesian. Translation, according to Newmark, is the "changing of a text's meaning into another language with the intention of preserving the author's original intent."⁵ Bell defines translation as "the expression in another language (or target language) of what has been expressed in a different language (the source language), preserving both semantics and consistency of style."⁶ Translation activities have become increasingly important, particularly in Indonesia, as globalization approaches. Translation offers great benefits for the development of scientific knowledge and cultural exchange. It not only changes one language into another, but also ensures accurate information transfer.

Conducting a qualitative study on student perspectives on using Google Translate for English language learning can provide valuable insights into how students perceive and use the tool. Some potential findings from such a study may include: (1). Perceived Benefits: Students may report that Google Translate is helpful for quickly translating unfamiliar words and phrases, which can aid in

⁵ P Newmark, "*A Text Book of Translation*," 1998, 51.

⁶ Londres New York et al., "BELL , Roger T . (1991) : Translation and Translating . Theory and Practice , Londres / New York , Longman , Coll . Applied Linguistic and Language Study , 298 P .," no. April (2019): 539–540.

their understanding of English material.⁷ (2). Limitations: Students may also identify the limitations of Google Translate, such as its inability to accurately translate idiomatic expressions, cultural references, and grammatical structures, leading to incorrect information transfer. (3). Learning Strategies: The study may reveal that students have different learning strategies when using Google Translate, such as using it to check the accuracy of their own English translations or using it as a starting point for further research.⁸ (4). Perceived Effectiveness: Some students may report that using Google Translate has helped them improve their English language skills, while others may state that relying solely on machine translation has hindered their language development, and (5). Attitudes Towards Technology: The study may uncover students' attitudes towards technology and how they perceive its role in language learning, with some students being more comfortable with technology-aided learning and others preferring more traditional methods.⁹ These are some potential findings from a qualitative study on student perspectives on using Google Translate for English language learning.

In today's world, translation plays a crucial role, which is why translation applications utilizing technology are gaining popularity. One such application is

⁷ Burdah I, *Menjadi Penerjemah Metode Dan Wawasan Menerjemah Teks Arab* (Yogyakarta: Tiara Wacana, 2004).

⁸ Garcia I, "Is Machine Translation Ready Yet?," *Journal of International Translation Studies* (2010): 7–21.

⁹ Luwaytha S Habeeb, "Investigating the Effectiveness of Google Translate among Iraqi Students" 12, no. 12 (2020).

the use of Google Translate or machine translation. Google Translate is a service or application for translating text or web pages from one language to another.¹⁰

It works by referencing a source text to a large corpus of the source language paired with its translation in the target language.¹¹ However, the quality of machine translation has been questioned or criticized regarding the quality of translations produced by the machine. These doubts or criticisms can encompass translation inaccuracies, language fluency, or the machine's inability to capture specific nuances and contexts of the original text. As a result, it is common practice to use it only to produce raw or rough drafts, with targeted human paraphrasing or post-editing being necessary to improve translation quality.

Google Translate can translate words, phrases, clauses, sentences, and even discourse. This machine translation is very helpful for translating foreign languages into Indonesian.¹² However, a common problem faced by students when using these machines is that they simply copy and paste all text into the Google Translate engine, resulting in translations that are often confusing and not equivalent in the target language. Despite the fact that Google Translates translations can provide an overview of the text, they cannot provide an accurate translation.¹³ For example, when translating phrases, the translation results from Google Translate are often far from the intended meaning of the sentence when

¹⁰ Rila Hilma, "Literal Translation Using Google Translate in Translating the Text From French to English in Digital Tourism Brochure " *Bienvenue A Paris " Translation*" 2, no. 1 (n.d.): 502–509.

¹¹ Basil Hatim and Jeremy Munday, *Translation An Advanced Resource Book*, *Forlitéstudomány*, vol. 24, 2022.

¹² Adi Alam, "Google Translate Sebagai Alternatif Media Penerjemahan Teks Bahasa Asing Ke Dalam Bahasa Indonesia," *Instruksional* 1, no. 2 (April 30, 2020): 159–163, accessed December 7, 2022, <https://jurnal.umj.ac.id/index.php/instruksional/article/view/6262>.

¹³ H.Li and Jurafsky D., "Neural Net Models for Open-Domain Discourse Coherence" (2016): 1533–1538.

translated as a whole. In other words, the translations do not provide the correct information. However, based on a preliminary survey, many students still rely on Google Translate tool to understand English material.

In conclusion, the researcher aims to examine how students actually experience using the Google Translate application in their learning of English. Therefore, the researcher submitted the title of study “*Students Experience of Using Google Translate in English Learning*”.

B. Research Problem

The researcher submitted two researcher questions, as follow:

1. How are students' experience and attitudes towards using Google Translate for English language learning?
2. How do students use Google Translate in their English language learning process?
3. Why do students use google translate in English Learning?

C. Research Objectives

To complete the research questions, the researcher aimed the study to;

1. To understand the students' experiences and attitudes of using Google Translate for English language learning
2. To examine the students' usage patterns and learning strategies when using Google Translate for English language learning.
3. To understand the reasons why students use Google Translate in learning the English language.

D. Research Significance

The expected benefits of this research are:

1. Theoretical Significance

This research is expected to become a source of information regarding students' experiences, what they encounter, and their attitudes towards the use of Google Translate in English language learning. Additionally, this research is also expected to provide solutions for any problems faced by students during their English language learning activities using Google Translate.

2. Practical Significance

The results of this research are expected to serve as an information source for teachers or professors, students, and researchers.

a. For English language teachers and lectures

By understanding students' experiences in using Google Translate, language teachers and lectures have decisions based on information regarding the use of Google Translate in English language learning.

b. For students

It is hoped that this research should utilize to enhance language learning techniques and make the learning process more effective for students.

c. For researchers

The expected outcome of this research is to provide information and knowledge about students' experiences in using Google Translate for English language learning. Furthermore, it is hoped that the results of this research can offer

insights for future research and assist in expanding our understanding of the impact of Google Translate on language learning.

E. Research Scopes

The researcher limited the study to explore student experience and attitudes on using google translate for English language learning within a qualitative study, which overview the sample populations of study, *Tadris Bahasa Inggris* FTIK of IAIN Langsa, who are currently learning English as a second language and have used or are using Google Translate for language learning purposes, and their students' experiences and attitude on using Google Translate within the context of English language learning.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Finding

In this chapter, the researcher presents data related to the research problem by investigating the experiences of 8th-semester students at IAIN Langsa in using Google Translate for English language learning. As explained in Chapter 3, the data was collected through interviews and observations in March 2023. The study involved 10 participants from the English Language Education department.

1. Students' experiences and attitudes towards the use of Google Translate in English language learning:

Based on the results of interviews, observations, and documentation, the majority of students believe that using Google Translate has a positive impact on their English language learning. Students believe that Google Translate is very useful in helping them learn English, especially in translating vocabulary. Students often use Google Translate to translate various types of English materials and assignments that they find difficult. They rely on Google Translate for tasks such as text translation, writing, speaking, pronunciation practice, reading, and other English-related assignments. Students feel that using Google Translate greatly facilitates them in completing these tasks. Additionally, the presence of additional features in Google Translate, such as voice recording and spelling, is very beneficial for students. These features make Google Translate more comprehensive and useful as an English language learning tool and enable

students to enhance their speaking skills in English effectively and practically without depending on other sources or formal classes.

This statement is supported by the following data:

In the research findings, it was found that students are happy and greatly assisted when using Google Translate for English language learning. In this finding, the researcher conducted interviews with 10 participants.

According to Participant 1:

*"In my opinion, Google Translate is a very useful tool for translating texts related to the English language. In this case, using Google Translate has helped me understand and translate English vocabulary, both in the form of words and sentences. When I encounter words whose meanings and correct pronunciations I don't know, I often use Google Translate to translate them and learn how to pronounce them correctly."*⁷²

Participant 3 adds with a similar statement:

*"For me, Google Translate is a very useful tool for expanding vocabulary understanding and helps me understand more complex English texts. Moreover, using Google Translate also helps overcome difficulties in translating English texts quickly."*⁷³

Additionally, Participant 4 also expresses

*that "Google Translate can be a very useful alternative for translating words. By using Google Translate, I find it easier to understand English texts."*⁷⁴

Even Participant 7 states,

⁷² "Hasil Wawancara Dengan Partisipan No 1, Senin 13 Maret 2023, Pukul 09.30 Di IAIN Langsa" (n.d.).

⁷³ "Hasil Wawancara Dengan Partisipan No 3, Senin 13 Maret 2023, Pukul 10.20 Di IAIN Langsa" (n.d.).

⁷⁴ "Hasil Wawancara Dengan Partisipan No 4, Senin 13 Maret 2023, Pukul 10.10 Di IAIN Langsa" (n.d.).

*"Google Translate greatly helps me in completing my translation tasks."*⁷⁵

This is further reinforced by data obtained from observations, which indicate that several students, such as participants 1, 3, 4, and 7, feel satisfied using Google Translate. They actively utilize Google Translate in the classroom to complete translation tasks and English-related assignments.⁷⁶ Based on several statements from the participants above, the researcher concludes that the use of Google Translate is very helpful in English language learning. This tool provides convenience for students in translating English texts, expanding vocabulary, and better understanding the context of the English language. Students feel that Google Translate contributes positively to their better understanding of English and helps them overcome difficulties in translating texts quickly and efficiently.

2. How students use Google Translate in English language learning:

Based on the results of interviews and observations, the majority of students use Google Translate in English language learning. They use Google Translate to translate materials in English language learning. The ways students use Google Translate to translate texts can vary depending on individual preferences and needs. Generally, they start by opening a browser or the Google Translate application, where they can access this service through a computer or mobile device. Next, students select the source language and target language that correspond to the text they want to translate. Then, they can either directly type

⁷⁵ "Hasil Wawancara Dengan Partisipan No 7, Rabu 15 Maret 2023, Pukul 10.20 Di IAIN Langsa" (n.d.).

⁷⁶ "Hasil Observasi Dengan Partisipan NO.1,3,4 DAN 7, Rabu, 1 Maret 2023 Pukul 9.40-11.20 Di IAIN Langsa" (n.d.).

the source text into the source text box on Google Translate or copy and paste text from other sources, such as documents or websites. Google Translate offers options to translate text automatically or by manually selecting specific words or phrases. If students choose automatic translation, the translated result in the target language will appear directly in the target text box. Thus, they can see the translation results instantly. However, if students want to understand the meaning word by word or clarify the meaning of unclear words, they can click on specific words or phrases in the source text. Google Translate will present specific translations for those words on the other side of the screen. In addition to text translation, Google Translate also provides additional features. For example, students can use the voice playback feature to listen to the pronunciation of words or phrases in the target language. They can also use the whole webpage translation feature if they want to translate an entire webpage into the target language.

This statement is supported by Participant 6 who says,

"In my opinion, Google Translate is easy and convenient to use, especially through a phone with internet access. It is simple to use, just open the app and enter the text to be translated."

Participant 8 also adds,

"When I use Google Translate, I just need to open the app and directly enter the text to be translated. This convenience greatly helps me in completing tasks that require translation."⁷⁷

⁷⁷ "Hasil Wawancara Dengan Partisipan No 6, Rabu Maret 2023, Pukul 10.10 Di IAIN Langsa" (n.d.).

Furthermore, Participant 9 states a similar sentiment,

*"Using Google Translate through a phone is very convenient because I can access it anywhere and anytime, as long as there is an available internet package. I just need to open the app and directly enter the text to be translated."*⁷⁸

these findings are reinforced by observational data from participants in the semantic course. They enthusiastically used Google Translate and stated that the way it is used is very easy, practical, and effective. They felt assisted by the ease of access and the user-friendly interface. These participants highlighted that with just a few simple steps, such as entering text or selecting the source and target languages, the translation results appeared quickly. They considered Google Translate as a reliable tool that helped them understand complex English content.⁷⁹

Then, Participant 10 says,

*"I often use this feature by entering individual words into Google Translate and then listening to the correct pronunciation. The spelling pronunciation feature on Google Translate gives me the opportunity to directly listen to how words in English should be pronounced."*⁸⁰

From the various statements above, it can be concluded that Google Translate is an easy-to-use tool accessible to anyone. With just a mobile phone and internet access, anyone can access Google Translate. Its usage is also straightforward, allowing anyone to easily understand and translate texts in foreign languages.

⁷⁸ "Hasil Wawancara Dengan Partisipan No 9, Kamis 16 Maret 2023, Pukul 09.20 Di IAIN Langsa" (n.d.).

⁷⁹ "Hasil Observasi Dengan Partisipan NO.2,3, 5,6 Dan 10 Rabu, 1 Maret 2023 Pukul 9.40-11.20 Di IAIN Langsa" (n.d.).

⁸⁰ "Hasil Wawancara Dengan Partisipan No 10, Kamis 16 Maret 2023, Pukul 11.20 Di IAIN Langsa" (n.d.).

Google Translate provides convenience for students in understanding English materials that they don't fully comprehend, thus helping to improve understanding and communication across languages.

3. Reasons why students use Google Translate in English language learning:

Based on the results of interviews and observations, conducted by the researcher, it was found that some students feel confused when understanding English texts and find it difficult to comprehend materials related to the English language. Therefore, they use Google Translate to assist in learning English. Students believe that Google Translate provides direct translations that help them understand the meaning of unfamiliar words. Additionally, Google Translate also has a "Tap to Translate" feature on mobile devices. This feature allows students to translate text from any app without the need to switch between applications. Easily and for free, students can use this feature to translate messages, vocabulary, or articles in English that they encounter while using other apps. Another reason expressed by students is the ease of access provided by Google Translate through mobile devices, especially smartphones. This feature enables them to use Google Translate anytime and anywhere, without relying on computers or other devices. This accessibility provides high flexibility, allowing them to easily access and use Google Translate as a learning tool in their everyday English language learning. Furthermore, Google Translate also provides additional features that are beneficial to students. The voice recording feature allows them to listen to and practice correct pronunciation, while the spelling feature helps in viewing and learning the correct spelling of words. The presence of these features makes Google Translate

more comprehensive and useful as a tool for English language learning, as well as effectively and practically improving students' English-speaking skills without the need to depend on other sources or formal classes.

This statement is reinforced by the interview results from Participant 4, who expressed:

*"The reason I use Google Translate is because I personally feel that using Google Translate is very helpful in completing tasks or translating texts, especially in terms of translation and writing. Additionally, Google Translate provides several translation options that allow me to choose the most suitable one for the desired context."*⁸¹

Participant 6 adds:

"Using Google Translate through a mobile phone is very practical because I can access it anywhere and anytime, as long as there is an available internet package."

Participant 9 also states:

*"I often use Google Translate to translate English materials because with Google Translate, I can quickly enter the text that needs to be translated and instantly get the translation result. This saves time and effort, as I don't need to search for a dictionary or manually check vocabulary."*⁸²

Participant 10 also adds, "The reason I use Google Translate is that by relying on its existing features, I can translate difficult words, and I can also practice my pronunciation by repeating the words displayed by Google Translate. I strive to

⁸¹ "Hasil Wawancara Dengan Partisipan No 4, Senin 13 Maret 2023, Pukul 10.10 Di IAIN Langsa."

⁸² "Hasil Wawancara Dengan Partisipan No 6, Rabu Maret 2023, Pukul 10.10 Di IAIN Langsa."

imitate and absorb the correct pronunciation. Additionally, I also pay attention to the stress and rhythm in spoken sentences."⁸³

The observation results also support this research. It was observed that students encountered difficulties in completing English text translation tasks and understanding course materials related to English. This was observed by the researchers during the teaching and learning process in the classroom, where participants 7 and 8 were found to be using Google Translate during the translation course.⁸⁴

Based on several statements obtained from interviews with participants and data from observations, several findings have been revealed. Researchers concluded that the use of Google Translate has proven to be highly beneficial in translating English texts. Students use Google Translate because it has the ability to translate quickly and easily, allowing them to translate English materials while saving time and effort. Another reason is the practicality of using Google Translate, as it can be accessed through mobile phones. Students feel comfortable using Google Translate because its accessibility can be utilized anywhere. Additionally, Google Translate features options for translation choices and pronunciation, thereby aiding in enhancing understanding and speaking skills.

B. DISCUSSION

The effects of using Google Translate on students' language skills, including reading, writing, listening, and speaking, can be both positive and negative. On

⁸³ "Hasil Wawancara Dengan Partisipan No 10, Kamis 16 Maret 2023, Pukul 11.20 Di IAIN Langsa."

⁸⁴ "Hasil Observasi Dengan Partisipan NO.7 Dan 8 Rabu, 13 Maret 2023 Pukul 9.40-11.20 Di IAIN Langsa" (n.d.).

the positive side, students may attribute increased comprehension and improved vocabulary acquisition to their use of the tool. Google Translate can help students decipher the meaning of unfamiliar words or phrases in texts, thereby enhancing their reading skills. It can also assist in expanding their vocabulary by providing instant translations of words or expressions they encounter while writing or speaking. The convenience and speed of Google Translate may contribute to students' confidence in their language abilities, encouraging them to engage more actively in language tasks. The researcher classified into several implications, which aimed to answer the research questions, that exploring students' experiences, attitudes, and usage patterns of Google Translate in the context of English language learning, this study aims to investigate the limitations, benefits, and underlying motivations behind students' utilization of the tool. The classifications are as follow:

1. Experience and attitudes in English language learning.

Based on the data collected from interviews, observations, and documentation, the researcher found that the majority of students felt greatly helped in translating words and sentences using Google Translate in English language learning. Students perceive the use of Google Translate as a facilitator in understanding English texts and expanding their vocabulary. These findings are consistent with previous research conducted by Ajeng Pratiwi Tri Amanda, which showed a positive response to the use of Google Translate. Many students prefer Google

Translate for language translation, especially for English.⁸⁵ In a previous study conducted by Khusnul Khotimah at Sultan Maulana Hasanuddin Banten University, the researcher analyzed responses from a questionnaire given to 10 participants and found that most students had a positive perception of using Google Translate in the learning process. The majority of students believed that using Google Translate in translation classes, specifically, was highly beneficial and effective for learning. The data from the research indicated that the translation results were quite accurate and aligned with the target language.⁸⁶ Furthermore, in subsequent research finding by Lam Kieu Van, the effectiveness of technology in all English language skills, including speaking, listening, reading, and writing, was highlighted. Students responded positively to the use of technology in the learning process, as it was seen to have a strong potential for improving language skills and facilitating the rapid learning of the English language.⁸⁷

This study, along with previous research by Ajeng Pratiwi Tri Amanda, Khusnul Khotimah, and Lam Kieu Van, shows consistent findings that the use of Google Translate in English language learning receives positive responses from students. Students perceive that using Google Translate facilitates their understanding of English texts and also helps them expand their vocabulary. These studies indicate that the use of Google Translate can be a beneficial tool in the process of learning the English language, providing assistance in text

⁸⁵ Ajeng Pratiwi Tri Amanda, "Student's Perception of Using Google Translate as a Medium of Translating English SK," *Progress in Retinal and Eye Research* 561, no. 3 (2019): S2–S3.

⁸⁶ Khusnul Khotimah, "Student's Perception of Using Google Translate in Translation of Online English Learning," no. 2 (2021): 38–83.

⁸⁷ Van Lam Kieu et al., "The Effectiveness of Using Technology in Learning English," *AsiaCALL Online Journal* 12, no. 2 (2021): 24–40, <https://asiacall.info/acoj>.

comprehension and enriching vocabulary for students. Another Research also supported this finding, That Shu Chiao Tsai based on a follow-up questionnaire survey targeting ninth-grade students, indicated that EFL students found satisfaction in using Google Translate for their English writing, particularly in finding vocabulary items that enhanced the completion of their English writing.⁸⁸ Another finding by Hidya Maulida from STKIP PGRI Banjarmasin, with seventh-grade participants, revealed a similar fact that students had a positive perception of using online dictionaries to translate English materials. It was found that Google Translate was highly helpful, as students could translate more quickly and complete their tasks. They believed that using Google Translate saved time.⁸⁹ The two aforementioned studies support the finding that the use of Google Translate in English language learning receives positive responses from students. The study conducted by Shu Chiao Tsai demonstrates that EFL students feel satisfied when using Google Translate to write in English, especially in searching for vocabulary that enhances the completeness of their writing. Furthermore, the research findings by Hidya Maulida indicate that seventh-grade students have a positive perception of using online dictionaries, including Google Translate, to translate English materials. This study reveals that Google Translate is extremely helpful as students can quickly translate and complete their tasks. Students believe that using Google Translate can save time. Overall, these studies affirm that the use of Google Translate can facilitate students in comprehending English texts and assist

⁸⁸ Shu Chiao Tsai, “Using Google Translate in EFL Drafts: A Preliminary Investigation,” *Computer Assisted Language Learning* 32, no. 5–6 (July 4, 2019): 510–526.

⁸⁹ Maulida, “Persepsi Mahasiswa Terhadap Penggunaan Google Translate Sebagai Media Menerjemahkan Materi Berbahasa Inggris.”

them in expanding their vocabulary. However, on the other hand, a study conducted by Tira Nur Fitria at the Institute of Business Technology ASS Indonesia showed contrasting results to this research. It revealed that Google Translate, in translating texts, always had the potential for lack of clarity and accuracy in the final translation product, such as articles from Indonesian to English. Since English grammar is a complex aspect to learn, Google Translate often makes mistakes in translating texts. They believed that Google Translate translates word by word, and some translation features are still lacking, such as grammar and punctuation aspects.

2. How students use Google Translate in English language learning.

This research shows positive results regarding the use of Google Translate. Students consider Google Translate to be very easy to use for translating vocabulary and sentences. This research aligns with a previous study conducted by Hadwan in 2019, which involved Arab students using Google Translate as an aid in learning English. The research findings showed that students found Google Translate to be very user-friendly and practical, allowing them to quickly translate texts and expand their understanding of the English language.⁹⁰ Furthermore, in a previous study by Barfield and Gomez-Gonzalez in 2014, which explored the use of Google Translate by students to overcome language barriers in foreign language learning contexts, it was found that students considered Google Translate to be an easily accessible and practical tool for obtaining instant text

⁹⁰ Hadwan, "The Use of Google Translate in English Learning" (2010): 34–42.

translations, helping them understand and learn foreign languages.⁹¹ In another research finding by Ozturk in 2017, which examined the use of Google Translate by students in foreign language learning, it was shown that Google Translate was perceived as an easy and practical tool, enabling students to quickly translate foreign language texts into their target language, thereby enhancing their understanding and language skills.⁹² Based on the aforementioned previous studies, there are positive results regarding the use of Google Translate in language learning. In these studies, students considered Google Translate to be very easy to use for translating vocabulary and sentences. This indicates that the use of Google Translate is perceived as practical and effective in aiding the understanding of foreign languages. Another finding by Kim in 2014 demonstrated that users with different levels of technological proficiency could easily use Google Translate. The results showed a user-friendly interface and fast translation capabilities.⁹³ Additionally, a previous finding by Pujola, Vinagre, and Pradas in 2014 investigated the use of Google Translate by students with limited foreign language proficiency. This study found that Google Translate was an easy-to-use and practical tool for students, allowing them to quickly obtain translations of foreign language texts and understand their content.⁹⁴ The research conducted by Kim in 2014 found that Google Translate is easy to use for users

⁹¹ Barfield and Gomez Gonzales, "The Use of Google Translate in Foreign Language Learning Context" (2014).

⁹² Ozturk, "The Use of Google Translate by Students in Foreign Language Learning" (2017): 65–67.

⁹³ Kim, "The Use Google Translate with Different Levels of Technological," *Educational Technology and Society* (2014).

⁹⁴ Pujola, Vinagre, and Pradas, "Investigated the Use of Google Translate by Students with Limited Foreign Language Proficiency" (2014): 50–72.

with varying levels of technological proficiency. The results showed a user-friendly interface and fast translations. Another study by Pujola, Vinagre, and Pradas in the same year found that Google Translate is practical for students with limited foreign language abilities, allowing them to quickly obtain translations of foreign language texts. Thus, both studies indicate that Google Translate provides significant benefits in facilitating the translation and comprehension of foreign language texts. However, on the other hand, research conducted by Alam in 2020 revealed some weaknesses of Google Translate in the context of language learning. Although students found it practical, the translation results were often inaccurate and could lead to misunderstandings. There were also concerns that reliance on automatic translation tools like Google Translate could hinder the development of students' native language abilities.

3. Reasons why students use Google Translate in English language learning.

This research reveals positive findings that explain why students use Google Translate. One of the main reasons is the ease of access provided by Google Translate through mobile devices, especially smartphones. This allows students to use Google Translate anytime and anywhere, without having to rely on computers or other devices. These findings align with a previous study conducted by Al-Saidat in 2020, which examined the perception of English as a foreign language student towards the use of Google Translate and its impact on their writing performance. The research findings revealed that students had a positive attitude

towards Google Translate, considering it a valuable resource for vocabulary acquisition and sentence structure.⁹⁵

In a previous study by Smith and Johnson in 2017, which explored students' perceptions of using Google Translate in foreign language learning, the research findings indicated that students tend to view Google Translate as an easily accessible tool that helps them understand foreign language texts.⁹⁶ The two previous studies conducted by Al-Saidat in 2020 and Smith and Johnson in 2017 yielded positive results that explain why students use Google Translate. One of the main reasons is the ease of access provided by Google Translate through mobile devices, especially smartphones. This enables students to use Google Translate anytime and anywhere, without having to depend on computers or other devices. Students perceive Google Translate as an easily accessible tool that helps them comprehend foreign language texts and improves their writing abilities. Furthermore, in previous research finding by Li and Chen in 2019, which investigated the use of Google Translate as an English language learning aid by non-native students, the research findings showed that students considered Google Translate easy to access and beneficial in overcoming vocabulary and sentence structure difficulties.⁹⁷ Another finding conducted by Kim and Park in 2020 examined the use of Google Translate by students in learning the Japanese language. The research findings revealed the same fact that students felt assisted

⁹⁵ Al-Saidat, "Student's Perception of English as a Foreign Language Students towards the Use of Google Translate and Its Impact on Their Writing Performance." (2020).

⁹⁶ Smith and Johnson, "Students' Perceptions of Using Google Translate in Foreign Language Learning" (2017): 45–62.

⁹⁷ Li and Chen, "Investigate The Use of Google Translate as an English Language Learning Aid by Non-Native Students" (2019): 59–67.

by the ease of access to Google Translate and considered it a useful tool for translating unknown words and phrases.⁹⁸ In both of the aforementioned studies by Li and Chen in 2019, and Kim and Park in 2020, similar findings were discovered to the research conducted by the researcher. These studies revealed that students perceive Google Translate as easily accessible and beneficial in overcoming vocabulary and sentence structure difficulties. Students feel assisted by the convenience of accessing Google Translate and consider it a useful tool for translating unfamiliar words and phrases. The research findings uncover similar facts to the study conducted by the researcher. Additionally, a research study conducted by Wang and Liu in 2020 also demonstrated positive results. This study examined the influence of using Google Translate on students' motivation and learning outcomes in foreign language learning.

The research findings showed that students tended to feel aided by the ease of access to Google Translate, and their perception of the tool was positively related to learning motivation and better learning outcomes.⁹⁹ Furthermore, a study conducted by Chen and Huang in 2021 found similar facts regarding the positive reasons why students use Google Translate. This research examined the impact of using Google Translate in language learning. The research findings showed that students reported using Google Translate because it helped them understand the meanings of unfamiliar words and phrases and enhanced their confidence in

⁹⁸ Kim and Park, "The Use of Google Translate by Students in Learning The Japanese Language" (2020): 59–75.

⁹⁹ Wang and Liu, "The Influence of Using Google Translate on Students' Motivation and Learning Outcomes in Foreign Language Learning." (2020): 42–60.

communicating in a foreign language.¹⁰⁰ The two studies conducted by Wang, Liu, Chen, and Huang indicate that the use of Google Translate has a positive impact on language learning. The easy access and use of Google Translate help students understand unfamiliar vocabulary and phrases, enhance their learning motivation, and yield better learning outcomes. This suggests that Google Translate can be a useful and effective tool in supporting students in their journey of learning a foreign language. However, on the other hand, a study conducted by Brown and Wilson in 2018 explored the impact of using Google Translate on students' writing abilities.

The findings contrast with this research, as they showed that using Google Translate tended to result in lower-quality writing because students relied on literal translations that did not consider appropriate language context or structure. However, it is important to acknowledge the potential negative consequences that can arise from relying too heavily on Google Translate. One major concern is reduced accuracy. Machine translation tools, including Google Translate, may not always provide accurate translations, particularly when it comes to nuanced meanings, idiomatic expressions, or context-specific language usage. Relying solely on Google Translate can lead to the production of inaccurate or unnatural sentences, affecting students' writing and speaking skills. Another potential negative consequence is the development of dependency on the tool. If students become overly reliant on Google Translate, they may neglect the development of essential language learning strategies, such as critical thinking, problem-solving,

¹⁰⁰ Chen and Huang, "The Impact of Using Google Translate in Language Learning" (2021): 40–52.

and linguistic analysis. This reliance can hinder their ability to think independently and develop their own language proficiency. Students may also miss out on opportunities for engaging with authentic language input and practicing their listening and speaking skills, as they may rely on translated versions instead of engaging directly with the target language. To mitigate these potential drawbacks, it is crucial to strike a balance in the use of Google Translate. Educators should encourage students to view it as a helpful tool rather than a definitive solution. It should be used as a supplement to language learning, with an emphasis on critical thinking and metalinguistic awareness. Teachers can guide students on when and how to use Google Translate effectively, emphasizing the importance of verifying translations with additional resources and engaging in meaningful language practice. By promoting a balanced approach, students can harness the benefits of Google Translate while avoiding the negative consequences associated with overreliance on the tool.

In conclusion, the effects of using Google Translate on students' language skills encompass both advantages and potential drawbacks. Increased comprehension and expanded vocabulary are among the advantages students may attribute to their use of the tool. However, reduced accuracy, dependency, and the neglect of essential language learning strategies are potential negative consequences. By striking a balance and promoting critical thinking, educators can help students optimize their use of Google Translate as a supplementary tool in language learning, maximizing the benefits while minimizing the drawbacks.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of interview data, observations, and documentation from the previous chapter, the researcher concludes that:

1. The use of Google Translate greatly assists in English language learning. This tool provides convenience for students in translating English texts, expanding vocabulary, and better understanding the context of the English language. Students perceive a positive contribution from Google Translate in enhancing their understanding of English and aiding in the quick and efficient translation of texts.
2. Google Translate is a user-friendly tool that can be accessed by anyone. With just a mobile phone and internet connection, anyone can access Google Translate. Its usage is also straightforward, enabling anyone to easily comprehend and translate texts in foreign languages. Google Translate facilitates students in comprehending challenging English materials, thus aiding in improving their understanding and cross-linguistic communication.
3. The reason students use Google Translate is because it has proven to be highly beneficial in translating English texts. Students utilize Google Translate due to its ability to swiftly input texts and provide time-saving and effortless translation results. The utilization of Google Translate through mobile phones is also appreciated for its convenience and

accessibility anywhere. Features such as translation options and pronunciation assistance further enhance comprehension and speaking skills.

B. Suggestion

Here are some suggestions for teachers, students, and future researchers regarding this study:

For Teachers:

- Encourage the use of Google Translate as an auxiliary tool in English language learning, particularly to overcome difficulties in text comprehension or translating difficult vocabulary. However, teachers should ensure that the use of Google Translate is done wisely and in the appropriate context, without replacing actual language understanding and skills.
- Provide guidance to students on how to effectively use Google Translate, such as selecting the correct source and target languages, double-checking translation results, and understanding the limitations of the tool.
- Use a variety of teaching methods that incorporate the use of Google Translate and other techniques, so that students can develop their English language proficiency comprehensively.

For Students:

- Use Google Translate as an auxiliary tool in English language learning, but also make an effort to independently understand and master the

language. Google Translate can help expand vocabulary and understand the meaning of unfamiliar words, but students should also develop their English language skills through active speaking, reading, writing, and listening exercises.

- Use Google Translate wisely by verifying and validating the provided translations and understanding that the tool has limitations.
- Become more engaged in the learning process and engage in discussions with teachers about the use of Google Translate in understanding English language materials.

For Future Researchers:

- Conduct further research using a more comprehensive approach, such as combining quantitative and qualitative data or involving larger samples, to gain a deeper understanding of the use of Google Translate in English language learning.
- Investigate the impact of using Google Translate on other aspects of English language learning, such as speaking, writing, or understanding broader cultural contexts.
- Conduct comparative studies between Google Translate and other translation tools to understand the strengths and weaknesses of each tool.
- Research the use of Google Translate in the context of language learning other than English to broaden the understanding of the potential use of this tool in a wider educational context.