

SENIOR HIGH SCHOOL STUDENTS' PERCEPTION ON THE USE OF GOOGLE TRANSLATE FOR ENGLISH LEARNING

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ABSTRAK: Integrasi teknologi dalam pembelajaran bahasa telah mengubah cara siswa mendekati pelajaran mereka, khususnya dalam kursus penerjemahan. Penelitian ini bertujuan untuk menguji persepsi siswa tentang penggunaan Google Translate dalam kelas Penerjemahan, menawarkan wawasan baru tentang dampak teknologi pada pengalaman belajar siswa dan mengidentifikasi tantangan umum yang dihadapi saat menggunakan Google Translate. Pendekatan penelitian kualitatif deskriptif digunakan, yang melibatkan 35 siswa sekolah menengah atas yang menyelesaikan kuesioner. Selain itu, untuk mendapatkan pemahaman yang lebih dalam tentang masalah umum yang dihadapi oleh siswa, wawancara semi-terstruktur dilakukan dengan tujuh siswa. Analisis tersebut mengungkapkan bahwa siswa sekolah menengah atas secara umum memiliki pandangan positif tentang penggunaan Google Translate dalam kelas penerjemahan, menganggapnya ramah pengguna dan bermanfaat. Namun, masalah umum termasuk kesalahan kalimat, perlunya penggunaan yang cermat, dan ketergantungan pada Google Translate untuk penerjemahan cepat dan penyelesaian tugas, yang menghadirkan hambatan signifikan terhadap pengembangan keterampilan penerjemahan independen.

Kata Kunci: Siswa SMA, Persepsi, Google Translate.

ABSTRACT: The integration of technology in language learning has transformed the way students approach their studies, particularly in translation courses. This study aims to examine students' perceptions of the use of Google Translate in Translation classes, offering new insights into the impact of technology on students' learning experiences and identifying common challenges faced when using Google Translate. A descriptive qualitative research approach was employed, involving 35 senior high school students who completed a questionnaire. Additionally, to gain a deeper understanding of the typical problems encountered by students, semi-structured interviews were conducted with seven students. The analysis revealed that senior high school students generally have a positive view of using Google Translate in translation classes, considering it user-friendly and beneficial. However, common issues include sentence errors, the need for careful usage, and a dependency on Google Translate for rapid translations and task completion, which presents a significant obstacle to the development of independent translation skills.

Keywords: Senior High School Students, Perception, Google Translate.

INTRODUCTION

In the past, language learners relied on dictionaries to find unfamiliar words in their target language. However, using physical dictionaries can be time-consuming, and EFL learners may struggle to accurately interpret the definitions. In today's digital era, with widespread Wi-Fi access and the prevalence of devices like laptops, tablets, and smartphones, both foreign language teachers and students now have easy access to a variety of online translation tools, significantly simplifying the language-learning process (Alhaisoni & Alhaysony, 2017). With just a click or tap, users can quickly obtain information, making language learning more accessible than ever. This transformation not only boosts the speed of vocabulary learning but also motivates learners to interact with the language more actively, creating a richer, more interactive learning experience. Consequently, traditional methods are used less frequently, allowing new, innovative approaches to shape modern language education.

Building on this shift toward digital resources, machine translation tools widely used in translation also benefit language learners by providing quick access to definitions and translations (Fitria, 2021). Among many tools, Google Translate is now a popular machine translation that is used by people around the world (Tumbal et al., 2021). However, it is important to remember that these tools serve as supplementary assistance rather than primary methods of translation. Unlike human translators, machine translation lacks the cognitive flexibility to adapt translations to nuanced or specific contexts. For instance, when translating longer passages using services like Google Translate, users may experience confusion or errors in meaning. While these tools are regularly updated and provide significant support, caution is necessary; users should critically evaluate the results and not assume machine-generated translations are entirely accurate. Thus, while free and paid translation services offer clear advantages, users must approach them thoughtfully for the most reliable results.

In learning English as a Foreign Language, Google Translate serves as a tool for translating text from one language to another (Axelina & Setiawan, 2024). For students, especially those studying in non-native languages, it provides quick and often effective solutions to overcome language barriers. Google Translate is perceived as a helpful resource for learning new languages, allowing students to access translations conveniently via their smartphones. It is commonly used to translate English words into

Bahasa Indonesia and vice versa. However, the ease of using Google Translate as a learning aid can lead to a lack of awareness regarding its accuracy, limitations, and overall usefulness. Many students may not fully consider the potential inaccuracies in translations or the nuances that might be lost when relying solely on this tool. Thus, it is crucial for learners to maintain a critical perspective on the translations provided by Google Translate and to complement its use with traditional learning methods and resources. By doing so, they can enhance their understanding of the target language while recognizing the limitations of automated translation services.

Several previous studies have investigated the students' perception on the use of google translate in language learning. Some of them focused on university students' perception (Khotimah et al., 2021; Nugraeni & Ahmad, 2024; Pham et al., 2022; Sagita & Balqis, 2021; Tumbal et al., 2021), while some other on senior high school students (Agustin & Siswana, 2022; Samir et al., 2023). These previous studies collectively indicate that EFL students generally have a positive view of Google Translate as a helpful tool in their language learning. While they recognize its practicality in improving vocabulary and comprehension, concerns about translation accuracy and the risk of over-reliance are also noted, which could impede the development of independent translation skills. Besides, it is also considered important that students should critically assess translations and consider using traditional dictionaries in conjunction with Google Translate. Despite the existing research, there remains a need to understand the perceptions of students, particularly those who are new to using Google Translate, to gain insights into how they interact with this tool in their language learning processes.

Thus, this study aims to investigate high school students' perceptions of using Google Translate as a tool for English learning. To guide this research, the primary research questions are: (1) How do senior high school students perceive the use of Google Translate in EFL learning? and (2) What common problems do they encounter when using Google Translate in EFL learning? These questions seek to uncover students' attitudes towards the tool, including its perceived benefits and drawbacks, as well as its impact on their language learning. By focusing on these specific aspects, the study will contribute to a better understanding of the effectiveness and challenges of Google Translate in educational settings.

LITERATURE REVIEW**Perception**

Corbin et al. (2020) suggest that perception is an individual's viewpoint on various aspects of life, which significantly influences their experiences and outcomes. For students, this perspective can play a vital role in their academic success. How they perceive their abilities, challenges, and the educational environment shapes their motivation, engagement, and overall performance. A positive perception fosters resilience and a growth mindset, encouraging students to embrace challenges and persevere through difficulties. Conversely, negative perceptions can lead to self-doubt and disengagement, hindering their potential for success. Thus, understanding and addressing students' perceptions is crucial for educators aiming to build supportive learning environments that promote achievement and personal growth.

In addition, a positive outlook in general is often beneficial, enhancing well-being and fostering healthier relationships. As Amir et al. (2020) explain, perception also involves an individual's interpretation of experiences and stimuli, affecting emotional responses and behaviors. For instance, someone who interprets constructive criticism as an opportunity for growth will likely approach challenges with optimism, while someone who sees it as a personal attack may feel defensive or discouraged. Therefore, the way individuals perceive and interpret their surroundings profoundly impacts their mental state and life outcomes. Together, these insights underscore the importance of perception in shaping personal and academic success.

In conclusion, promoting a positive perception is important for everyone, not just students. By understanding how perceptions shape our thoughts and actions, both educators and students can create environments that support positive interpretations of experiences. This proactive mindset can lead to better emotional health, increased motivation, and greater resilience when facing challenges. Ultimately, recognizing the influence of perception helps us develop strategies that foster success and satisfaction in both school and personal life.

Google Translate

Google Translate is a widely used free multilingual machine translation tool that allows users to translate text, speech, images, websites, and real-time video from one

language to another (Saputra et al., 2023). Its primary function as a translator is especially popular for translating between Indonesian and English, providing quick and accessible solutions to language barriers. Beyond its role as a translator, Google Translate offers several additional features that enhance its utility. For instance, it functions as an online dictionary, presenting multiple translation options for individual words, which helps users understand context better. Additionally, it serves as an online thesaurus by providing synonyms and usage examples, making it easier for users to choose the most appropriate words in their translations. Furthermore, Google Translate can act as a spell checker for misspelled words and is a valuable tool for learners seeking to improve their pronunciation of foreign languages.

Google Translate is a widely utilized free tool that offers users the ability to translate text, speech, images, and websites across numerous languages. highlights both the benefits and limitations of Google Translate. Google Translate provides several significant advantages as a language tool. First, it is available online 24/7, delivering quick translations - often in under a second - which makes it particularly useful for users who need immediate assistance, such as students and travelers. Second, the tool continuously improves by learning from previous translations, enhancing its accuracy and overall functionality. Third, in addition to translating text, Google Translate serves as a multi-functional resource, acting as both an online dictionary and thesaurus that offers synonyms and definitions, thereby helping users grasp word context more effectively. Fourth, it corrects misspellings, aiding users in refining their writing. Finally, the pronunciation feature supports language learners in practicing the correct pronunciation of foreign words. Overall, these features make Google Translate a valuable asset for anyone looking to navigate language barriers efficiently.

Despite these benefits, reliance on Google Translate introduces certain challenges. First, there are privacy concerns, as Google Translate does not guarantee confidentiality; all translations are stored by Google, potentially compromising sensitive information. Second, the quality of translations can be inconsistent; the tool sometimes provides rough translations that may miss intended meanings or context, as it often relies on previous translations instead of grammatical rules. Third, users may encounter inaccuracies or awkward phrasing, which can lead to misunderstandings or miscommunication. Fourth, while Google Translate is accessible, it requires a stable internet connection for optimal

performance, which can be problematic in areas with limited connectivity. Finally, over-reliance on Google Translate may inhibit language learners from developing their translation skills and achieving a deeper understanding of grammar and context. Overall, these challenges highlight the importance of using Google Translate as a supplementary tool rather than a primary resource for language learning and translation.

Overall, while Google Translate offers valuable functionality and convenience, users should remain aware of its limitations and approach it as a supplementary tool rather than a primary resource for language learning or precise translations. By understanding both its advantages and disadvantages, users can effectively leverage Google Translate to enhance their language skills while also seeking other resources and practices that promote a more comprehensive grasp of the language. Engaging with native speakers, studying grammar, and utilizing traditional learning methods alongside digital tools can foster deeper understanding and fluency. Ultimately, a balanced approach will not only maximize the benefits of Google Translate but also contribute to more effective and nuanced communication in a foreign language.

Google Translate in English Learning

Google Translate has become a valuable tool for students, particularly for translating academic texts. Its accessibility allows learners to quickly obtain translations, which is especially useful for those working on research or writing assignments (Setiamunadi & Ariyanto, 2023). This tool not only meets immediate translation needs but also encourages independent learning, enabling students to engage with foreign language texts more confidently. However, it is important to note that students often rely heavily on Google Translate, which may not significantly improve their English grammar proficiency. This highlights the need for balanced use to avoid dependency and ensure effective learning.

The integration of Google Translate into English language learning for English as a Foreign Language (EFL) students has become a key area of educational research, highlighting the increasing reliance on digital tools in language acquisition. Many students primarily use Google Translate to assist with vocabulary, viewing it as a convenient and efficient means of finding translations for individual words or short phrases (Chandra & Yuyun, 2018). This accessibility makes Google Translate a valuable

resource for expanding vocabulary and grasping basic meanings, allowing learners to quickly fill gaps in their understanding and enhance their language skills. However, while Google Translate provides immediate support, it is essential to consider its limitations and encourage students to complement its use with other language learning strategies to ensure a well-rounded approach to mastering English.

Incorporating Google Translate into language learning can be highly beneficial, but teachers must guide students on its effective use. Educators play a crucial role in helping learners recognize the advantages and limitations of this tool. By explaining how Google Translate operates and its potential inaccuracies, teachers can encourage students to view it as a supplementary resource rather than a primary one. This guidance promotes critical thinking and fosters independent language skills, enabling students to develop a deeper understanding of the language. Additionally, teachers can lead discussions on the importance of context, grammar, and nuance in translation, which Google Translate may overlook. By providing strategies for cross-referencing translations with reliable sources and facilitating peer discussions, educators can enhance students' language proficiency while ensuring they use digital tools effectively. Ultimately, the aim is to empower students to become more competent and confident language users, enabling them to navigate both machine translations and authentic language experiences successfully.

Related Previous Study

Several previous studies investigated perception on the use of google translate in language learning. Some of them focused on university students' pereception (Khotimah et al., 2021; Nugraeni & Ahmad, 2024; Pham et al., 2022; Sagita & Balqis, 2021; Tumbal et al., 2021), some other on senior high school students' perception (Agustin & Siswana, 2022; Samir et al., 2023).

Nugraeni & Ahmad (2024) explored EFL students' perceptions of using Google Translate in translation classes and identified the challenges they commonly encounter. The study used a descriptive qualitative approach with 35 university students who contributed data through questionnaires, along with semi-structured interviews conducted with five participants. The results indicated that students generally have a positive view on Google Translate, valuing its ease of use and helpfulness. However, they also experience issues such as inaccuracies in sentence translations and an over-reliance

on the tool, which may hinder their growth in independent translation skills. Overall, while Google Translate provides notable benefits, it is crucial for students to critically evaluate its translations and work on reducing their dependency to strengthen their own translation abilities. Khotimah et al. (2021) aimed to understand students' perceptions of Google Translate in online English learning. It involved 4th semester students from the English Education Department at Universitas Islam Negeri Sultan Maulana Hasanuddin Banten. Using a survey method, data were collected through questionnaires and interviews with 10 students. The findings revealed that students generally had a positive perception of Google Translate, finding it helpful for learning and enhancing vocabulary, despite some issues with translation accuracy and sentence structure. The study concluded that while Google Translate is beneficial, students should also be encouraged to use traditional dictionaries and improve their translation skills independently.

Agustin & Siswana (2022) aimed to describe students' perceptions of using Google Translate for English learning at SMKN 62 Jakarta¹. It involved 32 senior high school students who used Google Translate in their English learning. The researchers employed a descriptive qualitative method, collecting data through online questionnaires and semi-structured interviews. The findings revealed that students had a positive perception of Google Translate, noting its practicality and usefulness in translating and understanding English texts, despite some inaccuracies and limitations in translation quality. The study concluded that Google Translate is a helpful tool for students, enhancing their vocabulary and comprehension, though it should be used with caution due to potential errors.

Tumbal et al. (2021) investigated students' perceptions of using Google Translate for translation at the English Education Department of Universitas Negeri Manado. The research involved 30 eighth-semester students and employed a quantitative descriptive method using a 17-item questionnaire on a Likert scale. Data were collected via Google Forms and analyzed using a percentage formula. Findings indicated that 93.3% of respondents were interested in translation activities and found Google Translate helpful, though 40.3% disagreed on its effectiveness for paragraph translation. The study concluded that the 8th semester English Education students enjoyed translating, especially from English to Indonesian, and considered Google Translate helpful. However, despite its speed and convenience, Google Translate often lacked accuracy in translating paragraphs. Some students also admitted that it can make them less inclined to use

traditional dictionaries. Therefore, it is advised that students use Google Translate carefully and always check its translations for accuracy.

Sagita & Balqis (2021) investigated students' perceptions of using Google Translate for learning English at Jabal Ghafur University. The study focused on active English Department students from the 2016-2019, chosen through purposive sampling. Employing a descriptive qualitative design, data was gathered using two questionnaires: one to determine the percentage of students using Google Translate and another to explore their perceptions. Results showed that students often used Google Translate for translation, finding synonyms, antonyms, and pronunciation, with an overall positive view of its role in learning English. The study concluded that while Google Translate is beneficial, students should remain mindful of its limitations.

Pham et al. (2022) investigated how university students perceive the use of Google Translate (GT) in learning, with a focus on the difficulties they face and their strategies for addressing them. The study included 250 students from a private Vietnamese university, using a 5-point Likert scale questionnaire and semi-structured interviews for data collection, and a pilot study to ensure reliability. Results showed that students generally viewed GT favorably, appreciating its multi-language capabilities and ease of use. However, they encountered issues like grammatical mistakes and semantic inaccuracies, which they managed by consulting dictionaries or seeking assistance from classmates. The study concluded that while GT is a helpful tool, students should evaluate its outputs critically to ensure accuracy.

Samir et al. (2023) conducted a study to assess the impact of Google Translate on English vocabulary mastery among high school students. The sample included 17 students from the XII MIA SETIA class at SMAN 25 Bone, chosen through cluster random sampling. Following a pre-experimental design, the research included a pre-test, a treatment phase using Google Translate, and a post-test. Data were collected through these tests and analyzed with SPSS software. Results indicated a notable improvement in vocabulary mastery, with the average post-test score increasing from 60.6 to 87.5. The study concluded that Google Translate has a positive effect on students' English vocabulary mastery.

Khotimah et al. (2021) aimed to investigate students' perceptions of using Google Translate in online English learning. The study involved 4th semester students from the

English Education Department at Universitas Islam Negeri Sultan Maulana Hasanuddin Banten. Data were collected through surveys, using questionnaires and interviews. The findings indicated that students generally held positive views of Google Translate, recognizing its usefulness for learning and vocabulary enhancement, despite some difficulties with translation accuracy and sentence structure. The study concluded that, although Google Translate is a valuable tool, students should also be encouraged to use traditional dictionaries and develop their translation skills independently.

The previous studies conducted collectively highlight the generally positive perceptions of EFL students towards Google Translate as a valuable tool in their language learning processes. While all studies acknowledge the tool's practicality and utility in enhancing vocabulary and comprehension, they also identify significant concerns regarding translation accuracy and the potential for over-reliance, which may hinder the development of independent translation skills. There is a need for students to critically evaluate translations and consider incorporating traditional dictionaries alongside Google Translate. While some studies emphasize the importance of this critical assessment, others focus on the tool's positive impact on vocabulary mastery, often through a more experimental approach. Balancing these perspectives can enhance students' language learning experiences by promoting both the effective use of technology and the development of independent translation skills.

Despite these insights, a notable gap in the research is the lack of further studies that assess how senior high school students' reliance on Google Translate evolves over time and its long-term effects on their language acquisition and translation proficiency. Future research should explore these dimensions to better understand how to balance technology use with traditional learning methods in EFL contexts.

RESEARCH METHODS

Research Method

This study used a descriptive qualitative research approach. Descriptive qualitative method is chosen because this study aims to examine how students' perception on the use of Google Translate for learning English.

The study involved 35 twelve grade senior high school students as respondents. The researchers used online questionnaire through Google Form to collect the data. Google

Forms is a survey administration app that is included in the Google Drive office suite along with Google Docs, Google Sheets, and Google Slides. The questionnaire was adopted from a research from Nugraeni & Ahmad (2024).

Instrument

The survey was modified from the work of Nur Agustin & Siswana (2022) titled “Students' Perception of the Use of Google Translate for English Learning.” After analyzing the data, the author provided a more detailed interpretation of the items. Additionally, the author summarized the findings to assess students' views on Google Translate. Data were gathered using a 5-point Likert scale questionnaire divided into five sections. To facilitate clear data presentation, the researchers split the closed-ended questionnaire into two parts: (1) General Information and (2) Student Perceptions of Google Translate in English Learning. A 4-point Likert scale was utilized, with responses ranging from Strongly Disagree (SD) to Strongly Agree (SA). The first section contained three questions. To delve deeper into common issues faced by students using Google Translate, semi-structured interviews were conducted with five students selected based on their questionnaire responses.

RESULTS AND DISCUSSION

The data for this study were collected through a questionnaire and interviews. The research aimed to explore students' perceptions of using Google Translate in translation classes and to identify common challenges associated with its use.

Close-ended Questionnaire

The results of the students' closed-ended questionnaire were structured to present the data clearly. To achieve this, the questionnaire was divided into two sections: (1) General Information and (2) Students' Perceptions of Using Google Translate for English Learning. A closed-ended questionnaire was utilized, featuring a 4-point Likert scale with options ranging from SD (Strongly Disagree) to SA (Strongly Agree). The first section comprised three questions.

Table 1. General Information Questionnaire

| Questions | SD | D | A | SA |
|--------------------------------------------------------------------------------|-----------|----------|----------|-----------|
| <u>Do you frequently read English texts?</u> | - | 5.4% | 60.3% | 20.1% |
| <u>Have you ever translate English text?</u> | 2.6% | - | 40% | 47.5% |
| <u>Have you ever used Google Translate to assist you in Translation Class?</u> | 2.9% | 3.2% | 30.7% | 46.4% |

Table 1 indicates that 85% of students responded positively to the first question, with 28 out of 35 participants reporting that they often read English texts, while 2 stated that they rarely do so. The second question, regarding translating English texts, received a 90.1% positive response. For the final question on general information, 83.2% of participants agreed, with 29 students confirming they had used Google Translate to aid their English learning. These findings suggest that students frequently rely on Google Translate in their English learning process. The second section of the closed-ended questionnaire focused on three key indicators: translation, the use of Google Translate, and the Google Translate application. The table below presents the results of the second section, specifically on translation.

Student's interview result.

In this study, 7 respondents were selected for interviews. The researchers utilized interviews to gather additional information and supplement the closed questionnaire. Based on the data analysis, students commented on the issues encountered when using Google Translate. They believed the use of Google Translate aided them in learning English. All participants held a positive perception of Google Translate for translation classes, but they also acknowledged encountering some issues with it. The following are some of the drawbacks;

Table 2. The result of student answers

| No | Students | Answers | | | | |
|----|----------|---------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| | | Q1 | Q2 | Q3 | Q4 | Q5 |
| 1 | S1 | Yes, I use | I use Google Translate for various types of translations, including words, sentences, paragraphs, and more. | I enjoy using Google Translate because it makes translation work faster and more efficient. | Google Translate offers benefits, such as saving time on translation s. | Google Translate also has a downside, as it can make the work feel less engaging and lead to laziness in thinking when translating. |
| 2 | S2 | Yes. I use | To look up the meaning of words or vocabulary that I am unfamiliar with. | Fun and very helpful. | Google Translate is beneficial because it helps me find the meaning of words or vocabulary that I am unfamiliar with. | Google Translate has disadvantage, sometimes lazy to learn to translate with own ability |

| | | | | | | |
|---|----|---------------|----------------------------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 3 | S3 | Yes. I use | To translate paragraphs and discover synonyms for words. | I think it's very useful. | Google Translate is advantageous because it helps save time in understanding sentences or paragraphs, especially for senior high school students like me. | Google Translate also has a downside, as it can create dependency, making students reluctant to improve their translation skills. |
| 4 | S4 | Yes, I use | Translating words and sentences. | Enjoy | Google Translate is advantageous because it is easy to use and offers alternative meanings for a word. | Google Translate has disadvantages; it provides benefits as an instructional tool. |

| | | | | | | |
|---|----|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | S5 | Yes I use | I use Google Translate when I come across unfamiliar vocabulary or phrases that I haven't used before. I often translate word by word, but I've also translated entire paragraphs, especially articles. Since translating each word individually takes a lot of time, I use Google Translate to speed up the process. | I don't feel confident because the words produced by Google Translate can sometimes be unclear and confusing. As a result, I have to double-check the translation to ensure they accurately reflect the original meaning of the text. | Yes, Google Translate offers benefits, although there are occasionally confusing words. However, it provides many advantages, particularly in easing the task of translating large amounts of text. It can also be used to translate words, phrases, and entire paragraphs. | Google Translate has no major disadvantages, but it should be used carefully. Students should be diligent in their learning and use Google Translate only when necessary. This way, users can continue to learn and improve their English translation skills, rather than relying on instant results. |
|---|----|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | | | | |
|---|----|---------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| 6 | S6 | Yes, I use | To translate something that is unclear or to rephrase it. | When I use Google Translate, I still need to review and correct the sentence, as not everything translated by it is accurate. | Google Translate has its advantages in certain areas, such as when we want to find the meaning of a word. Although it may not be completely accurate, it is still generally understandable. | Using Google Translate make me dependent. |
| 7 | S7 | Yes, I use | I use it to translate sentences, but more often to translate entire paragraphs. | I feel helpful, but I lack confidence because Google Translate is not always accurate when translating | Google Translate offers benefits because it can assist with our learning activities. | Google Translate has no disadvantages. |

| | | | | | | |
|--|--|--|--|------------------------------------|--|--|
| | | | | sentences or paragraphs . | | |
|--|--|--|--|------------------------------------|--|--|

From the interview, Google Translate has certain limitations that should be taken into account. One issue is the potential for errors when translating large amounts of text or long paragraphs, which makes it more suitable for translating individual words or short sentences. The captioning feature sometimes produces errors, and the camera feature may fail to detect or capture text accurately, requiring further verification. Additionally, the web version has some usage limitations. However, overall, Google Translate is fairly effective, though it is important to check for accuracy by comparing with other translations. Errors in word structure can also impact the meaning of the translated sentence

CONCLUSION

This study explored students' perceptions of using Google Translate in translation classes. Thirty-five senior high school students participated in the questionnaire, while seven students were interviewed to provide a deeper understanding of the data. The results showed that students generally view Google Translate as beneficial in translation classes, with its advantages outweighing its drawbacks. Students primarily use Google Translate as a quick dictionary to look up word meanings, appreciating its ease of use and its role in expanding their vocabulary. Additionally, they use it for sentence-by-sentence translations. However, common issues arise when translating large amounts of text or long paragraphs, making it more suitable for translating words and short sentences. The captioning feature sometimes contains errors, and the camera feature may fail to properly detect or capture text, requiring further verification. There are also limitations in the web version. Overall, while Google Translate is quite useful, it is important to verify accuracy by cross-checking with other translations, as errors in word structure can alter the meaning of the translated text

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