Students' Perception toward Google Translate as an Online Dictionary in Translating Activity

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Abstract

The process of translating involves transforming the meaning of a word or text from its original language to its intended one. There are many factors that can help students with translating. One of them is using technology. One of the most renowned translation tools is Google Translate. Nowadays, every student has a smartphone that can access Google Translate easily. The purpose of this study was to investigate students' perceptions of using Google Translate, a free online dictionary, for translation assignments. This study used a descriptive quantitative method. The population of the study was the eighth-grade SMPIT Al-Qalam South Bengkulu students. The sample consisted of 20 students, representative of 4 classes. In this study, a questionnaire was utilized as the research instrument. Respondents were given questionnaires to complete in order to collect the data. The questionnaire contained 20 items on a Likert scale in order to ensure the results could be presented in an objective way. The researcher organized, calculated, and concluded after going through multiple stages of data analysis. To calculate the mean score and percentage of the students' scores, the researcher employed SPSS Version 25. The researcher discovered that the questionnaire's overall mean score was 73.75 after analyzing the data. Based on the students' perceptions and interpretations, the mean score of the questionnaire is positive. It could be done to draw the conclusion that the students have a positive perception of using Google Translate as an online dictionary for translating assignments.

Keywords: *Goole Translate, Perception, Translating*

Introduction

In recent years, technology has dominated all sectors of our lives. One of the sectors significantly influenced by technology is education. There are a lot of blogs, sites, applications, and social media sites that offer students a way to learn English easily. Students can improve their English language learning skills by utilizing technology, such as smartphones and the

internet. An online dictionary created by Google that is used for online media translation is called Google Translate, which was established in the 2000s. Shankland, recited in Khotimah (2021), stated that Google Translate is used by many countries, accessed by 200 million users, and also provides 109 languages all over the world. Google Translate is an online medium mostly used by students in translation and writing assignments. The majority of students translated words using Google Translate (Yanti et al., 2019). According to Agustin and Siswana (2022), Google Translate is one of the tools created by Google to serve machine translations that we can use to translate many languages. As stated by Aidi and referenced in Khasanah et al. (2022), the Google Translate application includes four features. These include an online pronunciation guide, an online thesaurus, a spelling checker, and a dictionary.

Google Translate has grown to be one of the most popular tools in the translation field. Today's popular translator application that is used by people around the world is Google Translate (Khasanah et al., 2022). According to Chenoweth and Murday, as cited by Ode Saltina et al. (2022), Google Translate is an online software that can be easily accessed by students. Unlike other tools that should cost money every month, Google Translate is free. It takes a long time to search the words using a traditional dictionary. Meanwhile, Google Translate makes it easier and faster to find the meaning of the words. Nowadays, every student has a smartphone, laptop, or gadget. They can easily browse Google Translate to help them finish their English assignment. Google Translate helps students translate words or text from English to Indonesian; however, the translations should be re-checked to get a better result (Tumbal et al., 2022). Ultimately, most students use Google Translate to convert words from their original language into English.

Google Translate is undoubtedly a speedier online dictionary than a traditional dictionary when searching word by word. According to Groves and Mundt, as cited in Ode Saltina et al. (2022), Google Translate has already taken on the role of traditional dictionaries since it is more readily available and quicker. It is a given that virtually all students constantly utilize the Google Translate app to aid in their study of foreign languages, particularly English. However, Google Translate still has many errors in its translation. Therefore, Google Translate is not recommended by teachers if the students only depend on Google Translate to learn English. Google Translate also has many shortcomings due to the grammatical issue. The text translation from Google Translate is not fully accurate (Lestari et al., 2023). Yanti et al. (2019) provided support for the claim that Google Translate was unable to precisely and contextually translate every word in the paragraph. Furthermore, students may use Google Translate's mistakes and improper word order as a resource for grammar instruction and translation practice. According to Sujarwati & Lorenza (2022) the most common mistake that Google Translate created is tense. The tense of the sentences being translated is not recognized by Google Translate.

Students can learn English more quickly with Google Translate than with a traditional dictionary. Therefore, it is crucial to determine both the efficacy of Google Translate and the opinions of students regarding its use. Students' opinions regarding Google Translate may vary depending on how well they use it. According to Nurhazanna (2023), perception is describing someone's expectations about something, such as an institution, tools, or people. Furthermore, Fajrie et al. (2022) stated that students' perceptions toward Google Translate will affect the process of their English learning. Positive and negative perceptions are the two different

categories of perception (Irwanto, 2002). Students' positive experience with Google Translate will improve their English language skills. Understanding how students view Google Translate in the classroom is so crucial. Alternatively, the study's findings can be used to improve Google Translate's design for translation tasks if students think the program has too many problems to be used for academic reasons.

Pre-observation at SMPIT Al-Qalam indicated that a large number of students no longer have dictionaries at home. Typically, when given an English task, they utilize Google Translate. The huge dictionary made it tedious and extremely difficult to determine the meaning of the words. Afterwards, it wasted time waiting for the students to find the words. According to the interview, the majority of students looked up word meanings in texts or other materials online using Google Translate. However, the accuracy of Google Translate is not 100% correct. There are still many errors, especially when students are making sentences. Thus, it is essential to learn how students perceive Google Translate to ensure that the teacher can better organize the English classroom and the students can make effective use of Google Translate.

The researcher has found some studies that can support this research. The first previous research was conducted in University by Nurhazanna (2023). The results showed the perceptions of Google Translate in the Translation and Interpretation course are positive. The second previous study was also investigated in University level by Kurniawan (2023). It was found that students viewed using Google Translate positively. The third previous study was conducted by Suseno (2023). This study aimed to find out that Google Translate can improve reading skill. According to the study's findings, students highly approve of Google Translate as a tool for developing their reading comprehension. The fourth study was done by Khotimah (2021). This investigation was carried out at a university as well. The study showed that students perceived using Google Translate for their online English language education positively.

Furthermore, the fifth study was carried out by Pangestika (2023). This study was conducted at Lampung University. The results of the study showed that all students used Google Translate to improve their pronunciation and increase their vocabulary in addition to translating their assignments. The last previous study was conducted by Lengari (2023). This study aimed to investigate how Akademi Maritim Nusantara Cilacap third-semester engineering students feel about utilizing Google Translate to assist them with their writing. According to earlier researches, the five earlier studies on the English students program at the university. The previous studies are used descriptive quantitative study. In this current research, the researcher decided to investigate junior high school as the subject of this research and used the same method. Furthermore, the researcher found out that the students at SMPIT Al-Qalam generally utilize Google Translate as a tool to help them complete their English assignments. Through this study, students gain knowledge about Google Translate and its proper usage. Additionally, educators can use Google Translate as a tool to create more engaging lesson plans for their students. Hence, this study set out to find out how eighth-grade students at SMPIT Al-Qalam South Bengkulu perceived Google Translate as an online tool for translating English content. Ultimately, the research's title was "**Students' Perception toward Google Translate as an Online Dictionary in Translating Activities.**"

Methodology

This study used a descriptive quantitative research design. Quantitative descriptive research, according to Sugiyono (2013), is a technique used to statistically examine a specific sample in order to evaluate the hypothesis. The perception of students regarding the use of Google Translate for translating tasks was the primary focus of this study. This research was conducted in one of the full-day Islamic schools in South Bengkulu, SMPIT Al-Qalam. The eighth-grade students at SMPIT Al-Qalam served as the study's population. There were four classes, consisting of two male classes (A and B) and two female classes (C and D). Considering there was no mixed class, the researcher overcame the population's lack of homogeneity by using stratified random sampling. It aimed to create a truly representative sample from each class. Each class had five students as representatives. Thus, the sample size for this study consisted of 20 students. The Nurhazanna (2023) questionnaire was adopted as the research instrument. The questionnaire consisted of 20 items. In addition, the questionnaire was a type of closed-ended questionnaire. The researcher used a Google form to construct the online questionnaire. The questionnaire divided into three primary categories. Indicators were categorized as follows: absorption, understanding, and evaluation. The questionnaire used a Likert scale. According to Sugiyono (2010), a Likert scale is used to gauge students' attitudes, opinions, and impressions about a certain person, group of events, or social phenomenon. The Likert scales consisted of 5 scales; Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Agree (1).

In collecting data, the questionnaire is distributed to the sample. To make the students answer the questionnaire easily, the researchers provided only Indonesia's version. Further, the researcher analyzed the data. The researcher used several steps in analyzing the data. They were organizing, calculating, and concluding. First, the questionnaire was distributed to the students to get the data. After the students answered the questionnaire, the researcher counted the students' answers for each option. In this step, the researcher used SPSS 25 to analyze the mean score. In the last, the researcher found the mean score percentage for each question (SA, A, N, D, and SD), which was sorted into groups and explained using the interpretation of the mean score, which was developed by Landell (1997) as cited in Nanda & Fatimah (2023)below:

Table 1
Mean Score Interpretation

Interval	Criteria
1.0 - 2.33	Negative
2.34 - 3.67	Neutral
3.68 - 5.00	Positive

The interval mean score mentioned above was used to determine how each questionnaire item was perceived by the students. The researcher used the total mean score to answer the research question. After finding out the mean score through SPSS version 25, it would be divided into the students' perception and interpretation's table as below:

Table 2
Students' Perception Interpretation

Mean Scores	Categories
81-100	Very Positive
61-80	Positive
41-60	Uncertain
21-40	Negative
0-20	Very Negative

(Riduwan as cited in Nurhazanna, 2023)

The researcher would determine whether students' perceptions of Google Translate as an online dictionary in translating activities were very positive, uncertain, negative, or very negative based on the mean score.

Findings and Discussion
Findings

The results of the questionnaire completed by SMPIT Al-Qalam eighth grade students were presented in this section by the researcher. There were 20 students who completed the 20 closed-ended statements that made up the questionnaire. The data was divided into three sessions based on the questionnaire's indicators. This table presents the information that was gathered by giving out questionnaires to the students.

Table 3
The Absorption Indicator

Items	Options					Mean	Predicate
	SD	D	N	A	SA		
X1	-	-	4 (20%)	5 (25%)	11 (55%)	4.35	Positive
X2	-	-	2 (10%)	5 (25%)	13 (65%)	4.35	Positive
X3	1 (5%)	-	1 (5%)	7 (35%)	11 (55%)	4.35	Positive
X4	2 (10%)	-	-	3 (15%)	15 (75%)	4.45	Positive
X5	-	-	12 (60%)	2 (10%)	6 (30%)	2.30	Negative

From the table above, the researcher found the percentages, frequencies, and mean scores for each question. There are five questions in the absorption indicator. The first question is, "*Every day I often translate English texts using Google Translate.*" Nearly all students, or 80% of them, were found to regularly use Google Translate to translate English texts on a daily basis. It indicated that 16 students use Google Translate virtually daily. The mean score for the statement is 4.35. It means the students have a positive perception. The second question is, "*When translating English texts, I always use Google Translate.*" It was established that the majority of students, or 90% of them, translated English texts using Google Translate. Out of the 20 students, 18 of them translated English texts or sentences using Google Translate. The mean score for the question is 4.35. It means the students have a positive perception. Question 3 is, "*I have a Google Translate app on my gadget that is always available to use.*" 90% of students were found to have Google Translate installed on their device, which they utilized to translate languages. There are 18 out of 20 students said that Google Translate app installed on

their smartphones. The mean score for the question is 4.35. It means most of the students have the Google Translate app.

Question 4 is, "*Google Translate is very helpful in improving my English translation skills."* 90% of students, or nearly all of them, said that Google Translate helped them become more proficient translators. While two students disagreed, the remaining eighteen students agreed that Google Translate is an internet tool that may assist them with translation tasks. The question 5 is, "*Google Translate can't be a good translation tool medium in the classroom*." According to data, 40% of students believed that Google Translate might not be a helpful tool for translating in the classroom. Twelve students expressed no opinion about using Google Translate in the classroom. The mean score for the question is 2.30. It means half of the students disagreed with the statement.

Table 4
The Understanding Indicator

Items	Options					Mean	Predicate
	SD	D	N	A	SA		
X6	2 (10%)	-	3 (15%)	6 (30%)	9 (45%)	4.00	Positive
X7	-	1 (5%)	8 (40%)	5 (25%)	6 (30%)	3.80	Positive
X8	-	2 (10%)	4 (20%)	4 (20%)	10 (50%)	4.10	Positive
X9	1 (5%)	1 (5%)	1 (5%)	4 (20%)	13 (65%)	4.35	Positive
X10	-	1 (5%)	1 (5%)	8 (40%)	10 (50%)	4.35	Positive

The question 6 is, "*Google Translate can translate text effectively."* Approximately 75% of students said that Google Translate can translate text correctly, which is practically all of them. Question 7 is "*Google Translate results are exactly the same as in the dictionary.*" It was revealed that 55% of the students thought the results from Google Translate were exactly the same as what they would get in a dictionary. The question 8 is "*I use Google Translate to translate word by word*." Approximately 70% of students reported that they used Google Translate to translate words for words. The next question is 9, "*I use Google Translate to translate sentence by sentence.*" It was included in the understanding indicator. It was discovered that 85% of students, or nearly all of them, translated sentences by sentence using Google.

Table 5
The Evaluation Indicator

Items	Options					Mean	Predicate
	SD	D	N	A	SA		
X11	2 (10%)	5 (25%)	7 (35%)	1 (5%)	5 (25%)	2.90	Negative
X12	6 (30%)	6 (30%)	6 (30%)	1 (5%)	1 (5%)	2.25	Negative
X13	-	1 (5%)	2 (10%)	8 (40%)	9 (45%)	4.25	Positive
X14	1 (5%)	1 (5%)	2 (10%)	2 (10%)	14 (70%)	4.35	Positive
X15	3 (15%)	1 (5%)	14 (70%)	1 (5%)	1 (5%)	2.80	Negative
X16	2 (10%)	1 (5%)	-	5 (25%)	12 (60%)	4.20	Positive

X17	-	4 (20%)	7 (35%)	7 (35%)	2 (20%)	2.35	Neutral
X18	-	7 (35%)	6 (30%)	6 (30%)	1 (5%)	2.10	Negative
X19	1 (5%)	1 (5%)	9 (45%)	2 (10%)	7 (35%)	3.65	Neutral
X20	-	-	2 (10%)	4 (20%)	14 (70%)	4.50	Positive

The question 10 is "*I use Google Translate to translate paragraph by paragraph.*" It was found that 90% of students, or nearly all of them, admitted to using Google Translate to translate paragraph by paragraph. The question 11 is "*Google Translate makes me lazy to open dictionaries.*" There were 7 students, or 35% of the students, who stated that using Google Translate does not make them sluggish when compared to using a traditional dictionary. Six students acknowledged that since they were using Google Translate, they had no longer opened their dictionaries. They get too lethargic to open their dictionaries and pick up new words because of Google Translate. The next question is 12: "*Google Translate made it difficult for me to learn structure (tata bahasa/tenses).*" 60% of students, or more than half of them, claimed that utilizing Google Translate did not lead to a careless approach to learning tenses. To sum up, students were not transformed indolently by Google Translate. Then, question 13 is, "*Google Translate can translate text more quickly than other tools*." 90% of students claimed that Google Translate translated content more quickly than alternative translation providers. The question 14 is, "*Google Translate really helps me with every translation process.*" Nearly all students, or 85% of them, reported that Google Translate helped them with every translation procedure.

The question 15 is "*I can translate without using Google Translate*." Only 2 students, or 10% of the total, claimed to be unable to translate English text without Google Translate, whereas 4 students said they could translate English phrases without the application. Seventy percent of students are neutral. The next question is "*I can easily access the Google Translate application for free.*" Nearly all students, or 85% of students, claimed to be able to use Google Translate for free. The question 17 is "*Google Translate creates messy sentence structure*." It was discovered that half of the students, or 45% of the total, said that the text appears unstructured in Google Translate. The statement 18 is "*Google Translate does not accurately translate text written in English*." It was discovered that 90% of pupils said that Google Translate did not accurately translate English content. The following statement is from question 19, "*I felt addicted when studying at home, especially "translation tasks," to easily opening a translation tool application like Google Translate.*" It was discovered that 90% of students, or nearly all of them, said they became dependent on Google Translate as the best tool for completing their translation assignments at home. The last question 20 served as an understanding indicator: "*Google Translate is an effective tool for learning how to "translate" as an online dictionary.*" 90% of the students said that Google Translate is a helpful resource for learning how to translate online.

After determining the Likert scale and percentage formula, the researcher provided data on the opinions of the students regarding each statement in this section. To facilitate organizing the frequency and percentage of student responses, the questionnaire results were displayed on a table above.

Table 6:

Total mean score of questionnaire

N	Valid	20
	Missing	0
Mean		**73.75**
Minimum		42
Maximum		83

The total mean score of the questionnaire is 73.75, as can be seen in the table above. Based on the students' perceptions and interpretations, the mean score of the questionnaire is positive. Thus, it can be concluded that the students had a positive perception toward the use of Google Translate as an online dictionary for translating tasks.

Discussion

Following questionnaire data analysis, the researcher aimed for discussion about the conclusions of students' perceptions of using Google Translate as an online dictionary for translating tasks. The researcher concluded that students have a positive perception based on the research findings. The percentages of total mean scores confirmed the result. According to the study's overall findings obtained from questions 1 and 2, students use Google Translate frequently to translate English texts. Students constantly utilize Google Translate to convert texts from Indonesian to English or English to Indonesian. Students constantly utilize Google Translate when they require assistance and have the program installed on their phones.

According to the findings, the eighth-grade students at SMPIT Al-Qalam had a favorable perception of using Google Translate as an online dictionary when translating. It is in line with the study conducted by Margiana & Syafryadin (2023), who stated that when asked if Google Translation aids in their English language learning, the majority of students who responded "yes" expressed satisfaction with the application. It is also supported by the previous study conducted by Kurniawan (2023). This study found that students viewed using Google Translate positively. The two studies were carried out at universities. Students concurred that using Google Translate has greatly improved their translation abilities. Although Google Translate is a great resource for learning translation, it is not a suitable learning tool to use in traditional classroom settings. It is supported by Ghasemi & Hashemian, referenced in Agustin et al. (2022), who stated that statistical machine translation is the foundation for Google Translate's translation outcomes. The quality of Google Translate's translations is determined by the volume of texts that have been translated by humans and are regularly searched.

From question 17, more than half of the students agreed that the result of Google Translate made the sentence unstructured. Google Translate cannot identify tenses well. More than half of the students who answered question 17 agreed that the sentence was unstructured as a result of Google Translate. Tenses are difficult for Google Translate to recognize. It is supported by Sujarwati & Lorenza (2022), who stated that sentences being translated are not being correctly translated by Google Translate. Tenses and the context in which a verb occurs in a sentence are tightly related, making it possible because only humans are capable of analyzing and comprehending tenses. Nevertheless, students can use Google Translate to look up the meaning of words or sentences.

According to the findings, the majority of students believed Google Translate was a trustworthy translation service. The students have been depending on Google Translate to translate English content. They perceived it as an extremely useful instrument that may be dependably applied in specific situations. It is supported by Fajrie et al. (2022), who stated that for translating English content, students have been depending on Google Translate, which they regard as a trustworthy translation engine. They still consider Google a useful translation tool despite its shortcomings. Furthermore, students' opinions about using Google Translate were positive. According to them, Google Translate is quick and easy to use. As a matter of fact, employing a translating machine saves more time than translating by hand with a dictionary. This is consistent with research by Ramadhani & Widiastuty (2022), which shows that students can benefit from Google Translate's ability to translate English content quickly and easily, in addition to its ability to support or facilitate self-directed learning.

Furthermore, the students also agreed that Google Translate helps them translate word by word or sentence by sentence accurately. The results of questions 8, 9, and 10 proved it. This study's findings were consistent with Kurniawan's (2023) research. It demonstrated how Google Translate could be accessed quickly and easily, translate words and sentences accurately, expand vocabulary, and be used as a quality checker for academic writing projects. The students did agree, though, that while Google might not be a useful learning tool in the classroom, it can be used as a self-sufficient online study tool at home. Additionally, the students opposed point 11, claiming that Google Translate had made them less diligent in their study of grammar and tenses. They considered that Google Translate made studying English a lot quicker and simpler. In general, the students perceptions of the use of Google Translate as an online dictionary for translating assignments are positive.

Conclusion and Suggestion

The researcher has discussed the data presentation and analysis of eighth grade students at SMPIT Al-Qalam, South Bengkulu, about their perspectives on utilizing Google Translate as an online dictionary for translating activities. The study came to the conclusion that most students had a favorable perception of Google Translate when they used it as an online dictionary for tasks involving translation. Google Translate is a useful learning tool for English, particularly when it comes to translating assignments. The study discovered that when students have to translate from Indonesian or English, they typically use Google Translate. All of the students acknowledged that they had the app installed on their phones.

All students agree that Google Translate is far quicker, easier to use, and more efficient than using a paper dictionary. In conclusion, the majority of students perceived Google Translate as an online dictionary for translating tasks favorably. For future researches, the researcher recommends to find out Google Translate in improving pronunciation ability. Additionally, the researcher will advise the following researcher to investigate Google Translate's shortcomings and strengths or to look into alternative translation applications to discover if any of them exist that can translate texts more accurately than Google Translate, such as Grammarly, TripLingo Translator, or Microsoft Translator.

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