

**EFL STUDENTS' PERCEPTION ON THE USE OF GOOGLE
TRANSLATE IN ENGLISH WRITING**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2023 M / 1444 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfilment of The Requirement for
The Bachelor Degree of Education in English Language Teaching

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It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
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On:

Friday,

20 July 2023


2 Muharram, 1445 H


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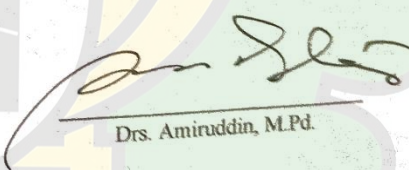

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EFL Students' Perception on the Use of Google Translate in English Writing

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini yang saya buat dengan sesungguhnya.

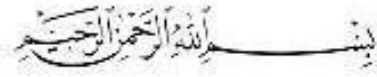
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ACKNOWLEDGMENT



First and foremost, I would like to begin by expressing my heartfelt gratitude and reverence to Allah AzzaWaJalla, the Almighty, the Lord of the Universe, for bestowing His mercy and blessings upon this world. I send peace and salutations upon the Prophet Muhammad SAW, as well as his family and companions, who brought enlightenment into human life. I extend my gratitude to my esteemed supervisors, Dr. Muhammad Nasir, M.Hum, and Prof. Jarjani Usman, M.Sc., Ph.D. for their invaluable assistance, guidance, encouragement, motivation, and insightful suggestions. Additionally, I would like to express my appreciation to all the lecturers and staff members in the English language education department who have inspired, taught, and supported me throughout my time here. May Allah grant them paradise and ease their paths.

My sincere gratitude and affection go to my beloved family, who have been the best support system I could ever ask for. I extend my thanks to my greatest father M. Yunan and my lovely mother Yuliati for their constant motivation, support, love, and the strength they have given me to navigate through the challenges of life. May Allah always shower them with His grace, good health, and blessings in this world and the hereafter.

I would also like to express my appreciation and thanks to my dear friends, namely Nurul Fajriah Aulia, Rizki Irhamna, Niatul Khairi, Benny Firsa Pranova, Yoveno Vice Vitaloka, Hidayatuddin, Muhammad Hanif, Muntasir Sufiyadi Ridwan, Zahlul Miryadi, Amelia Putri Ananda, Nurrahmatillah, Zul Ainun Aminah, Laili Fajrina, Luth Ari Linge, Nabil Adani Rahman, Badrian Al-Atha, Doni Rasman Jaya, and Izyan Adani. They have always had my back and patiently listened to my concerns. Each of them has played a significant role in my life, and I am grateful for their unwavering support. May Allah bless and reward them with paradise.

I am forever thankful to all my wonderful friends from Unit 4 and Unit 5 at UIN Ar-raniry, as well as my PPKPM friends. Your constant support and camaraderie are truly cherished, and I hope our bond remains strong for eternity. I would like to extend my gratitude to all my friends who have brought vibrant colors into my life, supported me, and inspired me. Each one of you is invaluable to me. May Allah bless you all and grant you paradise.

Banda Aceh, June 18th 2023

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ABSTRACT

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Major : Department of English Language Education
Thesis working title : EFL Students' Perception on the Use of Google Translate in English Writing
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Keyword : Google Translate, Thesis, Students' Perception, English Writing

The study aimed at understanding the EFL students' perception on the use of Google Translate in English writing. The research followed a qualitative approach and gathered data through semi-structured interviews. Ten interviewees, specifically students from the academic year 2019, were purposively selected to participate. The findings revealed that Google Translate proved beneficial to students in various aspects of English writing, including comprehension of texts, construction of sentences and paragraphs, enhancement of vocabulary, spell-checking, and pronunciation assistance. However, some students encountered difficulties with the accuracy of grammar and meaning when using Google Translate. While the majority of students reported that Google Translate had a positive impact on improving their English writing skills, two students expressed that it had no noticeable effect.

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CHAPTER I

INTRODUCTION

This chapter consists of background of study, research question, aim of study, scope of study, significance of study, and terminology. Each of them needs to be explained to gain the deeper understanding about this research.

A. Background of Study

In the era of modern technology, advancements and innovations in Information and Communication Technology (ICT) have greatly improved humans quality of life. In the field of education, technology plays a crucial role in providing students with easier access to information and diverse insights (Inayati, 2015). The integration of ICT in education is no longer considered a novelty, as educators have been incorporating various forms of technology into their teaching for many years with the aim of enhancing student learning.

Google Translate, a prominent product of modern technology, has gained popularity as an automatic translation tool, particularly among EFL students. Kol (2018) highlights that Google Translate is extensively used by EFL students during the writing process. For English as a Foreign Language (EFL) students, Google Translate has the potential to improve their English writing skills. Writing is often regarded as a challenging skill for students to acquire, as it

encompasses various components such as subject-verb agreement, word order, diction, and generating ideas (Al-Badi, 2015; Al Murshidi, 2014). Google Translate is seen as a tool that can assist students in overcoming these barriers.

Surveys conducted by Google (Garcia & Pena, 2011) and Baker (2013) revealed that students utilize Google Translate for various purposes, including understanding foreign words, reading foreign webpages or articles, learning to write and speak in a foreign language, and verifying text in a foreign language. Furthermore, Sukkhwan (2014) found that Google Translate is commonly used by EFL students for vocabulary learning, writing, reading, and translation. Positive student experiences include the perception of Google Translate as a fast and effective way to learn new vocabulary and as a helpful guide in writing (Baker, 2013).

However, some researchers have expressed concerns about the limitations and drawbacks of Google Translate. Clifford et al. (2013, as cited in Case, 2015), argue that Google Translate creates dependency, often inaccurate, and hinders students from discovering alternative words. Medvedev (2016) found that Google Translate frequently loses grammar and accuracy in longer texts, while Sukkhwan (2014) states that it can generate incorrect translations. Harris (2010, as cited in Baker, 2013), highlights that the use of Google Translate can lead to missed opportunities for learning language functions. Bahri and Mahadi (2016) also argue that Google Translate may contribute to plagiarism.

In a study by Fibriana et al. (2021) entitled “Google Translate and Its Role in Academic Writing for University Students” confirmed that Students used Google Translate for translating, such as decoding words, sentences, paragraphs, texts. Besides, the students also used Google Translate for searching the unknown meaning of the English words and compose their sentences.

Previous studies by Axeline and Setiawan (2021) indicate that EFL students tend to rely heavily on Google Translate for word-level translations but show more moderate usage at higher levels such as phrases, clauses, and sentences. Additionally, Wei (2021) found that the majority of EFL students acknowledge the convenience and usefulness of Google Translate in language learning, while also being aware of its limitations in translating longer sentences and paragraphs.

Based on the explanation above, it is evident that Google Translate presents both benefits and limitations in the context of EFL students' English writing skills. However, there is a notable gap in the academic literature regarding a comprehensive understanding of the extent to which these benefits and limitations impact students' writing proficiency. While some studies highlight positive experiences and the potential of Google Translate as a useful tool for vocabulary learning and writing support, others emphasize concerns such as dependency, inaccuracies, and the hindrance of language learning opportunities.

Therefore, this study is necessary to address this gap and provide a more nuanced understanding of the EFL students' perception on the use of Google Translate in English writing, especially in the English students' department in UIN Ar-Raniry Banda Aceh.

B. Research Question

This study is guided by the following research question:

What are the EFL students' perception on the use of Google Translate in English Writing in the department of English Language Education of UIN Ar-Raniry?

C. Aim of Research

The objective of research is:

To find out the EFL students' perception on the use of Google Translate in the English Writing in the department of English Language Education of UIN Ar-Raniry.

D. The Scope of Study

The scope of this study is only to analyze the aspects of EFL students' perception on the use of Google Translate in English Writing. This research is limited to analyzing the aspects and perceptions faced by the students of the English Writing in the department of English Language Education UIN Ar-Raniry.

E. Significance of Study

This study is expected to be beneficial for students, lecturers, and others.

a. EFL Students

For EFL students, it gives the opportunity to reflect their writing experience and enables them to explore or expand their knowledge through English Writing skills.

b. Lecturers

For the English lecturers, it is expected this research helps them to get feedback from the students and can improve their teaching proficiency as well as for other researchers. The result of this research can be used as the reference for those who want to conduct a research in the same field.

F. Research Terminologies

a. Perception

Perception is the way people see or understand something from their own point of view (Mouly, 1973). Perception is also defined as the act of perceiving; cognizance by the senses or intellect; apprehension by the bodily organs, or by the mind, of what is presented to them; discernment; apprehension; cognition.

b. Google Translate (GT)

Google Translate is one of the products generated by Google and renowned for Foreign Language Learners and also as a translation machine that offers helps foreign Language Learners to obtain translation in a fast and simple way (Chandra and Yuyun, 2018). Google Translate is one of Google's products that can translate over a hundred languages. Google Translate is one of the most popular translation machines in the student environment because it provides simple methods. For example, Google Translate is simple and easy to use because there is no trial or pro version; it also responds quickly and is, of course, free to use. These are the reasons why Google Translate has become one of the most popular translation machines for users worldwide, particularly students of foreign languages.

c. English Writing

Writing is transforming thoughts into language; it means that the learners have to think the main idea of the topic and the learners arrange the idea into a written text (Harsyaf, Nurmaini, and Zakhwan, 2009). Writing can help EFL students in learning English and develop their critical thinking skills. Furthermore, because they think as they write, writing could encourage students to focus on English language use and accuracy. It may enhance English language development as they solve the issue that the writing has brought to their attention.

CHAPTER II

LITERATURE REVIEW

This chapter presented a literature review of several essential theories chosen based on the research's need for a thorough understanding. The following chapter, defining perception, the Influence of perception on Google Translate tools, English Writing, and TAM's theory will be discussed in detail.

A. Defining Perception

Perception can be defined as our way to recognize and interpret information we have gathered through our senses and to express our thoughts. Perception is defined as what person or students feel about particular thing both conscious and unconscious, whether visual or auditory and thought that are caused by process going on the brain (Blake and Sekuler, 2006). This means that when the human visual system initially perceives an image or thing, it will think an information and then percept it through the sound on the human brain. Perception provides a cognitive dimension of perception and sees perception as the process by which people attach meaning to experiences (Eggen and Kauchak, 2001).

Besides, in widely meaning, perception is defined as the way to notice things, especially with the sense. Perception deals with the human senses that generate signals from the environment through sight (the eyes), hearing (ears), touch (other parts of the body), smell (nose), and taste (tongue) (Oxford Dictionary, 2007).

Perception and human sense entail the organization of procured information and data. Case in point, the human senses and the reactions to them occur instinctively. Instinctive behavior patterns based on processed information include the speed with which an individual bat the eyelid when seeing an object moving rapidly in the direction of the eyes, the response from people to sound, and the reaction of people to sharp objects that touch the skin.

Furthermore, perception is defined as the interpretation of an object, event, or information that is based on the life experience of the person performing that interpretation. Their brain will interpret their experiences into specific impressions that may differ from one another. Thus, perception can also be defined as the outcome of one's mind in response to a specific situation (Jalaludin, 2003). In other words, perception is people's opinion of something they have. The idea is true. It means that perception is related to sensations and perspectives to a specific object. In other words, student perception can be one of the most important factors in supporting the teaching-learning process.

Basically, all of the definitions stated by some experts above are familiar and similar. One's perception can influence their actions in life because everyone perceives the same thing from a different perspective or it varies from person to person. As a result, the researcher concludes that perception is a set of processes by which a person becomes aware of and interprets information about a specific object through experience, exposure, or any other interaction.

1. Types of Perception.

According to Khotimah et al., in JELTS (2021), Perception is divided into two categories, those are positive and negative perceptions.

a. Positive Perception

Positive perception is a valuable present that prepares the self-confidence and power to catch on to the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.

b. Negative Perception

Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

Thus, perception, both positive and negative, will always influence someone's actions. Positive or negative perception is determined by how individuals describe their entire knowledge about a perceived object.

2. The Process of Perception

Perception does not happen in a split second, but rather through a complex process within an individual. The perception process involves several stages.

When a person encounters stimulus from their surroundings, the perception process begins. The information is then captured by sensory tools and transmitted to the brain (Thoha, 2003). The stimulus is interpreted based on the motivation and personality of the individual. Following that, the information is perceived by the individual as feedback to the stimulus.

According to Walgito (in Arifin et al., 2017) the process of perception occurs in the following stages:

1. The first stage is the process of capturing a stimulus by the human senses, also known as the natural or physical process.
2. The second stage, which is known as a physiological stimulus, delivered by receptors (sensory organs) via sensory nerves.
3. The third stage, which is known as the psychological process, is a process of arising individual awareness about the stimulus that received by receptor.
4. The fourth stage is the outcome of the perception process, which takes the form of responses and behavior.

Based on the explanation above, it is possible to conclude that perception is a complex process that consists of focusing our attention on an object, collecting stimulus through our senses, and interpreting the stimulus into some meaning that influences our behavior.

B. The Influence of Perception on Using Google Translate Tools

Some factors are thought to be important in the process of perceiving people or things. Perception is influenced by three factors, the first is a strong stimulus. It must make people aware so that they can perceive it directly. Perception may be influenced by a clear stimulus. The second category includes physiology and psychology. Physiology is concerned with the sensory tools of our bodies, whereas

psychology is concerned with experiences, motivation, and thinking ability. The environment comes last. The stimulus situation has an impact on Perception, especially if the object is human. Different people from different social backgrounds produce different perceptions in this case (Walgito, 2004).

Walgito (1990) said that there are some factors that influence someone's perception as follows:

1. Internal factor is a factor that comes from an individual, such as Individual feelings, attitudes and personality, prejudice desire or hope, attention (focus), learning process, physical state, psychiatric disorders, values and needs as well as interests, and motivation.
2. External factors come from environment and stimuli factors such as family background, information obtained, situation, knowledge, and needs around, intensity, size, independence, repetition of motion, new things, and familiar or unfamiliar things with the object.

Thus, it can be concluded that factors affecting someone's perception come from the internal and the external individual. People perceive something depending on their expectations of the situation experienced.

Based on the research Khotimah et al., (2021) they found that most of the students had a positive perception toward the use of using Google Translate in the learning process. The finding is supported by questionnaire data. There were 23.58% who answered strongly agree, 28.68% who answered agree, 27.80% who

answered disagree or disagree, 15.82 who answered disagree, and 4.13% who answered strongly disagree. This means that the majority of students believe that using Google Translate in learning translation classes, in particular, is very beneficial and effective. As a result, researchers can learn more about what motivates students to favor Google Translate in particular in a translation class. This means that most students believe that using Google Translate in translation is very helpful in learning because it is free and simple to use; they are reliant on the Google Translate application in the learning process, particularly in the translation class.

C. Google Translate

1. Definition of Google Translate

Google Translate is one of Google's most popular machine translators was launched on April 28, 2006. Google Translate is a free machine translation service offered by Google that allows users to translate text and messages from one language to another. It is currently accessible via a web interface, as well as an application smartphone/interface and application programming interface that can be integrated into the new software. In 2016, GT supported over 100 languages (Google Translate, 2016). On the other definition, Google Translate is a free multilingual machine translation service developed by Google, to translate text, speech, images, sites, or real-time video from one language into another (Maulida,

2017). Google Translate also can translate words, phrases, clauses, sentences, and discourse (Pujiati, 2017).

In another definition, Google Translate is an automatic translation tool that has several limitations. Although it can help the reader to understand the general content of foreign language texts, it does not provide accurate translations (Arifatun, 2012). Despite the fact that it is not always accurate in all situations, Google Translate is used by many people to assist them in their translation work.

2. The benefit of Google Translate

Google Translate is one of the translation machines that students can use to translate literature written in foreign languages, such as English. Students preferred Google Translate because it can help them convert English texts into Indonesian, making this machine one of the solutions in the field of translation (Pujiati, 2017).

According to (Maulida, 2017), the following are the advantages of Google Translate:

1. Google Translate as Translator

This is the primary function, which is to act as an online translator, specifically Google Translate from Indonesian to English, which is widely used in English to Indonesian translation activities. However, as this Google translation continues to develop, many other benefits of Google Free translations will be obtained other than as a translator or translator.

2. Google Translate as Online Dictionary

Google Translate also serves as an online dictionary (or sometimes also called "online"). Because when users of this translation machine perform word-for-word translation, Google Translate will automatically display several translation options for the source word referred to in the target language.

3. Google Translate as Online Thesaurus

Other than as an online translator and dictionary, Google Translate can be used as a thesaurus or to reference the use of the same word meaning (word synonym) by way of (online). The level of usage of the word is also displayed, in addition to a variety of word synonym options.

4. Google Translate as Spell Checker

Google Translate serves as a spell checker for words that appear due to typos in addition to being an online language translator. When you need to check your spelling in English, this tool comes in handy.

5. Learning Media for Pronunciation

As a Learning Media for Foreign Language Pronunciation. Google Translate can be used by those who want to learn a foreign language, such as those who want to learn English for free, particularly how to pronounce words. According to the information provided above, there are some advantages of Google Translate that are not yet known by its users. Most users are only aware of its primary function, which is to translate.

3. The Advantages and The Disadvantages of Google Translate

1. The Advantages of Google Translate

Google Translate was created as a service to aid in translation. Google Translate can quickly translate vocabulary. Many words that were not previously found in the dictionary can now be found on Google Translate. Maulida (2017) stated that GT allows users to translate into different languages. Students can actually save money by using this application because they do not need to buy a dictionary to translate into a language. Google Translate, in addition to translating as its primary function, allows users to learn pronunciation. When compared to using a dictionary, this is a significant advantage for its users.

Yanti (2019), in her research found that the first advantages of Google Translate was easy and fast. Translation process takes a long time and it could be more difficult when the students had a lack of vocabulary. The role of Google Translate as a media in translation class was for saving students time. Google Translate could display the meaning of words, sentences even paragraph in a very short time. It only took a few seconds. So, students did not need to open dictionary to look for unknown meaning. Next, the second advantage was Enriching Vocabulary. One of important component in translating process is Vocabulary. Vocabulary helps students to translate easily. The use of Google Translate automatically gave many new vocabularies for students when they were translating.

2. The Disadvantages of Google Translate

Google Translate has flaws as well. The current system causes it to translate Google translate words without considering the structure of the words, resulting in a translation of a sentence with a meaning that differs greatly from the original understanding. In other words, because Google Translate translates vocabulary, an error may occur if the translated text or sentences are in the form of sentences. Because it only translates word for word, Google Translator frequently produces grammatical errors. The existence of differences in grammar rules between English and Indonesian frequently results in grammatical errors when some sentences are translated word for word. For example, English has the concept of verb tense, subject-verb agreement, and singular-plural formation, but Indonesian does not. The formation of noun phrases differs between the two languages as well (Maulida, 2017).

Medvedev (2016) found that Google Translate may be helpful on the individual word level, but the actual accuracy is often lost in cases of grammar and accuracy. If students choose to translate longer texts and entire passages with instant tools without proper on-site professional guidance, such inaccuracies could be frequent and would need to be addressed. Furthermore, Yanti (2019) found that 61% students stated that Google Translate changes the origin meaning and 95% rechecking Google Translate result. It indicated that although a large number of students used Google Translate in class, they always rechecked it.

D. The Concept of Writing

Writing appears to be defined differently by different people, needs, and purposes. The researcher then goes on to define some terms related to writing. Writing is the ability to put pen and paper to express ideas through symbols (Klein, 2013). It means that when we write, we use words to create meaning. In other definition, Writing is defined as a language skill. It is used to communicate indirectly, not face to face with another person, but through the writing media (Syatriana, 2018). Writing also means a way of life. It is the development of ideas, arguments, logic cause, and effect (Saifuddin, 2016). In this case, we can write something based on our experience, socials, or even to express feelings.

Moreover, writing is a kind of activity of expressing thought from the mind to printing materials where the writer puts all the ideas in his/her mind into a paper from words to sentences, sentences to paragraphs, and paragraph to essay (Richard, 1997). So that, Students can improve their grammar skills by learning how to use proper tenses, adjectives, articles, and noun phrases. They can also format a text with proper mechanics such as word spelling, punctuation, and capitalization (Rini, 2015). Based on those definitions, Researcher can conclude that writing is an activity in which thoughts and feelings are expressed in the form of writing that is intended to be read by the reader and serves as an indirect communication tool.

Academic writing is one of many different types of writing. Students in the Academic Writing course learned how to paraphrase, quote, and summarize journals in preparation for writing a research paper. Several aspects of Academic

Writing are described, including the use of formal language, a third- person point of view, clarity and evidence, and logic. Academic Writing is a style used by researchers to specify the intellectual boundaries of their proficiency. Rather than the first-person point of view, academic writing usually uses a third-person point of view, it is clear and focuses on the research question and use formal diction (Hartley, 2008). When it comes to selecting formal diction or comprehending new vocabulary, many students become perplexed; as a result, students frequently seek assistance from a machine translator.

Based on this case, writing course is deliberated as a difficult course by some learners, so then the learners rely on technology. The students which are when using Google Translate as a machine translator need five things; vocabulary, phrases, sentences, spelling, and grammar. The learners usually write more words since they have enough time to write, and they do not have to think about how to express what is in their minds because they could find words and phrase in Google Translate as fast as they type (Chandra and Yuyun, 2018).

E. Technology Acceptance Model' Theory

The Technology Acceptance Model (TAM) is a widely used theoretical framework for explaining the adoption and use of technology in various contexts. According to Davis (1989), who developed the model, TAM is "a theoretical model that specifies the factors that determine the acceptance and use of a technology by individuals" (p. 320). TAM suggests that the intention to use a

technology is influenced by two main factors: perceived usefulness and perceived ease of use.

1. Perceived Usefulness (PU)

Perceived usefulness refers to the degree to which an individual believes that using a technology will improve their performance or productivity. Perceived Usefulness (PU) is connected with the functionalities and features of technology. Perceived Usefulness (PU) is defined as the degree to which a person believes that using a particular system would enhance his or her job performance (Davis, 1989). A system with a high perceived usefulness is one for which the user believes there is a positive use-performance relationship.

2. Perceived ease of use (PEOU)

Perceived ease of use (PEOU) refers to the degree to which a person believes that using a particular system would be free of effort (Davis, 1989). It is kind of being equal, an application perceived as easier to use than another is more likely to be accepted by users. Ndubisi (2006) stated Perceived Ease of Use refers to how clear and understandable, interaction with the system is ease of getting the system to do what is require, mental effort required to interact with the system and ease of use of the system. Perceived ease of use refers to the degree to which an individual believes that using a technology will be free of effort or complexity.

3. Behavioral Intentions (BI)

Behavioral Intentions (BI) is a key construct in Technology Acceptance Model (TAM) theory, which proposes that an individual's intention to use a technology is determined by their perceived usefulness and perceived ease of use of the technology. Behavioral intention is the extent to which a person intends to perform a given behavior. It represents an individual's predisposition to act in a certain way in a particular situation, and reflects the person's motivation to perform the behavior." (Venkatesh et al., 2003)

BI refers to an individual's willingness to perform a specific behavior in the future, such as using a new technology. It is seen as a predictor of actual behavior and is considered a vital element in the technology acceptance process. Behavioral intention is the subjective probability that a person will perform a specific behavior in a given context. It is a measure of a person's readiness to act in a certain way, and it is considered a direct antecedent of actual behavior." (Fishbein & Ajzen, 1975)

F. Previous Studies

The researcher discovered some studies that discuss about EFL students' perception on the use of Google Translate in English writing. According to Kol et al., (2018) in their research found that students wrote significantly more words when using Google Translate than handheld dictionary. Students had more time to write, not needing to think about how to express their thoughts in English, as they could just look up words and expressions quickly. In other words, Google

Translate gained students more self-confidence to write more extensively. This is supported by Bayu (2020) that stated there is positive response in the improvement and pronunciation of vocabulary, so it can help in understanding English writing text and correct vocabulary pronunciation. Students who used translation tools in language learning activities outperformed those who did not use these tools, particularly in terms of improving their language proficiency (Tafazoli & Tahriri, 2018).

Based on Maulidiyah (2018) oftentimes, students use Google Translate in some aspects, such as translation, writing, reading and vocabulary learning. They use Google Translate to get a fast translation because they do not need to check out a physical dictionary. According to Tsai (2020) in his research indicated that the translation approach by using Google Translate into English writing can help EFL students enhance their English writing performance by delivering more enriched content, using more advanced vocabulary and making few spelling and grammatical errors, especially useful for the students with lower English proficiency.

Besides, Yanti (2020) claimed that Google Translate could not translate contextually and accurately all the words in paragraph. It made most of students used a dictionary or other resources to confirm the meaning. But, Chandra and Yuyun (2018) stated although GT has some drawbacks, it does not mean that GT gives a negative impact for students. Most of the students agreed that GT is

helpful in essay writing if it is dealing with only words. On the contrary, if it is dealing with longer sentences, it is not helpful anymore. They also added that students use GT in three different aspects, such as vocabulary, spelling, and grammar. Vocabulary becomes the most used aspect in GT, with word-level becomes the highest one, followed by phrase as the second most used. Sentence becomes the third most used while spelling becomes the fourth. Grammar is the fifth, becoming the least used among the others.



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CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the method used in this study which includes research design, research participants, method data collection, and procedure of analyzing the data.

A. Research Design

This research is a descriptive study employed in the schema of the qualitative approach. According to Creswell (2009), research design is a plan and procedure for research that involves decisions from vast assumptions to detailed methods of data collection and analysis. Qualitative approach is used in this research because of several reasons. Qualitative research allows the researcher to explore phenomena, such as the experience and feelings of an individual. Qualitative research is a research intended to comprehend certain phenomenon which is happened on a research subject through the experienced by the people. It is related to their behavior, perception, motivation, implementation, etc. (Moleong, 2007). In this study, researcher used interview to collect data. The data comes from semi-structured interview with selected participants from English education students at UIN Ar-Raniry Banda Aceh.

The purpose of the researcher using qualitative is because qualitative research can explain and describe in more depth about the aspects of EFL students' perception on the use of Google Translate in English writing.

B. Research Participants

1. Population

According to Ary (2002), a population is defined as all those in a class of people, events, or objects. Meanwhile, according to Sugiyono (2010), the population is group of subjects that are determined by the researchers to be studied and drawn the conclusions. The population of this study was 170 students of English Language Education Department (PBI) of UIN Ar-Raniry from academic year 2019.

2. Sample

Sample is part of number and characteristics possessed by the population (Sugiyono, 2010). Meanwhile, according to Rukminingsih (2020), the sample is part of the population. The sample taken must be representative of the entire population because the results of the analysis of the sample will be generalized to the population conclusion.

In selecting the sample for this study, the researcher used purposive sampling. Namely, a process of taking samples on subjects that are not based on level or region, but taking subjects based on certain objectives for research (Siregar, 2014). Creswell (2012) added by using purposive sampling, researchers

deliberately choose participants with standards that are rich in information about the topic being studied. Thus, it can be concluded that certain criteria and standards need to be set in order to obtain as much information as possible from participants.

Furthermore, based on purposive sampling technique used, the researcher stated a criteria for the research participant such as:

- a. The 2019 batch of students from the Department of English Language Education at UIN Ar-Raniry.
- b. The student's participants have already taken English writing course.
- c. The student's participants have already using Google Translate in their English learning process.

Regarding the number of participants, the researcher decided to have 10 participants in this research because these amount of sample already represented all of the population. Eight questions had been asked for the participants to answer based on their opinions and their experiences. The researcher conducted the interviews with ten participants who had used Google Translate in their learning process of English writing. The participants are participant-1 (ZA), participant-2 (F), participant-3 (RF), participant-4 (RA), participant-5 (ZR), participant-6 (AI), Participant-7 (MA), participant-8 (L), Participant-9 (AN), and participant-10 (MH). The researcher conducted interviews with them one by one with the same questions.

C. Method Data Collection

The way of collecting the necessary data for this study is through interviews. In qualitative research, interviews are widely used to collect information. It is commonly employed as a research strategy to gather data about participants' experiences, views, and beliefs about the specified research question or the phenomenon of interest (Lambert & Loiseau, 2008). There are three main categories of interviews: the fully-structured interview, the semi-structured interview, and the open-structured interview (Babbie, 2010).

In collecting data, the researcher used interview because by interview the researcher could find more nuanced perception on use of Google Translate in participants' English writing. The type of interview conducted by the researcher is semi-structured interview. A semi-structured interview is an interview that has predetermined questions and the interviewer could ask the participants some follow up questions and also clarifications (Griffe, 2012).

Before starting the interview, the researcher provided some questions to be answered by the interviewee. Eight questions related to the topic of this study is selected. The issue is about the perception of EFL students on the use of Google Translate in English writing. Each participant are interviewed separately, with their consent, for approximately 10-15 minutes. It also recorded in order to ensure the safety of the data transcription.

D. Data Analysis

The obtained data was examined through the function of descriptive analysis method, which means that data discovery would be assessed and articulated into words. In order to present the data, the researcher followed the procedure proposed by Miles and Huberman (2007). The steps are as follow:

1. Data reduction

Data reduction is a process of selection, concentration, attention, simplification, and transformation of the raw data that comes from audio record or some note in the field, so the data gives descriptions clearer about the result of the observation, interview, and documentation.

2. Data display

Data display is a set of arranged data that gives the possibility of withdraw and take-action. The data would be presented in the form of narration. The data would be organized and easier to understand.

3. Data verification

In this part, the researcher made some conclusions depends on the data that had been preceded by reduction and display data. After that, the researcher concluded and elaborated the interview result, then, it would be presented in the discussion.

Based on the results of the interviews, which were then included in the research findings and discussion.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the finding and discussion of the research. The interview investigated the EFL students' perception on the use of Google Translate in English writing. The conclusion and discussion answer the research questions in chapter I. The research question is: What are the aspects of students' perception on the use of Google Translate in English Writing?

A. Research Findings

After analyzing the data, this study presents the following findings.

1. The Perceived Usefulness (PU) of Google Translate in assisting students with English writing

The primary focus of this research is to examine the Perceived Usefulness (PU) of Google Translate in supporting students with their English writing. Various aspects are considered, including text comprehension, sentence and paragraph construction, vocabulary enhancement, spelling checking, and pronunciation checking.

Table 4.1 *Text summary of the interview result 1*

No	Categories of Themes	Samples of students responses
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		- "I use Google Translate as a tool to aid my English learning process. The reason for this is that it assists me in <u>comprehending English better</u> and enhances my English skills." (P3:RF)
1	Text comprehension	- "I rely on Google Translate as a medium as it enables me to comprehend texts and accurately translate them." (P1:ZA)
2	Sentence and paragraph construction	- "Google Translate assists me in <u>constructing well-formed sentences and paragraphs</u> in English." (P1:ZA) - "By using Google Translate, I learn how to make better structures of texts, how to put the exact words or something" (P4:RA)
3	Vocabulary enhancement	- "Yes I use Google Translate in my English learning process. Why? It because it can help me in understanding English texts and <u>enhancing my vocabulary</u> ." (P2:F) - "Google Translate give me the opportunity to explore and learn new things such as making sentences better and enhancing new vocabularies." (P5:ZR)

4	Spelling checking	<ul style="list-style-type: none"> - “When I come across challenging words and sentences or <u>checking the spell</u> and pronunciation, I can easily find it with the help of Google Translate.” (P6:AI) - “Google Translate also very helpful as a tool for checking the spell.” (P4:RA)
5	Pronunciation assistance	<ul style="list-style-type: none"> - “I use Google Translate for many things such as making writing texts, improving my <u>pronunciation by checking</u> the words or sentences, etc.” (P9:AN) - “I use Google Translate for a variety of purposes, including creating texts, honing my pronunciation by listening to words and sentences.” (P10:MH)

Table 4.1 above shows five themes of the Perceived Usefulness (PU) of Google Translate in assisting students with English writing that can further explained as follows:

a. Text comprehension

A fundamental aspect of English writing is text comprehension, which becomes especially significant when utilizing Google Translate. While Google Translate serves as a useful tool for translating text between languages, it is crucial to recognize its inherent imperfections. Ensuring accurate translations requires a solid

understanding of the original text. Without proper comprehension, translated text may fail to convey the intended meaning, resulting in potential miscommunication.

In line with the interview findings, some participants attested to the beneficial role of Google Translate in aiding their comprehension of English texts by facilitating translation into their native language. Specifically, P1 students highlighted how translating English to Indonesian through Google Translate significantly contributed to their understanding of specific meanings. This particular aspect proved to be highly useful in their English learning process, enabling them to grasp the intended message effectively. Additionally, P3 students acknowledged the immense utility of Google Translate in comprehending English texts during writing assessments, thereby enhancing their overall English skills. Through its assistance, they found themselves better equipped to engage with the texts and extract meaningful information, ultimately bolstering their proficiency in English writing.

It is important to note that while Google Translate can be a valuable tool in promoting text comprehension, it should be utilized judiciously and supplemented with other language learning strategies. Recognizing its limitations and employing critical thinking skills in evaluating translations can help learners maximize the benefits of Google Translate while minimizing the risk of inaccurate interpretations.

b. Sentence and paragraph construction

Utilizing Google Translate for constructing sentences and paragraphs in English writing can be a helpful resource, but it is crucial to possess a solid understanding of the original text. It is worth noting that while Google Translate can assist in constructing sentences and paragraphs, it should not be seen as a substitute for the development of good writing skills and domain knowledge. These aspects influence comprehension in different ways and are not easily interchangeable.

Consistent with the interview findings, several participants confirmed the beneficial role of Google Translate in aiding them with sentence and paragraph construction in English writing. Specifically, P1 students emphasized how Google Translate served as a valuable tool in helping them craft well-formed sentences and paragraphs. This particular aspect proved highly advantageous in their English learning process, enabling them to express themselves effectively through proper sentence and paragraph structure. Additionally, P8 students acknowledged that Google Translate played a significant role as a learning medium for English. They mentioned that it helped individuals who were learning English understand the basic structure of English sentences. P8 further added that Google Translate assisted students in visualizing how sentences are formed.

While Google Translate can be a valuable resource for sentence and paragraph construction, it is crucial to develop a comprehensive understanding of the English language independently. Relying solely on machine translation may hinder the

development of language proficiency and the nuanced use of language in various contexts.



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c. Enhancing vocabulary of English

Google Translate can play a significant role in improving vocabulary skills for English writing. Through the translation feature, learners have the opportunity to explore and discover new words and phrases in their target language. The interview findings support the notion that Google Translate has a positive impact on enhancing English vocabulary. Notably, P2 students highlighted how Google Translate serves as a valuable tool in expanding their vocabulary. When encountering unfamiliar terms, students can utilize Google Translate to obtain translations and gain a better understanding of their meanings. Similarly, P5 students acknowledged that the various features of Google Translate provide them with opportunities to enhance their vocabulary, leading to increased confidence in the learning process. This process enables learners to broaden their repertoire of words and incorporate them effectively into their written expressions. It is important, however, for learners to cross-reference translations with reliable sources and consider contextual usage to ensure accuracy.

d. Spelling checking

Google Translate can be an effective tool for spell-checking in English writing. By inputting a text into Google Translate, learners have the opportunity to identify potential spelling errors through the tool's suggested corrections. This feature allows students to review and rectify any misspelled words, contributing to improved accuracy and clarity in their written work. The interview findings further support the usefulness of Google Translate in spell-checking English writing.

Specifically, P4 students emphasized the valuable role of Google Translate in checking the spellings of English words. They found it particularly helpful when encountering unfamiliar terms, as it provided them with the correct spellings, ensuring their writing was accurate. Similarly, P6 students noted that when faced with challenging words and sentences, Google Translate guided them to find the correct spellings, boosting their confidence in learning English.

While Google Translate can be relied upon for spell-checking, it is important for learners to double-check suggested corrections and refer to reliable spelling resources. Actively engaging in spelling exercises and utilizing dedicated spelling checkers can also contribute to the development of strong spelling skills in English writing.

e. Pronunciation assistance

Google Translate can also serve as a helpful tool for assisting with pronunciation in English writing. By inputting text into Google Translate, learners can utilize the text-to-speech feature to hear the pronunciation of words and phrases. This functionality enables students to listen to the correct pronunciation and practice speaking the words aloud, enhancing their oral communication skills.

The interview findings further affirm the usefulness of Google Translate in assisting with pronunciation in English writing. P4 students highlighted the significant role of Google Translate in checking the pronunciation of English words. They particularly found it beneficial when encountering unfamiliar terms, as it provided them with the correct pronunciation, ensuring their speaking skills

were accurate. Similarly, P6 students acknowledged that when confronted with difficult words and sentences, Google Translate guided them to find the proper pronunciation, bolstering their confidence in learning English. By incorporating Google Translate as a pronunciation aid and combining it with other comprehensive language resources, learners can improve their spoken English and enhance their overall language proficiency.

2. The Perceived ease of use (PEOU) of Google Translate in assisting students with English writing

The primary focus of this research is to examine the Perceived ease of use (PEOU) of Google Translate in supporting students with their English writing. Various aspects are considered, including text Inaccuracy of grammar and Inaccuracy of meaning.

Table 4.2 *Text summary of the interview result 2*

No	Categories of themes	Samples of students responses
1	Inaccuracy of grammar	- “I think <u>Google Translate is not accurate in grammatical rules</u> . It is because Google Translate only processing the information of what we want to translate in contextually, not in exactly meaning” (P4:RA)

		- “In the fact Google Translate is not grammar tool, it is a translator tool” (P8:L)
		- “Google Translate is definitely <u>accurate in translating word to word</u> . But in <u>sentence or even paragraph mostly inaccurate..</u> ” (P3:RF)
2	Inaccuracy of meaning	- “I believe that while Google Translate can provide a basic understanding of a text, it is not always accurate in capturing the full meaning or context.” (P9:AN)

Table 4.2 above shows two themes of the Perceived ease of use (PEOU) of Google Translate in assisting students with English writing that can further explained as follows:

a. Inaccuracy of grammar

While Google Translate can be a helpful tool for various aspects of English writing, it is important to acknowledge its limitations in terms of grammar accuracy. Google Translate utilizes algorithms to translate text between languages, but it may struggle with the intricacies and subtleties of grammar rules. According to the participants' responses, inaccuracies in grammar were identified as a common

issue when using Google Translate. The interview data revealed a unanimous agreement among all participants that Google Translate is often unreliable in terms of grammar. For instance, P2 highlighted the tool's lack of dependability in grammar, as it tends to provide word-for-word translations. Another participant, P4, noted that Google Translate often fails to adhere to grammatical rules, as it focuses more on contextual understanding rather than exact meaning. On the other hand, P8 argued that the accuracy of Google Translate's grammar depends on the users' proficiency and manner of utilizing the machine translation tool. P8 added that while Google Translate is not primarily a grammar tool but a translation tool, users should approach it with caution, verifying the correctness of grammar independently.

Based on the data showed above, it can be concluded that students still encounter difficulties with grammar when using Google Translate. Most commonly, grammatical errors arise when translating lengthy texts or paragraphs. Consequently, students frequently double-check the accuracy of grammar after utilizing Google Translate for their English writing. Despite these challenges, students maintain a generally positive perception of using Google Translate.

b. Inaccuracy of meaning

While Google Translate can be a convenient tool for English writing, it is important to recognize its limitations in accurately capturing the intended meaning of the text. Google Translate relies on algorithms to generate translations, but it may struggle with capturing the nuances, idiomatic expressions, and cultural

context that shape the meaning of a sentence or paragraph that leading to misinterpretations or miscommunication. According to the participants' responses, there were concerns about inaccuracies in meaning when using Google Translate. The interview data revealed a consensus among all participants that Google Translate tends to be accurate in word-to-word translations, but its accuracy diminishes when translating longer texts or paragraphs. Some participants, such as P3, acknowledged that while Google Translate excels in word-to-word translations, it often falters in accurately conveying the meaning within sentences or paragraphs. Furthermore, P5 mentioned that the accuracy of Google Translate depends on the context and meaning of the phrases or sentences being translated.

However, most participants agreed that when it comes to translating longer texts or paragraphs, they encountered numerous. Based on these findings, it is evident that students continue to face challenges with inaccurate translations when relying solely on Google Translate.

3. Behavioral Intentions (BI) of Google Translate in assisting students with English writing

The primary focus of this research is to examine the Behavioral Intentions (BI) of Google Translate in assisting students with English writing. There are two impacts can be categorize that we can see below:

Table 4.3 *Text summary of the interview result 3*

No	Categories of themes	Samples of students responses
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<p>1</p> <p>Improves students' English writing skills</p>	<p>- "Based on my experience since using Google Translate, I feel <u>my ability in writing has improvement</u>" (P1: ZA)</p> <p>- "In my point of view, Google Translate is very <u>helpful in improving my English writing</u>" (P6: AI)</p>
<p>2</p> <p>Had no noticeable effect</p>	<p>- "I don't think that Google Translate can <u>improve my personal ability of English writing.</u>" (P5: ZR)</p> <p>- "<u>My ability on English writing is depended on how often I explored the methods of English writing, not through Google Translate.</u>" (P7: MA)</p>

Table 4.2 above shows two themes of Behavioral Intentions (BI) of Google Translate in assisting students with English writing that can further explained as follows:

a. Improves students' English writing skills

Google Translate has shown to be a tool that can enhance students' English writing skills. According to the interview findings, several participants reported that using Google Translate had a positive impact on their writing abilities. They highlighted how it assisted them in various aspects of writing, such as improving text comprehension, constructing sentences and paragraphs, enhancing vocabulary, checking spelling, and even aiding in pronunciation. The availability of translations

and suggested corrections offered by Google Translate helped students overcome language barriers and improve the overall quality of their written work. Additionally, P1 and P6 mentioned that using Google Translate encouraged them to explore and learn new words and phrases in English. However, it is important to note that while Google Translate can be a valuable resource, it should be used as a supplementary tool and not as a substitute for developing language skills through traditional learning methods and practice. By utilizing Google Translate effectively, students can enhance their English writing skills and gain confidence in expressing themselves in written form.

b. Had no noticeable effect

Two out of the ten participants expressed that Google Translate did not contribute to the improvement of their English writing skills. Specifically, participants P5 and P7 stated that Google Translate was not effective in enhancing their ability to write in English. They emphasized that Google Translate primarily served as a translation tool and lacked the necessary guidance for improving their writing proficiency. According to their perspective, developing strong English writing skills required frequent reading of English texts, exploring various ideas, and learning the appropriate methods and techniques for writing in English, which could not be accomplished solely through the use of Google Translate. As a result, they concluded that Google Translate had no significant impact on enhancing their English writing abilities.

B. Discussion

The previous section analyzed the data, and this section intends to discuss the findings based on the research questions and compare and contrast them with previous research findings

This research has investigated the EFL students' perception of using Google Translate in English writing. The study analyzes three aspects derived from the Technology Acceptance Model (TAM): perceived usefulness (PU), the study examines EFL students' perception of the usefulness of using Google Translate in English writing, including text comprehension, sentence and paragraph construction, vocabulary enhancement, spelling checking, and pronunciation assistance. In terms of perceived ease of use (PEOU), the study focuses on the students' perception of how clear and understandable in utilizing Google Translate for English writing, specifically the accuracy of grammar and the accuracy of meaning. The behavioral intention (BI) aspect explores the students' perception on the use of Google Translate can improve their English writing skills or have no noticeable effect on their writing abilities.

The interview result indicated that all the participants using Google Translate as a valuable tool for learning English writing. Certain participants reported that Google Translate has been helpful in aiding their understanding or comprehension of texts. This finding is supported by a previous study conducted by Saputra and Akib (2022), which showed that the use of free online machine translation helped most students gain the necessary experiences to comprehend the

material. Several participants stated that Google Translate has proven beneficial in assisting them with constructing sentences and paragraphs. As highlighted in the research conducted by Johnson and Smith (2021), students who utilized Google Translate as a supportive tool exhibited enhanced abilities in forming coherent sentences and well-structured paragraphs.

Another discovery reveals that certain students have asserted the valuable contribution of Google Translate in improving their English vocabulary skills for writing. Lee and Chen (2023) found that students who utilized Google Translate reported a noticeable improvement in their ability to employ a wider range of vocabulary in their written English compositions. While some students expressed that Google Translate can serve as a useful tool for checking spelling and providing assistance with pronunciation in English writing. Wang and Liu (2022) found that students who utilized Google Translate reported improved spelling accuracy and a better understanding of correct pronunciation when composing English texts.

A considerable proportion of students expressed that Google Translate positively contributes to the enhancement of their English writing skills. This assertion is supported by a study conducted by Park and Kim (2022), which revealed that the majority of students recognized the valuable role of Google Translate in improving their proficiency in written English. Furthermore, Ma (2017) conducted research that demonstrated the benefits of utilizing translation tools in language learning, specifically in terms of vocabulary expansion and

improvement in writing skills. Additionally, a study published in the Journal of Educational Computing Research investigated the use of online translation software in language learning and found that it can boost students' motivation and engagement (Lee & Huang, 2018).

Although Google Translate can assist students in improving their writing skills, it is important to acknowledge the limitations of the software, particularly in terms of grammar accuracy. While Google Translate can handle basic grammatical structures, it should not be relied upon as a substitute for the expertise of a human language expert. Complex or idiomatic phrases may pose challenges for accurate translation, and distinctions between different grammatical structures or nuanced meanings may be overlooked. Moreover, context-specific language and specialized vocabulary, such as technical or academic terms, may lead to errors in translation. Consequently, these inaccuracies can have a detrimental impact on the overall quality of a student's writing.

Various studies have examined the limitations of Google Translate in the context of language learning. For example, Frost and Lahiri (2018) conducted research published in the Journal of English for Academic Purposes, which revealed that while Google Translate may be useful for translation tasks, it often generates awkward or ungrammatical sentences, making it unreliable for academic writing. Similarly, Sun et al. (2021) published a study in the Journal of Educational Computing Research, where students acknowledged the helpfulness of Google

Translate while also noting its limitations in handling complex language structures.

Another finding showed that all students face challenges in obtaining an accurate translation of intended meanings due to the limitations of Google Translate in capturing contextual nuances. This limitation arises from the software's focus on translating words and phrases literally, which may not effectively convey the subtleties of idiomatic expressions or other language-specific features. Although Google Translate can provide precise translations for individual words or short phrases, it is prone to misinterpreting the meaning of longer texts or paragraphs. Consequently, students should be aware of these limitations and consider Google Translate as a supplementary tool rather than a sole source of translation.

Fibriana et al. (2021) supported this finding by highlighting various problems encountered by students when using Google Translate, including grammatical inaccuracies, translation inaccuracies, lack of contextual fit for the meaning, incorrect sentence structures, and difficulties in understanding certain words. In conclusion, while Google Translate can be a valuable resource for language learners, students should exercise caution and utilize it alongside other language learning resources to ensure accurate translation of meaning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions derived from the findings of the research and suggestions by the researcher.

A. Conclusion

This research was conducted to figure out EFL students' perception on the use of Google translate in English writing as follows:

The first, all EFL students believed that Google Translate was a very helpful tool in their learning of English writing such as text comprehension, sentence and paragraph construction, vocabulary enhancement, spelling checking, and pronunciation checking.

The second, although Google Translate has limitations in accurately translating the grammatical rules of English, it is still beneficial in guiding students on how to make better structures in English. The weaknesses of Google Translate does not discourage students from using it.

The last, EFL students hold a favourable view regarding the utilization of Google Translate for English writing, considering it as an effective tool to enhance their writing abilities.

B. Suggestion

Based on the conclusions of the study, several recommendations for future research are proposed to address the limitations and contribute to a more comprehensive understanding of the effectiveness and impact of using Google Translate in English writing.

Firstly, future studies should broaden their scope by including larger and more diverse samples to enhance the generalizability of the findings. This is because the current study was limited to analysing the perceptions of PBI students from the 2019 batch who had experience using Google Translate in English writing.

Secondly, future research should incorporate objective measures, such as performance-based assessments, in addition to the subjective measures employed in this study. Relying solely on self-reported perceptions may introduce biases and inaccuracies.

Finally, the researcher hopes that further research will utilize quantitative methods, allowing for a wider range of research participants and perspectives, which will greatly improve the research in the future.

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APPENDIX B
RECOMMENDATION LETTER FROM *FAKULTAS TARBIYAH DAN*
KEGURUAN TO CONDUCT THE RESEARCH



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5321/Un.08/FTK.1/TL.00/04/2023
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RINDI SAPUTRA / 160203145**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Batoh Kec. Lueng Bata Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***EFL Students' Perception on the use of Google Translate in English Writing***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

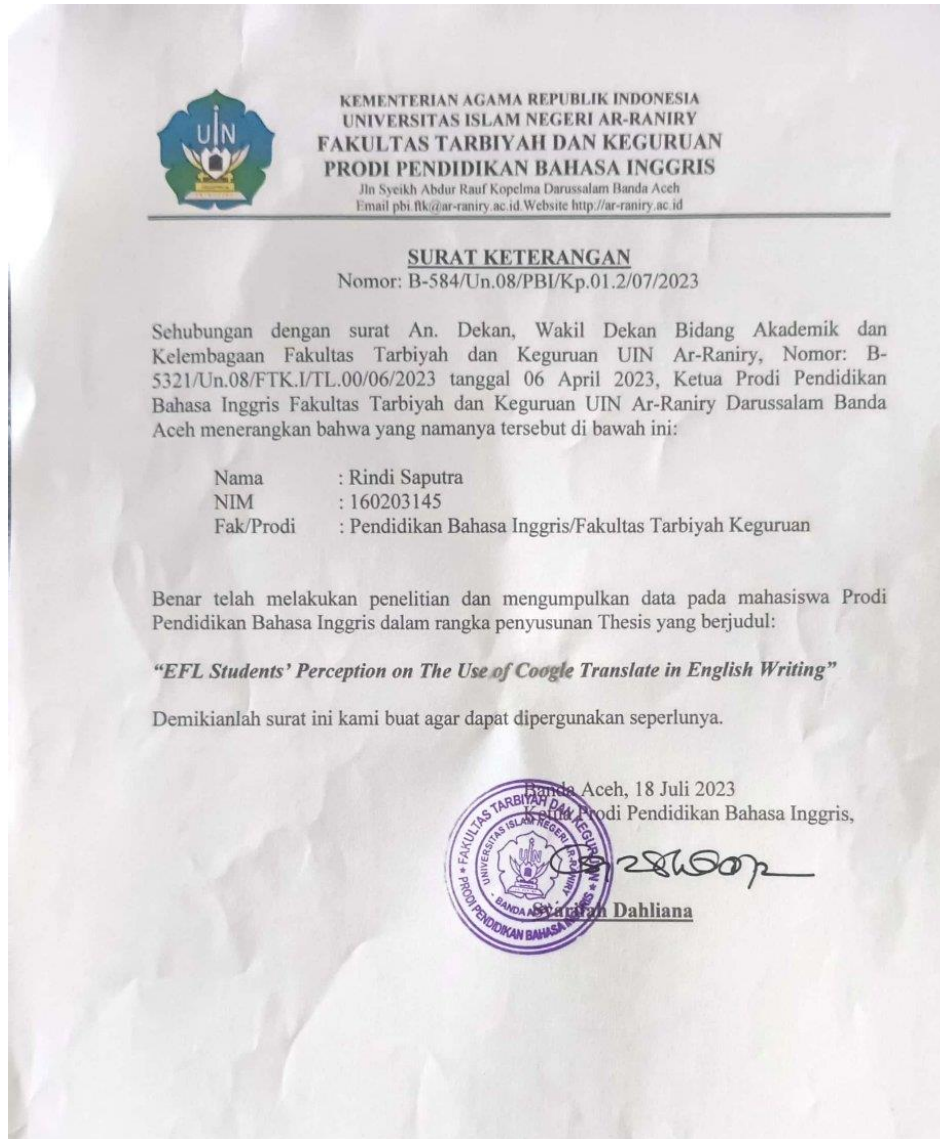
Banda Aceh, 06 April 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 20 Mei 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C
CONFIRMATION LETTER FROM DEPARTMENT OF ENGLISH
LANGUAGE EDUCATION



APPENDIX D
INTERVIEW PROTOCOL
Instrument (Interview protocol)

Project: EFL Students' perception on the use of Google Translate in English Writing.

Time of interview :

Date :

Place :

Interviewer : **Rindi Saputra**

Interviewee : -

This is a research study about EFL students' perception on the use of Google Translate in English writing. The purpose of this research is to find out the aspects of students' perception on the use of Google Translate in the English Writing Course in the department of English Language Education of UIN Ar-Raniry. The data will be collected through a semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. The interview will take approximately 10-15 minutes.

Question:

1. Do you use Google Translate in your English learning process? Why or why not?
2. Can Google Translate be one of the media for learning English, especially in English writing! Please explain!
3. Do you think that Google Translate is helpful in improving your English Writing skills?

4. Why do you use Google Translate when doing English writing?
5. Do you have difficulties when using Google Translate when doing English writing?
6. Can Google Translate changes the students' behaviour when doing English writing?
7. Is Google Translate accurate in translating words, phrases, sentences, and long term paragraph?
8. Do you think Google Translate is sufficiently accurate in the grammar of English writing?



WEDNESDAY

APPENDIX E
TRANSCRIPT OF INTERVIEW

RQ: What are the aspects of students' perception on the use of Google Translate in English Writing?

Participant 1

Interviewee: ZA

Date of Interview: 07 April 2023

1. Do you use Google Translate in your English learning process? Why or why not?

Answer: *"Yes I do. Because Google Translate is very useful for me to learning English. Especially, when I want to translating texts from my native language to English, or translating English texts for understanding the meaning"*

2. Can Google Translate be one of the media for learning English, especially in English writing! Please explain!

Answer: *"In my process of learning English, I rely on Google Translate as a medium as it enables me to comprehend texts and accurately translate them. Furthermore, Google Translate assists me in constructing well-formed sentences and paragraphs in English."*

3. Do you think that Google Translate is helpful in improving your English Writing skills?

Answer: *“Based on my experience since using Google Translate, I feel my ability in writing has improvement. Honestly, early I use Google Translate, I always translate all the text that I want to write and then copy it, but long day I can make a good paragraph by my own, even I still using Google Translate if I found difficult words that I don’t know.”*

4. Why do you use Google Translate when doing English writing?

Answer: *“I use Google Translate because it helps me create better sentences and even long paragraphs. I can find some difficult words that I don’t know, and identify my spelling of English. There lots of benefits that an English learner when using Google Translate.”*

5. Do you have difficulties when using Google Translate when doing English writing?

Answer: *“yes I do. Google translate sometimes the structures of the sentences are wrong, it can be on the grammar or even the meaning. So, after translating on Google Translate usually I always cross check the sentences and fix it better. But, it doesn’t really matter for me”*

6. Can Google Translate changes the students' behaviour when doing English writing?

Answer: *“personally not for me. Google Translate doesn't give the bad impact for my attitude in learning English, like I said before Google Translate in fact give me good benefit”*

7. Is Google Translate accurate in translating words, phrases, sentences, and long term paragraph?

Answer: *“In translating word to word and phrases from bahasa to English I think are still accurate in meaning. In translating the sentence I think sometimes accurate but sometimes inaccurate, but mostly still accurate. In translating long term paragraphs, Google Translate still correct in literal meaning but often has lot of mistakes in contextual meaning. So, I suggest the way on using Google Translate is efficiently better translating sentence by sentence than translating all the texts”*

8. Do you think Google Translate is sufficiently accurate in the grammar of English writing?

Answer: *“I don't think so. Mostly if translating long texts in bahasa to English, the grammatical rules often error. Not totally wrong, but we have to check it again to find which parts that should be fixed. So the grammar of Google Translate is not totally accurate”*

Participant 2

Interviewee: F

Date of Interview: 07 April 2023

1. Do you use Google Translate in your English learning process? Why or why not?

Answer: "Yes I use Google Translate in my English learning process. Why? It because it can help me in understanding English and enhancing my vocabulary. So it help me so much in increasing my skills of English"

2. Can Google Translate be one of the media for learning English, especially in English writing! Please explain!

Answer: "Of course Google Translate is one of the best media in learning English. It because Google Translate can translating a word, or a sentence and lot of texts. So as an English learner it very helpful for in learning English quickly and easily"

3. Do you think that Google Translate is helpful in improving your English Writing skills?

Answer: "Sure, it improves my skills so much. I use Google translate not only for translating the languages. I use it for media in learning English. Especially in writing, it improves my ability in making sentences better because I have a guidance about the form or structure of English. Besides I also combine it with the materials from my English writing lecturer"

4. Why do you use Google Translate when doing English writing?

Answer: *“I use Google Translate as translator tool when I want to translate difficult words or sentences. The most thing that I like using Google Translate is because I can translate all paragraph so it make me faster when I’m like doing an assignment.”*

5. Do you have difficulties when using Google Translate when doing English writing?

Answer: *“I acknowledge that Google Translate occasionally produces sentence structures that are inaccurate, leading to errors in grammar or meaning. Therefore, I usually verify and revise the translated sentences for accuracy. However, I don't find this to be a significant issue, and it doesn't deter me from using Google Translate.”*

6. Can Google Translate changes the students’ behaviour when doing English writing?

Answer: *“In my personal experience, using Google Translate hasn't had a negative impact on my attitude towards learning English. As I mentioned earlier, I've actually found that Google Translate provides me with significant benefits.”*

7. Is Google Translate accurate in translating words, phrases, sentences, and long term paragraph?

Answer: *“When it comes to translating individual words and phrases from Bahasa to English, I believe Google Translate is generally accurate in*

conveying their meaning. With regard to translating sentences, I think that while Google Translate is sometimes correct, it can also be inaccurate, but the majority of the time it is still fairly accurate. However, when it comes to translating longer paragraphs, I find that while Google Translate can correctly convey the literal meaning, it often makes mistakes in understanding the contextual meaning. Therefore, I recommend using Google Translate more efficiently by translating sentence by sentence rather than translating entire texts at once.”

8. Do you think Google Translate is sufficiently accurate in the grammar of English writing?

Answer: “I think that Google Translate is not very reliable in the term of grammar because Google Translate most reliable provide word to word translating. In fact, Google Translate translating different languages that make the structure of grammar also different. Usually, after I use Google Translate I always recheck the grammar because my lecturer once said Google Translate sometimes wrong in grammar. But honestly, it doesn't become a big problem for me, because it can make me learning better”

Participant 3

Interviewee: RF

Date of Interview: 07 April 2023

1. Do you use Google Translate in your English learning process? Why or why not?

Answer: *“I use Google Translate as a tool to aid my English learning process. The reason for this is that it assists me in comprehending English better and enhances my English skills.”*

2. Can Google Translate be one of the media for learning English, especially in English writing! Please explain!

Answer: *“In my experience, Google Translate proves to be a valuable resource for translating challenging vocabulary and sentences. When it comes to composing lengthy texts or paragraphs, I find myself unable to do so without relying on Google Translate, as my vocabulary remains limited and I require a dependable translator.”*

3. Do you think that Google Translate is helpful in improving your English Writing skills?

Answer: *“Absolutely, Google Translate has greatly improved my English skills. I use it not only for language translation, but also as a learning tool for English media. Specifically, it has been especially helpful in enhancing my*

writing skills by providing guidance on the form and structure of English sentences.”

4. Why do you use Google Translate when doing English writing?

Answer: “One of my problem in English is my weak of vocabularies, I can’t doing I writing assignment without Google Translate. So I need to translate all the words that I want to write with Google Translate.”

5. Do you have difficulties when using Google Translate when doing English writing?

Answer: “I find Google Translate to be straightforward, user-friendly, and fast. I don't have any issues using it, except for occasional inaccuracies in grammar. However, this is not a significant concern for me.”

6. Can Google Translate changes the students’ behaviour when doing English writing?

Answer: “It seems that in my personal experience, using Google Translate has not negatively affected my behaviour towards learning English. On the contrary, I have discovered that Google Translate actually offers my substantial advantages.”

7. Is Google Translate accurate in translating words, phrases, sentences, and long term paragraph?

Answer: “Google Translate is definitely accurate in translating word to word. But in sentence or even paragraph mostly inaccurate. Actually it also depends on how good we write the texts that we want to translate. Usually if the

Indonesian texts that we want to translate in English structurally good, the result in English also becomes correct. But mostly doesn't accurate."

8. Do you think Google Translate is sufficiently accurate in the grammar of English writing?

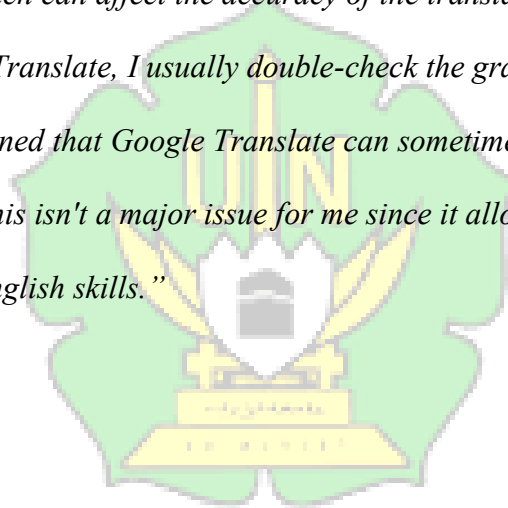
Answer: "In my opinion, Google Translate is not entirely dependable when it comes to grammar, as it primarily provides word-to-word translations.

Furthermore, the structure of grammar can vary greatly between different languages, which can affect the accuracy of the translation. Therefore, after

using Google Translate, I usually double-check the grammar since my

lecturer cautioned that Google Translate can sometimes produce errors.

Nonetheless, this isn't a major issue for me since it allows me to learn and improve my English skills."



Participant 4

Interviewee: RA

Date of Interview: 08 April 2023

1. Do you use Google Translate in your English learning process? Why or why not?

Answer: "Yes I use Google Translate because it help me in ability of English.

Many of things that can explored on Google Translate makes me more confident in my learning process"

2. Can Google Translate be one of the media for learning English, especially in English writing! Please explain!

Answer: “Google Translate become as a media in learning English especially English writing because it is a tool to translating the texts without any limitations, word, phrase, sentence, or even long paragraphs. Google Translate also very helpful as a tool for checking the spell and pronunciation of English”

3. Do you think that Google Translate is helpful in improving your English Writing skills?

Answer: “Google Translate improves my skills so much. I learn new vocabularies and making sentences better. The problem of mine when writing on something is my weakness of vocabularies and the grammatical structure. By using Google Translate, I learn how to make better structures of texts, how to put the exact words or something, and chose the right vocabularies so it very beneficial for me.”

4. Why do you use Google Translate when doing English writing?

Answer: “Because Google Translate has become a popular medium for learning English, particularly English writing, because it is a tool for translating texts without regard to word, phrase, sentence, or even long paragraphs..”

5. Do you have difficulties when using Google Translate when doing English writing?

Answer: *“In my opinion, Google Translate is simple to use, convenient, and operates quickly. I don't encounter any problems while using it, except for some occasional errors in grammar. Nonetheless, this isn't a major concern for me.”*

6. Can Google Translate changes the students' behaviour when doing English writing?

Answer: *“The influence of Google Translate on a student's attitude towards studying English differs depending on the individual. In my case, using Google Translate hasn't had an adverse impact on my learning behavior. Instead, I've found that it provides me with significant benefits.”*

7. Is Google Translate accurate in translating words, phrases, sentences, and long term paragraph?

Answer: *“In my experience, I have found that Google Translate can accurately translate individual words but is often inaccurate when translating sentences or paragraphs. The accuracy of the translation is also contingent on the quality of the original text. If the Indonesian text is well-structured, the English translation is likely to be correct, but typically, it is not entirely accurate.”*

8. Do you think Google Translate is sufficiently accurate in the grammar of English writing?

Answer: *“I think Google Translate is not accurate in grammatical rules. It is because Google Translate only processing the information of what we want to*

translate in contextually, not in exactly meaning. I'm not saying Google Translate is totally inaccurate, but for the deep grammatical rules Google Translate often have error of the grammar. Thus, as students when doing a work of writing, we need to fix the grammar."

Participant 5

Interviewee: ZR

Date of Interview: 08 April 2023

1. Do you use Google Translate in your English learning process? Why or why not?

Answer: "I do use Google Translate because it helps me improve my English language skills. The various features available on Google Translate give me the opportunity to explore and learn new things such as making sentences better and enhancing new vocabularies, which in turn increases my confidence in the learning process."

2. Can Google Translate be one of the media for learning English, especially in English writing! Please explain!

Answer: "In my view, Google Translate has become an invaluable resource for learning English, particularly in the area of writing. Its ability to translate texts without any limitations, whether it be words, phrases, sentences, or long paragraphs, is a major advantage. What I find most appealing about Google

Translate compared to other translation tools is its user-friendliness and simplicity, which makes it easier to use. Furthermore, Google Translate is faster in its translation process, which is another benefit for me.”

3. Do you think that Google Translate is helpful in improving your English Writing skills?

Answer: “I don’t think that Google Translate can improve my personal ability of English writing. It is because I think Google Translate only useful and accurate in translating word by word only, it is like not guidance me in writing. In fact to be honest, I use to translating long texts in Google Translate, it doesn’t mean my skills got in improved. I prefer said that Google Translate as a media in learning English and as a good translator tool, but not as a guidance in improving someone’s skills in writing.”

4. Why do you use Google Translate when doing English writing?

Answer: “I use Google Translate is because sometimes I feel confused with the text that using difficult word and structure. So to make sure myself in understanding the texts, I need to translate those to my native language.”

5. Do you have difficulties when using Google Translate when doing English writing?

Answer: “As I mentioned earlier, Google Translate tends to be inaccurate in terms of both grammar and meaning when translating long texts. Therefore, I tend to translate texts sentence by sentence, which is more accurate. However,

in my opinion, this issue is not a major concern since I am still able to utilize Google Translate effectively in my learning process.”

6. Can Google Translate changes the students’ behaviour when doing English writing?

Answer: “I believe that the impact of Google Translate on a student's attitude towards learning English varies from person to person. Speaking for myself, I haven't experienced any negative effects on my learning behavior from using Google Translate. In fact, I have found that it offers me significant advantages in my learning process.”

7. Is Google Translate accurate in translating words, phrases, sentences, and long term paragraph?

Answer: “For me Google Translate is accurate in translating word to word. But in phrase and sentence it depends how the context on the meaning actually I mean. But mostly still accurate. On the contrary, in translating long texts or paragraphs I found lot of mistakes.”

8. Do you think Google Translate is sufficiently accurate in the grammar of English writing?

Answer: “In my opinion, Google Translate is not entirely accurate when it comes to grammatical rules. This is because Google Translate primarily processes information based on the contextual meaning of the text, rather than its exact meaning. Although Google Translate is not completely inaccurate, it often makes errors in the deep grammatical rules of the

language. Therefore, as students working on writing assignments, it is important to double-check the grammar.”

Participant 6

Interviewee: AI

Date of Interview: 08 April 2023

1. Do you use Google Translate in your English learning process? Why or why not?

Answer: “Sure, based on my personal experience, I find Google Translate to be a useful tool in improving my English language skills. The many features offered by Google Translate enable me to explore and learn new things, which ultimately boosts my confidence in the learning process.”

2. Can Google Translate be one of the media for learning English, especially in English writing! Please explain!

Answer: “I frequently use Google Translate because I find it to be a very user-friendly tool for translating languages, particularly English. When I come across challenging words and sentences or checking the spell and pronunciation, I can easily find it with the help of Google Translate.”

3. Do you think that Google Translate is helpful in improving your English Writing skills?

Answer: “In my point of view, Google Translate is very helpful in improving my English writing. Every time when I encounter difficulties in my writing, I

use Google Translate to help me. Time by time, my English writing skills has improvement that can be proven with my lower mistaken than before”

4. Why do you use Google Translate when doing English writing?

Answer: “I frequently use Google Translate because I find it to be a very user-friendly tool for translating languages, particularly English. When I come across challenging words or sentences, I can easily translate them with the help of Google Translate.”

5. Do you have difficulties when using Google Translate when doing English writing?

Answer: “When translating long texts, Google Translate often makes errors in both grammar and meaning, so I usually translate texts sentence by sentence for greater accuracy. Despite this issue, I still find Google Translate to be a valuable tool in my learning process.”

6. Can Google Translate changes the students’ behaviour when doing English writing?

Answer: “From my perspective, I think that the impact of Google Translate on a student's attitude towards learning English can differ depending on the individual. However, for me personally, using Google Translate has not had any negative effects on my learning behavior. In fact, I have discovered that it provides me with significant advantages in my language learning process.”

7. Is Google Translate accurate in translating words, phrases, sentences, and long term paragraph?

Answer: *“As for my experience, I find that Google Translate is generally accurate in translating word to word. However, for phrases and sentences, it depends on the context and intended meaning. Overall, I still find it to be mostly accurate. On the other hand, when it comes to translating long texts or paragraphs, I have found that Google Translate often makes many mistakes.”*

8. Do you think Google Translate is sufficiently accurate in the grammar of English writing?

Answer: *“It is not accurate in grammar because I always found lot of mistaken in grammar when I’m translating in Google Translate. I always recheck and correct better by myself. I think Google Translate is just always good in translating but not really good for correcting the grammatical rules of English. Although Google Translate still not really good in grammar, it still good for me when I’m learning an English writing.”*

Participant 7

Interviewee: MA

Date of Interview: 12 April 2023

1. Do you use Google Translate in your English learning process? Why or why not?

Answer: *“Indeed. I use Google Translate because it help increase my skills of English. It can help students translating in faster and easier way”*

2. Can Google Translate be one of the media for learning English, especially in English writing! Please explain!

Answer: "Yes, I can be a media for learning English. I use Google Translate because I find it to be a user-friendly tool for translating languages, especially English. When I encounter difficult words or sentences, Google Translate makes it easy for me to translate them."

3. Do you think that Google Translate is helpful in improving your English Writing skills?

Answer: "Basically Google Translate is very helpful in learning English. The functional in Google Translate have many benefits to the learners. But based on my experienced, my ability on English writing is depended on how often I read the texts and how often I explored many ideas and learning the methods about how to write in English. In fact, I used Google Translate just for translating difficult words that I don't know or translating a texts for understanding the context"

4. Why do you use Google Translate when doing English writing?

Answer: "Like I said before, I use Google Translate as a translator way in help me finding the meaning text and making the better text than my own made. Even the easy way in translating, I use to be using Google Translate than a handheld dictionary. Google Translate shows the common word as what I need."

5. Do you have difficulties when using Google Translate when doing English writing?

Answer: *“Sure, to ensure greater accuracy, I translate long texts sentence by sentence using Google Translate. Although this tool is prone to errors in grammar and meaning when translating long texts, I still find it to be a valuable aid in my learning process.”*

6. Can Google Translate changes the students’ behaviour when doing English writing?

Answer: *“The impact of Google Translate on a student's attitude towards learning English varies from person to person. Personally, using Google Translate has not had any negative effects on my learning behavior and has even provided me with significant advantages in my language learning process.”*

7. Is Google Translate accurate in translating words, phrases, sentences, and long term paragraph?

Answer: *“I often use Google Translate to improve my English language skills. The various features available on Google Translate allow me to explore and learn new things, which increases my confidence in the learning process. When I encounter challenging words or sentences, I can easily translate them with the help of Google Translate. Despite its limitations in translating long texts, I still find Google Translate to be a valuable tool in my learning process.”*

8. Do you think Google Translate is sufficiently accurate in the grammar of English writing?

Answer: "It is like I said before, Google Translate still have mistaken in grammar when translating long sentences or paragraph. Usually I always take my English writing after translating in Google Translate then fix it to another tool or application that is specially for checking the grammar"

Participant 8

Interviewee: L

Date of Interview: 13 April 2023

1. Do you use Google Translate in your English learning process? Why or why not?

Answer: "Yes, I do use Google Translate when I'm writing an English sentence because it can help or overview how the English sentence is formed."

2. Can Google Translate be one of the media for learning English, especially in English writing! Please explain!

Answer: "For me, Google Translate is a media for learning English because for people who want to learn English like the basic structure of English sentences, we can see it using Google Translate. For example when you want

to translate for your native language to English, you can do that and see how the sentences is formed or structure.”

3. Do you think that Google Translate is helpful in improving your English Writing skills?

Answer: “Yes it really does improve my English writing skills. Because I can see how to make the structure of when my native language translating in English. From that, I can compare my own structure sentences with the showing in Google Translate. Although the accuracy of Google Translate is not always correct, but to understanding the structure, I think Google Translate is helpful a lot”

4. Why do you use Google Translate when doing English writing?

Answer: “Like I said before, I use Google Translate to learn how to structure sentences in English by observing how my native language is translated.”

5. Do you have difficulties when using Google Translate when doing English writing?

Answer: “Not really, I have found that using Google Translate has had a significant positive impact on my ability to learn and improve my English language skills. I have noticed considerable progress in my English proficiency since incorporating Google Translate into my learning process. This has given me more confidence in using the language and has helped me to become more comfortable in English.”

6. Can Google Translate changes the students' behaviour when doing English writing?

Answer: *"The technology today is advanced and easier, one of that is Google Translate. This can speed up our English writing, so it is becomes students short of addictive on using Google Translate so they just using it instantly."*

7. Is Google Translate accurate in translating words, phrases, sentences, and long term paragraph?

Answer: *"Google Translate is not accurate because it can't translate contextual meaning. For example when I'm translating my native language into English, it's only translating the literal meaning not the context. But, I think some would be accurate but again I still believe that Google Translate is not one hundred percent like we just need to check it again. Like phrases, idioms and sentences those can be quite tricky regarding Google Translate. So, Google Translate still doesn't give the depth of the meaning, it only translate the basic or the literal meaning."*

8. Do you think Google Translate is sufficiently accurate in the grammar of English writing?

Answer: *"In the fact Google Translate is not grammar tool, it is a translator tool. When doing an English writing, there is the language rules one of that is grammar. So, we have to smarter when using Google Translate, we have to know the basic function of Google Translate and what is actually our purpose on using translator tool. But, I would say most of the time the grammar is*

correct, but again we have to check it for proves the grammar already correct”

Participant 9

Interviewee: AN

Date of Interview: 13 April 2023

1. Do you use Google Translate in your English learning process? Why or why not?

Answer: “Certainly, I use Google Translate when I write English sentences since it can be helpful to get an overview of how the English sentence is structured.”

2. Can Google Translate be one of the media for learning English, especially in English writing! Please explain!

Answer: “I view Google Translate as a valuable tool for English language learners, as it allows us to observe the basic structure of English sentences. Personally, I use Google Translate for many things such as making writing texts, improving my pronunciation by checking the words or sentences, etc. Google Translate is very helpful for me”

3. Do you think that Google Translate is helpful in improving your English Writing skills?

Answer: “Certainly, it improves my English writing skills as I can observe how to structure my sentences when translating from my native language to

English using Google Translate. This enables me to compare my sentence structure with that displayed in Google Translate.”

4. Why do you use Google Translate when doing English writing?

Answer: “I use Google Translate because I often encounter texts with complex vocabulary and sentence structures that can be difficult to understand. In order to ensure my comprehension of these texts, I find it helpful to translate them into my native language using Google Translate.”

5. Do you have difficulties when using Google Translate when doing English writing?

Answer: “No, using Google Translate has actually had a positive impact on my English language skills, leading to noticeable progress and increased confidence in using the language.”

6. Can Google Translate changes the students’ behaviour when doing English writing?

Answer: “No, in my point of view Google Translate may have possibility make students addictive in using it for learning process. But it a process for learner to increase. For me, it is not.”

7. Is Google Translate accurate in translating words, phrases, sentences, and long term paragraph?

Answer: “I believe that while Google Translate can provide a basic understanding of a text, it is not always accurate in capturing the full meaning or context. Idioms, phrases, and sentence structure can be particularly tricky.

Therefore, while Google Translate can be helpful, it is important to double-check and not rely solely on its translations.”

8. Do you think Google Translate is sufficiently accurate in the grammar of English writing?

Answer: “I think it's important to recognize that Google Translate is a translation tool, not a grammar tool. When using it for English writing, we need to be aware of this and use it accordingly. While Google Translate's grammar is usually correct, it's still a good idea to recheck for accuracy. We should understand the tool's basic functions and what we are trying to achieve with it.”

Participant 10

Interviewee: MH

Date of Interview: 15 April 2023

1. Do you use Google Translate in your English learning process? Why or why not?

Answer: “As it can be useful to get a general understanding of how the English sentence is structured, I do use Google Translate when I write English sentences.”

2. Can Google Translate be one of the media for learning English, especially in English writing! Please explain!

Answer: *“Because it enables us to see the fundamental organization of English sentences, I believe Google Translate to be a useful tool for English language learners. I use Google Translate for a variety of purposes, including creating texts, honing my pronunciation by listening to words and sentences, etc. I find Google Translate to be very helpful.”*

3. Do you think that Google Translate is helpful in improving your English Writing skills?

Answer: *“It undoubtedly helps me write better English because I can see how to organize my sentences when using Google Translate to translate from my native tongue to English. This allows me to contrast my sentence structure with what Google Translate shows.”*

4. Why do you use Google Translate when doing English writing?

Answer: *“I use Google Translate because I frequently come across texts with difficult-to-understand vocabulary and sentence structures. I find it helpful to translate these texts into my native tongue using Google Translate to make sure I understand them.”*

5. Do you have difficulties when using Google Translate when doing English writing?

Answer: *“No, using Google Translate has actually improved my ability to speak English, allowing me to make noticeable progress and feel more comfortable doing so.”*

6. Can Google Translate changes the students' behaviour when doing English writing?

Answer: *“No, in my opinion Google Translate has the potential to create a dependency in students who use it for learning. But improving as a learner is a process. It is not for me.”*

7. Is Google Translate accurate in translating words, phrases, sentences, and long term paragraph?

Answer: *“Although Google Translate can help with a basic understanding of a text, I think it often misses the full meaning or context. Phrases, idioms, and sentence structure can all be particularly challenging. As a result, even though Google Translate can be useful, it is crucial to check your translations and not rely solely on them.”*

8. Do you think Google Translate is sufficiently accurate in the grammar of English writing?

Answer: *“The fact that Google Translate is a translation tool and not a grammar tool must be understood, in my opinion. This is something we need to keep in mind and account for when using it for English writing. Even though Google Translate's grammar is frequently accurate, it is still advisable to double-check for precision. The fundamental uses of the tool and our goals for using it should be clear to us.”*

APPENDIX F
LETTER CONSENT SIGNED BY THE RESEARCH SUBJECT



Title : EFL Students' perception on the use of Google Translate in English Writing

Researched by : Rindi Saputra

Consent form for participation in research interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

- I confirm that I have read and understood the information sheet (interview) and have had the opportunity to ask questions.
- I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.
- I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.
- I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.
- I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.
- I agree to take part of interview.

<u>Zahara A'li'a</u>	<u>07th April, 2023</u>	<u></u>
Participant's Name	date	signature
<u>Rindi Saputra</u>	<u>07th April, 2023</u>	<u></u>
Researcher's Name	date	signature

If you have any further questions or concerns about this study, please contact:

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 Phone : 082219034396
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Autobiography

Name : Rindi Saputra
Student Number : 160203145
Place/Date of Birth : Lanting / 08 Oktober 1998
Gender : Male
Religion : Islam
Status : Single
Occupation : Student
Nationality : Indonesia
Address : Ds. Labuhan Jaya, Teupah Selatan, Kab. Simeulue
Email : Rnd.spra7@gmail.com
Phone Number : 082219034396

Parents

Name of Father : M. Yunan
Name of Mother : Yuliati
Father's Occupation : Fisherman
Mother's Occupation : Housewife

Address : Ds. Labuhan Jaya, Teupah Selatan, Kab. Simeulue

Education

Elementary : SDN 13 Teupah Selatan (2004-2010)
Junior High School : SMPN 5 Teupah Selatan (2010-2013)
Senior High School : SMA N 1 Sinabang (2013-2016)
University : Uin Ar-Raniry Banda Aceh (2016-2023)