

**UNIVERSITY STUDENTS' PERCEPTIONS ON THE USE OF
GOOGLE TRANSLATE IN WRITING CLASS**

(Undergraduate Thesis)

NABILA KURNIAWAN

1913042032



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

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ABSTRACT

UNIVERSITY STUDENTS' PERCEPTIONS ON THE USE OF GOOGLE TRANSLATE IN WRITING CLASS

**By
Nabila Kurniawan**

Since Google Translate was often used by university students as a supporting tool in the writing process, it was crucial to know their perceptions of that machine translation. In this context, perception was what they thought about Google Translate and this was related to their experiences when they used Google Translate that might affect their learning outcomes. However, due to the lack of studies on the perceptions of Google Translate in the Indonesian context, the findings of the studies were recently inconclusive. Therefore, this research aimed to investigate the perceptions of university students regarding the use of Google Translate in writing class. The participants of this research were the third year students of English Department at University of Lampung. This research employed descriptive quantitative method and the technique used to collect data was survey method by distributing close-ended questionnaire. In this research, it was found that students have positive perceptions toward GT. GT was easy and fast to access, could translate words and sentences correctly, enrich vocabularies, and it could be a checker to improve the final outcome of their academic writing products.

Keywords: Perception, Google Translate, machine translation, writing.

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Undergraduate Thesis

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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Research Title : UNIVERSITY STUDENTS' PERCEPTIONS ON THE USE OF GOOGLE TRANSLATE IN WRITING CLASS

Students' Name : Nabila Kurniawan

Students' Number : 1913042032

Study Program : English Education

Department : Language and Arts Education

Faculty : Teacher Training and Education

APPROVED BY

Advisory Committee

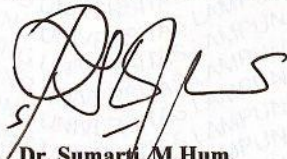
Advisor

Co-Advisor


Dr. Feni Munifatullah, M.Hum.
NIP 19740607 200003 2 001


Fajar Riyantika, S.Pd., M.A.
NIP 19930723 201903 1 017


The Chairperson of
The Department of Language and Arts Education


Dr. Sumarni, M.Hum.
NIP 19700318 199403 2 002

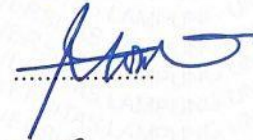
ADMITTED BY

1. Examination Committee

Chairperson : **Dr. Feni Munifatullah, M.Hum.**



Examiner : **Prof. Dr. Flora, M.Pd.**



Secretary : **Fajar Riyantika, S.Pd., M.A.**



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Sunyono, M.Si.
NIP. 19651230 199111 1 001



Graduated on: **April 10th, 2023**

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Nabila Kurniawan

NPM : 1913042032

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Skripsi : University Students' Perceptions on The Use of Google Translate in Writing Class

Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 10 April 2023

Yang membuat pernyataan,



Nabila Kurniawan

NPM 1913042032

CURRICULUM VITAE

Nabila Kurniawan was born in Bandar Lampung, on November 8th 2001. She is the second child in the family of (Alm) Ibrahim Budi Kurniawan, S.E. and Mega Asmara, S.E. She has one older brother, named Muhammad Farhan Kurniawan, S.H.

She started her study for the first time at TK Pertiwi. Then, she continued her study at SD Negeri 2 Rawa Laut, Bandar Lampung. After she graduated from elementary school in 2013, she continued her study at SMP Negeri 25 Bandar Lampung and graduated in 2016. Then, she continued her study at SMA Negeri 10 Bandar Lampung and graduated in 2019.

In the same year, she was accepted as a student of English Education Study Program of Teacher Training and Education Faculty at Lampung University through SBMPTN program. During her study, she joined several organizations on campus; Birohmah Unila and FPPI FKIP Unila. She also ever joined *Kampus Mengajar* program in February 2022 – June 2022. To complete her study, she undertook a research related to university students' perceptions on the use of Google Translate in writing class.

MOTTO

“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease.”

(Q.S. Al-Insyirah : 5-6)

“Fighting has been made obligatory upon you ‘believers’, though you dislike it. Perhaps you dislike something which is good for you and like something which is bad for you. Allah knows and you do not know.”

(Q.S. Al-Baqarah : 216)

DEDICATION

This script is entirely dedicated to:

My beloved parents, (Alm) Ibrahim Budi Kurniawan and Mega Asmara

My precious brother, Muhammad Farhan Kurniawan

My honorable lecturers of English Education Study Program

My Almamater, University of Lampung

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The Author,

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I. INTRODUCTION

This chapter discusses the background of the research, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

In the globalization era, technology plays a vital role in our lives, especially in education which has the potential to improve the teaching and learning process. Technology provides unlimited resources to language learners (Bull and Ma, 2001 as cited in Ahmadi, 2018). It also provides teaching resources and brings learning experience to the world of the learners (Larsen-Freeman and Anderson, 2011). In other words, technology is an effective tool that enables us to gain rapid information and knowledge quickly in order to produce positive outcomes.

Technology has become an essential part of every learning process, especially English language learning as a foreign language. It is used as a tool to assist and improve language learning which aims to develop proficiency of the target language through interactive, meaningful, and cognitively engaging learning experiences. Then, the role of technology in language learning also increases

students' motivation, help them learn more, and make them enjoy the learning process (Baytak, Tarman, and Ayas, 2011). Moreover, the use of technology helps students learn based on their interests in order to customize their own learning, and they have access to more information that their teachers cannot provide (Gilakjani, 2017).

In recent years, one technology that has greatly helped learners develop their language learning skills is Google Translate (Bahri and Mahadi, 2016). Google Translate (GT) is a machine translation service which is free to be accessed, launched by Google Company in 2006 to translate texts and messages from one language to another. It is the most frequently used and popular one which is easy and quick to be used (Putri and Havid, 2015), and it is believed that students prefer using GT to other online dictionaries or mobile applications (Chan and Ang, 2017). GT can help students improve their English language skills; reading, vocabulary, speaking, and writing. GT is used to get the meaning of unknown words to help them understand English sentences and texts in an English textbook (Alhaisoni and Alhaysony, 2017), to translate word by word to enrich their vocabulary (Yanti and Meka, 2019), to find out the pronunciation of a word (Kharbach, 2016), and to reduce errors in syntax and semantics in writing (Giannetti, 2016).

In various literature, it is said that GT can help students in the writing process. This machine translation helps students write faster, with fewer errors, and in a fluent and natural way (Garcia and Pena, 2011; Ali and Alireza, 2014).

Garcia and Pena (2011) found that GT makes an impact on beginners' writing skills, enabling them to produce more sentences when they get help from the machine translation. MT also can facilitate students in doing revision of their writing, such as MT postediting which allows students to focus more on the editing and writing process. Besides that, as Lee (2019) found, GT can reduce errors in grammar and vocabulary in terms of context-appropriate word selection. Bernardini (2016) also claimed that MT can help students become more aware in terms of patterns, correlations between form and meaning, lexical choices, and collocational patterns. In addition, this machine translation can be used as a checker tool to check their writing product in order to improve the final outcome (Wirantaka & Fijanah, 2022).

Besides being able to help university students in writing skill, they are also said to have positive perceptions towards the use of GT as it is free and easy to use (Lam, 2021; Yanti and Meka, 2019; Maulida, 2017; Alhaisoni and Alhaysony 2017). They agreed that Google Translate can be useful for their EFL learning; vocabulary learning, writing, reading, and translation (Sukkhwan, 2014). GT is also beneficial for their self-learning as it helps students become more engaged and more aware of their own learning (Bahri and Mahadi, 2016). In addition, GT is considered as a good tool for helping them translate difficult words, sentences, and paragraphs from a source language to a target language (Ardila, 2021). However, the accuracy and effectiveness of using Google Translate are still debatable. GT is not appropriate to be used in language learning because it produces incorrect

translations (Sukkhwan, 2014), often gives inappropriate vocabulary which leads to ridiculous results (Alsalem, 2019). This machine translation also has limitations in translating longer sentences, paragraphs, or even texts (Lam, 2021).

In spite of the positive perceptions and negative perceptions, studies on investigating the perceptions of GT for writing in higher education setting in the Indonesian context have been rarely conducted. There are similar research findings, such as the study conducted by Dewi (2016) is to figure out the students' perceptions at *SMA N 1 Banguntapan* on the use of GT as a tool to help in writing analytical exposition text; the study conducted by Wirantaka & Fijanah (2022) is to investigate the perceptions of the effective use of GT in students' writing. Due to the lack of studies on the perceptions of GT in the Indonesian context, the findings of the studies are recently inconclusive. Therefore, this study needs to be conducted to explore the experiences of the university students in using GT in order to investigate their perceptions of GT in the writing process. It is crucial to know students' perceptions of a supporting tool used in their learning process that may affect learning outcomes. In this context, every individual would have different perception depending on their own point of view and other aspects, and this study could be used as a source of information about the role of GT in writing class.

1.2 Research Question

Based on the background above, a research question was formulated as follows: What are university students' perceptions regarding the use of Google Translate in their writing class?

1.3 Objective of the Research

Based on the research questions above, the objective of this research was to investigate the perceptions of university students regarding the use of Google Translate in their writing class.

1.4 Uses of the Research

The findings of this research can be useful both theoretically and practically. Theoretically, this research hopefully can be a source of information which can be used as references and guidelines for other researchers in conducting a research related to this topic. Practically, this research provides university students' responses about the perceptions on the use of Google Translate which hopefully can be a consideration for students to use GT in order to improve their writing skill. In addition, it is also supposed to provide information and suggestions for teachers to use GT in their writing classes, by considering the advantages and disadvantages of GT.

1.5 Scope of the Research

This research was conducted in English Education Department at the University of Lampung. The subjects of this research were the third-year

students. The focus of this research was to investigate the perceptions of the university students on the use of Google Translate in their writing class. The aspects of perception consisted of understanding stimuli exist (stimulation), comparing existing knowledge with the stimuli (organization), and making meaning of the stimuli (interpretation).

1.6 Definition of Terms

1. Google Translate

Google Translate is a free machine translation service made available by the Google Company for translating texts and messages from one language into another (Bahri and Mahadi, 2016).

2. Writing

Writing is defined as producing something in written form (Harmer, 2004). It is also defined as a way of sharing personal thoughts that emphasize one's power in creating their own perspective on a topic (Hyland, 2003).

3. Perception

Perception is the ability of recognizing familiar objects with the meaning and expectation (Elliot, 1996).

4. Learning

Learning is defined as a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning (Ambrose et al., 2010).

II. LITERATURE REVIEW

This chapter discusses several points related to some previous studies and theories about the use of Google Translate to support the study.

2.1 Previous Studies

There are several studies related to students' perceptions on the use of Google Translate. The following paragraphs will discuss several previous studies focusing on the use of Google Translate.

The first study was conducted by Lam (2021), which aims to find out to what extent Google Translate is used in students' language learning and to find out how the students view the use of Google Translate in helping them learn English language. The title of the study is "The Use of Google Translate in English Language Learning: How Students View It". The participants of this study were diploma students in a Malaysian polytechnic. The research design employed in this study is a survey study and specifically a cross-sectional survey. In this study, it was found that the participants positively perceived the use of Google Translate in language learning. Nevertheless, they are aware of the limitations of Google Translate in translating long sentences, paragraphs, and text from Google Translate.

The second study was conducted by Yanti & Meka (2019), which aims to find out and to describe the sixth semester students' perception in using Google Translate in Translation class, especially in translating a text, advantages and disadvantages of Google Translate, and the obstacles in using Google Translate. The title of the study is "The students' perception in using Google Translate as a media in translation class". The participants of this study were the sixth semester students, with a total of 64 students. This study adopted a descriptive-qualitative method, using questionnaire, interview and translation task to collect data. In this study, it was found that most students used Google Translate as a fast dictionary. The frequent use of Google Translate was for translating sentence by sentence, and enriching students' vocabulary. Almost all students realized that Google Translate could not be good media without rechecking.

The third study was conducted by Alhaisoni & Alhaysony (2017), which aims to investigate Saudi EFL University Students' Attitudes towards the Use of Google Translate. The title of the study is "An Investigation of Saudi EFL University Students' Attitudes towards the Use of Google Translate". The participants of this study were 92 Saudi EFL university English major students. The research instrument used in this study was a questionnaire. In this study, it was found that Google Translate is often used to find the meaning of unknown words, write assignments, and read English textbooks.

The fourth study was conducted by Chandra and Ignasia (2018), which aims to investigate further the practice of GT in EFL essay writing as well as its role in language learning. The title of the study is “The Use of Google Translate in EFL Essay Writing”. This study used mediated-observation and interview to collect the data needed. The participants of this study were eight respondents from Ukrida Department of English. In this study, it was found that students used GT in three different aspects: vocabulary, grammar, and spelling.

The fifth study was conducted by Sukkhwan (2014), which aims to examine the goals, attitudes, and behaviors of using Google Translate (GT) to help students learn English. The title of the study is “Students’ Attitudes and Behaviors towards the Use of Google Translate”. The study used a five-point rating scale questionnaire, a checklist and a translation assignment (English-Thai and Thai-English) as research instruments. The participants were 125 non-English major first year students of Songkhla Rajabhat University. In this study, it was found that almost all students used GT, but the frequency was low. Students often used GT to find the meaning of words; writing exercises or assignments for an English course; reading English textbooks; and translating idioms and proverbs. Although there were some disadvantages, the students had positive attitudes towards GT.

The sixth study was conducted by Bahri & Mahadi (2016), which aims to explore the use of Google Translator as an additional tool to help international students at Universiti Sains Malaysia (USM) learn and develop their

knowledge and skills in Bahasa Malaysia (Malay). The title of the study is “Google Translate as a Supplementary Tool for Learning Malay: Malay: A Case Study at Universiti Sains Malaysia”. The participants of this study were 16 international students. The instrument used was a questionnaire. In this study, it was found that Google Translate was as an additional tool which was effective to be used in learning Bahasa Malaysia. GT was also beneficial for their self-learning as it helped students to become more engaged and more aware of their own learning.

The seventh study was conducted by Wirantaka & Fijanah (2022), which aims to investigate teachers' perception of the effective use of Google Translate (GT) in students' writing. The title of the study is “Effective Use of Google Translate in Writing”. The participants of this study were six teachers of an English Education Department of a private university in Yogyakarta. This study used an interview as the data collection technique. In this research, it was found that GT is beneficial and effective to be used by students in their writing activities. GT also helps students gain information about English, increasing students' vocabulary and usage, becoming a spelling checker, pronunciation checker, and grammatical solution. In addition, this study identified four strategies for using GT effectively: doing pre-editing, post-editing, single word translation, and using GT only when checking.

The eighth study was conducted by Dewi (2016), which aims to investigate students' perception towards the use of Google Translate in writing analytical

exposition texts. The title of the study is “The Students' Perception on The Use of Google Translate in Writing Analytical Exposition Text: A Study at SMA N 1 Banguntapan”. The participants of this study were students of XI IPS 1 SMA N 1 Banguntapan. This study used questionnaire and interview to collect the data. In this study, it was found that students were in the decision-making process. It was shown by the results that most students made undecided choices. They found Google Translate useless and unreliable. However, Google Translate helped students to enrich their vocabulary.

In short, the previous studies above give some information about students' perceptions on the use of Google Translate as a translation tool. Almost all the participants of the studies use GT for any purposes and they had good point of view on it. Although GT provided advanced features and many benefits for the participants, some also said that GT is less accurate in translating long sentences, paragraphs, or even texts. Hence, they still have to recheck the translation in order to get the accurate, clear, and nature translation.

2.2 Technology in EFL Learning

Technology is a tool to facilitate learning and it has an important role in education, especially in EFL learning. It is strongly believed that advanced technology has had a considerable influence on learning English. It offers a lot of benefits, such as making it easier for us to access various information, making the learning process more interesting and productive. Besides, the use

of technology helps students to get involved and learn based on their interests (Shyamlee and Phil, 2012).

Technology greatly affects the way students learn English, which includes listening, reading, vocabulary, speaking, and writing skills. The application of technology generally may lead to greater English skills improvement for students (Quyên and Hong, 2021). In various literature, it is stated that technology gives positive influences on learning English as a foreign language. For instance, the use of some technology tools like computer softwares, social networking websites, online videos, audio tools, and mobile applications can enhance learning English (Alsulami, 2016). Then, effective online platforms for ESL learners allow them to practice their oral conversations individually to enhance their English-Speaking proficiency, learning autonomy, and self-confidence (Rodrigues and Vethamani, 2015). Moreover, Information and Communication Technology (ICT) plays an important role in enhancing the reading and writing skills of ESL students. The use of ICT also not only contributes to the improvement of English speaking and writing skills, but also helps students focus on the learning process, as well as their vocabulary knowledge (Yunus et al., 2013).

2.3 Translation

2.3.1 Definition of Translation

Translation is a process of transferring meaning or messages from source language into target language. There are several meanings of

the term translations; a general subject field, a product (the text which has been translated), or a process (the act of translating text). The process of translating two different written languages is where the translator transforms a written text in the source language into a written text in the target language (Munday, 2008).

2.3.2 The Process of Translation

The process of translation is about transferring meaning/messages from source language into target language. The process of translation consists of original text (source language) – analyzing – drafting – revising – finalizing – translated text (target language).

According to Djuharie (Nida and Taber, 1969:33), the translation process is divided into three basic stages:

1. Analysis: Analyze in which the surface structure is analyzed in terms of the grammatical relationships and the meaning of the words and combinations of words.
2. Transfer: The analyzed materials are transferred in the translator's mind from SL into TL.
3. Reconstruction: The translated text is restructured in order to make the final message fully acceptable and readable in the receptor language.

2.3.3 The Strategy of Translation

According to Hatim & Munday (2004), translation strategy is a plan or method for conveying the meaning of the translated language and it is determined by various factors (cultural, economic, political). It includes the processing terms of such features as the literal rendering of meaning, adherence to form, and emphasis on general accuracy. Some of the main issues of translation are linked to the strategies of literal and free translation, form and content.

Form and content : The sense can be translated, while the form often cannot. This clearly is most likely to be in poetry, song, advertising, punning and etc.

Literal and free : Literal means word-for-word translation without conveying the sense of the original text. Free is a translation that reproduces the general meaning of the original text.

2.4 Google Translate

2.4.1 Definition of Google Translate

Google Translate (GT) is a free machine translation (MT) launched by Google in 2006 which is used to translate texts, documents, websites from source language into target language. GT is known as the most used machine translation by people recently to aid them in translation. Napitupulu (2017) stated that Google Translate is one of the most popular machine translators used by people all over the world to

translate text into more than 90 languages. Moreover, Wirantaka & Fijanah (2022) stated that GT is a modern machine translation that provides over 100 languages from around the world, which is used to guide students' writing skills, reading skills, and vocabulary.

According to Alhaisoni & Alhaysony (2017), Bahri (2016), Yanti & Meka (2019), due to its free but powerful features, Google Translate has become one of the most popular machine translation programs used by students in recent years to learn a language. They use GT for any purposes, such as finding out the meaning of words, translating sentences, paragraphs, texts easier and faster. In fact, millions of people around the world use translation services every day, and a growing number of language learners are using it for language learning purposes (Bahri and Mahadi, 2016).

In addition to its popularity, Google Translate provides additional features which make it easier for translators to translate (Khairani et al., 2020), namely:

1. Translate text in other applications
2. Translate images
3. Translate by speech
4. Translate bilingual conversations
5. Translate pages and documents
6. Translating by writing

It can be concluded that Google Translate is a powerful machine translation which is often used by many people for any purposes, such as translating words, sentences, paragraphs, or even texts easier and faster.

2.4.2 The Use of Google Translate

Google Translate is often used by many people for any purposes. According to the study conducted by Maulida (2017), GT can be used as a translator, an online dictionary, an online thesaurus, a spell check, a learning tool. Another finding by Wirantaka & Fijanah (2022) showed that GT can be used as a pronunciation checker and grammar checker.

a. Translator

Google Translate has the main function, which is to translate from one language to another language. It is widely used in translation activities.

b. Online Dictionary

The translation machine user is often used to Google Translate to translate word-to-word and then GT will provide several choices of the translation of the source word in the target language quickly. So, they do not need to open manual dictionary anymore (Maulida, 2017).

As a translation machine, GT can be used as a dictionary for students. It provides many features and multiple languages to make

it easier for students to learn a language. When students use GT, they can use GT to find the meaning of a word and understand it based on the context. By doing this activity, students will be able to increase their knowledge of new vocabulary in the target language (Wirantaka and Fijanah, 2022).

c. Online Thesaurus

Google Translate is beneficial as a thesaurus or reference to the choice of the same word meaning (synonym of words) online. It shows a variety of synonym choices and the level of use of the words.

d. Spell Check

Google Translate can be used as a quick spell checker. It is very essential for us to check the spelling of the words which appear as a typo and we will get the corrections (Maulida, 2017). Wirantaka & Fijanah (2022) also stated that GT can help students check the spelling of their writing products. Moreover, according to O'Neill (2012), as cited in Wirantaka & Fijanah (2022), he stated that the participants of his research used GT to check spelling errors in words which had similar sounds or spelling in order to determine which one was correct and appropriate for the context.

e. Learning Tool

Google Translation is often used as a learning tool that support the users to learn English. When they use GT correctly, they can find good quality translation between two languages and help them in

improving listening, reading, grammar, vocabulary, and writing skills.

f. Pronunciation Checker

GT could become a pronunciation checker for the students. There is a feature with a speaker symbol on the GT, and when we click on that feature, the sound of the word we type on the GT will appear. This feature helped students in the writing process because they are able to know the pronunciation of the words they wrote (Wirantaka and Fijanah, 2022).

g. Grammar Checker

Google Translate can be used as a grammar checker. As artificial intelligence, GT can facilitate students with a low level of knowledge through giving a system with fixed grammar in order to minimize errors in students' writing products (Wirantaka and Fijanah, 2022).

2.4.3 Advantages and Disadvantages of Using Google Translate

Google Translate is a machine translation which is free and easy to be accessed by many people. The use of google translate as a tool in English language learning has a significant impact on people's lives, both positive and negative impacts.

There are a lot of advantages of using Google Translate. First, GT is easy and fast to use. It can translate words, sentences, or even

paragraphs in a very short time and the students do not need to open dictionary to look for unknown meaning (Yanti and Meka, 2019). Habeeb (2020) in his study also stated that GT is easy to access and it has the ability to translate almost all the languages around the world quickly. Second, GT is free to access in most countries. Third, GT helps the students to enrich new vocabularies in translating process (Yanti and Meka, 2019). Moreover, the students can get more skills and learn new vocabularies by using GT (Habeeb, 2020).

However, there are also many disadvantages of using Google Translate. First, students were getting lazy to utilize dictionary (Yanti and Meka, 2019). In this modern era, most of people do not use dictionary anymore because it has been replaced by machine translation or online dictionary. According to the research conducted by Alhaisoni & Alhaysony (2017), some students recognized that they rely heavily on GT to help them. Second, sometimes the translation result made by Google Translate is not always accurate and it needs rechecking (Yanti and Meka, 2019). Fitria (2021) also stated that sometimes the results of the translation are less clarity and correctness if we translate a long text. Furthermore, some words are incorrectly translated and do not match the content of the text. So, it is recommended to change the words done by the human translator by looking at the context as a whole (Napitupulu, 2017). Third, the students require internet connection to use GT (Yanti and Meka,

2019). When they live in an area provides poor internet connection or even an area which does not provide internet connection at all, it will make it difficult for them to access GT.

2.5 Google Translate in English Language Learning

Google Translate is one of the essential tools that students need to support them in their learning activities. It also has become one of the most popular machine translation used by students for language learning in recent years because of its free and effective features. Based on some studies that have been conducted by some researchers, GT can be useful for English language learning; listening, reading, speaking, and writing.

First, according to the study conducted by Bahri & Mahadi (2016), he found that most international USM students recognize Google Translate as an effective tool for speaking, writing, and reading in the Bahamas of Malaysia. In addition, the use of Google Translate was beneficial for their independent language learning because it helped the students become more engaged and more aware of their own learning. Second, Maulidiyah (2018) studied the students from English Education of Politeknik Negeri Malang and found that almost all students used GT in their learning process. They usually used GT to assist in translating, writing, learning new vocabulary, and reading comprehension. They use GT because GT is free and offers fast results for them. Third, Alhaisoni and Alhaysony (2017) did a study on the attitudes of 92 Saudi EFL university English major students towards the use of Google

Translate. They found that all the students used Google Translate for any purposes, such as vocabulary learning, writing, and reading. The students used GT for founding the meaning of unknown words, writing assignments and reading an English textbook. Last, Habeeb (2020) found that the participants of his study got a lot of vocabulary knowledge by using GT and some of them reported that a speaker button gave a benefit for pronunciation practice. Therefore, GT can be said as an effective support tool to be used in English language learning.

2.6 Google Translate and English Writing Skill

Writing is defined as a way of producing something in written form (Harmer, 2004), composing thoughts which aims to express or share ideas and experiences. Hyland (2003) also defines writing as a way of sharing personal thoughts that emphasize one's power in creating their own perspective on a topic and it is one of the most important skills that second language students need to develop.

In the writing process, in order to construct well-formed sentences, there are several aspects of writing that need to be considered, such as content, organization, language use, vocabulary, and mechanics (Pablo and Lasaten, 2018), which aims to generate ideas and organise appropriate content of writing. First, content refers to the topics or themes of writing that the writer is going to discuss and how relevant, knowledgeable, substantive the ideas are. Second, organization refers to the way the writers convey their ideas clearly,

the way of organizing the sentences and paragraphs in coherence and cohesion. Third, language use refers to effective complex construction, few errors agreement, tense, number, word order/function, articles, pronouns, preposition. It is essential for the writer to use language which is appropriate with the readers and the content of the text. Fourth, vocabulary refers to the appropriate word choice, appropriate register, and effective idioms which the writers use to convey the ideas. Last, mechanics refers to spelling (the ability of writing words in proper way and correct order of letters), punctuation (the use of symbols that makes meaning clear), and capitalization.

Writing has an essential role in language learning, especially English as a foreign language. It is considered as a difficult skill for students to master (Al Darwish and Sadeqi, 2016; Chandra and Ignasia, 2018). In this context, in this technological advancement, Google Translate can be used as an aid to help students improve their writing skills, especially in vocabulary, grammar, and spelling (O'Neill, 2012; Wirantaka and Fijanah, 2022; Chandra and Ignasia, 2018). In vocabulary aspect, most students use GT to find the meaning of words, phrases, and word choices. By using GT, students can increase their knowledge of new vocabulary and understand it based on the context. Then, GT can help students check the spelling of words during the process of writing as spelling is considered as one of the crucial aspects of mechanics. This machine translation also can be used to check grammar in order to minimize the error of the writing product. Moreover, GT can help students revise their

writing product (Garcia and Pena, 2011). This tool can be used as a checker to check their writing product in order to improve the final outcome.

2.7 The Concept of Perception

2.7.1 Definition of Perception

Perception can be defined as the way of an individual sees the world. It is the process of recognizing and interpreting sensory information to interact with the environment. According to Febriani et al. (2018), perception can be divided into two concepts; perception in a narrow sense and a broad sense. In a narrow sense, perception is defined as seeing how ones sees an object. While in a broad sense, perception is defined as a view or understanding; how a person perceives or interprets a particular object. So, a person's attitude depends on the person's perception of the object they are seeing.

According to Hendra (2013), perception is the process by which an individual understands the things around them and the environment through five senses which are influenced by experiences, so that the person is aware of what has been observed it ultimately affects his or her attitude and behavior.

According to Akande (2009), perception is concerned with understanding an issue. It is the psychological ability which aims to process and use information received through the sense organs that

affects one's actions and behavior toward an object. In other words, by summarizing and interpreting information received from a person, the person acquires an understanding by responding positively or negatively to the information.

In conclusion, perception is the cognitive process of organizing and interpreting things around him and environment which influences individual's action and behavior towards an object.

2.7.2 Types of Perception

Perception refers to the way sensory information is organized and interpreted in order to interact with the environment. According to Walters in Walgianto (2004), there are five types of perception:

1. Self Perception

Self-perception is based on self-esteem, self-concept, and self-efficacy. This means that perception is based on the (internal) intelligence of an individual. For instance, a boy can assume that he likes that girl when he feels nervous at the time of meeting that girl.

2. Environmental Perception

Environmental perception is based on the relationship individual and communities with the environment. People interpret something based on the reality with regard to the surrounding environment.

3. Learned Perception

Learned perception is a perception which is built around personality, culture, and habits. For instance, a student studying in an Eastern climate may have a negative perception of the learning style of Western students, who often raise their left hand when they want to answer the questions given by the teacher.

4. Physical Perception

Physical perception is a perception that produces a physical activity, which comes from how the eyes see and the brain processes it.

5. Cultural Perception

Cultural perception is a perception in which a culture can influence the way one sees the world. For instance, people in Western cultures see an advertisement showing a woman in a white dress (white is associated with purity) as different from Eastern cultures (white represents death).

Based on the explanation above, it can be said that there are five types of perception. They are classified according to the source of the perception coming, where the stimulus comes in order to build up the perception itself. The type of perception used in this research is self-perception.

III. RESEARCH METHODOLOGY

This chapter discusses the research method that includes research design, population and sample, data collecting technique, research procedures, instrument, validity and reliability of the research instrument, and data analysis. The research method plays a significant role in the process of conducting a research until the research results are carried out.

3.1 Research Design

Research design refers to the framework of research methods as well as techniques utilized by a researcher to carry out research for solving research question by collecting, interpreting, analyzing, and discussing the data. According to Creswell (2014), research design is the specific procedure involved in the process of the research: data collection, data analysis, and report writing.

This study employed descriptive quantitative method. Quantitative descriptive research is a method used to examine a population or a spesific sample which uses research instruments to collect the data and analyze the data by quantitative or statistical to describe and test specified hypothesis (Sugiyono, 2013). The descriptive quantitative method was chosen because this research

aimed to investigate the perceptions on the use of Google Translate in the writing class.

In this study, the researcher conducted a survey research as it was appropriate for assessing thoughts, opinions, and feelings. Survey research is a method used to obtain data from certain natural (non-artificial) places, but researchers carry out treatments to collect the data, such as distributing questionnaires, tests, structured interviews and etc (Sugiyono 2013). Questionnaire consisting of 22 close-ended statements was distributed to the participants in order to investigate university students' perceptions in using Google Translate in the writing class. After the data was obtained, the results of questionnaire from the participants were displayed descriptively to answer the research question.

3.2 Population and Sample

3.2.1 Population

Population is the whole object of research. It is the entire group consisting of a set of people with a specialized set of characteristics and qualities determined by researchers to draw conclusions about. The population of this study was university students of English Education Department, University of Lampung.

3.2.2 Sample

Sample is a part of population which contains the characteristic of the population. In conducting a research, it is essential to determine a

sample as the participants of the research and purposive sampling is used as the technique sampling in selecting research participants. Purposive sampling is a technique used to determine a sample from a population that has specific characteristics in accordance with the research objective, which is expected to be able to answer the research question. In this research, the third-year students in English Education Department who were taking Academic Writing class and used Google Translate as a supporting tool in writing were chosen as the participants of the research. The total number of the participants was 70 students.

3.3 Data Collecting Technique

Data collection technique explains the methods researchers use to collect data related to research priorities. In this research, the technique used to collect data was survey method.

3.3.1 Survey Method

Survey method is one of the techniques in collecting data used to obtain data from certain natural by distributing questionnaires, tests, structured interviews and so on (Sugiyono, 2013). In this research, the questionnaire consisting of 22 close-ended statements was distributed to gather information from participants. This research used an online questionnaire using Google Form. The questionnaire invitation was distributed to the participants through WhatsApp along with a brief explanation about the purpose of the questionnaire and the link to access the questionnaire in the Google Form. Google Form was used to

ease the distribution and collection. The questionnaire containing close-ended statements was divided into two sections. In the first section, the participants were asked to fill out personal information. Then, the participants were provided some statements related to the perception of using Google Translate in writing. The questionnaire contained 22 items of three sub-indicators consisting of students' knowledge about Google Translate, the use of Google Translate, and Google Translate as a media.

3.4 Procedures of Data Collecting Technique

Procedures of data collecting technique explain the systematic process of gathering the data in a research. The process of gathering data will be described below:

1. Determining the participants of the research

The population of this research was English Department students at University of Lampung. The third-year university students were chosen as the participants of the research.

2. Making close-ended statements of the questionnaire

The questionnaire was modified from the previous studies according to the objective of the research. The researcher conducted an online questionnaire through a Google Form. The questionnaire consisted of 22 close-ended statements about university students' perceptions on the use of Google Translate in writing class.

3. Distributing the questionnaire

The online questionnaire link (Google Form) was shared through Whatsapp group and the participants were required to respond to a four-point Likert scale questionnaire with a total of 22 close-ended statements ranging from 1 to 4 (strongly disagree–strongly agree).

4. Analyzing the questionnaire

Data collected from the questionnaire (Google Form) was analyzed using descriptive statistics; putting the data into a table and analyzing the results from Google Form into the form of frequency and percentage. In this step, the researcher described all the results of the questionnaire in detail.

5. Transcribing and Interpreting the Findings

The data of questionnaire was descriptively presented and interpreted.

3.5 Instrument of the Research

The word instrument refers to a tool which is required to collect data in order to get information and answer the research questions. According Creswell (2014), the instrument was used to collect the data needed. The instrument used in this research was questionnaire.

3.5.1 Questionnaire

A questionnaire is a research tool that consists of a set of questions used to collect data from respondents. In this research, the questionnaire was used to collect the data which aimed to investigate the perceptions of university students on the use of Google Translate in their writing class. The type of the questionnaire was close-ended questionnaire, which generated a limited set of options. As the main instrument used to

answer the research questions, the questionnaire consisted of 22 closed-ended statements with four alternative answers (strongly disagree, disagree, agree, strongly agree), which was adapted from the previous studies with some modifications according to the objective of this study; Dewi (2016) and Yanti & Meka (2019). This instrument consisted of three sub-indicators in order to present the data clearly; (1) Students' Knowledge about Google Translate, (2) The Use of Google Translate in Class, (3) Google Translate as a Media.

Aspects	Number of Statement
Students' Knowledge about Google Translate	1-3
The Use of Google Translate in Class	4-14
Google Translate as a Media	15-22

3.5.1.1. Rating Scale of the Questionnaire

The rating scale has the function of finding out the results of the questionnaire. The criteria were as follows:

Scale	Criterion
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

3.5.1.2. Total Scores of Items

No	Criteria	Score	Total Items	Total Score of Items
1	Strongly Agree	4	22	88
2	Agree	3	22	66
3	Disagree	2	22	44
4	Strongly Disagree	1	22	22

The table above shows that the maximum score could be obtained is 88 and the minimum score is 22.

3.6 Validity and Reliability of the Research Instruments

3.6.1 Validity of the Questionnaire

Validity testing is useful to evaluate the items of the questionnaire, such as relevance, clarity, simplicity and ambiguity. The validity of the questionnaire was tested in two phases: content validity and construct validity. Content validity assesses whether the instrument completely contains all the items necessary to represent the target construct. Then, construct validity refers to how the items on an instrument relate to the relevant indicators. Construct validity can be assessed by using expert judgement (Sugiyono, 2013). It was done by requested the advisors to assess the relevance of each item of the instrument based on the intended purpose of the questionnaire, and also provided recommendations for the items that were judged to be less relevant. The results of the instrument testing have been approved by expert lecturers (expert judgement) for data collection

needed in research. Then, the validity test was carried out using the SPSS 25 for Windows program. The validity value could be found using the product moment correlation formula from Pearson. An item is said to be valid if the value of each item or r count is positive and greater than r table. The result of validity tes was described below.

Table 3.1
Students' Knowledge about Google Translate

Statements	r count	r table	Condition	Conclusion
X1	0.584	0.235	r count > r table	Valid
X2	0.399	0.235	r count > r table	Valid
X3	0.772	0.235	r count > r table	Valid

Source: Data results processed in 2023

Based on table 3.1, it can be seen that each question given to 70 respondents has a value of r count that is greater than r table, which means that all items are declared valid.

Table 3.2
The Use of Google Translate in Class

Statements	r count	r table	Condition	Conclusion
X4	0.577	0.235	r count > r table	Valid
X5	0.613	0.235	r count > r table	Valid
X6	0.596	0.235	r count > r table	Valid
X7	0.443	0.235	r count > r table	Valid
X8	0.538	0.235	r count > r table	Valid

X9	0.487	0.235	r count > r table	Valid
X10	0.674	0.235	r count > r table	Valid
X11	0.607	0.235	r count > r table	Valid
X12	0.441	0.235	r count > r table	Valid
X13	0.404	0.235	r count > r table	Valid
X14	0.510	0.235	r count > r table	Valid

Source: Data results processed in 2023

Based on table 3.2, it can be seen that each question given to 70 respondents has a value of r count that is greater than r table, which means that all items are declared valid.

Table 3.3

Google Translate as a Media

Statements	r count	r table	Condition	Conclusion
X15	0.540	0.235	r count > r table	Valid
X16	0.505	0.235	r count > r table	Valid
X17	0.635	0.235	r count > r table	Valid
X18	0.657	0.235	r count > r table	Valid
X19	0.362	0.235	r count > r table	Valid
X20	0.366	0.235	r count > r table	Valid
X21	0.697	0.235	r count > r table	Valid
X22	0.674	0.235	r count > r table	Valid

Source: Data results processed in 2023

Based on table 3.3, it can be seen that each question given to 70 respondents has a value of r count that is greater than r table, which means that all items are declared valid.

3.6.2 Reliability of the Questionnaire

Reliability test is the extent to which the measurement results using the same object will produce the same data (Sugiyono, 2013). It is related to accuracy and consistency. A questionnaire is reliable if it produces the same results when measurements are repeated and carried out under constant (same) conditions.

To measure the reliability of questionnaire, the researcher used Cronbach's Alpha formula as follows:

$$rx = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum a_t^2}{a_t^2} \right)$$

$$rx = \left(1,048 \right) \left(1 - \frac{17,184}{110,66} \right)$$

$$rx = \left(1,048 \right) \left(1 - 0,845 \right)$$

$$rx = 0,885$$

Where:

rx : the reliability of the questionnaire

n : total of questions

$\sum a_t^2$: total of score items

a_t^2 : total of variants

The criteria of reliability as follows:

$\alpha < 0.50$: Unacceptable

$0.50 < 0.60$: Poor

$0.61 < 0.70$: Questionable

$0.71 < 0.80$: Acceptable

$0.81 < 0.90$: Good

> 0.91 : Excellent

(George and Mallery, 2003)

Based on the data above, the result of calculation showed reliability coefficient was 0.885 and it means that the instrument of this research was reliable because the Cronbach's Alpha coefficient value is > 0.71 . An instrument is said to be reliable if value of the Alpha coefficient value is greater than 0.7 or more. Conversely, if the instrument has a coefficient value below or less than 0.7, the instrument is said to be unreliable.

3.7 Data Analysis

3.7.1 Data Analysis of the Questionnaire

To investigate the students' responses toward the use of Google Translate in their writing class, descriptive statistics were used to analyze data by using the following steps:

1. Tabulating the students' responses from the questionnaire using the Likert Scale.
2. Analyzing the mean and percentage of the questionnaire.
3. Presenting the results of data analysis descriptively and interpreting in an understandable and convenient way.
4. Drawing the conclusion based on the data analysis.

3.7.2 The Percentage of the Questionnaire

The following formula was to find out the number of respondents' answers through the percentage that was typically used.

$$P = \frac{f}{n} \times 100\%$$

Where:

P : Percentage

f : Frequency of each answer

n : Total number of respondents

(Sugiyono, 2013)

3.7.3 Perception Score Interpretation Guideline

No	Score Range (%)	Category
1	0 – 25	Very low
2	26 – 50	Low
3	51 – 75	High
4	76 – 100	Very high

(Riduwan, 2010)

Based on the explanations above, this chapter discussed the main point related to the design and procedures of the research which are used in this research; research design, population and sample, data collecting technique, procedures of data collecting technique, instrument of the research, validity and reliability of the research instrument, and data analysis.

V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research and suggestions for English Education students, future researchers, and English teachers.

5.1 Conclusion

Based on the results of the research on university students' perceptions in using Google Translate in academic writing class, it can be concluded that students have a positive perception toward the use of GT. GT is beneficial for students as an assistance in their writing process. It is used by many students for any purposes, such as translating words, sentences, and paragraphs. GT has some advantages, such as easy and fast to access, translating words and sentences correctly, enriching vocabularies, and checking the spelling of words. The result of the translation is also understandable. In other words, it can be said that GT can help students improve their writing skill. Nevertheless, students also realize that GT has disadvantage which is the accuracy of the translation result. GT has limitation in translating paragraphs and it cannot help students in grammar. Therefore, students always check their works and they do not really rely on the use of GT during the process of writing because not all writing processes require its use.

5.2 Suggestion

Based on the results of the research on university students' perceptions of using Google Translate in writing class, the researcher wants to give some suggestions for the readers, especially English Education students, future researchers, and English teachers.

1. English Education Students and Other University Students

Google Translate is a supporting tool which can be used in the writing process. GT has some benefits, but it also has drawbacks. Students are recommended to revise or re-edit the translation to improve the quality of the writing by having good knowledge of grammar and vocabulary both in source language and target language. They also can consult the proofreader.

2. Further Researchers

Further researchers are recommended to explore the perceptions of university students in using Google Translate in a larger sample to gain deeper insights about GT by distributing questionnaire and also conducting interview. They are also recommended to provide the statements of the close-ended questionnaire clearly, so there will be no misunderstanding about the statements because those are the limitations of this study. It is also better for the further researchers to provide some strategies to overcome the drawbacks of GT. So, students are able to use GT effectively. Besides, further researchers can also do another research on the use of GT in the context of writing and also in the context of revising English documents.

3. English Teachers

English teachers may use Google Translate to check or compare students' work of translation to the one that produced by GT.

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