STUDENTS' PERCEPTION ON GOOGLE TRANSLATE AS A MEDIA FOR TRANSLATING ENGLISH MATERIALS

(Undergraduate Thesis)

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ABSTRACT

STUDENTS' PERCEPTION ON GOOGLE TRANSLATE AS A MEDIA FOR TRANSLATING ENGLISH MATERIALS

By

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This research aims to describe students' perceptions of using Google Translate to translate English material. In this research, researchers used the ex-post facto method. The methodology used is quantitative, using a questionnaire with 40 Likert rating statements with 5 choices: strongly disagree, disagree, neutral, agree, and strongly agree. The population in this research was English Language Education Students at the University of Lampung, and the sample consisted of four batches, namely the 2019, 2020, 2021 and 2022 classes. Data analysis was tested using the Rasch model via Winsteps software. Interesting findings were found that students showed different response patterns, while item analysis showed that there were six mismatched items and items in one construct measuring the same logit instrument with unidimensional and multiple item requirements as well as assessment validity, which indicated that ranking simplification would produce more measurement results. right. Data shows that all students know about Google Translate as a medium for translating from one language to another. Students consider using Google Translate to translate and use it to learn pronunciation and increase vocabulary. This means that students know other functions of Google Translate. In the learning process, students of the English education study program have a lot of English language material. In understanding English material, students admitted to using Google Translate to translate it into Indonesian and vice versa.

Keywords: *perception, google translate*

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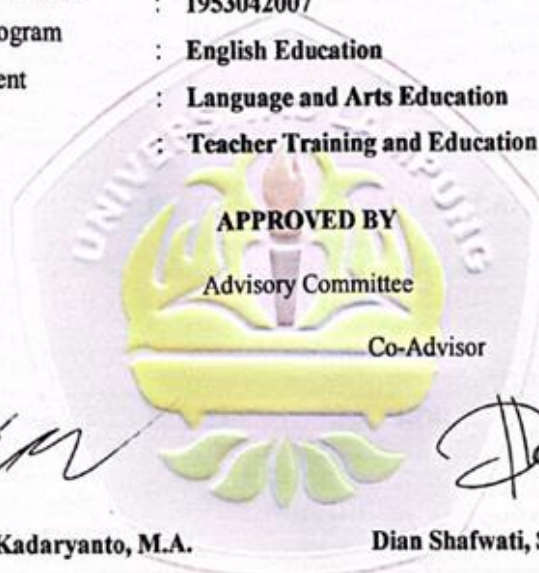
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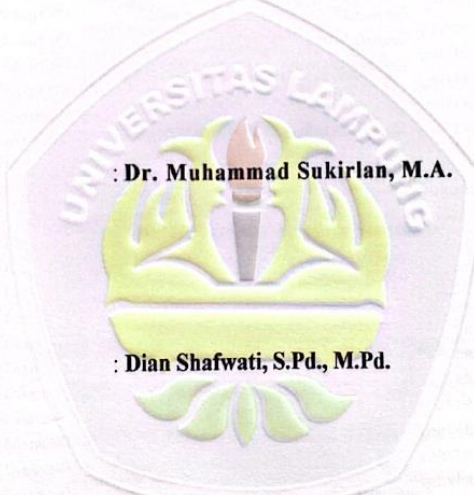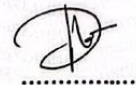1. **Examination Committee**

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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.

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CURRICULUM VITAE

Diva Aprisa Pangestika was born in Gunung Madu Plantations on April 2nd, 2001. She is the first of two children of the affectionate couple, The late Mr. Bagiyo and Mrs. Lena Maryani.

She began her study at TK Abadi Perkasa and graduated in 2007. She continued her study at SD Abadi Perkasa and graduated in 2013. Then, she continued her education at SMP Abadi Perkasa and graduated in 2016. Afterwards, she continued her study at SMA Kemala Bhayangkari and graduated in 2019. In year 2019, she was registered as a student of English Education Department, Faculty of Teacher Training and Education, Lampung University. During studying at the University of Lampung, she tried to teach private lessons from kindergarten to junior high school under the auspices of MM Private Solution. She really enjoyed her experience while teaching private lessons. At the end of her studies, she was able to complete her thesis by the tittle Students' Perception on Google Translate as A Media for Translating English Materials.

MOTTO

"*Allah does not burden a soul except (with that within) its capacity.*"

(QS, Al Baqarah: 286)

DEDICATION

In the name of Allah Subhanahu Wa Ta'ala, the Most Gracious and Merciful, who always praised the life of researcher. She would like to dedicate this modest work wholeheartedly to her beloved parents, grandparents, and her family as a sign of her respect and gratitude for supporting her and giving a lot of love.

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The writer acknowledge that many people have provided help and helpful suggestions in completing this thesis. Without their help, this thesis would not exist. Therefore, the writer would like to express this gratitude and heartfelt thanks to:

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Finally, the writer realizes that this work is not perfect. This study may be flawed. The writer therefore appreciates receiving constructive comments and suggestions for improvement. The author hope that this research can contribute to the development of education, readers, and those wanting to conduct further research.

Bandar Lampung, July 18^{rg}, 2023
The writer,

Diva Aprisa Pangestika

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I.   INTRODUCTION

In order to introduce this research, this chapter discusses some points including research background, research questions, objectives of the research, the use of the research, scope of the research, and definition of terms.

1.1 Background

Being able to understand another language is our current need. We can understand it by translating in various ways. In this era, everyone can learn many things easily using a smartphone and everyone needs instant things. If we need certain information, we can get the information by writing keywords on a well-known site called Google, in just seconds. Some of the information we need will appear. This Google site provides translation service facilities as well as what is known as Google Translate. Translation is not just changing one language to others, but also provide the right information to deliver the content well. According to Newmark in Pujiati (2017: 128) The concept expressed by Newmark refers more to translating not only diverting messages from the source language to the target language but also having to understand the target language the author wants to convey to avoid mistakes. The same thing was expressed by Roger T. Bell (1991: 5) who defines translation as "Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantics, and stylistic equivalences". Translation as a form of

expressing a language in another language as the target language, taking into account semantics and equivalence. This means that it is not only the message that needs to be considered when translating, but the translator needs to pay attention to the semantic and equivalence aspects. Catford (1965:20) uses a linguistic approach in viewing translation activities and he defines it as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)" namely (replacing text material in the source language with equivalent text material in another language target). In researcher's opinion, Google Translate is the easiest and most translating tool for translators of various foreign languages it can even translate words, phrases, clauses, sentences and discourses. Especially for some people who don't like to read, Google Translate is like a thick dictionary that is more updated. Because it takes a long time to translate if we use a dictionary. We only need to use our smartphones, then continue by typing a few words that we want to translate automatically. Historically, translation was carried out by someone who is bilingual and equipped with special knowledge of the topic to be translated. In the mid-20th century, textual theory and discourse analysis paved the way for modern translators who have linguistic transfer skills to apply the whole text approach (text/discourse as a whole). In carrying out translation activities. This was coupled with the digital revolution that started in the 90s and led to an increase in translation requests. In the end, translation tools emerged, which in principle are translations based on Information Technology and Communication (ICT) (Garcia, 2009: 1).

Students or learners who need theory or learning materials from foreign sources can easily obtain translations through machine translation facilities, such as Google Translator, Bing Translator, Yandex Translator, Babelxl, or Dictionary.com. Even

though there are several studies that mention weaknesses in the quality of the results of this Google Translate machine translation, the people and even students still feel the use of this Google Translate. Translation using the Google machine is very practical, fast and cheap, but not yet close to a high level of accuracy. Especially among students today who use translation services via Google because the internet can be accessed easily. However, if the translation process using the Google machine is not careful, there will be a misunderstanding of the source language due to different language patterns and structures. Machine translation is a product of humans who want their translation products to produce fast and accurate translations. However, in reality machine translation can only be used to extract translations word by word is quite fast, while in terms of accuracy or precision it still needs to be studied in more depth. The translation results from Google Translate can be used by students to better understand the context of meaning in translation. According to Santoso in Andika Derian (2010: 10-11) for students at school, machine translators are quite helpful in translating from their native language into other languages, especially English. In the world of education, one of the indicators to measure the quality of teachers is their ability to plan active, creative and innovative learning by utilizing information technology. The use of information and communication technology is currently

very useful in the learning process so that it is able to lead to flexible learning methods that are open and easily accessible to students anytime and anywhere.

According to Wuryantoro (2015: 1) thus students do not need to have any more difficulties in understanding the meaning of the context in the material. Only by copying material using the Google Translate machine, students can already know the meaning of the context. This is as stated by Wuryantoro, namely that machine translators really help students in easing the task of translating even though there are a lot of disadvantages. Before doing research, the researcher's has often done the translation process using a machine translation, so that the researcher's knows what are the disadvantages contained in the Google Translate service. The researchers found several disadvantages in Google Translate it can provide an overview of the text but cannot provide an accurate translation. According Maulida (2017: 57) For example, to translate several Indonesian sentences contained in the abstract of the journal however, considering the weaknesses and strengths it contains using the Google translate service can affect the quality of the translation. The translation should be in English is "*However, given the weaknesses and strengths it contains, the use of Google translate services can affect the quality of the translation*". The results from Google Translate are different from the sentence you want to translate as a whole, while the results from Google Translate are meant to be the following sentences which are underlined is "*However, considering the weaknesses and advantages it contains, the use of this Google Translate service can affect the quality of the translation*".

This proves that the translation results from Google Translate do not provide the right information. However, most students still rely on Google Translate in translating English material or text. Google translate can provide the right translation when the text being translated is only one word, but if the text is in the form of a sentence, the translation results are sometimes inaccurate. This has no effects on the students of Lampung University so that until now they still use Google Translate in working on a text.

Maulida (2017: 64) in her research also tries to analyze student perceptions but focuses more on English texts as the source language and has English material ready for translation. With this research it was revealed that some students used Google Translate to translate text only, few of them used Google Translate to learn pronunciation or to add vocabulary or synonyms. So the conclusion in this study is that students missed other functions of machine translation. This means that not only is the message that needs to be considered when translating, but the translator needs to pay attention to the semantic aspects and also the equivalence. Translation is the interpretation of the meaning of the text from the source language to produce equivalent texts in the target language that communicate similar messages. Now people just have to use their smartphones, and they can keep translating texts into their own language by simply holding their hands. Not only that, people no longer have to type to look up the meaning of a word, you can just say it, and the translation results will appear automatically. Google Translate, like any other automatic translation tool, has some limitations. It helps the reader understand the general content of the foreign language text, but does

not provide an accurate translation. Google translates using an approach called statistically-based translation. Developing a two-language statistical machine translation system requires a

collection of bilingual texts of over one million words in two languages and two more text collections of over one billion words in each language. Translated results using Google Translate can provide a general description of the text, but cannot provide an accurate translation if a non-default language is used. Based on the researcher's experience, almost all students and students use Google Translate as a tool for translators in learning English, for this reason the researcher is interested in describing students' perceptions on Google Translate as a media for translating English materials.

1.2 Research Question

In line with the background stated earlier, the researcher formulates the following research questions:

1. How is students' perception on Google Translate as a Media for Translating English Materials?

1.3 Objectives of The Research

Based on the research questions above, the objectives of this research are formulated as follows:

1. To find out students' perception on Google Translate as a Media for translating English Materials at Lampung University.

1.4 Uses of The Research

In relation to the objectives of the research, the findings of the study may be useful both theoretically and practically:

1. Theoretically

   It can support previous research and can be used as a reference for researchers who want to conduct this research.

2. Practically

   It can be useful for researchers because this research can develop knowledge about the use of Google Translate material and also know the benefits for students.

1.5 Scope of The Research

This research used Ex-post facto method. The researchers obtain the data in the Lampung University. The subject of the research are 2nd to 8th semester.

The data need in this are 70 students. The data collecting are divided into two main steps. In the first step the researcher spread the questionnaire. The participant is completed the questionnaire asking about the use of Google Translate focusing on perception, problem, effectiveness and weakness.

1.6 Definition of Terms

In this study, some terms appear frequently in the explanations of each chapter.
These terms became the core of this study, such as:

1. Translation

   According to Wills in Choliludin (2007: 3) translation is a procedure which
   leads from a written source language text to an optimally equivalent target
   language text and requires the syntactic, semantic, stylistic and text
   pragmatic comprehension by the translator of the original text.

2. Google Translate

   According to Arifatun 2012 Google Translate is an automatic translation
   tool, has several limitations. Although it can help the reader to understand
   the general content of foreign language texts, it does not provide accurate
   translations.

3. Media

   *Media are the communication outlets or tools used to store and deliver information
   or data*

4. Perception

   According to Sarwono (2011) Perception in general is the process of
   obtaining, interpreting, selecting, and organizing sensory information.

II. LITERATURE REVIEW

This chapter discusses the literature review that was used in this study. It consists of the previous study, the definition of translation, translation process, types of translation, translation strategy, problems in translation, definition of Google Translate, features of Google Translate, benefit of Google Translate, Google Translate in learning English, advantages and disadvantages, perception theory, types of perception, students' perception and theoretical assumption.

2.1 Previous Study

In the findings of relate previous studies, the researcher has some relevance to previous research that supports this research as a comparison as follows: Alam (2020) in his research state that there is a positive response in increasing vocabulary mastery and pronunciation. This improvement is indicated by the better ability of users to understand foreign language texts and pronounce the correct vocabulary. Besides that, it helps speed up vocabulary mastery because it can be use directly and practically, without the need to use an English dictionary. It means that the use of Google Translate as a learning medium can improve one's vocabulary mastery and pronunciation.

Krisna (2020) in his research, researchers want to prove whether Google Translate can help people improve their translation skills or not. Based on the results of the researcher's field observations, the increase in the mastery and pronunciation of the community's vocabulary is help by the Google Translate application. The advantages of the Google Translate application, such as being fast and light, have made the learning community switch from using print dictionaries. Even though there are lacks to this application the learning community still have a positive perception of its use. The strategy that can be use when translating text using Google Translate is by translating sentence by sentence because the use of long sentences only makes the translation structure produce by Google not have good readability. For the community, Google Translate can be use, both for learning understanding vocabulary, sentence structure, and how to pronounce words because learning from language mistakes is one way to understand vocabulary, get better word structures and know how to pronounce English correctly.

Maulida (2017) in her research all students know about Google Translate as a service for translating from one language to another. Nevertheless, they can be used to learn pronunciation. There was only one student who cite other uses of Google Translate besides translating, which is to learn pronunciation and increase vocabulary. They are greatly helped by this application to discuss lecture material delivered in English, to understand which they have to translate it first. Google Translate that contains the application is much simpler than having to carry a dictionary with you. Some students know how to use the Google Translate application correctly by entering the vocabulary they want to translate and then

translating it manually with consideration of grammar, word selection and others. To translating sentences, they also still include words not one sentence. So, if they have to translate paragraphs then they translate by looking for the meaning of unknown words then combining them by paying attention to grammar and so on. However, some students still do not understand the working system of the Google Translate application. They don't understand that the working system of this application is translating words. Therefore, there are still students who translate sentences using Google Translate by directly entering the translated sentences and then trying to match the translation results with the context. Based on the findings of previous relate research, researchers can conclude that the similarity of this study with previous studies is to determine its usefulness Google translator. While the difference between this research and previous research is that researchers focus on the easiness and ability of Google Translate in Translating English Material.

2.2 Translation

2.2.1   Definition of Translation

According to Catford (1969:20) translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). According to Nida and Taber (1969:12) Translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style. The definition of translation according to Dubois, states that Translation is the expression in another language (or target language) of what has been expressed in another, source

language, preserving semantic and stylistic equivalences (Dubois in Roger T. Bell, 1993:5)

2.2.2   Translation Process

Translation is an activity to transfer messages from the source language into the target language. Generally, the translation process begins with reviewing entire text before starting to translate it. After getting an idea of the contents of a text message, the translator can break it down into parts of the text, the size and type of units will depend on the nature of the text, its length, level of difficulty, and also depending on the temperament and ability of the translator. According to Nida and R Taber (1976) in Surya Winata and Heriyanto (2003) explain detail in four stages of the translation process that must be carried out by the translator, which are:

a. Analyzing the source language text (SL)

In this stage the existing sentences are analyzed according to grammatical relations, according to the meaning of words or word combinations, textual meanings, and even contextual meanings.

b. The transfer stage

In this stage the material or message that has been analyzed and its meaning understood earlier is processed by the translator thought from the source language (SL) into the target language (TL).

c. The restructuring stages

In this stage the translator tries to find the appropriate equivalent words, expressions and sentence structures in the target language (TL) so that the

contents, meanings and messages contained in the source language (SL) text can be fully conveyed in the target language (TL).

d. Evaluation and revision stages.

Translation results in the target language are evaluated or readjusted with the source language text. If it is still not appropriate, then a revision is made.

2.2.3   Types of Translation

Translation is the process of transferring one language to another. For example, from source language to target language. Translation does not only pay attention to structure, but also meaning. Jacobson in Susanto has three types of translation they are Intralingual translation, Interlingual translation, and Intersemiotic translation. Intralingual translation carried out in the same language. This translation translates into a language by re-communicating a meaning with different texts in the same language. For example, an unfamiliar Indonesian text is translated again with a more general choice of words. Interlingual translation is translation from a source language to a target language. This translation transfers the text outreach into other languages both in its meaning and form. This interlingual translation is known as translation in general. For example, translation from English to Indonesian. Intersemiotic translation is a translation from verbal into non-verbal language (written). This translation is easily found in film subtitles. For example, the actors in the film speak English, while the subtitles are in Indonesian. This is a language

transfer from verbal to non-verbal language. In the translation process, translation involves two equivalent messages in two different codes and two different cultures. (Jacobson in Susanto). According to Aisyah (2021) requires them to focus more on it, because it looks at the proper translation process. It is like translating from one language to another by means of several verbal signs. Based on the explanation above, it can be concluded that translation is not only applied to translation into different languages, but can be applied to the same language. Even the transfer from verbal language to written language is also called translation.

2.2.4 Translation Strategy

According to Loescher (2019) translation strategy is part of the translation process. A translator needs a way to understand the meaning of the text. The way to make translation easier is by using strategies. When having difficulty translating text, translation strategies are needed. Seguinot (2019) said that there are three strategies adopted by translators, which are translating without stopping as long as possible, correcting errors that are immediately visible, and monitoring errors qualitatively and stylistically in the translated text at the revision stage. According to Jaaskelainen (2007) he considers a relationship between the translation process and the translation product itself so it divides the translation strategy into two parts, which are strategies related to what happens in the text and strategies related to what happens in the translation process. However, the most commonly known and applied translation strategies are literal translation and free translation. This literal translation strategy focuses on word by word, while free

translation refers to translations that are more creative and seek equivalence that goes beyond the actual meaning of words (Sun, 2012). On the other hand, the local strategy is intended for dealing with specific problems that must be aligned with the global strategy that has been chosen earlier. As a result, local strategies are related to certain translation techniques which then have an impact on the results of the translation and the micro units in the text. In other words, local strategy is a translation technique. (Bernardini, 2001) The definition of global and local is more or less the same as stated by Chesterman (1997) where the global strategy is applied in an effort to overcome "how to translate the text as a whole" while the local strategy is applied in an effort to overcome "how to translate certain structures, ideas or content" (Plonska, 2014:68). The translation method is divided into two general strategies ones are direct or literal translation and oblique translation. Vinay and Darbelnet (2019), the most appropriate word for classification of translation techniques is the procedure for the classification concept. There are seven procedures classified in two groups which are direct and oblique as free translation. This translation is only possible if the two languages are closely related;

a. Borrowing

Borrowing is a simple procedure. In this procedure the source language is switched directly into the target language. The borrowing procedure requires a translation technique in which the translator borrows words or expressions from the source language. The loan can be pure borrowing or naturalized borrowing.

For example:

Source Language   : My brother bought a *sandwich* yesterday

Target Language   : Saudara laki-laki saya membeli *sandwich* kemarin

b. Calque

According to Molina dan Albir (2002: 510) is "Literal translation of a foreign word or phrase; it can be lexical or structural". The difference is that the translator uses the calque technique to bring the context in the source language (SL) into the target language (TL). But actually the target language also has the meaning of the words translated using the calque technique. If borrowing is used when the target language does not have an equivalent word, then calque is used when the word still has an equivalent meaning but the translator tries to defend it for the benefit of bringing the context of the source language into the atmosphere of the target language.

For example:

Source Language   : *General Assistant*

Target Language   : Asisten Jendral

c. Literal Translation

According to Molina and Albir (2002:510) literal translation is "To translate a word or an expression word for word". Literal translation is also known as a literal translation technique. Literal means that a translation is done using literal translation techniques will only translate words. But in terms of meaning, the message conveyed may not be conveyed. This translation technique is done by translating SL text into TL directly with a little adjustment to TL.

For example:

Source Language : *I love you*

Target Language : Aku cinta kamu

Source Language : *Killing two birds with one stone*

Target Language : Membunuh dua burung dengan satu batu

d. Transposition

According to Molina and Albir (2002:511) is "To change a grammatical category". The transposition technique is a technique that is carried out to change the grammatical structure, change the location of adjectives or even change the plural form to singular with the structure of the target language. The difference is the calque technique only translates words and phrases. Meanwhile, the transposition technique can change more than just a phrase, starting from the grammatical structure, changing the location of adjectives or even changing the plural to singular.

For example:

Source Language : *Let's* get Little Star home to the moon

Target Language : *Antar* bintang kecil supaya kembali ke bulan

e. Modulation

According to Molina and Albir (2002:510) is "To change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural". Modulation is a translation technique that changes the point of view, focus or

cognitive category in the source language text, this technique can be realized either lexically or structurally.

For example:

Source Language   : You are going to have a *baby*

Target Language   : Kamu akan menjadi *ayah*

Source Language   : My bread was eaten by him

Target Language   : Dia yang makan rotiku

f. Equivalance

According to Molina and Albir (2002:510) are: "To use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL". Translators use this technique when there is the same situation but expressed in different phrases or sentences. This technique is also known as conventional translation techniques, where the translator uses expressions found in the dictionary or those that are commonly used in everyday life.

For example:

Source Language   : Overseas from coast to coast

Target Language   : Menyebrangi setiap lautan

Source Language   : Sincerely Yours

Target Language   : Hormat kami

g. Adaptation

Adaptation is changing the cultural reference when a situation in the source culture does not exist in the target culture. Adaptation occurs when something

specific to one language culture is expressed in a totally different way that is familiar or appropriate to another culture of language, it is a shift in the cultural environment. Moreover, this achieves a more familiar, and comprehensive text. Adaptation also replaces a source text cultural element with one from the target culture. It is similar to Equivalence in the way that the translator seeks to render the source language into the target language whilst ensuring it is just relevant and meaningful as the original was.

For example:

Source language   : Dear

Target language   : Dengan hormat

Source language   : Baseball

Target language   : Kasti

2.2.5   Problems in Translation

There are four problems in translation:

a.   Translate the original meaning

Many students make the mistake of translating texts word for word.

b.   Using the wrong words

Students often use vocabulary in the wrong context. There are certain words that cannot be translated into other languages. Students often find it difficult to distinguish words that refer to a certain gender. Although in Indonesian there is no difference between male and female gender.

c.   Use of inappropriate language style

Students may not fully understand the styling aspects of a text. Because they are not familiar with the target language style, they interpret the document without using the correct style. This will change the core of a script. For example, the script of a legal document will sound very different from the scripts of a film.

d.   Grammatical error

The structure of Indonesian and English has different patterns/structures, so it is often confusing for students who don't have a good understanding of the two languages. For example, the use of verbs in Indonesian is relatively easier to understand because there is no change in either past, present or future situations. In contrast to verbs in English which will change if adjusted to the adverbs of time used.

2.3 Google Translate

There are many translation machines connected to the internet, both paid and not. Google Translate, Bab.Ia Translator and iTranslate. Each of these translation machines has its own advantages and disadvantages. One of the most well-known and most accessible translation engines is Google Translate. According to Precup-Stiegelbauer (2013: 1) someone who uses the Google Translate engine can easily translate a document from one language to another. Google Translate is the translation machine that has the most users in the world. Besides Google Translate there are other translation engines, namely Bab.Ia and iTranslate.

Bab.la Translator can help users translate more than 70 languages in the world. Bab.la Translator is equipped with a voice recognition feature and the URL of a site you want to translate. However, the number of words that can be translated is only 1,000 words. Bab.la Translator also provides a dictionary feature to look up vocabulary alphabetically, a phrase feature, to a game or quiz feature that can make it easier for users to understand English. iTranslate is a translator site originating from Australia. Users can translate more than 80 foreign languages. iTranslate is also equipped with voice and text detection features in images. However, this site does not yet provide a document translator feature. From the description above, it can be concluded that Google Translate is more excellent to compare with the two translation machines because apart from being easy and fast, and Google Translate is the translation machine that has the most users in the world.

### 2.3.1 Definition of Google Translate

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. Another definition about Google Translate by (Arifatun, 2012) Google Translate is an automatic translation tool, has several limitations. Although it can help the reader to understand the general content of foreign language texts, it does not provide accurate translations. Google translate also has several benefits as a translator. This is actually a main function, namely as an online translator, especially Google Translate Indonesian English, which is indeed widely used in Indonesian English translation activities. According to Bayu

(2020) said that Google Translate is a tool that helps speed up mastery of vocabulary because, it can be used directly and practically, without the need to use an English book dictionary. According to Alam (2020) Google Translate is use as a tool to give meaning to words in the material being taught to students. Another use of Google Translate apart from translating is to learn pronunciation and increase vocabulary. Users will be very helpful with this application to understand subject matter in foreign languages which to understand they have to translate first. Google Translate in the form of an application is of course much simpler than having to carry a dictionary. In application provide translation solutions with Google Translate so that the resulting translation is commensurate and in accordance with the target language.

2.3.2 Features of Google Translate

There are many features of Google Translate, but this is general features of Google Translate as follows:
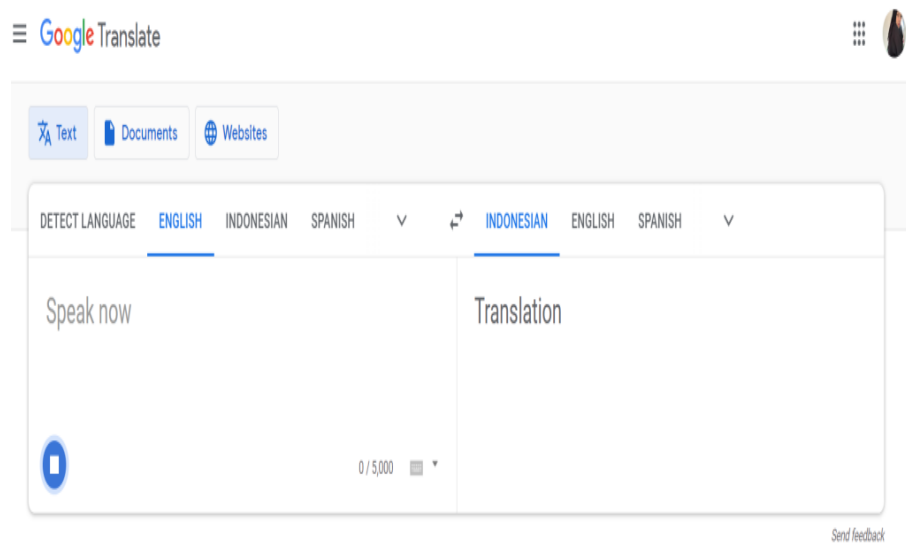
a. Typing to Translate
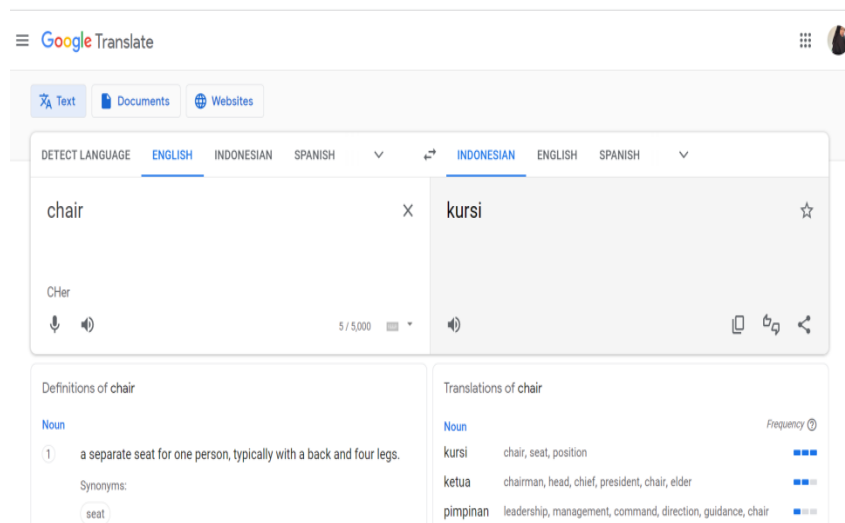
Figures 2.3.2 1 Typing to Translate

Type to Translate is a powerful tool that Google Translate users are used to. You can translate words or sentences by typing them. Make sure the words you type are in accordance with the language availability of Google Translate.
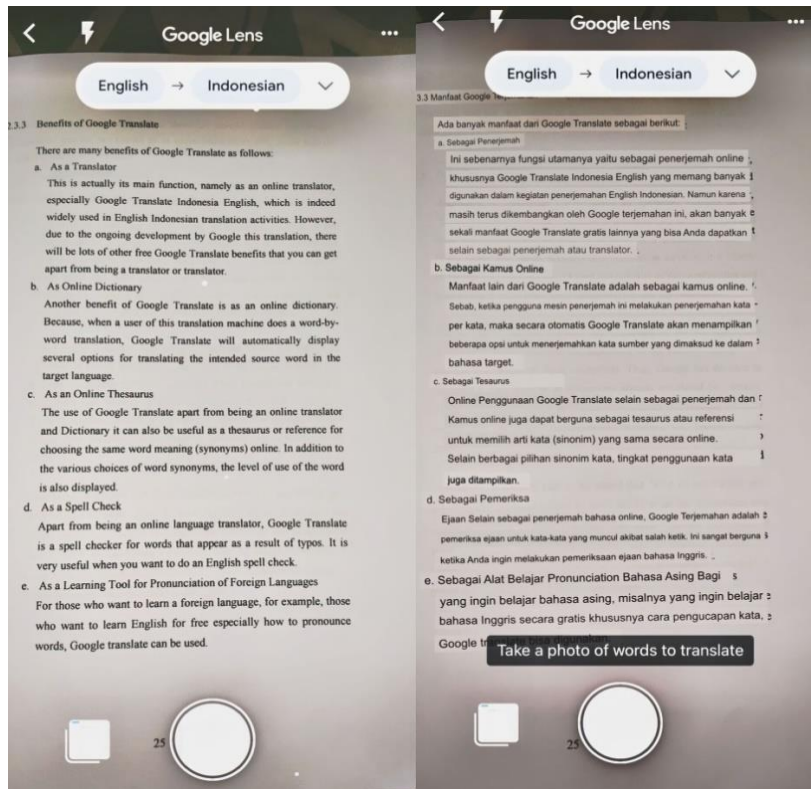
b. Speak to Translate

Figures 2.3.2 2 Speak to Translate

As the name implies, this feature of Google Translate can translate words or sentences using only voice. All you have to do is click on the microphone icon in the bottom corner and continue by speaking the word or sentence you want to translate. Make sure the sound is clear.

c. Camera Translation

Figures 2.3.2 3 Camera Translation

This feature makes it easier for you to translate languages because it can only need to rely on the camera. To enjoy the Camera Translation feature, all you have to do is point the camera at the object you want to translate. Furthermore, the Google Translate system will automatically translate according to your preferred language.

d. Write to Translate
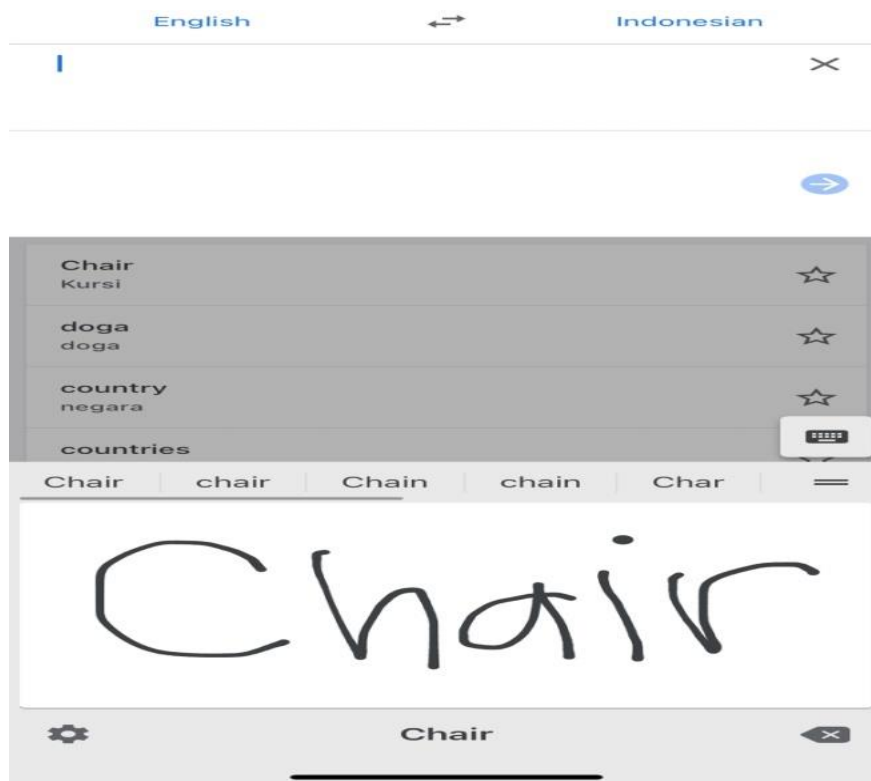
Figures 2.3.2 4 Write to Trasnlate

Write to Translate or Handwriting is the next advanced Google Translate feature that you must try. This feature is special because it can translate handwriting. The Write to Translate or Handwriting feature is usually used to translate specific words. Before trying this feature, you must first select the Handwriting menu. This feature has a ballpoint pen icon located at the top right of the screen.

e. Google Translate Offline
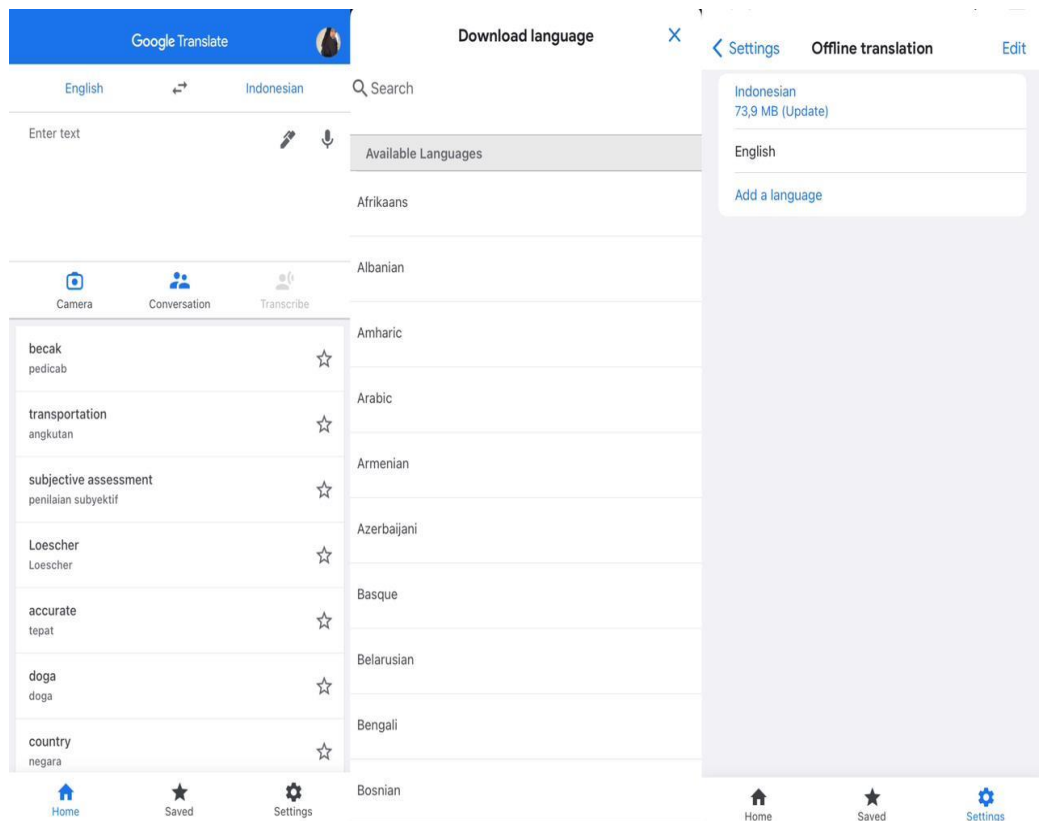
Figures 2.3.2 5 Google Translate Offline

Google Translate is a service application that requires internet, but apparently,
Google Translate also has a translation feature that can be used offline. The
system is similar to storing a language database in a cellphone so there is no need
to access it from Google servers. In other words, this application needs to
download the language database first.

f. Document to Translate
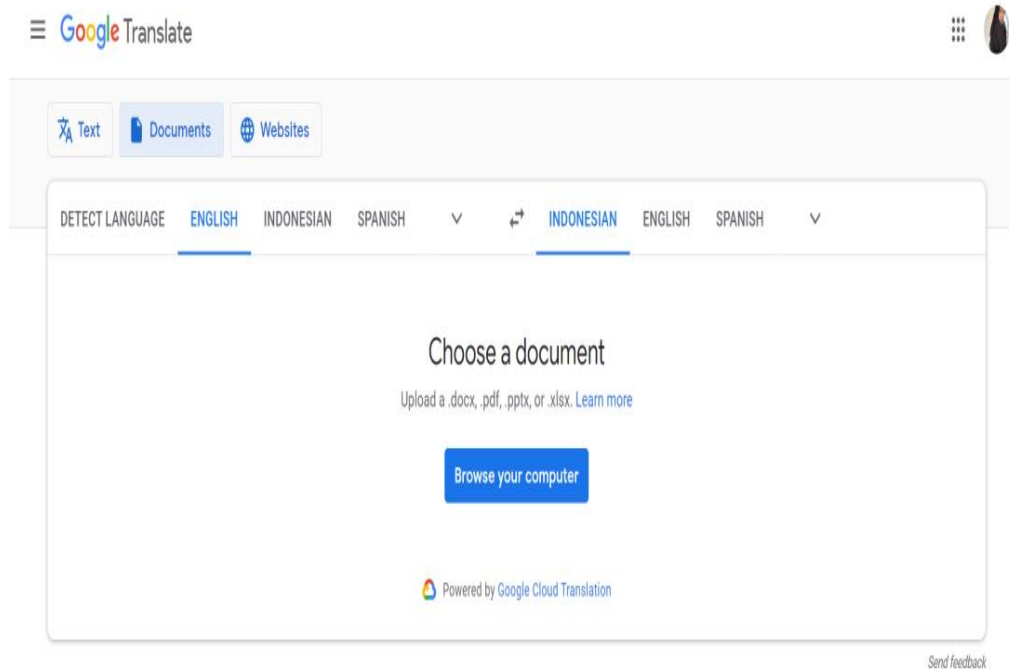
Figures 2.3.2 6 Document to Translate

This feature makes it easy for you to translate a document. To use this feature, you simply select the document option and then select the document you want to translate, usually in the form of Ms. Word or PDF. Furthermore, the Google Translate system will translate automatically according to the language of your choice.

g. Site to Translate

Figures 2.3.2 7 Site to Translate
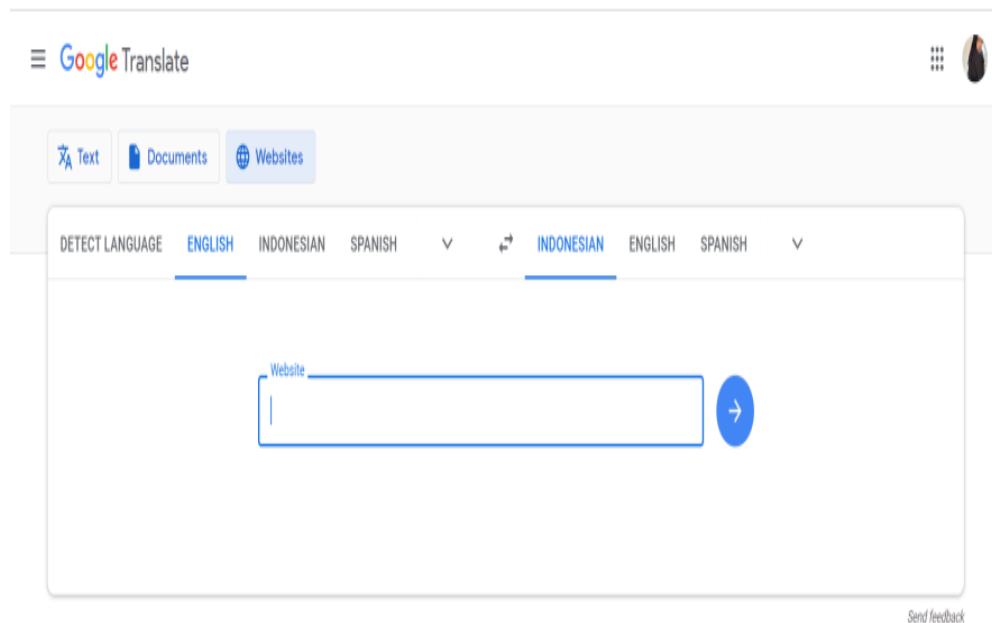
This feature makes it easy for you to translate a sentence or document that is still on the site. To use this feature, you simply select the site option and then paste the URL you want to translate. Furthermore, the Google Translate system will translate automatically according to the language of your choice.

2.3.3 Benefits of Google Translate

There are many benefits of Google Translate as follows:

a. As a Translator

This is actually its main function, namely as an online translator, especially Google Translate Indonesia English, which is indeed widely used in English Indonesian translation activities. However, due to the ongoing development by

Google this translation, there will be lots of other free Google Translate benefits that you can get apart from being a translator.

b. As Online Dictionary

Another benefit of Google Translate is as an online dictionary. Because, when a user of this translation machine does a word-by-word translation, Google Translate will automatically display several options for translating the intended source word in the target language.

c. As an Online Thesaurus

The use of Google Translate apart from being an online translator and Dictionary it can also be useful as a thesaurus or reference for choosing the same word meaning (synonyms) online.

d. As a Spell Check

Apart from being an online language translator, Google Translate is a spell checker for words that appear as a result of typos. It is very useful when you want to do an English spell check.

e. As a Learning Tool for Pronunciation of Foreign Languages

For those who want to learn a foreign language, for example, those who want to learn English for free especially how to pronounce words, Google translate can be used.

Based on the information above, there are several benefits of Google Translate that are not known to its users. Most users only know that its main function is to translate.

2.3.4   Google Translate in Learning English

According to Medvedev (2016) being an important member of the "Google family", Google Translate is probably one of the easiest and most accessible tools to help users meet their translation needs. It offers quick and rather accurate dual translation services in a variety of languages, students have found the benefits of this application and tend to use it more often both inside and outside the classroom. The Google Translate creators are cognizant of all the challenges involved in proper translations, especially in the cases of exceptions, and the exceptions to those exceptions. Thus, Google has decided to interpret a vast number of documents already translated by humans. These documents consist of a variety of sources that include different books, UN materials, miscellaneous websites, etc. (Asmitazkirah, 2019). According Medvedev (2016) he stated that "One of my former pre-intermediate students agreed to write his view on the advantages and disadvantages

of Google Translate. The followings are what Rashid wrote based on Medvedev's research: Bad in Google Translate: 1. Long texts are translated incorrectly. 2. Voice translation is unclear. 3. Some languages have no audio translations.

2.4 Advantages and Disadvantages

As a service, Google Translate is created to assist in translating. Google Translate is able to translate vocabulary quickly. Many words previously not found in the dictionary can be found in Google Translate. According to Maulida (2017) it can also allow its users to translate into various languages. So, with this application, students can save more because they don't need to buy a dictionary to translate

into a language. In addition, Google translate also allows users to learn pronunciation. Based on the statement above, this is an advantage that greatly benefits its users when compared to using a dictionary. According to Maulida (2017) Google Translate also has weaknesses. The system that exists in it makes Google Translate translating word by word without considering the word structure. So that the translation of a sentence has a very different meaning compared to the original meaning. In other words, Google Translate is translating a vocabulary so it is very possible for errors to occur if what is translated is in the form of sentences.

2.5 Perception

According to Sarwono (2011) Perception in general is the process of obtaining, interpreting, selecting, and organizing sensory information. In psychology, perception can also be interpreted as the process of obtaining, interpreting, and organizing sensory information about other people. What is obtained, interpreted, selected, and regulated is sensory information from the social environment and the focus is other people. According to Yazid (2017) stated that perception is an internal process that allows a person to choose, organize and interpret stimuli from its environment and these processes affect its condition. Perception is the activity of perceiving other people and what makes a person recognizable. Through perception, individuals try to find out about other people. Perception can also be interpreted as learninfg how individuals form impressions and make inferences about other people (Telford, 2008).

According to Richard (2008) Perception is a stimulus process that can come from outside the individual, but can also come from within the individual concerned. In perception containing activities that are integrated, then everything that exists within the individual such as experience, thinking ability, and other aspects that exist within the individual will have a role in that perception. Based on some of the perception of understanding by some of the expert above, it can be concluded that perception is a way of thinking, working and behaving in a person who is formed by the five senses and is influenced by the experience has owned.

2.5.1 Perception Theory

Perception theory according to Demuth (2013), perception is a process to obtain information that consists of two basic groups, namely the theory of direct perception (bottom-up) and the theory of indirect perception (top-down). Direct perception

(bottom-up) is tangible information or facts by which sensory qualities determine or influence our final perception. Sensory input is people's views about something or experiences that happen to us and determines further processing. Meanwhile, indirect perception (top-down) is an opinion that is under the knowledge we have without having experience. This type of classical perceptual experimentation is well-suited to fields where all subjects behave similarly, have an accurate vocabulary to describe their experiences, and are fairly brief inexperience followed by explainable intervals (Broadbent, 2013). According to Dewey and Bentley (1949) in Lang (1987:89) emphasizes the role of experience in perception

and focuses on the dynamic relationship between humans and the environment. Perception is considered as a transaction in which environment, observer and perception are interdependent. This theory makes a number of assumptions as follows:

a. Perception is multimodal

b. Perception is something active and not a passive process.

c. Perceptions cannot be explained by dividing behavior into perceivers and perceived.

d. Perception cannot be explained relating to conditioned responses to stimuli.

e. The relationship between people and the environment is something dynamic.

2.5.2 Types of Perception

According to Bimo (2015: 15) there are several types of perception, namely perception through the sense of hearing, perception through the sense of smell, perception through the sense of taste and perception through the sense of skin or taste. Meanwhile, according to Irwanto in Bimo (2015:15) in his book entitled *"Pengantar Psikologi"* there are the types of perceptions:

1) Positive perception, namely the perception that describes all knowledge and responses that are in harmony with the object of perception which are continued by efforts to utilize it.

2) Negative perceptions, namely perceptions that describe all knowledge and responses that are not aligned with perceptual objects. This will be continued with certainty to accept or reject and oppose all the efforts of the perceived object.

Based on the description above, it can be concluded that perception comes from the five senses, if the perception is aligned with knowledge then it is said to be a positive perception, but if the object of perception is not aligned with knowledge then it will be a negative perception.

2.5.3   Visual Perception

Visual perception plays a very important role because this process shows a person's ability to selectively follow, be aware of, absorb meaning or meaning from the visual appearance around him. It also believes that humans are used to thinking

visually or having visual images in their brains, even though the information received is in the form of verbal (Riebel, 1994). Based on the opinion above, it can be concluded that visual perception can influence the way in which a form is imagined in one's mind, which is influenced by previous knowledge and experience, even though verbal messages are conveyed.

2.5.4   Students' Perception

Perception of student learning is something that is very important in the learning process. Perception of student learning is a student's point of view or understanding of material or information that has been received by students when learning activities take place. This learning perception is also how students understand and respond to subject matter that has been transferred through the learning process. Perception or acceptance of material by students in learning It is

very important to ensure that students have a strong perception and correct understanding of the material. Good and correct perception or understanding of the material will make students able to understand the subject matter so that they can achieve competence and learning objectives. This perception can be said to be the result of students' thinking or cognitive aspects where through the formation of student perceptions it will affect how students behave or affective aspects to how students act or psychomotor aspects. According to Slameto (2010: 103-105) wrong understanding of the material or student perceptions can lead to misunderstanding by students. Students may apply these wrong perceptions in everyday life which can further make students wrong. Therefore, it is very important for teachers to be able to convey material properly and correctly so as not to cause wrong perceptions.

2.6 Theoretical Assumption

Translation has three layers of meaning relate to result, process and concept. On the other hand, Translation is converting the content from one language to another and trying to translate the content from the source language to the target language with the same content. Using several types of text translate by Google Translate as a translation tool is not work very well. For this reason, the researcher's want to prove whether using Google Translate is effective for the students of Eighth semester students of English Education Study Program.

III. METHODOLOGY

This chapter presents the research methods which cover research design, population and sample, instrument of the research, data collecting technique, data analysis, and validity and reliability.

3.1 Research Design

This research is a type of ex post facto quantitative research which is a systematic empirical investigation in which scientists do not control independent variables directly because the existence of these variables has occurred, or because the variable basically cannot be manipulated. Ex-post facto research is a method that is widely used and is a useful method that can provide a lot of valuable information for decision making in the field of education. The term ex-post facto indicates that a change in the independent variable has occurred and the researcher is faced with the problem of how to determine the cause and effect being observed. The existence of a causal relationship is based on theoretical studies, that a variable is caused or motivated by certain variables or causes certain variables (Intang, 2010). By using an ex post facto method, this study used a quantitative approach data were obtained using a questionnaire which was adopted by the researcher with the respondents Lampung University students in

semesters 2nd to 8th. Data analysis for instrument testing used Rasch model analysis software, namely Winsteps version 3.73.

3.2 Population and Sample

The population of this research is Lampung University students from the 2022-2019 class. The sample of this study was seventy students at the University of Lampung. Researchers focused on students' perceptions of using Google Translate in translating English material.

3.3 Instrument of The Research

The instrument used was a questionnaire with forty constructs with each construct consisting of two items. The forty constructs used are statements about students' perceptions of the Google Translate application in translating English material. Respondents gave answers to each item in the form of a semantic differential. The type of questionnaire use is a close questionnaire and was give indirectly (sent) to respondents via the Google form, which consist of a questionnaire with close statements to find out the response of students' perceptions in using Google Translate as a media for translating English material. The type of scale used is a *Likert* scale with 5 answer choices, namely SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree.

3.4 Data Collecting Technique

In attempt to collect the data, this research utilized an instrument in form of as follows:

a. Questionnaire

The questionnaire used was in the form of closed questions to respondents indirectly which were distributed through the Google form application.

3.5 Data Analysis

The data in this research are collect from student's questionnaire and response in interview. Since the research objectives are to find out and to describe the 2nd to 8th semester students of English Education Study Program's perception in using Google Translate in English class, especially in translating text, advantages and disadvantages of Google Translate in using Google Translate.

3.5.1 Rasch Model Analysis

Georg Rasch developed an analytical model from item response theory (or Item Response Theory, IRT) in the 1960s, which was later popularized by Ben Wright (Linacre, 2011). With raw data in the form of dichotomous data (in the form of true and false) which indicates students' abilities, Rasch formulates this into a model that connects students and items (Sumintono & Widhiarso, 2013). The Rasch model can also perform analysis for polytomous data such as that developed by Andrich, which remains based on two basic theorems: a person's ability level and item difficulty level. The Rasch model assumes that item difficulty is a trait that is influenced by the respondent's answers, and a person's ability is a trait that is influenced by item difficulty estimates (Linacre, 1999). Analysis with the Rasch model produces a fit statistics analysis which provides information to researchers whether the data obtained ideally depicts that people

who have high abilities provide patterns of answers to items according to their level of difficulty.

The parameters used are the infit and outfit of the mean square and standardized values. According to Sumintono and Widhiarso (2013), infit (inlier sensitive or information weighted fit) is the sensitivity of the response pattern to the target item in the respondent (person) or vice versa; while outfit (outlier sensitive fit) measures the sensitivity of response patterns to items with a certain level of difficulty in respondents or vice versa. In the analysis at the instrument level using Winsteps software (Linacre, 2011), if the data fits the Rasch model, then the mean square value is 1.0 while the Z-standardized value is 0.0. Meanwhile, at the level of each item or respondent, there are three criteria that must be met, namely:

Point Measure Correlation (x) : $0.32 < x < 0.8$

Outfit Mean Square (y): $0.5 < y < 1.5$

Outfit Z standard (z): $-2.0 < z < +2.0$

In the context of this item testing, an item that is not suitable (misfit) is an item that is too easy (too negative logit value) or very difficult (too high positive logit value). large) of the pattern of respondents' answers given; or the value of the three criteria resulting from analysis with the software indicates that the item does not meet the requirements, which indicates that the item does not measure the desired characteristics (Sumintono & Widhiarso, 2013).

3.5.2   Validity and Reliability

1. Validity

The concept of validity is very important in measurement instrument validity is how far the measurement by the instrument can measure what attribute should be measured. In the context of the analysis of the Rasch model, the interpretation of measurements, especially construct and content validity, can be investigated more precisely.

2. Reliability

In order to determine the reliability of the item instrument using the Rasch measurement the statistics shown indicate how the Rasch model conforms to item separation index and person separation index and the item reliability and person reliability. Rasch analysis produces individual separation index and items. The value of separation index > 2.0 is grade measurement system caused by only one or two observations, the value of between 1.5 to 2.0 is not productive for the development of measurement but not demeaning, values between 0.5 to 1.5 and the productivity measurement < 0.5 is less productive for measurement, but do not lower the grade thereby eliminating confusion and isolation of a high reliability coefficient (Linarce 2005). The reliability value of > 0.8 was accepted as a high value while the value of reliability was between 0.6 to 0.8 and the value which was less than 0.6 is not acceptable for reliability (Bond & Fox, 2001).

V.   CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher draws some conclusions regarding the results of the research conducted which have been reported and discussed in the previous chapter. The researcher also provides some suggestions for parties who contribute to support the teaching and learning process.

5.1 Conclusions

This research present on the development and validation of students' perceptions of google translate as a medium in learning English. A total of 40 statements were identified, where each construct consisted of two items arranged in this research instrument by providing five answer choices in the form of a semantic differential. As many as 70 Lampung University students from four batches voluntarily filled out research instruments. The results of the analysis using Rasch modeling show that at the instrument level, all items and respondents show a good level of reliability at the respondent's level, it appears that the pattern of responses with variants from strongly agree to disagree with the use of Google Translate as a learning media in English. The results of item tested show that there are items that are misfit and items from the same construct that have the same logit value so that the previous two items need to be rearranged, while items with the same logit need to create a new item. According to Linacre (1999) research instrument in

this study shows that it measures what it should measure, that is it fulfills the unidimensionality requirements.

5.2 Suggestions

From the findings presented in chapter four, there are several suggestions as follows:

1. In this research, most of the 2019-2022 English Education Department students agree that Google Translate is appropriate for use as a media for translating English material. Lecturers should use Google Translate as a media for language learning teachers must also use other learning media and collaborate with Google Translate to make the learning process better.

2. In this research, Google Translate makes it easier for students in the learning process. For students, students should use the Google Translate feature well in language learning so that students can increase their knowledge and abilities in language learning.

3. In this research, researchers focused on the ease of acceptance of Google Translate and the performance of Google Translate. For future researchers, it is better to focus on other cases of Google Translate in language learning and use this research as a preference to find out more about Google Translate in language learning as a learning media.

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