

Google Translate as a Learning Tool Assistance for Non-English Department Students: Student Perspectives

¹Lisa Rakhmanina, ²Melati, ³Yosi Marita, ⁴Siti Masitah

^{1,2,3,4}English Education Study Program

Faculty of Teacher Training and Education

Prof. Dr. Hazairin, SH University of Bengkulu

Corresponding e-mail: ¹lisarakhmanina83@gmail.com melatijasmine87@gmail.com
yosi@unihaz.ac.id sitivan@gmail.com

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ABSTRACT

The purpose of this study is to determine students' views of Google Translate in English learning. The key challenge of this study is how students perceive Google Translate as a translation tool in the online English learning process. Ten undergraduate students from non-English department students at Universitas Prof Dr Hazairin SH were selected as research participants. The instruments used were a questionnaire and an interview. The current research attempts to address the distinction by investigating the manner in which Google translates support for non-English department students in learning English from the perspective of the students. Even though there are numerous drawbacks to employing Google Translate, students continue to perceive it as having more benefits than drawbacks. In addition to numerous benefits, the findings also indicated that Google Translate still encounters difficulties, such as inaccurate translations of the learner's intended meaning. Another finding indicated that in order to get improved translation, it is necessary to utilize online machine translation, particularly when translating lengthy sentences. It may be inferred that the Google translation tool can be selected as the primary supplementary learning tool, especially for learning English.

Keywords: Google Translate, Learning tools assistance, students perspectives

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pandangan siswa terhadap Google Translate dalam pembelajaran bahasa Inggris. Tantangan utama dari penelitian ini adalah bagaimana mahasiswa memandang Google Translate sebagai alat penerjemahan dalam proses pembelajaran Bahasa Inggris secara online. Sepuluh mahasiswa S1 dari jurusan non-bahasa Inggris di Universitas Prof Dr Hazairin SH dipilih sebagai partisipan penelitian. Instrumen yang digunakan adalah kuesioner dan wawancara. Penelitian saat ini mencoba untuk mengatasi perbedaan tersebut dengan menyelidiki cara Google menerjemahkan dukungan untuk mahasiswa non-bahasa Inggris dalam belajar bahasa Inggris dari sudut pandang mahasiswa. Meskipun ada banyak kekurangan dalam menggunakan Google Translate, para siswa terus menganggapnya memiliki lebih banyak manfaat daripada kekurangannya. Selain berbagai manfaat, temuan juga menunjukkan bahwa Google Translate masih menghadapi kesulitan, seperti terjemahan yang tidak akurat dari makna yang dimaksudkan oleh pelajar. Temuan lain menunjukkan bahwa untuk mendapatkan terjemahan yang lebih baik, perlu untuk memanfaatkan terjemahan mesin online, terutama ketika menerjemahkan kalimat yang panjang. Dapat disimpulkan bahwa alat penerjemah Google dapat dipilih sebagai alat pembelajaran tambahan utama, terutama untuk belajar bahasa Inggris.

Kata kunci: Google Translate, Alat bantu pembelajaran, perspektif siswa

INTRODUCTION

Writing papers and reading hundreds to thousands of papers is an essential part of being an undergraduate student in all departments. In addition to read the English material, the students analyze and discuss their study. As a result, in order to finish papers and tasks faster, students occasionally require machine translation.

Translation is the process of converting a source language into a target language through various stages to produce a qualified translation (Dagilienè, 2012). Nowadays, there are many machine translators available to assist in translating any text. Google Inc., through its development work, introduced Google Translate (GT) in late 2008. Google Translate enables automatic translation of texts or web pages from one language to another. Currently, many students of the Universitas Prof Dr Hazairin SH encounter scientific or academic texts and use Google Translate to aid their comprehension. However, they are unaware of the quality of the translation results in translating the reading text and difficult vocabulary. It was also found that many students utilized Google Translate to rewrite their final papers or thesis without proper diction and grammar, resulting in poor-quality work. Students often use Google Translate to find the meaning of unfamiliar words, sentences, or texts. When students have trouble with vocabulary, they utilize Google Translate to translate from English to Indonesian or Indonesian to English. They also utilize it to look up synonyms and pronunciation. The researcher discovered that the majority of students in Universitas Prof Dr Hazairin SH (Unihaz) utilized Google Translate services as a main supporting instrument when studying English courses.

Even though the program is easily accessible, a few students continue to experience some difficulties with its use. Different perspectives on the usage of Google Translate in the teaching and learning process result from the condition. Perspective may be described as an individual's subjective perception or interpretation of something. Perspective refers to an individual's evaluation of a phenomena that takes place. In their study, Kuliah & Global (2017) define perspective as an individual's perception or behavior towards a certain event or issue occurrence. Perspective is the viewpoint that emerges from an individual's consciousness of a matter. Perspective may augment an individual's discernment or erudition, enabling them to see all occurrences from a comprehensive standpoint.

Google Translate is an automated machine translation service provided by Google Inc. It directly translates written text from one source language to another (Esteban & Inpaen, 2009). Google translation utilizes statistical machine translation (SMT) techniques, namely employing linguistic modeling, statistical decision theory, and probability matching, to select the most frequently used translation. Google Translate's most widely used method consisted of the phrase-based model, which utilized tiny text segments and rearrangements (Fredholm 2015). Additionally, hierarchical phrase-based models (Chiang 2007) and hierarchical and syntactic models were also incorporated. According to Zollmann and Venugopal (2006), the hierarchical and syntactic models demonstrated more advantages in Chinese to English translation compared to the other models, despite all three models achieving similar translation quality.

Google Translate delivers billions of translations daily to a user base of 200 million (Medvedev, 2016). Google Translate In Teaching English, surpassing the performance of other publicly accessible machine translation programs. The purpose of this service is to provide affordable and immediate access to general information about the original texts for translation of middling quality. Google Translate is an automated machine translation service provided by Google Inc. It directly translates written text from one source language to another (Rahayu, 2021). Google translation utilizes statistical machine translation (SMT) techniques, namely employing linguistic modeling, statistical decision theory, and probability matching, to select the most frequently used translation. Google Translate's most widely used method consisted of the phrase-based model, which utilized tiny text segments and rearrangements (Habeeb, 2020). According to Zollmann and Venugopal (2006), the hierarchical and

syntactic models demonstrated more advantages in Chinese-to-English translation compared to the other models, despite all three models achieving similar translation quality.

"For what purpose did you use Google Translator today?" was one of the questions asked in a Google GT survey that took place in September 2010. Language learners were the target audience for this survey. According to the participants, GT was used for activities such as "understanding a foreign word; reading a foreign webpage, email, or article; learning to write and speak in a foreign language; and writing a lengthy piece of text in a foreign language, as well as verifying the text in a foreign language correctly" (Khotimah & Robiah, 2021). Students utilize GT when they realize they are not very strong at English, according to Baker's (2013) research. More so, the participants in the study by Sukkhwan (2014) also felt that GT may aid their English as a foreign language (EFL) training. In light of this, Kharbach (2016) stated that GT can also help children learn the pronunciation and meaning of words. And according to Case (2015), who cites research by Clifford, Merschel, and Munné (2013), most Roman language majors at Duke University think that GT helped them academically, particularly when it came to picking up new words. In addition, GT is frequently employed for the purposes of writing, reading, translating, and expanding one's vocabulary (Sukkhwan, 2014). Additionally, it is noted that GT can be utilized to help pupils gain confidence when writing and Baker (2013) made reference to GT's usefulness in reading.

According to Josefsson's work, GT was found to be more helpful than a dictionary in terms of giving up-to-date technical terminology, phrases, and collocations. In addition, Kumar (2012) studied 60 EFL students who were surveyed regarding their reliance on machine translation (MT) in learning English. The findings revealed that 75 percent of the students were able to understand the topics presented in English Language Teaching classrooms through the use of Google Translate (GT). Baker's (2013) study on the benefits of GT in language acquisition, yielded a comparable outcome. The outcome of the study uncovered the positive experiences of the students, such as the perception that it is a rapid and efficient method for acquiring new vocabulary and provides guidance for writing.

According to Kumar (2015), they argued that GT does not provide any benefits for the learning process. They claim that it leads to students being dependent, lacks accuracy, and causes students to lose out on alternative words that are typically found in printed dictionaries. Pena's survey in 2011, as referenced by Baker in 2013, also highlighted a drawback of GT in the process of acquiring language skills. The findings motivate the students to rectify the translation produced by GT as it is not consistently accurate. According to Medvedev's (2016) research, GT frequently lacks proper grammar and precision while dealing with lengthy documents. Sukkhwan (2014) stated that GT may not always be suitable for language acquisition due to its tendency to provide inaccurate translations.

Baker (2013) found that students' worries can be categorized into three areas: "anxiety about ownership, anxiety about online translators' accuracy, confidence in its permissibility". Additionally, her student participants were in agreement that using GT for an entire essay is inappropriate due to the messy output and the likelihood of plagiarism. Additionally, it is stated that using GT without the authorization of any teachers is inappropriate.

METHODOLOGY

The research was classified as descriptive qualitative research because the data of the research were described in words rather than in numbers, and were evaluated through the perception of students. The main point of this research was to study students' perception of using Google Translate (GT). Twelve undergraduate students of different departments in Unihaz were selected as research participants, based on their perception of the frequency, usage features, advantages, and disadvantages in using GT.

The questionnaire and interview served as the research instrument. The researcher developed the questionnaire by using concepts from prior studies' instruments (Paramaswari & Lee, 2015) and made adjustments to align with the aims of this study. When creating the questionnaire, care was taken to ensure the questions met high standards and were of good quality. The questionnaire comprises 8 inquiries regarding the frequency of GT usage, as well as 10 inquiries concerning usage and features with the use of GT. Additionally, the interview consists of 5 questions pertaining to the pros and downsides of using GT. The interview questions consist of: (1).

Do you using Google Translate (GT)? 2. What is the process for utilizing Google Translate? The number 3. What is your emotional response when utilizing Google Translate? 4. Do you believe that GT confers benefits? If such is the case, what specifically are they? The number 5. Do you believe that GT confers disadvantages? If such is the case, what specifically are they?

The data were gathered through a multi-stage process: (1) formulating the questions for the questionnaire and interview; (2) distributing the questionnaire to and conducting interviews with the participants (students); (3) instructing the participants to complete the questionnaire; (4) collecting the completed questionnaires; and (5) conducting interviews with all participants.

In the aftermath of the data acquisition procedures, the data were subjected to analysis in. In an effort to resolve the research question. The researcher employed a variety of data analysis techniques, including: (1). reading and analyzing all responses, (2). categorizing the data, and (3). the data is organized, coded, and analyzed to establish the research themes, and (4). expanding the data analysis to obtain the results.

FINDINGS AND DISCUSSION

Findings

The findings and discussion of this study were presented in this section, which was designed to describe the students' perception of the use of Google Translate. Students responded to inquiries that served as the foundation for the findings. The questionnaire offered options that were derived from the Likert scale and ranged from 1 to 5. Questions encompass the student's agreement or disagreement with the frequent use of GT, as well as their perception of its frequency.

From the undergraduate students of class 1A, the data presented in this investigation were obtained. Students were requested to identify the responses that corresponded most closely with their own perspectives by selecting the checkbox (√). GT's frequency of utilization is illustrated in Table 1.

Table 1. The Percentages of Frequently-Used GT

Items	Never	Rarely	Some times	Often	Very often	Have Used The Feature	Frequent Use
I utilize Google Translate to verify the Definition of unfamiliar vocabulary.	0%	30%	30%	20%	10%	90%	30%
I utilize GT to verify collocations. For instance, I determine which term is employed to describe an individual's height: "She is short" or "She is low."	30%	40%	20%	10%	0%	70%	10%
I find the synonyms with GT	20%	20%	40%	20%	0%	80%	20%
I translate a phrase with GT.	20%	40%	30%	10%	0%	80%	10%
I translate a clause with GT	20%	40%	30%	10%	0%	80%	10%
I use GT to translate a sentence	20%	40%	30%	10%	0%	80%	10%
I use GT to translate a paragraph.	30%	40%	20%	10%	0%	70%	10%
I use GT to translate parts of an essay/article consisting of two paragraphs or more.	50%	30%	10%	10%	0%	50%	10%
I use GT to translate a whole essay/article.	50%	30%	10%	10%	0%	50%	10%

Based on the data in Table 1, it can be inferred that as the level increases, there is a decrease in the inclination to use GT. More detailed reasons are provided below. Participants in the GT typically used word-level analysis but tended to exclude collocations. A staggering 90% of the participants possessed significant experience.

When utilizing GT to verify the definition of unfamiliar words, 80% of the time it is used to verify synonyms, while 70% of the time it is used to verify collocations. Approximately 30% of the participants exhibited a high frequency of utilizing GT to ascertain the meaning of unfamiliar words, with 20% doing so often and 10% doing so very often. Additionally, 20% of the individuals used GT to verify synonyms, with 20% doing so often and none doing so very often.

At advanced levels, participants are less likely to rely on Google Translate (GT) for translating phrases and clauses, and instead focus more on translating complete sentences. Specifically, 80% of the participants reported using GT to translate phrases, whereas 80% used it for translating both clauses and sentences. However, the utilization rates of those elements were quite low, as the majority of participants only sometimes employed them, with the exception of sentence translation, which had a usage rate of 30%. While the proportion of individuals who occasionally utilize GT for phrase translation is greater than those who seldom employ it, the disparity is not statistically significant, amounting to about 20%.

Very low tendencies were indicated on discourse levels (paragraph, sections of an essay/article consisting of two paragraphs or more, and a full essay/article), but not at the paragraph level. It is demonstrated by the percentage: 70% of the participants had experience using GT to translate a paragraph, 50% sections of an essay/article consisting of two paragraphs or more, and 50% the entire essay/article in question. A low tendency was observed in the translation of paragraphs (30%), as the majority of participants were inexperienced in this area. The number of individuals who never used GT to translate a paragraph (30%) was lower than that of those who rarely used it (40%), but the difference was not statistically significant (40%). Contrastingly, the participants exhibited extremely low tendencies, as over 50% of them never employed GT to translate portions of an essay or article that contained two paragraphs or more (50%), and the entire essay or article (50%).

Table 2. The Percentages Of Agreement Or Disagreement Use GT

	SDA	DA	N	A	SA	Total
GT helps me a lot in language class.	0%	0%	2%	20 %	78 %	100%
I often use GT to translate my class tasks so that I can understand them.	10%	0%	10%	70%	10%	100%
I always use GT to figure out what words mean.	0%	20 %	10%	10%	60%	100%
I think English words can mean a lot of different things.	0%	0%	10%	30%	60%	100%
It's hard for me to pick the right meaning for the given scenario.	0%	0%	60%	10%	30%	100%
I use voice mode and camera mode when translating the sentence	10%	10%	20%	10%	50%	100%
GT is more used than some new translator AI that has been released	10%	50 %	20%	10%	10%	100%
When I translate a word,I look at the first meaning given in the column.	0%	0%	20%	30%	50%	100%
When I translate a word,I select from the parts of speech given [e.g: verb or adj]	0%	10%	28%	10%	52%	100%
When I translate, I prefer using online mode to offline one	0%	10%	20%	50%	20%	100%

According to the data in the table above, the majority of respondents used significantly on Google Translate (GT) to complete course assignments. 78% of responders utilize GT to comprehend the meanings of terms used in class activities. Because of the complexities of English semantics, they frequently use GT to search for meaning. All respondents acknowledged that the multisemantic nature of English words has made it difficult for them to select the most appropriate interpretations for particular scenarios. As a result, they have come to rely heavily on GT for similar words. When provided a choice of meanings, the majority of respondents confirmed that they choose the first one listed in the entry. Around 52% of respondents stated that they sometimes refer to parts of speech to pick meaning, however the majority of respondents resorted to referring to the circumstances offered in context when determining the comparable meaning of a word. Nonetheless, the study discovered that one respondent made no reference to the parts of speech or the situation while identifying proper meanings read from the text. The students' responses are shown in the table below, and the data that follows shows the findings of the interview about the benefits and drawbacks of utilizing Google Translate.

Table 3. The Result of Student Answers Students

Q1	Q2	Q3	Q4	Q5	Q6
St.1	Yes, I use.	I use google translate for all kinds of translations, such as words, sentences, paragraphs, etc.	I enjoy using GT, because it is easy and the most common tool to access	GT provides advantage, like save time to translate.	GT also has a disadvantage, it makes the brain lazy to think
St.2	Yes, I use.	To find the meaning of words or vocabulary that I do not know or familiar with.	It's a common tool	GT provides advantage, because it helps me to find the meaning	GT makes the students lazy
St.3	Yes, I use.	To translate paragraphs and find the synonyms of word	I feel very helpful	GT provides advantage, because it can save time to understand a sentence or paragraph especially for EFL learner like me.	GT also has a disadvantage, because it can lead to dependency, so lazy to improve the ability of student translation
St.4	Yes, I use.	To translate words and sentences.	It's a common thing	GT provides many advantages, easy to use and many choices of meanings/ diction	This tool has no disadvantages, it is a good one
St.5	Yes, I use.	I apply new words and phrases that I have never heard of before. In order to reduce the amount of time it takes, I	Because Google Translate's output can occasionally be unclear and confusing, I'm not sure whether the review is accurate. It has to	Yes, GT has benefits; even though there are occasionally unclear terms, there are still a number of benefits that may be perceived, including the fact that it makes translating large	There are no disadvantages to GT; instead, users should exercise caution when using it and encourage students to learn

		beg for assistance. I translate word for word and have also translated paragraphs by paragraph, particularly posts with lots of replies.	be double-checked to make sure the translation matches the original material.	amounts of material easier and can be utilized to	diligently by using it only when necessary. This will help users acquire the skill to translate English slowly and deliberately.
St.6	Yes, I use.	To translate words that is not understood or paraphrasing them.	Even though I use GT frequently, I still need to pay attention and proofread my sentences because not all of the translations are right.	In other ways, GT is advantageous since it allows us to determine a word's meaning—even if it's not exact—while still making meaning..	Using GT causes dependence.
St.7	Yes, I use.	To translate sentences, but more often to translate paragraphs.	I feel helpful, but I am not confident, because GT is not accurate in translating sentences or paragraphs.	I feel advantageous, but I'm not confident because GT doesn't translate sentences or paragraphs correctly.	GT has no disadvantages.
St. 8	Yes, I use	GT presents a benefit because it can facilitate our learning activities .GT having no disadvantages.	So common	. Sometimes positive, sometimes negative. There are several grammar problems when translating large paragraphs.	GT has negative aspects depending on its application
St. 9	Yes, I use.	I use GT to interpret terms that I don't understand. The sentences and words.	It's fun and so helpful	There are benefits to GT, namely its ease of use and free usage, limited only by our internet data limit.	GT has no disadvantages
St. 10	Yes I use	whenever I choose. GT's disadvantage is that it can occasionally be too slow to pick up independent translation.	Very fun	GT offers benefits. It's available to me whenever and whenever I choose. GT's disadvantage is that it can occasionally be too slow to pick up independent translation. interpret the language that is foreign to us.	GT's disadvantage is that it can occasionally be too slow to pick up independent translation.

The Benefits of Utilizing Google Translate

Based on the conducted interview, the students expressed their favorable opinions on the overall benefits of utilizing Google Translate: (1) Google Translate is used by all participants; (2) it assists with various translations; (3) it is a quicker and easier method of translating text; and (4) it was very beneficial at all times and locations. The answers from the pupils demonstrated these benefits. The following were the answers received: St.1 I translate words, sentences, paragraphs, and other types of content using Google Translate. GT is fun to use because it makes translating tasks go more quickly. One benefit of GT is that it can save translation time. St.2 I use GT to understand unfamiliar terms and vocabulary. GT is useful because it allows me to look up the meaning of words or vocabulary that I am unfamiliar with. St.3 I use GT to translate texts and locate synonyms for words. GT is really helpful to me because it saves time understanding a sentence or paragraph, which is very useful for EFL learners like me. S.4: I use GT to translate words and sentences. GT offers advantages, is simple to use, and allows for a variety of word meanings. S.7: I frequently use GT to translate paragraphs rather than individual sentences. GT provides a benefit because it can facilitate our learning activities. S.9: I use GT to translate words that are not understood. Words and sentences. Using GT was entertaining and extremely helpful. GT provides advantages, because only with the internet quota capital can we translate the language that we do not understand.

St.1, St.2, St.3, St.4, St.7, and St.9 represented students' perceptions on the benefits of utilizing GT. It suggested that they had a positive attitude about the use of GT. Thus, it may be concluded that the students benefit from using GT. Furthermore, it saves them time translating and allows them to access information at any time and from any location. They felt that utilizing GT was simple. They find it to be beneficial and free to use. Furthermore, they save time by being able to translate any text at any time and from anywhere.

Despite the benefits, students perceive GT as having drawbacks. They disclosed that GT tended to make people more reliant and lazy. Moreover, it yields subpar outcomes. The samples of participant replies on the drawbacks of GT use are displayed below.

St.1: GT also has a drawback in that it causes lazy thinking and spoilt brains when translating.

Another drawback of St.3: GT is that it can encourage a reliance that makes students less inclined to enhance their translation skills.

St.5: My initial judgment is uncertain since Google Translate's output occasionally contains unclear and confusing words; therefore, it has to be double-checked to ensure that the translations accurately reflect the source text. St.6: As I use GT, I still have to pay attention and modify the sentence because GT does not always translate accurately. Using GT makes us dependent. As seen in the statistics above, S1, S.3, S.5, and S.6 represented students' perceptions of the drawbacks of using GT. It signified that they had an unfavorable attitude about the use of GT. GT is unhelpful for a variety of reasons. The most commonly cited argument was that GT creates laziness and reliance.

Discussion

According to the findings, participants regularly employ GT to translate discourse-level text. The findings confirm Kharbach's (2016) claim that pupils can use GT to determine the meaning of a word. The translation of phrases shows a low proportion. It reflects Josefsson's (2011) research, which is cited in Sukhwan (2014), in that GT is supportive of phrases. The results are fascinating because students were expected to translate at the conversation level without assistance. Furthermore, Medvedev (2016) discovered that GT's results are inaccurate for long texts.

In contrast, the results of Sukhwan's (2014)'s study of 60 EFL students regarding their reliance on MT for English language learning, corroborated the agreement and disagreement over the use of GT.

Using GT, he discovered that 75% of them understood the topics taught in English language teaching schools.

Similar results were found in Pena's (2011) survey, which was referenced in Baker (2013) regarding the benefits of GT in language learning. Positive student experiences, such as "quick and efficient method of learning new vocabulary, provides guidance on what to write," were disclosed in the results (p. 20).

The Advantages of Google Translate

This result corroborated Groves & Mundt (2015)'s survey, which claimed that GT is an easy-to-use, free web-based machine translation tool. Subsequently, Medvedev (2016) added that GT is applicable both within and outside of the classroom. According to Pena (2011), who was quoted by Case (2015), GT provides students with writing guidelines.

The Disadvantages of Google Translate

Pena (2011), referenced in Baker (2013), also stated that because GT's translation isn't always accurate, students should modify it. They believed that utilising GT would negatively impact their language learning processes because it did not always provide accurate models. They may choose the incorrect ones because they believe that there are still many grammatical errors in GT. This conclusion corroborated the findings of Harris's (2010) study, which was referenced in Baker (2013) and stated that using online translators results in the loss of a "valuable opportunity of learning how the language functions" (p. 19). They reasoned that if they used GT frequently, they wouldn't be as inclined to reflect and remember what they knew, even about the simplest of topics. They believed that by using GT extensively, they would never be able to learn a language on their own—in this case, English—because they would constantly want GT's help. This result corroborated a study by Clifford et al. (2013), referenced in Case (2015), which claimed that GT adds little to the learning process other than increasing students' dependence.

CONCLUSION

The following conclusions could be drawn from the research's findings and discussion: First off, the data demonstrates that students tend to employ GT more frequently at word levels—for example, when referring to synonyms and unknown words—but less frequently when it comes to collocations. They have a modest propensity to employ GT for higher levels, which include phrases, clauses, and sentences. Remarkably, the findings also showed that students apply GT at discourse levels (paragraphs, sections of essays with two or more paragraphs, entire essay/article). Scaffolding, ease of use, and self-assurance were some of the contributing factors. The most common justifications are scaffolding and ease of use. Second, the results of the agreement and disagreement about the use of GT revealed that most respondents relied heavily on Google Translate (GT) to finish assignments assigned in the classroom. Because there are so many different English semantics, they use GT a lot to look up meanings. The respondents all concurred that it is now extremely difficult for them to select the best meanings for the given circumstances due to the diverse semanticity of English words. They now heavily rely on GT for comparable terms as a result of this.

The students next discussed how they thought utilizing Google Translate was generally advantageous. These include the following: (1) Google Translate is used by all participants; (2) GT facilitates translation of all kinds; The final option has certain disadvantages despite its benefits. GT makes people lazy and makes them dependent. Furthermore, it offers subpar models. It is evident that EFL students frequently use Google Translate as a crucial tool for language acquisition. The findings showed that GT was utilized by every participant. They are confident and have used it frequently. Students still think that utilizing GT has more benefits than drawbacks, despite the fact that it has a number of drawbacks. In order to give students the best chance to learn more about language

components and English language proficiency, GT is always improving its features. It is anticipated that the future use of GT for English translation will be improved upon learning about the students' opinions of its use in this study.

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