

**THE STUDENTS' PERCEPTION TOWARD THE USE OF
GOOGLE TRANSLATE IN LEARNING ENGLISH AT
ENGLISH EDUCATION STUDENTS OF RADEN FATAH
STATE ISLAMIC UNIVERSITY PALEMBANG.**

A Thesis by

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**FACULTY OF TEACHER TRAINING AND EDUCATION
TRIDINANTI UNIVERSITY
PALEMBANG**

2022

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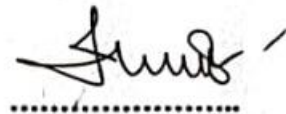
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DEDICATIONS

This thesis is dedicated to:

With gratitude and love, faithfully dedicated this thesis for:

- ❖ *Allah SWT for blessing me to finish this thesis and the prophet Muhammad SAW as our role model.*
- ❖ *My beloved parents and my biggest support system, Zet Eli Alamsyah and Fitriani, who always pray and support me all the time.*
- ❖ *My beloved sister and brother, Dinda Dwi Aprisyah and Muhammad Faisal Hafidz (Alm.)*
- ❖ *My beloved big family, who always support me.*
- ❖ *My beloved advisors, Yuyun Hendrety, M.Pd. and Heru Setiawan, M.Pd.
Thank you very much for your advice, guidance, help, support and motivation during the process of writing this thesis.*
- ❖ *All of my lecturers, thank you for your knowledge during my study at Tridinanti University Palembang.*
- ❖ *My Best Friend and My Classmate thank you for supporting each other.*
- ❖ *My Almamater.*

MOTTO

“Man Jadda wa Jadda, Man Shabara Zhafira, Man Saara Ala Darbi Washala.”

PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang telah saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No.20 tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, September 2022

Mahasiswa



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ACKNOWLEDGEMENTS

All Praises to Allah SWT, For all blessings, chances, and guidance given to the writer in completing the thesis entitled “The Students’ perception toward the use of Google Translate in learning English at English Education Students of Raden Fatah State Islamic University Palembang”. This thesis is submitted to fulfill one the requirements to accomplish S1 degree of Faculty of Teacher Training Education, English Study Program at Tridianti University Palembang.

In finishing this thesis, the writer would like to express her gratitude to people who had helped, guided, and supported in process of writing of the thesis:

1. Dr. Ir. Hj. Manisah, M.P. as Rector of Tridianti University Palembang.
2. Nyayu Lulu Nadya M.Pd, as the Dean of Faculty of Teacher Training and Education.
3. Nurulanningsih, M.Pd. and Yuyun Hendrety, M.Pd as Vice Dean of Faculty of Teacher Training and Education.
4. Jenny Elvinna Manurung, M.Pd, as the Head of English Education Study Program and Nita Ria, M.Pd. as Secretary of English Education Study Program.
5. Yuyun Hendrety, M.Pd, as the first advisor and Heru Setiawan, M.Pd as the second advisor for their guidance in writing her thesis.
6. All the lectures at University of Tridianti Palembang especially of Faculty of Teacher Training and Education.
7. The Head of English Study Program, all of lecturers, and all students of English Education Program in Raden Fatah State Islamic University Palembang to their cooperation.
8. Last but not least, I want to thank me for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all times.

Finally, the writer hopes this thesis is useful to readers and could be as a reference to other researcher for the next thesis.

Palembang, September 2022

The writer,

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ABSTRACT

The recent increase in the use of information and communication technology (ICT) is influencing language pedagogy. ICT directly influences how English and other languages are taught and learned. Many people use smart applications as a solution in learning language. This study aimed to investigate the students' perception and their preference of using Google Translate in learning English at English Education Study Program of Raden Fatah State Islamic University Palembang. Descriptive quantitative survey method was carried out as the research method. 95 students participated in this study were selected by using purposive sampling technique. They were the students of English Education program who had experience in using Google Translate. For collecting data, questionnaire was used and distributed online to the students. From the finding, the most of students perceived positively toward the use of Google Translate in learning English. The results of this study showed that (1) Google Translate is a helpful and easy application to use in the process of learning English, (2) Google translate is famous translation machine and free translation machine, (3) The features of Google Translate are easy to operate, (4) Google Translate is very effective to use and faster than other tools. On the basis of the finding, it can be concluded that using Google Translate is useful and has a positive perception in learning English. However, there are some weaknesses that must be noticed.

Keywords: *Perception, ICT, Google Translate, Learning English.*

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the formulation of the problems, the objectives of the study and the significances of the study.

1.1 Background of the study

As a critical success factor, English as an International language should be learned (Crystal, 2003). People who learn English will have a better understanding of the culture and other information that exists in the world. Indeed, Sinaga (2010) stated that mastery of foreign languages, particularly English is one of the determinants of academic success and the support of a career in the professional world. Aini (2019) said that English is also taught to be a bridge that allows people to interact with people from other countries. She further stated that unfortunately, English tends to be taught unappealing in Indonesia since it is difficult to understand as a foreign language. The following factors contribute learning difficulties are learning motivation, English intake, the role of lecturers and students in learning, medium or facilities, learning materials, and learning environment (Sormin,2018).

Because of the low quality of understanding English, there are many people who innovate in using technology to help the process of understanding among languages. Nowadays, people can see various changes in the forms and modes of education. Language pedagogy today is leaning toward integrated pedagogy through the use of ICTs. It is a type of learning that is aided by the use of highly

deliberate tools. ICT integrated instruction is a method of learning that is interactive and makes extensive use of ICT (Davies, 2013). A recent increase in the use of information and communication technology (ICT) is influencing how English and other languages are taught and learned (Warschauer & Ware, 2008; White, 2003). The value of ICTs for language learning is generally accepted, although with caution in some cases (Warschauer & Ware, 2008). In the context of developing countries, ICTs are frequently viewed as an empowering tool that provides people with access to unavailable opportunities and choices. However, some devices for English language teaching and learning are still a developing field (Duff, 2015).

Further, the innovations in science and technology have had a significant impact on language teaching. Recent innovations have influenced academic research in the 21st century. It typically includes interactive learning with online support and the use of technology based tools between lecturer, students, and peers. It is often said that the 21st century is an era of science and technology (Lightbown & Spada, 2013). To a large extent, technology creates opportunities and challenges for teachers and students. Technology is a method by which people use scientific ideas to make their tasks easier, faster, and more accessible (James, 2015).

Modern electronic devices, such as computers, televisions, overhead projectors, mobile phones, multimedia, and web-based applications, play critical roles in language teaching because they aid an effective and appropriate teaching of language. E-devices are devices that perform their functions electronically. To effectively teach languages in the classroom in this century, teachers must

integrate technology. Teachers and students use e-devices in technology-integrated instruction. The use of e-devices is as a gateway in learning and teaching language in ELT classrooms. Students frequently attempt to translate the material into Indonesian in order to better understand of it. Lawrence Summers (2012), former president of Harvard University, said that the emergence of English as the global language, combined with increasing progress in machine translation and the fragmentation of the world's languages, makes it less clear that the significant investment required to learn a foreign language is universally worthwhile.

In relation with the previous statement, in this era there are many people who create smart applications that help students in learning English well. One of the applications is Google Translate. Almost every student uses Google Translate, an application that assists students in learning foreign languages, particularly English. Using Google Translate in learning can provide a useful and beneficial experience that can help to develop students' knowledge and vocabulary mastery.

According to Shankland (2013), the use of Google Translate currently handles billions of translations every day for 200 million users and it is available in 71 languages. The Google Translate software can translate text captured with the phone camera, read back translations in a foreign tongue, and save language packs for offline use. Furthermore, Turovsky (2016) said that Google Translate has been successful in assisting individuals in making relationships and helping in develop communication skill, with over 500 million users globally and over 100 billion words translated per day, among other things. Recently, Google Translate has been expanding its capabilities, and as of February 2020, it was available in

108 languages (Caswell, 2020). The translation of text from the source language to the target language took a long time. The use of Google Translate is common in the English Education Study Program. Sukkhwan (2014) stated that Google frequently used in three classes: Writing, Reading Comprehension, and Translation classes.

The researcher's consideration in carrying out this research was based on the current phenomenon in the learning condition in Indonesia in which many students use the Google Translate application on gadget then they have a positive perception toward the use of Google Translate as translation tools when studying English (Khatimah, 2021). According to Yanti (2019), the reason why the students prefer to use translation machine is generally caused by their laziness to think and their preference for quick results. The issue is caused by many students are still insecure to translate by themselves. On the other hand, the weaknesses of it are Google Translate is not available in offline, and inaccurate in several phrase such as an idiom.

In relation to the previous idea, it can be concluded that Google Translate plays more dominant role in translation class. Thus, the researcher was interested in describing the perceptions and the reasons of students in using the Google Translate application during learning English. The researcher conducted a study entitled “The students’ perception toward the use of Google Translate in learning English at English Education Students of Raden Fatah State Islamic University Palembang.”

1.2 The Problems of Study

1.2.1 The Limitation of the study

This study investigated the students' perception on the use of Google Translate in learning English at English education students of Raden Fatah State Islamic University Palembang. This study was limited on the information about perception and reasons of students at English Education. The limit of the sample was active students at Six Semester of English Education Program in Raden Fatah State Islamic University Palembang who used Google Translate during English learning.

1.2.2 The Formulation of the problems

Based on the limitation of the problems above, the problems of the study were formulated as follows:

1. What were the students' perceptions toward the use of Google Translate in learning English at English Education study program of Raden Fatah State Islamic University Palembang?
2. Why did the students prefer to use Google Translate in learning English?

1.3 The Objectives of Study

Regarding to the problems of the study, the objectives of the study were formulated as follows:

1. To describe the students' perceptions toward the use of Google Translate in learning English at English Education study program of Raden Fatah State Islamic University Palembang.

2. To find out the reasons why the students prefer to use Google Translate in learning English.

1.4 The Significances of the Study

After conducting the study, the writer hopes that this study contributes beneficial feedbacks to the following groups:

1. For the Lecturer

This study can help the lecturer to know and understand the perception and the reason that students prefer to use Google Translate during learning English. Then, the lecturer can know about the benefit of using Google translate as a one of the tools that supports learning English well without ignoring the shortcomings that exist in this application.

2. For the Students

The process of study can be useful for the students. The students are expected to better understanding about themselves dealing with the use of Google Translate and can reflect and describe their experience when using Google Translate as an English learning tool.

3. For the Researcher

This research will assist in providing knowledge about overcoming technological problems appropriately, as well as adequate and effective access. It can provide insight and knowledge about the evaluation of tool development

using Google Translate, as well as motivate students to use Google Translate as a translation tool less frequently.

4. For other Researchers

This study can serve as a reference for other researchers who attempt to conduct similar research related to the analysis of using Google Translate as a tool for learning English.

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