

AN INVESTIGATION OF STUDENTS' ATTITUDE TOWARD THE USE OF GOOGLE TRANSLATOR IN LEARNING PROCESS OF ENGLISH EDUCATION DEPARTEMENT OF BATURAJA UNIVERSITY

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ABSTRACT

The objectives of the study were to investigate the students' attitude toward the use of google translator, the students frequency of using google translator in learning process and problems when using GT and solutions. This study was a case study. The population of this study was all students of English Education Department of Baturaja University. The researchers used total sampling to take the sample, the sample was all the students of English Education Department. The data collected through the questionnaire and interview. The result of the study showed that students' attitude toward the use of google translator in learning process were in positive category. The students responses on the attitude aspect were on interval 41% - 100% that included in positive attitude. The data of the frequency of GT showed that the mean score was on 2.34 – 3.66 that means on moderate level. In addition, the result of questionnaire asking about the problems of using GT showed that using GT was not always correct, the solutions that students found were double check the result of GT. The next problem was about signal which make students cannot access GT and the solutions were using their own effort to translate it such as using dictionary or another resources.

Keywords : investigate, attitude, google translator

INTRODUCTION

In this modern era, the advancement of technology affect various aspects including education. Laptops, mobile phones and tablets, and the internet are the most common technologies used by human from the many advanced technologies in the world. Munpru & Wuttikrikunlaya (2013) said that in education, the use of "laptop computers", "palmtop computers", and "mobile phones" are increasing. Furthermore, according to Alhaisoni & Alhaysony (2017) laptop, smartphone, tablet, and internet connection are some of the most helpful tools in learning. Students prefer to use technology to help them learning language especially English learning. It cannot be denied that humans really need technology, especially cellphones to facilitate communication and life mobility because there are many things can be accessed through mobile phones. Technology also played an important role in education, many applications that support the ease of educating only through grasp. The internet is very rapidly developing which is currently dominated by Google company. Google is the most commonly used platform for public and education, one of them is Google Translator which is included in part of the application made by Google. There is one example:

students prefer to use machine translation which is more practical than a dictionary to get the target language meaning even though both of them have the same function. Therefore, machine translation becomes one of a supplementary tool in learning English (Bahri & Mahadi, 2016 p. 5).

Google Translator (GT) as one of the products provided by Google has become a popular translation tool for language students. As English is still considered as a foreign language in Indonesia, many Indonesian students, even college students appear to use GT to help them in learning English. This tool tends to help the students to get the translation quickly and easily. Anggeraini et.al (2022) mentioned that google translator is the most application for students in learning English.

Google Translator has some strengths and weaknesses. On recent studies Aiken & Shilpa (2011) and Balan (2011) showed that translations between European languages were “usually good”, while those involving Asian languages often relatively lacked in quality – a facet closely tied to the (un)available of large and qualified corpora. The study established GT’s usefulness in supporting large groups using up to 41 languages in a multilingual meeting while some earlier studies (Hutchins, W. & Somers, 1992) showed the effectiveness of GT for weather forecasts, or when working with simpler or standardized texts. "There are indications that for some language pairs (e.g., translation between closely-related languages) or in certain narrow subject domains (e.g. software manuals, development,documentation).

Nowadays, various online Machine Translation (MT) resources available for L2 learners such as Translator Online, Foreign Word, Web Trance, Prompt and Google Translator (GT) (Hampshire & Salvia, 2010). GT is one of the most common online resources for translation. It 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. GT is a corpus-based and founded based statistical retrieval of text receiving the language data from huge web data (Kirchhoff, Turner, Axelrod & Saavedra, 2011). Technology Machine Translation is a common term for a computer program to Translator text from one natural language into another automatically (Korošec, 2011 p. 3). Moreover, Korošec (2011, p. 3) argued that there are several freely available machine translations, they are Google Translator, SDL Automated Translation Solution, Bing Translator, and Yahoo! Babel Fish. Following sentence previously from four machine translations Jaganathan, Hamzah and Subramaniam (2014, p. 2) stated that Google Translator is the most popular machine translation recently.

Machine translation that launched in 2007 by Google Corporation is very famous for students as well as teacher/lecturer (Korošec, 2011 p. 3). Some researchers have been conducted the studies about students’ attitude towards google translator. Maulidiyah (2018) conducted the study about students’ attitude towards google translator. She suggested that almost all of the participant (90%) use Google Translator. It seems that none of them has never any experience with Google Translator. In result using Google Translator become a new trend for a tool student rely on complete their assignments in the second language or foreign language. Furthermore, Mulyani and Afina (2021) found that in behavioral attitude, the students’ often use GT to check the meaning of unknown word and translating a sentence. Meanwhile, the cognitive attitude indicated that few students assume that GT is ethically acceptable regardless of how it is used because it is helpful in the language learning process. In the affective attitude, GT is positive because they felt that using GT in learning process was very fun. Even, some of them felt helped by GT’s assistance and the other reason was GT was easy to use. In short, student’s regard GT as a useful tool in translation depending on the way how one uses the tool.

Meanwhile, the researcher was interested to investigate the students' attitude towards the use of google translator. The researcher also wanted to find the answers of the following problems:

1. what are the students's attitude toward the use of google translator in learning process?
2. What is the students' frequency of use of google translator in learning process?
3. What problems do students find when using GT and the solutions?

LITERATURE REVIEW

1. The Definition of Attitude

Pickens (2005) stated that attitude is an individual's response toward certain things and situations; a mindset that based on the individual's experience and temperament can make an individual act in a particular way. Furthermore, Pickens (2005) also said that attitude is a complicated combination of personality, beliefs, values, behaviors, and motivations. Then, Pickens (2005) narrowed it into three components, "Tri-component Models of an Attitude: "an affect (a feeling), cognition (a thought or belief), and behavior (an action)" (p. 44). In short, attitude is a response towards something that shown based on an individual's experience, behaviors and motivations and it comes with a degree of favor and disfavor.



Figure 2.1 Tri-Component Models of an Attitude (Picken, 2005)

An attitude includes three components: an affect (a feeling), cognition (a thought or belief), and behavior (an action). Attitudes help us define how we see situations, as well as define how we behave toward the situation or object. As illustrated in the tricomponent model, attitudes include feelings, thoughts, and actions. Attitudes may simply be an enduring evaluation of a person or object (e.g., "I like John best of my coworkers"), or other emotional reactions to objects and to people (e.g., "I dislike bossy people" or "Jane makes me angry"). Attitudes also provide us with internal cognitions or beliefs and thoughts about people and objects (e.g., "Jane should work harder" or "Sam does not like working in this department"). Attitudes cause us to behave in a particular way toward an object or person (e.g., "I write clearly in patients' charts because it upsets me when I can't read someone else's handwriting"). Although the feeling and belief components of attitudes are internal to a person, we can view a person's attitude from his or her resulting behavior.

The attitude concept has three components behavioral, cognitive and affective (Garret, Couplands, and Williams (2003). The first is cognitive aspect. This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding of the process of language learning. The cognitive aspect of attitude would be based on how much a student knows about English and his/her level of understanding of English. The second is affective. The learning process is an emotional process (affective). It is affected by different emotional factors. The affective aspect of attitude deals with someone's emotions towards an object, with or against, likes or dislikes. The affective aspect of attitude is said to consist of a person's evaluation of, liking of, or emotional response to some situation, object or person. The last is behavioral

aspects. The behavioral aspect of attitude was a behavior of person's attitude. The behavioral aspect of attitude involves the person's over behavior directed toward a situation, object, or person.

Therefore, the attitude in learning language is important. This is because according to De Bot, Lowie, and Verspoor (2005, p. 72) high motivation and a positive attitude toward learning language will help the language learning process. a positive attitude toward learning language will help the learners to achieve a better result.

2. The Categories of Attitude

Riduwan (2005) stated that there are two basic categories of attitudes, there are positive attitude and negative attitude. A positive attitude is a state of mind that allows you to envision and expect good things. Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more, such students are also observed to be more eager to solve problems, to acquire the information and skill useful for daily life and to engage themselves emotionally. While negative attitude is something that every person should avoid. Generally, people will negative attitude ignore the good things in life and only think about whether they will fail. A negative attitude is a disposition, feeling, or manner that is not constructive, cooperative, or optimistic. Attitudes can also be positive and negative (Maemanah, 2014 as cited in Notoadmodjo (2014). Positive attitudes were the tendency to approach, enjoy, expect a certain object. While the negative attitudes were a tendency to stay away, avoid, hate, or dislike certain objects.

3. Google Translator

Based on Turovsky (2016), Google Translator (GT) is an online machine translation made in 2006 by Google Inc. In 2006, GT only provides two languages, and then the languages keep being added and updated based on the people needs. Then, Groves & Mundt (2015) wrote that GT is a free web-based machine translation that can translate in many languages and also has an application for mobile devices. Furthermore, Medvedev (2016) wrote that GT is free, instant, has a variety of languages for input and output, allows voice recognition, can translate entire web pages and entire files by upload it. According to Kharbach (2016), the features that GT provides includes, such as pronouncing the word translate, translating text from an images or photos, translating with voice, translating with the handwriting, translating the whole document and saving the translation in a phrasebook. Because of its features, Kroulek (2016) said that GT is being the most popular MT tool in the world. That statement is supported with Henry's (2014) voting result which came out with Google Translator as the winner of the best language translation tools. Barré (2011) also said that GT provides the best translation compared to the others MT. He did the comparison with 10 language combinations use 4 MT (PROMT, Google Translator, Systran and Bing). Thus, it made GT become the most used and popular MT in the world.

4. Students and Google Translator

Language learners must be the one who usually use GT in their learning process. Based on Munpru & Wuttikrikunlaya's (2013) survey, most of Thai EFL university students use GT for translation because of its famous. It is proven by the total number of GT user that reaches 500 million people (Turovsky, 2016). Medvedev (2016) mentioned that students often use GT because of its convenience that can be used everywhere – inside and outside classroom.

In September 2010, Goggle has conducted a survey designed for GT on "For what purpose(s) did you use Google Translator today?" that will be answered by language learners. The results are language learners used GT to "understand a foreign word, read a foreign webpage, email or article,

learn how to write and speak in foreign language, then write a long piece of text in foreign language, and verify the text in foreign language is correct” (García & Pena, 2011, p. 472).

a. The advantages and disadvantages of using Google Translator

On Baker’s (2013) research, it is found that students use GT when they recognize that they are not really good with their English. Sukkhwan (2014) stated that students agreed GT could be helpful for their EFL learning. He also stated that there are some advantages for using GT. There are helpful, easy to access, and easy to use. But there are some disadvantages of using GT, causes laziness and not always accurate. Case (2015) found that the majority of Romance languages students at Duke University, believe that using GT gave them benefit for their studies, especially in learning new vocabulary. It is also stated that GT can be used as assistance to boost students’ confidence in writing while Baker (2013) mentioned that GT can be helpful in reading. Based on Josefsson’s (2011), as cited in Sukkhwan (2014) study, GT was found to be more supportive in terms of providing the currently updated technical terms, phrases and collocations compared to a dictionary. Besides, Kumar (2012), as cited in Sukkhwan (2014) has done a survey to 60 EFL students on their dependency on MT in learning English and the result is 75 percent of them comprehend the concepts taught in English Language Teaching classrooms by using GT. Baker (2013 : 20) survey on the GT advantages in language learning indicated a similar result. In the result, students’ positive experiences were revealed such as, “fast effective way to learn new vocabulary, gives you a guide as to what to write” . However, Clifford et al. (2013) said that GT has no advantage for learning process. The reasons are it will only bring the students dependency, it is not accurate, and it can make students missed the alternative words like in the traditional dictionary. Baker (2013) survey also indicated a disadvantage of GT in language learning, which the students need to fix the translation made by GT because it is not always correct. Medvedev (2016) also found that GT often lost the grammar and accuracy when it comes to long texts. Sukkhwan (2014) mentioned that sometimes GT can be not good for language learning because it produces incorrect translations. Bahri and Mahadi (2016) stated that GT do not have any advantages in reading. Bakers (2013) research also mentioned that GT do not helpful in writing. Additionally, using GT

in learning language will lead both learners and teachers into plagiarism. As Jolley and Maimone (2004) pointed out, the use of GT can be ethically acceptable, acceptable depending on how it is used, and unacceptable. Baker (2013: 56) wrote that there were three view points of students that revealed: “anxiety about ownership, anxiety about online translators’ accuracy, and confidence in its permissibility”. Besides, her student participants agreed that it is unacceptable if students use GT for whole essay because the result will be very messy and it will lead to plagiarism. It is also mentioned that GT is unacceptable if students use it without any teachers’ permission.

Groves & Mundt (2015) wrote that GT is a free web-based machine translation that can translate in many languages and also has an application for mobile devices. Furthermore, Medvedev (2016) wrote that GT is free, instant, has a variety of languages for input and output, allows voice recognition, can translate entire web pages and entire files by upload it. According to Kharbach (2016), the features that GT provides include, such as pronouncing the words, translating text from images or photos, translating with voice, translating with the handwriting, translating the whole document and saving the translation in a phrasebook. Because of its features, Kroulek (2016) said that GT is being the most popular MT tool in the world. That statement is supported by Henry’s (2014) voting result which came out with Google Translator as the winner of the best language translation tools. Google Translator is a

service provided by Google Inc. to Translator a section of text, or a webpage, into another language without any human involvement. The users allow to access and interpret webpages on servers thousands of miles away just in one click. Franz-Josef Och (2005) stated that the translator engine "Google" based on "statistically-based machine translation" that is able to Translator documents, texts or web pages into another language. Google Translator, like other automatic translation tools, has some limitations. While it can help the reader to understand the general content of a foreign language text but does not provide an accurate translation. Google's use of machine translation is easy. But it depend on the user. For example students as users of machine translation especially google transaltor had different attitudes toward the use of google translator in the learning process. According to Jamil (2002), there are three level of frequency of using GT, there were high frequency of use, moderate frequency of use and low frequency of use. It based on students' frequency of using GT which can divided te students into frequent GT users or Non frequent GT users

Attitude is considered as one of the factors to succeed student's learning process. Shams (2008) stated that there are some factors which can influence student's learning namely motivation, personalities, aptitude, and ages, attitudes, learning achievement, intelligence and anxiety. Shams also mentioned that those factors could develop students learning quality to be more qualified. Attitude has an important role to make the students encouraged to learn English. Eshginrjad (2016) stated that attitude is considered as a vital role to influence the performance of language. So, attitude has an important role in learning process.

PREVIOUS RELATED STUDY

There were some studies that related to this study. The first study conducted by Sukkhwan (2014) on her research about *Student's attitude and behavior towards the use of Google Translate*. She took 125 non-English major first-year students. She used five points rating scale questionnaire, a checklist questionnaire, and a translation assignment. This research was done in qualitative. The result showed that almost all of participants used GT but in low frequency.

The second study conducted by Susanto (2017) on her study about *Students' Attitude Toward The Use of Google Translate*. This study was done in qualitative descriptive. She took 50 third years and 50 fourth years students English Language Education as the participants. The instruments are Likert scale and open-ended questions. This research showed that it was signified that GT is more likely to use in word levels unknown words and synonym.

The similiarity of this study was the purpose of the study which was to investigate the students' attitude toward the use of google translator and the students frequency of using google translator in learning process. While the differences were population of study where the population this study were English Education department Baturaja University and this study is a case study.

METHODOLOGY

The study is a case study. According to Yin (2009, p. 18), a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. Case study is an in-depth exploration of a bounded system (e.g., activity, event, process, individual) based on extensive data collection (Cresswell, 2012). This research conducted in Baturaja University. This university was chosen because this university was accessible. This study used two instruments : questionnaire and

interview. The reason is to obtain the data to get the answer to the study questions. The items were designed related to the students' attitudes and frequency in using google translator.

Population and sample

The population was 105 students of English Departement of Baturaja University and the researcher used total sampling to take the sample from population.

A. Technique for Collecting Data

In collecting the data in this study, the writer use questionnaire, interview and documentation.

1. Questionnaire

According to Sugiyono (2012), questionnaire is data collection techniques that done by giving a set of questions or statements to the respondents to answer. He identified two types of questionnaire items: closed and open ended. A closed-item question is one for which the researcher determines the possible answers, whereas an open-ended question allows respondents to answer in any manner they see fit. The questionnaire used in this research is adopted from Sukkhwan (2014). She structured questionnaire use Likert scale with “Strongly Agree (SA), Agree (A), Fairly Agree(FA), Disagree (D),Strongly Disagree (SD)” and “Always (A), Often (O), Sometimes (St), Seldom(S), Never (N)”. This questionnaire is designed to investigate purposes, attitudes and frequency on using Google Translator (GT) for English language learning. The questionnaire contained 3 sections. There were general information, purposes and frequency of GT use, and attitudes towards using GT.

Table 1
Specification of Questionnaire

Object of the study	Indicator	Item Number	Total
To investigate the students' attitude toward the use of google Translator and the students frequency of using google Translator in learning process.	• General information	1,2,3,4,5	5
	• Purposes and frequency of GT use	6,7,8,9,10	5
	• Attitudes towards using GT	11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28	18
Total			28

2. Interview

An interview is a face to face conversation between a researcher and a participant involving a transfer of information to the interviewer (Creswell, 2012). In this research the researcher adopted the interview from Sukkhwan (2014). The interview contained two question, there were general comments about GT and problems found when using GT and solutions. The interviews were recorded in the form of interview transcripts.

B. Technique For Analyzing Data

The data collected from the questionnaires and the interview. The first is questionnaire. A five point Likert used to investigate the purposes and frequency of GT use and students' attitude towards the use of google Translator. The questionnaire instrument used a Likert scale using a scale of 1, 2, 3, 4 and 5. The forms of the Likert scale are quite diverse depending on the objectives to be obtained by the researcher. It can be in the form of an opinion regarding approval, perception, or attitude towards a policy or phenomenon that is currently happening. According to Sugiyono (2012, p. 134) the Likert scale is used for measure attitudes, opinions and perceptions of a person or group people about social phenomena.

There are three parts in the questionnaire, general information, and frequency of GT use, and attitude towards using GT. For the part one, the data analyzed by percentage analysis. The researcher look for the percentage of answers for yes or no choices. Find the percentage using a formula

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

Source: Sudijono (2010, p. 43)

Where :

- P : Percentage of Answers
- f : The total of score criteria
- n : The total of sample students

For the part two of questionnaire about purposes and frequency of GT use, the researcher used Statistical Package for the Social Science (SPSS), IBM SPSS Statistics 25. The data analyzed for mean score. To divide students into frequent GT users and non-frequent GT users, the frequency of GT use was ranged based on students' frequency of GT use within a week. The frequency of GT use in this study was ranged less than 10 times in a week and more than ten times a week. It is also analyzed for the category of students frequency in using GT.

Table 2
Mean Score Interpretation

Mean Score	Category
1.00 - 2.33	Low
2.34 – 3.66	Moderate
3.67 – 5.00	High

Source : Jamil (2002)

Table 3
The Criteria of Scores Interpretation based on Interval

No	Interval Score	Criteria
S1	41% - 100%	Positive
2	0% - 40%	Negative

Source :Riduwan (2005)

The next is interview. To analyze the data from interview, the researcher used the step develop by Creswell (2014) which is used to organize data into several forms based on databases and good sentences. He stated that data analysis process requires effort interpret data in the form of text or images. Creswell explained the steps data analysis, namely by: Processing and preparing data, reading the entire data, analyzing in more detail by coding the data, implementing the coding process to describe the things that will be analyzed, shows descriptions and themes in qualitative narratives or reports, Interprets data.

FINDINGS AND DISCUSSION

A. FINDINGS

The objective of this study was to to investigate the students' attitude toward the use of google translator, the students frequency of using google translator in learning process and problems when using GT and solutions. The data of this research were obtained by questionnaire and interview.

1. Questionnaire

The questionnaire contained three parts: general information, and purpose and frequency of GT use, and attitude towards using GT.

a. The result of questionnaire about general information

Based on finding in this research about student's answer on general information, the researcher found students of English education department of Baturaja university used google translator as one of the best media for helping them in learning English. The data showed all the students (100 %) like learning English. There are 97 students answer yes and 0 students answer no. Researcher found all the students (100%) used google translator. The data could be seen in the table below.

Table 4
General Infomation

General Information	Yes		No	
	N	%	N	%
Do you like learning English?	97	100%	0	0
Do you use Google Translator (GT)?	97	100%	0	0

a. The result of questionnaire on frequency and purpose of GT use

Based on finding in this research about student's answer on frequency of GT use almost all the students use GT more than 10 times in a week. It meant that the students often use google translator not only in learning process but in daily needs. This is supported by data about purpose of GT use which show students often use GT in their learning of reading, writing, vocabulary and translation. The researcher found 84 students (86,5%) choose more than ten times in a week and 13 students (13,4 %) choose less than 10 times in a week.

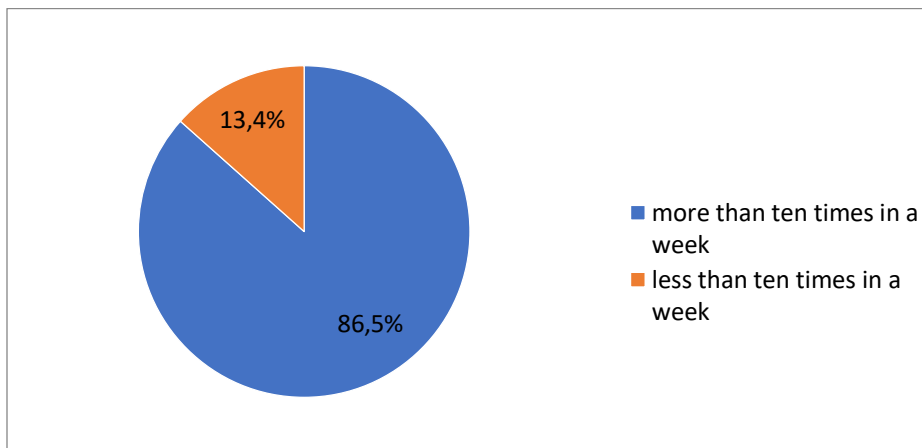


Diagram 1 How often do you use GT ? times/week

For the students frequency and purpose of GT use could be seen below.

1. Reading

**Table 5
Reading**

No	Reading	Means	Category
1	Novels or tales	3,22	Moderate
2	Magazines	2,81	Moderate
3	English news	3,36	Moderate
4	Product labels	3,14	Moderate
5	Advertisements	3,21	Moderate
6	Signs	3,26	Moderate
7	Epigrams and proverbs	2,97	Moderate
8	English sentences and texts on a website	3,67	High
9	English sentences and texts in an English textbook	3,73	High
Total		3,26	Moderate

Based on the table, it can be seen that frequency of students in using GT for reading is high for reading English sentences and texts on a website and an English textbook which means students always use GT for it.

2. Writing

**Table 6
Writing**

No	Writing	Means	Category
1	English poems or messages in greeting Cards	3,41	Moderate
2	English-written emails	3,36	Moderate
3	English sentences or texts in exercises or assignments in an English course	3,88	High
4	English words and messages or commentson blogs,Facebook, twitter,etc	3,61	Moderate
5	Live chat with foreign friends on a social network	3,28	Moderate

Total	3,50	Moderate
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Based on the table, it can be seen that in writing category students always use GT for writing English sentences or texts in exercises or assignments in an English course.

1. Vocabulary

Table 7
Vocabulary

No	Vocabulary	Means	Category
1	General words	3,59	Moderate
2	Technical terms	3,31	Moderate
3	Names of places or institutes	3,27	Moderate
4	Part of speech	3,52	Moderate
5	Vocabulary in sample sentences appearing when clicking on a “talk bubble button” [🗣]	3,30	Moderate
6	Pronunciation and word stress from the “speaker” button [🔊]	3,46	Moderate
Total		3,40	Moderate

3. Based on the table, it can be seen that the students’ frequency of using GT in vocabulary learning is on average usage which means students often use GT for help them in learning vocabulary such as General words, Part of speech, and so on. Translation

Table 8
Translation

No	Translation	Means	Category
1	Abstract of academic articles	3,68	High
2	Passages or articles	3,74	High
3	External reading books	3,69	High
4	Official documents	3,65	Moderate
5	Idioms or proverbs	3,36	Moderate
Total		3,62	Moderate

Based on the table, it can be seen that the students’ frequency of using GT in translation is high for translating abstract of academic articles, passages or articles, and external reading books which means students always use GT for translate those items.

b. The result of questionnaire on attitude towards using GT

1) GT gives me more advantages than disadvantages.

The researcher found that there are 26 student’s answer strongly agree and 62 student’s answer agree. So, index percentage of this statement is 82,88% which means that students’ responses to this statements were in the positive category. It means that students perceived google translator give benefits as media in learning.

2) GT is free and easy to access.

The researcher found that students perceived google translator is media of learning that is affordable and easy to access by students. The data showed there are 32 student’s answer strongly

agree and 55 student's answer agree. The index percentage of this statement is 84,53% which means that students' responses to this statements were in the positive category.

3) GT can translate texts quickly.

The researcher found that 34 student's answer strongly agree and 55 student's answer agree. The index percentage of this statement is 84,94% which means that students' responses to this statements were in the positive category. it means that GT can help students to translate quickly

4) The quality of texts translated by GT is better than by my translation.

The researcher found that 9 student's answer strongly agree, 68 student's answer agree. The index percentage of this statement is 76,90% which means that students' responses to this statements were in the positive category. it means that students stated that the translation result from GT is better than their translation.

5) I can rely on the accuracy of texts translated by GT (English to target language translation)

The researcher found that the index percentage of this statement is 61,85%, there are 3 student's answer strongly agree, 26 student's answer agree. It showed that students' responses to this statements were in the positive category which means students can rely on GT for translation

6) I can rely on the accuracy of texts translated by GT (Target language to English translation)

The researcher found that 7 student's answer strongly agree and 23 student's answer agree. The index percentage of this statement is 63,29% which means that students' responses to this statements were in the positive category.

7) I gained a lot of vocabulary knowledge when I use GT.

The researcher found that 10 student's answer strongly agree, 41 student's answer agree. Index percentage of this statement is 71,75% which means that students' responses to this statements were in the positive category. So it means that students accept that GT give them lot of vocabulary knowledge.

8) I learn English grammar and structure from using GT.

The researcher found that 3 student's answer strongly agree and 43 student's answer agree. The index percentage of this statement is 68,45% which means that students' responses to this statements were in the positive category. So it means students concur that they can learn English grammar from GT.

9) I understand an English passage better with the assistance of GT.

The researcher found that 12 student's answer strongly agree and 45 student's answer so index percentage of this statement is 73,19% which means that students' responses to this statements were in the positive category. It mean students accept that the assistance of GT is really helpful

10) Using GT, I don't need to remember new vocabulary or guess meanings of words.

The researcher found that 7 student's answer strongly agree, 18 student's answer agree. The index percentage of this statement is 58,14% which means that students' responses to this statements were in the positive category.

1) I feel more confident when using GT for English writing.

The researcher found that 7 student's answer strongly agree, 41 student's answer agree so index percentage of this statement is 70,10% which means that students' responses to this statements were in the positive category. it means GT' assistance increase students confidence in learning process

2) I can write English sentences better with the assistance of GT.

The researcher found that 8 student's answer strongly agree, 46 student's answer agree. The index percentage of this statement is 71,13% which means that students' responses to this statements were in the positive category.

3) GT makes me lazy to think and to use my effort in reading.

The researcher found that 5 student's answer strongly agree, 22 student's answer agree. The index percentage of this statement is 60 %which means that students' responses to this statements were in the positive category. it means students accept that GT give some side effects like causes laziness

4) GT makes me lazy to think and to use my effort in writing.

11) The researcher found that 11 student's answer strongly agree, 19 student's answer agree. The index percentage of this statement is 61,85% which means that students' responses to this statements were in the positive category. it means students accept that GT give some side effects like causes laziness in writing I gain translation skills from using GT.

The researcher found that 7 student's answer strongly agree, 31 student's answer agree. The index percentage of this statement is 68,04% which means that students' responses to this statements were in the positive category. it means students concur GT help them to improve translation skill

12) GT is more helpful and effective for students withlow English competency than those with high English competency.

The researcher found that 10 student's answer strongly agree, 26 student's answer agree so index percentage of this statement is 68,86% which means that students' responses to this statements were in the positive category. it means students perceived that GT is good for help students with low English competency

13) GT is equally helpful and effective for both students with low and high English competency.

The researcher found that 10 student's answer strongly agree, 23 student's answer agree so index percentage of this statement is 68,45% which means that students' responses to this statements were in the positive category. it means students accept that GT is helpful for all students

14) Poor students depend more on GT in learning English rather than average and good students.

The researcher found that 6 student's answer strongly agree, 23 student's answer agree. The index percentage of this statement is 67,21% which means that students' responses to this statements were in the positive category. it means students perceived that Poor students depend more on GT

2. Interview

The interview given to some students of English Education Study Program in University of Baturaja. The students were asked to answer 2 questions, general comments about GT (advantages and disadvantages in using GT) and problem found when using GT and solutions. The researcher generalized the students' answer for the general comments and problem and solution in using GT

a. General comments about GT (advantages and disadvantages in using GT)

The result of question number one "General comments about GT (advantages and disadvantages of using GT)", for the advantages of GT, most of the students stated that GT is helpful, easy to access, and easy to use. It supported by some statements by the students, there are "Google Translate make it easier to translate some text into another language, it's fast and helpful, no need long time", "advantages using google translate makes me more confident to write something if it has been translated using Google translate and google translate is very helpful for

me". Students revealed that GT can help them to translate quickly in learning process and also in daily needs.

Next, the disadvantages of using GT, students who thought that GT is unhelpful came up with several reasons there were GT sometimes not accurate, GT make students lazy do use their effort to learn and signal. The most popular reason was that GT does not provide good models and not always correct which mean that GT still had lots of grammar mistakes, so the students might follow the

wrong ones. It supported by the statements of students, *"sometimes Google Translate is not totally accurate"*, *"The lack of Google Translate, grammar sometimes doesn't match the rules"*. The next reason was that GT causes laziness. Students stated that if they used GT often, they would be lazy to think and recall their knowledge even in the easiest thing. Its like statement from student *"it causes students lazy to do task by themselves"*. In the other word, GT leads to dependence. If students excessively used GT, they could not learn a language independently, in this case, English because they would always need GT's assistance. There is statement from student *"disadvantages for using google translate, I don't feel confident to write English if it hasn't been corrected using Google translate"*.

b. Problem found when using GT and solutions.

The result of question number two "Problem found when using GT and solutions", the researcher found most of the students argued that GT was not always correct which mean that GT still had lots of grammar mistakes. The solutions that students found were double check the result of GT. There are some students' statements *"Sometimes when we use Google Translate to translate into another language its not totally clear. I mean, sometimes google do some wrong, like grammatical error. For the solution is, dont use Google Translate for many times, and always check your text before you use it"*, *"usually I find the grammar is often wrong and the solutions I will check again using the dictionary"*, *"sometimes using Google translate is not effective in choosing words so that the implied meaning becomes ambiguous, so i have to check again and correct the wrong word manually"*. The next problem was about signal which make students cannot connected to internet and the solutions were using their own effort to translate it such as using dictionary or another resources. There are students' statement *"I think signals. when we are in a place that has a bad signal, it will have an impact on the GT. The solution is to find a place that has a good signal quality"*.

B.DISCUSSION

Based on the findings in this study, the researcher found that almost all the students of English education department of Baturaja university (97 Students) used google translator. The frequency of GT use of students in English education department in Baturaja university was in moderate level of frequency. It meant that GT is often used by the students in learning process. The students often use GT for help them in reading, writing, vocabulary learning even translation. This findings different with the study conducted by Sukkwan (2014) that showed that almost all students used GT but in a low level of frequency.

The results showed the students of English education department of Baturaja university attitude toward the use of google translator in learning process were in positive category such as students perceived that GT give students more advantages than disadvantages, students agree that GT is free and easy to access, GT helped students to translate quickly and much more.

For the problems found by students in using GT and the solutions, the researcher found GT was not always correct which mean that GT still had lots of grammar mistakes, so the students

might follow the wrong ones. The solutions that students found were double check the result of GT. The next problems was about signal which make students cannot connected to internet and the solutions were using their own effort to translate it such as using dictionary or another resources. The result of this study suggest that students should realize that GT is a good English learning tool but they could not just depend on GT because sometimes GT was inappropriate

A. CONCLUSION

Based on the result of the data analysis, the researcher concluded that the English education department Baturaja university students' attitude toward the use of google translator in leaning process were in positive category. The students responses on the attitude aspect were on interval 41% - 100% that included in positive attitude. Students had positive attitudes towardsGT even though it had some drawbacks.

The frequency of GT use of students in English education department in Baturaja university was in moderate level of frequency. It was on the interval mean score 2,34 -3,66 which mean moderate level. Vocabulary learning (3,40), writing (3,50) and translation (3,62) were the three most frequent purposes for which students use GT. Meanwhile reading (3,26) was the least frequently used.

The problems found by students of English education department in Baturaja university in using GT was its not always correct which mean that GT still had lots of grammar mistakes, so the students might follow the wrong ones. The solutions that students found were double check the result of GT. The next problem was about signal which make students cannot connected to internet and the solutions were using their own effort to translate it such as using dictionary or another resources

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