

# STUDENTS' PERCEPTIONS OF USING GOOGLE TRANSLATE AS MEDIA FOR ASSISTING INDEPENDENT LEARNING IN VOCABULARY CLASS

Miftha Fitri Ramadhani<sup>1</sup>, Sabarun<sup>2</sup>, Hesty Widiastuty<sup>3</sup>

State Islamic Institute of Palangka Raya

<sup>1</sup> mifthafitriramadhani123@gmail.com, <sup>2</sup> sabarunhws@gmail.com,

<sup>3</sup> hesty.widiastuty@iain-palangkaraya.ac.id

## Abstract

This study aimed to know how are the Students' Perceptions of using Google Translate as media for assisting independent learning in Vocabulary class. This study was qualitative research methodology, by study case. Subject of the study in this research was the first semester students of Vocabulary class English Education Study Program of IAIN Palangka Raya. The total of the students are 57 students and the researcher took 11 students as the subjects of this research by Purposive Sampling. For the data collection; first, the researcher used the observation checklist. Second, the researcher continued with the interview instrument. The interview has 14 questions with 3 topics; students' personality, students' motivation and students experience. Next, researcher analyzed the data as qualitative data from interview which has been collected and using documentation to strengthen the data such as pictures screenshot of interviews in WhatsApp and Zoom Application. Based on the research problem, it can be concluded that the using of Google Translate as a media for assisting students independent learning in vocabulary class are very helpful, effective and students also feel their vocabulary increased and they motivated in the teaching learning process. And considering the conclusions drawn above, it implies that the use of Google Translate can be used to help or support independent learning and also beneficial media for students, Google Translate help them to translate English material quickly and easily.

**Keywords:** Perceptions, Google Translate, Vocabulary, Independent Learning, Case Study

## INTRODUCTION

According to Turovsky (2016) Google Translate is a free machine translation software that Google created in 2006 with the intended intention of breaking down language barriers and making the globe more accessible. Google translate can be a means to overcome the limitations of language interaction with others. Caswell (2020) claims that Google Translate has been extending its capabilities and is now available in 108 languages as of February 2020. One of the essential needs of human beings is to interact with each other. As a consequence, a means of communication called Language. Language is one of the primary human needs in life, since language is a medium for communicating human, animal, and other objects in the world. Languages are going to be nice when vocabulary is real. From many different languages, English has been recognized as a central language for global communications. English is an international language used by almost all nations. Many nations that determine English language as a foreign language, also Indonesia. English also required subject for Indonesian learners. The teaching-learning process of English language is difficult to Indonesian learners as foreign language since it has a different pronunciation, grammar, form and etc. There are four skills of English learning: listening skill, writing, speaking skill and reading skill, also there are many components of English language such as phrases and set of words, grammar, vocabulary, and etc.

Vocabulary plays a crucial function in the study of languages in Sarani et al (2013). They also express another significant vocabulary role. “Vocabulary is a vital component of language skills and students with less ownership of vocabulary would not be able to use language to the fullest”. in Sarani et al (2013) also add “Learners who lack an extensive vocabulary and strategies for acquiring new vocabulary often achieve less than their potential and may be discouraged from taking advantage of language learning opportunities available to them, such as listening to radio, listening to native speakers, using the language in different contexts, reading, or watching TV”. Vocabulary is very important to explain or show an opinion or idea. To mastery of vocabulary is very important to all who want to improve their language skills. Because vocabulary has a major role to be a good and correct speaker, learning vocabulary by Translation is very commonplace in Indonesia. Translation is how to Translate from first language into second language or the opposite. Translation is one of the types of knowledge that should be learned by Indonesian learners, especially English learners. As English learners, they should be having good strategies to enrich their knowledge, such as translation. Because, by having good translation skills, students can carry the English material correctly. Also, Mastery of vocabulary is a very important factor in translating. The translator should not rely on the meaning of the word contained in the dictionary. Translators must look for the equivalent meaning of words in their translation so that readers of the Translation feel as if they are reading the original book.

In this age of globalizations, most Indonesian students like to use new technologies for learning English, such as Google Translate. Groves & Mundt (2015) wrote that “Google Translate is a free web-based machine translation service that can translate in a variety of languages and also has a mobile app”. Balk et al (2012) stated “Google Translate is a free, application or web-based program with natural translation output, and it is also well known as online machine Translators with the best accuracy”. According to the Google (2015), “Google Translate was launched in 2006 and offered translation between Arabic and English at the first time”. Google Translate (GT) is machine translation (MT) to translate several languages in the world by Google. According to Bahri and Mahadi (2016), “Google Translate is a free machine translation service provided by Google that is used to translate text from one language to another”. This machine will serve the process of translating one language to another target language. So, Google Translate can be defined as one of the automated machine translations available from Google to provide translation services from source languages to target languages and Indonesian students familiar with the application. Consequently, the students’ perceptions in this research are take an important role. According to Qiong (2017) stated that learning begins with perception when individuals pay attention to the stimulus in their sensory memory, so it affects the data that reaches working memory. Perception is the experience of seeing, hearing, or feeling anything through inferring and interpreting information. So, it’s right to conduct this research with the students, especially students in vocabulary class. Because, they feel and used the google translate as media for assisting their independent learning.’ Based on these situations, the researcher want to examines how students truly see the use of google translate as media. According Sabarun (2013) the aims of a study is to prove and answer the topic or the research problem. Based on all explanation above it is very much necessary to conduct research investigating how “Students’ Perceptions of using Google Translate as media for Assisting Independent Learning in Vocabulary class.” There are some reasons why researcher choose the topic. First, the student’s perception of using Google Translate, based on the researcher experiences, almost all of the students of the English language study program used Google Translate as media to support their independent learning, because they often find it hard to

translate the materials, that's why they often used it. Also, it can be ascertained that almost all student is familiar with Google Translate. The focus of this research is to examine more deeply about their perception in using google translate as media for Assisting in their independent learning. Therefore, ask and investigates them about their perception in using google translate as media for Assisting their independent learning is valid. Second, the reason why the researcher decide to conduct the research in vocabulary class in this study because; Google Translate is inseparable from the vocabulary. Google Translate is a translator machine. Translator machine to translate words. Google Translate is useful as a translator to translate words. Therefore, its valid if conduct research about Google Translate as a translator machine and connect it with vocabulary as a word because they have link, especially Vocabulary Class, also the researcher wants to give contribution to English Education Department of IAIN Palangka Raya. The result of this research is expected to give advantageous and consideration to another researcher. And the Accessibility. The researcher of this research is one of the students at IAIN Palangka Raya, that's why the researcher understand the situation of the field and want to conduct the research at Vocabulary Class of IAIN Palangka Raya.

## **METHOD**

This study was used qualitative research methodology which focused on descriptions by study case because the researcher wants to explores and describes in-depth, careful, and thorough analysis of a specific case or instances in a real-life setting. Qualitative research can be used to describe any phenomenon based on study facts. The first semester students of IAIN Palangka Raya's Vocabulary class English Education Study Program were the subjects of this research. This research conducted at first semester because vocabulary class was held on its semester. The total of the students in Vocabulary Class are 57 students and the researcher took the students as the subjects of this research by Purposive Sampling. Purposive sampling was used to choose the subjects. According to Ary (2010) "Purposive sampling is a type of nonprobability sampling in which participants judged to be representative of the subject are included in the sample".

## **RESULTS AND DISCUSSION**

### **Results**

Research data obtained from interview and supported by documentation. Subject of the study in this research refers to the first semester students of Vocabulary class English Education Program of IAIN Palangka Raya. The time for the observation checklist was on Thursday, November 4<sup>th</sup>, 2021 and the time for the interview was started on Sunday, November 7<sup>th</sup>, 2021. Observation in this study was to checked whether students fit the sampling criteria. The observation checklist in this research was to make sure the sample is valid or suitable as the subject and representative. Interviews were conducted with 11 informants who were considered as representative of the problem objects in this research based on the criteria by purposive sampling, and the documentations in this research are such as pictures screenshot of interview from WhatsApp, Zoom, observation checklist, sheet of interview, students' data, and notes.

#### **1. Interview Results**

Interview were conducted with 11 informants from the first semester students of Vocabulary class English Education Study Program of IAIN Palangka Raya who were considered as representative of the problem in this study. The interview was conducted via WhatsApp and Zoom Application. Whoever using Google Translate as media for

Assisting Independent Learning in Vocabulary class were picked as the subject of the interview by using purposive sampling.

### **a. Personality Results**

There are 14 main questions with 3 topics; Students Personality, Students Motivation and Students Experience. This section was the first topic, Students Personality topic which consist 5 questions. The results of the interview in this section, the interview that consisted of 5 questions from the first topic; students personality topics, it can be concluded that Google Translate is very helpful and effective as a media for assisting student's independent learning in Vocabulary Class. Further details below:

#### *1) "How do you know Google Translate?"*

Dealing with question 1 first topic "How do you know Google Translate?" Was found the result of the research from interview question number 1 in the first topic, students personality topic that 8 students MA, SC, FI, AE, SH, IN, MS and AAB from 11 total subject of the research knew Google Translate because they want to translate words or their teaching-learning material. Several students also adds that they knew Google Translate from their friends and also from Google.

#### *2) How do you enjoy/feel use Google Translate?*

Dealing with question number 2 first topic "How do you enjoy/feel use Google Translate?". Was found the result of the research from interview question number 2 in first topic personality topic that 11 students of research subject MA, SC, ANS, FI, AE, YA, SH, IN, ZKW, MS and AAB from 11 total research subject stated that they felt enjoy in using Google Translate as media in their independent learning. Several students also adds that using Google Translate was very easy.

#### *3) Do you confident use Google Translate?*

Dealing with question number 3 first topic "Do you confident use Google Translate?". Was found the result of the research from interview question number 3 in first topic personality topic that 6 students SC, FI, AE, YA, ZKW, and AAB from 11 total research subject felt not sure in using Google Translate. They add that using Google Translate often error. They felt grammar in Google Translate sometimes was incorrect.

#### *4) What you think using Google Translate gives you a chance to do a cheat in class?*

Dealing with question number 4 first topic "What you think using Google Translate gives you a chance to do a cheat in class?". From interview question number 4 in this first topic personality topic, 10 from 11 students answered. 6 students stated using Google Translate gives you a chance to do cheat in class, because the easy of using Google Translate itself. While 4 students stated that cheat or not in class was depend on the user itself.

#### *5) Do you feel helpless without using Google Translate? Why?*

Dealing with question number 5 first topic "Do you feel helpless without using Google Translate? Why?". Was found the result of the research from interview question number 4 in first topic personality topic that 6 students ANS, YA, SH, ZKW, MS and AAB from 11 total research subject felt helpless without using Google Translate to translate their

learning material. Several students also add why they felt helpless without using Google Translate it's because they felt their vocabulary was lack.

### **b. Motivation Results**

There are 14 main questions with 3 topics; Students Personality, Students Motivation and Students Experience. This section was the second topic, Students Motivation topic which consist 3 questions. The results of the interview data in this section, the interview that consisted of 3 questions from the second topic; students motivation topics, it can be concluded that Students feel motivated after using Google Translate. This statement was supported by interview below:

*1) Do you got motivated after using Google Translate in your independent learning? Why?*

Dealing with question number 1 second topic "Do you got motivated after using Google Translate in your independent learning? Why?". Was found the result of the research from interview question number 1 in second topic motivation topic that 8 students MA, ANS, FI, SH, IN, ZKW, MS and AAB from 11 total research subject felt motivated after using Google Translate to translate their material in their independent learning. They motivated and want to learn more because the using of Google Translate. ZKW also add after using Google Translate, she motivated to learn grammar and vocabulary more intensely. While 2 students SC, YA felt not too motivated, SC add it's because she didn't bergantung in Google Translate.

*2) Do you think your vocabulary enriches after use Google Translate? Why?*

Dealing with question number 2 second topic "Do you think your vocabulary enriches after use Google Translate? Why?". Was found the result of the research from interview question number 2 in second topic motivation topic that 11 student MA, SC, ANS, FI, AE, YA, SH, IN, ZKW, MS and AAB from 11 total research subject stated that their vocabulary was increase after using Google Translate in order to translate their independent learning material. They felt using Google Translate increase their vocabulary, it's because they often to translate unknown vocabulary.

*3) Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?*

Dealing with question number 3 second topic "Do you self-confident is increasing in Vocabulary Class because of Google Translate? Why?". Was found the result of the research from interview question number 3 in second topic motivation topic that 6 students MA, FI, AE, SH, IN, and AAB from 11 total research subject stated their self-confident didn't increase in vocabulary class because of Google Translate. They add it's because of their vocabulary was lack. mereka memang kekurangan vocabulary. While 5 students SC, ANS, YA, ZKW and MS felt their self-confident in vocabulary class was increase because of Google Translate.

### **c. Experience Results**

There are 14 main questions with 3 topics; Students Personality, Students Motivation and Students Experience. This section was the last topic, Students Experience topic which consist 6 questions. The results of the interview data in this section, the interview that consisted of 6 questions from the third topic; students experience topics, it can be concluded that Students feel their vocabulary increases after using Google Translate.



This statement was supported by interview data above. This statement was supported by interview below:

1) *Do you think Google Translate is easier to accessed based on your experience?*  
Dealing with question 1 third topic “Do you think Google Translate is easier to accessed based on your experience?”. Was found the result of the research from interview question number 1 in this third topic or the last topic experience topic that 10 students MA, SC, ANS, AE, YA, SH, IN, ZKW, MS and AAB from 11 total research subject stated that Google Translate was easily accessed. They also adds the easily accessed of Google Translate was because Google Translate can be used in smartphone and also can be accessed through web or the application.

2) *What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?*  
Dealing with question 2 third topic “What do you think about Google Translate as media for assisting your independent learning in Vocabulary class?”. Was found the result of the research from interview question number 2 in third topic experience topic that 11 students MA, SC, ANS, FI, AE, YA, SH, IN, ZKW, MS and AAB from 11 total research subject stated that Google Translate as media for assisting their independent learning in vocabulary class was very helpful and effective. They also adds the using of Google Translate was easily accessed, simple and very useful for students with lack of vocabulary.

3) *Do you think Google Translate help you to comprehend the material? Why?*  
Dealing with question number 3 third topic “Do you think Google Translate help you to comprehend the material? Why?”. Was found from interview question number 3 in this third topic experience topic that 11 students MA, SC, ANS, FI, AE, YA, SH, IN, ZKW, MS and AAB from 11 total research subject stated that they felt very helpful in order to comprehend the material by Google Translate. Because they often found material or vocabulary they didn’t know.

4) *What problem are faced using Google Translate?*  
Dealing with question number 4 third topic “What problem are faced using Google Translate?”. Was found the result of the research from interview question number 4 in third topic experience topic that 11 students MA, SC, ANS, FI, AE, YA, SH, IN, ZKW, MS and AAB from 11 total research subject answered the problem that they faced in using Google Translate as media for assisting in their independent learning. The problem that they faced was grammatical in Google Translate. They add grammar in Google Translate errors and sometimes messed up. SH also add that the networks also the problem that they faced when using Google Translate.

5) *How do you use Google Translate?*  
Dealing with question number 5 third topic “How do you use Google Translate?”. Was found the result of the research from interview question number 5 in third topic experience topic that 11 students MA, SC, ANS, FI, AE, YA, SH, IN, ZKW, MS and AAB from 11 total research subject stated that they using Google Translate in application and web of Google Translate. Several students also adds they translate the material or vocabulary that they didn’t know just only with scanning the material or the vocabulary without typing it.

6) *When do you use Google Translate?*

Dealing with question number 6 third topic “When do you use Google Translate?”. Was found the result of the research from interview question number 6 in third topic experience topic that 11 students MA, SC, ANS, FI, AE, YA, SH, IN, ZKW, MS and AAB from 11 total research subject stated that they using Google Translate when they found material or vocabulary that they didn’t know in their independent learning.

## Discussion

Based on this study attempted to answer the single research problem “how are the students’ perceptions of using google translate as media for assisting independent learning in vocabulary class?”, The result of this study can be concluded that the application of Google Translate was very helpful for the students and also effective as a media for assisting students in their independent learning in Vocabulary Class, it was also concluded that the Students was motivated after used Google Translate, because Google Translate help them to translate their material in their independent learning and Students feel their vocabulary was increased after they used Google Translate in their independent learning.

Based on the findings were supported by other researchers;Yanti and Meka (2019), Alhaisoni and Alhaysony (2017),Wei (2021), Tumbal et al (2021), Arjulayana (2019), and Sagita et al (2021), Which is where all the results show positive results. The research findings in line with Yanti and Meka (2019), The results of this research showed that mostly students used Google Translate as a fast dictionary, it means Google Translate is effective. The result also showed that the use of Google Translate frequently was enriching students’ vocabulary. The findings was also supported by Alhaisoni and Alhaysony (2017) that, the results revealed that almost all of the subjects reported using GT. The results also showed that GT is frequently used to get the meaning of unknown words, writing assignments and reading an English textbook.

This research also in line with Wei (2021) found that, the findings revealed that the students are generally positive towards to the use of Google Translate in their language learning. Most of them frequently use Google Translate, and acknowledge the convenience and usefulness of Google Translate in their language learning process. Tumbal et al (2021) also supported the findings of this research. They found that, the students in translating activity especially translating English to Indonesia, they use Google Translate to help them in translating the material. Also, in line with Arjulayana (2019). He found that, the findings revealed Google translate very helpful for 5th semester students, 92% agreed that this machine is very effective to assist them in their teaching learning process. The findings of this research also supported by Sagita et al (2021). The findings of this research showed that the students of English Department at Jabal Ghafur University used Google translation tool in learning English because sometimes they had difficulties in understanding English. The results of the novelty of this research are Students feel motivated after using Google Translate. This novelty finding was found after being known through interviews to determine student perceptions. The students’ feel motivated in using google translate because students often encounter material that is difficult to understand. Most of them frequently use Google Translate, and acknowledge the convenience and usefulness of Google Translate in their language learning process.

## CONCLUSION

Based on this study attempted to answer the single research problem “how are the students’ perceptions of using google translate as media for assisting independent learning in vocabulary

class?”, The result of this study can be concluded that Google Translate is very helpful and effective as a media for assisting student's independent learning in Vocabulary Class. Also, students feel motivated after using Google Translate in their independent learning. The students feel motivated in using google translate because the students often encounter material that is difficult to understand. So, Google Translate overcome their problem. And students feel their vocabulary increases after using Google Translate, this is related to how often they use Google Translate.

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