

**THE STUDENTS' PERCEPTION OF USING GOOGLE TRANSLATE  
IN WRITING AN ENGLISH TEXT AT THE ELEVENTH GRADE  
OF SMAN 4 JEMBER**

**THESIS**



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER  
STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHING TRAINING  
DECEMBER 2023

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Submitted to State Islamic University of Kiai Haji Achmad Shiddiq Jember  
to fulfill the requirements to get Bachelor's degree (S. Pd)  
English Education Program  
Islamic Studies and Language Education Department  
Faculty of Tarbiyah and Teaching Training



By:

**Noviana Dwi Isnayanti**

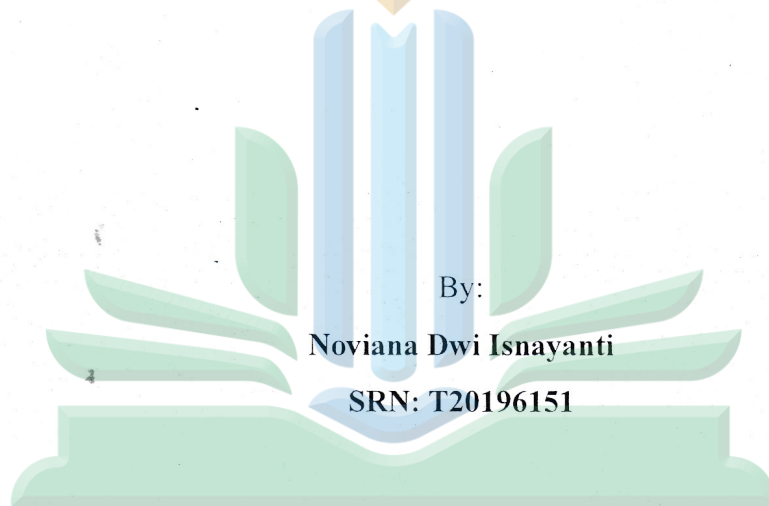
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UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Supervisor:

  
**Mega Fariziah Nur Humairoh, M. Pd.**

NIP: 199003202019032010

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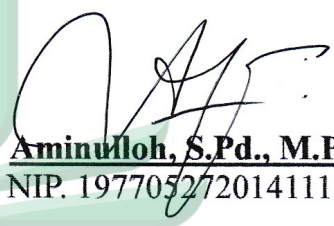
Day and Date : Tuesday, 12<sup>th</sup> of December 2023

**Examiner Team**

Chairman

Secretary

  
**Dewi Nurul Qomariyah, S.S., M.Pd.**  
NIP. 197901272007102003

  
**Aminulloh, S.Pd., M.Pd.**  
NIP. 197705272014111001


Members:

1. Dr. Dwi Puspitarini, S.S., M.Pd.
2. Mega Fariziah Nur Humairoh, M.Pd.


Approved by  
The Dean Faculty of Education and Teacher Training

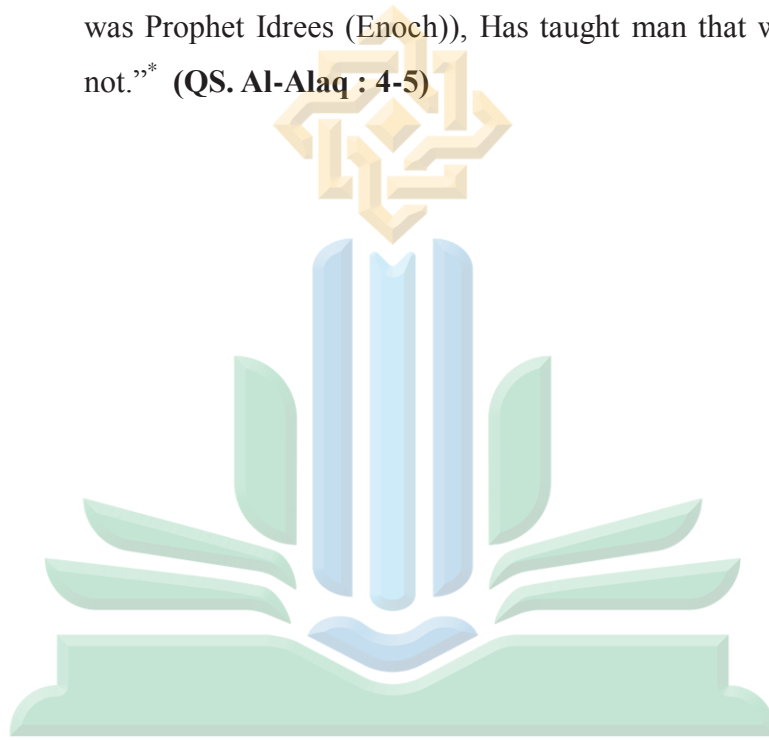


  
**Dr. Abdul Mu'is, S.Ag., M.Si.**  
NIP. 197304242000031005

## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning : “Who has taught (the writing) by the pen (the first person to write was Prophet Idrees (Enoch)), Has taught man that which he knew not.”\* (QS. Al-Alaq : 4-5)



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\* Dr. Muhammad Taqi-Ud-Din Al Hilali and Dr. Muhammad Muhsin Khan, *Interpretation of the meaning of the Qur'an in the English Language*. (Madinah, K.S.A: King Fahd Complex for the Printing of the Holy Qur'an. 1998), 435.

## DEDICATION

I dedicate this thesis to:

1. My grandparents. The dearest people who took the responsibility for raising me and my siblings and allowed us to receive the best education.
2. My father, the best observer and advisor. Someone who always reminds me to remain surrendered to Allah and tries my best.
3. My dearest mother, who has a big dream for her daughters. I dedicate my thesis to the strongest woman I have ever met in this world.
4. My sisters, the reasons I always keep going on in my life and pursue my dream.
5. My dearest friends for always helping and accompanying me through every problem and every moment I experienced during my studies. I also dedicate this thesis to someone who has supported and accompanied me in every moment for the last few years.
6. Lastly, to everyone who has helped the writer to finish this thesis. Thanks a lot.

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Praise and gratitude to the presence of Allah SWT, the most gracious and the most merciful, the lord of the world who has given abundant mercy, relief, and guidance so that the writer can complete this thesis, entitled "Senior High School Students' Perception of Using Google Translate in Writing An English Text" that becomes one of the requirements to fulfill the bachelor's degree. Sholawat and salam may praise our great prophet Muhammad SAW, peace be upon him, who has guided us from the darkness into the lightness, especially for the bright future and the world civilization.

At this point, the author would like to express her gratitude and appreciation to the following individuals who assisted, contributed, and encouraged the researcher throughout the course of this research:

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4. Dewi Nurul Qomariyah, S.S.,M.Pd., as the Head of English education program who has given the permission to do this research.

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9. XI-6 class students of SMAN 4 Jember for being cooperative during the research conducted.

Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researchers and readers in the teaching learning process, particularly in writing activity.



UNIVERSITAS ISLAM NEGERI Jember, November 21<sup>st</sup>, 2023  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R Noviana Dwi Isnayanti



## ABSTRACT

Noviana Dwi Isnayanti, 2023: *The Students' Perception of Using Google Translate in Writing An English Text at The Eleventh Grade of SMAN 4 Jember.*

**Key Words:** Perception, Google Translate, Strategy in using GT

The development of ICT in the world of education greatly influences the language learning process, either positively or negatively. The previous study stated that technology development in language teaching and learning makes it easier for students to learn the required language skills. One example of a technical advancement that students frequently use to assist them is Google Translate, commonly used as a translation machine in the writing or reading process. Several findings from previous studies indicated that writing products produced with Google Translate assistance were considered to be low quality. In contrast, it also revealed that using Google Translate enhances students writing products.

Therefore, this research is interested in studying the massive use of Google Translate among Indonesian EFL students. The purpose is to determine whether Google Translate can assist students with their writing. The study focused on exploring students' perceptions of the use of Google Translate in the writing process of an English text. Moreover, this study also analyzed students' strategies for using Google Translate effectively in the writing process. Therefore, this research raises two research questions, namely (1) what are the students' perceptions towards Google translate in writing English text?, and (2) what are the strategies that students apply in using Google translate for writing English text?

The data collection technique used in this study was a closed-ended questionnaire and interview. Sequential explanatory design with a mixed-method research approach is used by combining quantitative methods as primary methods and qualitative methods to collect secondary data. The research was conducted on secondary school students, specifically eleventh-grade students at SMAN 4 Jember. The respondents are 31 students that were chosen using cluster random sampling. Moreover, five students were selected to participate in interviews to gather secondary data. Recruiting the sample for the interview was carried out by convenience sampling by attaching questions about their willingness to become participants in the questionnaire.

According to the findings, students responded positively by agreeing with the statement in the questionnaire about using Google Translate to translate text into English when they write in that language. Thus, it concluded that students have a positive perception of the use of Google Translate in writing. Positive perception is a positive response toward Google Translate as the object being perceived. It shows a reaction of approval, recognition, and use of Google Translate as the writing assistant. However, students mentioned the drawbacks of Google Translate's output during the interview, such as misinterpreting context and confusing tenses use. As a result, students included their strategies for efficiently utilizing Google Translate, including post-editing on the output of Google Translate. Students also reported novel strategies in writing, by switching between languages while writing to ensure that their work made sense in both languages and referring to a variety of assistance tools. Further research on the use of Google Translate for writing needs to examine student writing produced with and without the assistance of the tool. It could prove whether Google Translate could outperform their writing product.

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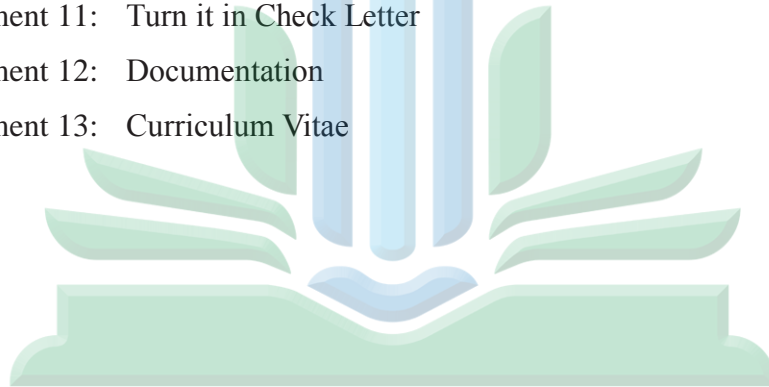
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Along with globalization, technological developments have spread throughout the world in all fields, including in the field of education. In education, the integration of technology and education has existed for decades and aims to increase student learning.<sup>1</sup> The use of technology in education helps enhance student learning and interactivity. It makes knowledge transfer very easy, convenient, and more effective.<sup>2</sup> Information and communication technology (ICT) is one instance of technology used in education. ICT significantly affects how much knowledge students and teachers can acquire and retain. One example of an ICT frequently utilized in teaching and learning, particularly in language learning is machine translation.

Machine translation (MT) is an automated translation, which converts text from one natural language to another using computer software.<sup>3</sup> There is a bewildering selection of free machine translations such as Translation Online, Foreign Word, Babelfish, Web Trance, Verbalist, Prompt, and many more online machine translations easily accessible via the internet.<sup>4</sup> However, Google Translate has emerged as the most popular and effective

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<sup>1</sup> Nina Inayati, *English Language Teachers' Use of Social Media Technology in Indonesian Higher Education Context*, 30.

<sup>2</sup> R. Raja & P. C. Nagasubramani, *Impact of Modern Technology in Education*, 33.

<sup>3</sup> Omid Karami, *The Brief View on Google Translate Machine*, 1-6.

<sup>4</sup> Stephen Hampsire & Carmen P. Salvia, *Translation and The Internet: Evaluating the Quality of Free Online Machine Translators*, 199.

translation tool over the past few years.<sup>5</sup> Therefore, language students increasingly use it to translate a single word into an entire paragraph between the source and target language.<sup>6</sup> For over 70 years, English has been the primary foreign language taught in Indonesian high schools.<sup>7</sup> This is the target language that was mentioned above. In the Indonesian curriculum, teaching English is directed at four language skills namely listening, speaking, reading, and writing.<sup>8</sup> Writing is one of the four abilities that every student needs to master to meet their requirements for both their education and their employment.<sup>9</sup>

Students may require references while writing to comprehend certain terms from the source language into the target language or vice versa. In this case, students will usually use the dictionary as a reference. However, nowadays' technology makes it easier for students to use machine translation instead of using printed dictionaries. A preliminary study stated that many Indonesian students rely on Google Translate to translate English material. Students frequently use Google Translate to translate short texts or specific words for reading and writing, in general usage and assignments.<sup>10</sup>

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<sup>5</sup> Eid Alhaisoni & Maha Alhaysony, *An investigation of Saudi EFL University Students' Attitudes toward the Use of Google Translate*, 73.

<sup>6</sup> Reza Farzi, *Taming Translation Technology for L2 Writing: Documenting the Use of Free Online Translation Tools by ESL Students in a Writing Course*.

<sup>7</sup> Soenjono Dardjowidjojo, *English Teaching in Indonesia*, 23.

<sup>8</sup> Soenjono Dardjowidjojo, *English Teaching in Indonesia*, 25.

<sup>9</sup> V. S. S. Durga & C. S. Rao, *Developing Students' Writing Skills in English-A Process Approach*, 2.

<sup>10</sup> Murtisari, Widiningrum, Branata, & Susanto, *Google Translate in Language Learning: Indonesian EFL Students' Attitudes*, 978

Writing is one of the essential skills, has a fairly high level of difficulty for language learners in Indonesia. Due to their frequent usage of unsuitable words, students struggle with language use and word choice.<sup>11</sup> Additionally, the amount of time students have in class to practice writing with the teacher is limited. On the other hand, it's critical for writers to use appropriate word choice while putting their thoughts on paper to effectively convey their writing to readers.<sup>12</sup> Therefore, students use the help of Google Translate as a reference in the writing process.

However, in previous research on the teacher perception toward Google Translate, the work produced by students who are likely using Google Translate for their writing assignments has been viewed as low quality.<sup>13</sup> In contrast, other studies on Thai EFL students found that when students use Google Translate to write, their writing improves in terms of vocabulary, conjunctions, sentence structure, tenses, and word order.<sup>14</sup> Because of the contrasting findings of both studies, this study is interested in researching the massive use of Google Translate found among Indonesian EFL students. Besides the empirical research gap above, the current research chose to research senior high school students because the previous studies mostly researched undergraduate students or teachers. However, many senior high school students use Google Translate for general use or assignments. This

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<sup>11</sup> Pablo & Lasaten, *Writing Difficulties and Quality of Academic Essays of Senior High School Students*, 4.

<sup>12</sup> Starkey, *How to Write Great Essays*, 21.

<sup>13</sup> Andi Wirantaka & Mahdiana Syahri Fijanah, *Effective Use of Google Translate in Writing*, 15.

<sup>14</sup> Wichuta Chompurach, "Please Let Me Use Google Translate": *Thai EFL Students' Behavior and Attitudes toward Google Translate Use in English Writing*, 33.



research expects to prove whether Google Translate is useful in helping students in writing or vice versa. In addition, the teachers need to think about how to make further use of Google Translate while writing English text.

### **B. Problem Statement**

1. What are the students' perception towards the Google translate in writing English text?
2. What are the strategies that students apply in using Google translate for writing English text?

### **C. Objective of the Study**

1. To explore the students' perceptions of writing English texts using the assistance of Google Translate.
2. To analyze the students' strategies using Google Translate in writing English texts.

### **D. Significance of the Study**

Theoretically, the results of this study are expected to contribute to research and educational purposes, especially in understanding senior high school students' perceptions of Google Translate and the strategies students employ in using Google Translate in writing English texts. Therefore, it can be a consideration for practitioners in implementing Google Translate as a writing assistant in practical learning, concerning its uses, disadvantages, and strengths according to student perceptions.

Besides the theoretical significance, this study is expected to be able to contribute practically. In practice, the researcher hopes the result of the study can be useful,

#### 1. For Teachers

This research is expected to provide useful information for teachers to understand students' perceptions of using Google Translate in writing English texts. Therefore, the teacher can correct students' mistakes in Google Translate used to help increase the effectiveness of Google Translate as the writing assistant for the students writing English texts.

#### 2. Further Researchers

This research is expected to be information and reference to support further research. Future researchers can conduct further research on students' perceptions of Google Translate and the strategies students employ in using Google Translate in writing English texts. Therefore, the findings of this research are expected to enlarge theories about students' perceptions and strategies in using Google Translate in writing English texts.

#### **E. Scope of the Study**

The scope of this research is limited to investigating the senior high school students' perception of the use of Google Translate in writing English texts and the strategies they employ in using Google Translate in writing English texts. It focused on eleventh-grade students' perceptions of using Google Translate in writing English texts. In addition, interviews were

conducted to find out the writing process used by eleventh-grade students in using Google Translate in each cycle. The research was carried out using a closed-ended questionnaire. The closed-ended questionnaire does not allow the participants to add any comments or further explanation to their choice. Therefore, this research was lack of detailed information about students' opinions or further explanation of the source of their perception. In addition, interviews were conducted to deepen perceptions that could not be discovered using a questionnaire and to find out the strategies used by students in using Google Translate in each cycle.

#### **F. Definition of Key Terms**

In order to clarify the key terms of this study, some definitions are put forward:

##### **1. Students' Perception**

In this study, the students' perceptions were directed at the students' views on the usefulness of Google Translate as an English learning tool. This perception produces two kinds of perceptions, positive and negative.

Perceptions that appear because of students' satisfaction with the ability of Google Translate as a tool in writing activities are called positive perceptions and vice versa. Negative perceptions arise because students are dissatisfied with Google Translate in helping students with writing activities. Students' perception was valued as positive if the students chose to strongly agree or agree with the statements. However, if the students

chose to disagree or strongly disagree with the statements, it was valued as a negative perception towards the use of Google Translate.

## 2. Google Translate

Google Translate is a machine translation developed by Google Inc. It helps translate words, phrases, sentences, or web pages from one language to another. The development of Google Translate is increasingly advanced and provides more than 100 languages. In the term of this study, Google Translate is used in writing to help students check spelling and reduce spelling errors in the writing process. It is also used to create longer texts for those with low English proficiency.

## 3. Writing English Text

Writing English texts refers to the process of students writing narrative texts. The writing process refers to the overall approach chosen by students to create English written texts. In this context, the writing process is the steps that students choose to produce good written products using Google Translate effectively in writing. The strategy for using

Google Translate is aimed at how students use Google Translate in the writing process.

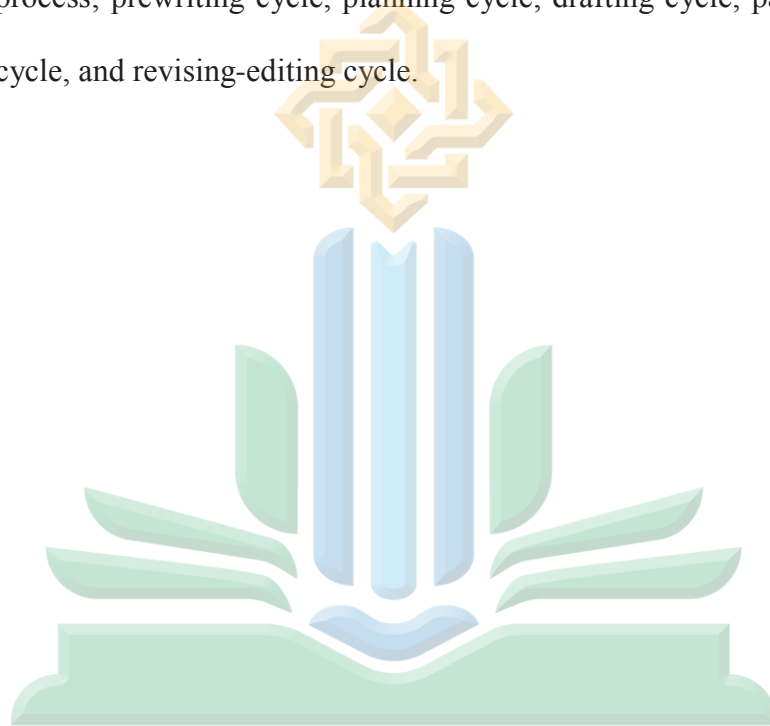
## G. Variables and Indicators of the Study

### 1. Variables

The variables of the study are students' perception on Google translates and students' strategies in using Google Translate.

## 2. Indicators

The indicator of the research focused on students' perception; positive and negative perception. Besides, the research also investigated about the use of Google Translate in each cycle of students' writing process; prewriting cycle, planning cycle, drafting cycle, pausing-reading cycle, and revising-editing cycle.



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## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

1. *An Investigation of Saudi EFL University Students' Attitudes towards the Use of Google Translate* (2017) written by Eid Alhaisoni and Maha Alhaysony.<sup>16</sup>

This study explores students' attitudes toward using Google Translate (GT) and the purpose of using it. The participants were 92 fourth-year English majors from Aljouf University in Saudi Arabia's Department of English. The willingness to participate was taken into consideration while selecting the participants at random. This study used a questionnaire as its research tool. This study found that most of the participants reported using GT.

More than half of the participants mentioned that they often and always use GT to learn vocabulary, writing, reading, and translating. The participants reported using GT more frequently for writing assignments than for translating assignments, which was surprising. The participants showed a positive attitude towards GT because the efficiency and translation were better than theirs. However, the disadvantage was reported because GT could not translate all the words correctly, so the participants

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<sup>16</sup> Eid Alhaisoni & Maha Alhaysony, *An investigation of Saudi EFL University Students' Attitudes toward the Use of Google Translate*.

needed to check the meaning of the words in the dictionary to be sure, or ask the teacher or peers.

2. *The Use of Google Translate in EFL Essay Writing* (2018) written by Sylvi Octaviani Chandra and Ignasia Yuyun.<sup>17</sup>

The study investigated the application of GT in EFL essay writing and how it affects language acquisition. This study used a qualitative method using two methods of data collection, mediated observation, and interview. The study was conducted at Kristen Krida Wacana University, involving eight undergraduate students from the English Department. Each participant receives a writing assignment, which is then examined by categorizing it according to the relevant writing component. In the meantime, the questions from the interview were used to transcribe the data and organize it into tables.

The results demonstrated how the students applied GT in three aspects, including grammar, spelling, and vocabulary. With vocabulary being the most used part in GT, followed by phrases and sentences as the second and third most used, vocabulary emerges as the most utilized component. Grammar is the least used among the others, while spelling comes in at number four. Most respondents agree that GT is a helpful tool in essay writing, but only if it is dealing with words. When dealing with longer sentences, it is no longer as helpful.

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<sup>17</sup> Sylvi Octaviani Chandra & Ignasia Yuyun, *The Use of Google Translate in EFL Essay Writing*.

3. *The Effect of the Use of Google Translate on Translation Students' Learning Outcomes* (2019) written by Reem Alsalem<sup>18</sup>

This study investigated how students' development of translation skills was impacted by their uncontrolled usage of Google Translate (GT). It aims to determine whether translation students' present usage patterns of GT may affect their academic performance. Four translation students were given a 150-word text each to translate, and their editing of GT translations was observed. To determine which skills are utilized less when students rely on GT for their initial draft. The researcher looked at the translation and editing processes. It has been accomplished by examining the translations that four students have finished, both with and without GT assistance. The studies used think-aloud data from the actual translation efforts of four students.

As a result, it stated that the four students followed the general pattern in using GT, but they differed in some minor details. They probably made mistakes since they relied on terms they already knew rather than consulting a dictionary when choosing substitutes for the GT equivalent. However, because of their excessive reliance on Google Translate, students will continue to struggle to recall words when translating from scratch in the future. Since students are still in the training process and have not yet fully mastered all translation procedures or established their second language, they don't trust GT or themselves too much. Teachers have

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<sup>18</sup> Reem Alsalem, *The Effect of the use of Google Translate on Translation Students' Learning Outcomes*.



found that some students do not take the time to post-edit GT before submitting, which is the biggest issue. It deprives students of an important learning opportunity.

4. *“Please Let Me Use Google Translate”: Thai EFL Students’ Behavior and Attitudes toward Google Translate Use in English Writing.* (2021) written by Wichuta Chompurach.<sup>19</sup>

The researcher studied the methods used by Thai EFL students to write English texts using Google Translate (GT), how they post-edited (PE) the results, and how they perceived the usage of GT in producing texts. The researcher used a qualitative approach by conducting interviews in Thai to get clear pictures of students' behavior in using GT, with 15 non-English majors from three universities. Two writing tasks at the sentence and paragraph levels were given to the students. However, the scope of the study made it clear that since this was not its stated goal, the quality of their work would not be evaluated.

The results indicate that language learners' decisions post-editing their work are influenced by their opinions of their language proficiency.

They view Google Translate as a dependable and useful helper that may help them write better and offer writing advice. However, their production of idioms, phrases, and paragraphs is incomprehensible in its raw form.

The majority of students disagree that they should not be permitted to use

GT when writing since it concerns them and affects the quality of their

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<sup>19</sup> Wichuta Chompurach, *“Please Let Me Use Google Translate”: Thai EFL Students’ Behavior and Attitudes toward Google Translate Use in English Writing.*

work. Therefore, the language teacher should provide them with instructions on how to use GT and do PE output effectively.

5. *Effective Use of Google Translate in Writing* (2021) written by Andi Wirantaka and Mahdiana Syahri Fijanah.<sup>20</sup>

This study aims to investigate teachers' perceptions of the effective use of Google Translate (GT) in student writing. This study used a descriptive qualitative research design. The data collection technique was interviews with six English Education Department teachers at a private university in Yogyakarta. The interviews focused on teachers' perceptions of the superiority of GT in students' writing, and on finding out effective strategies for using GT in writing.

The findings show that the GT use helps students as a reference for the English language, increases students' vocabulary, becomes a spelling and pronunciation checker, and as a grammatical solution. In addition, the strategy for using GT effectively is to do pre-editing and post-editing, and using GT to translate partial translations and checker tools. The findings show that paragraph and text translation are not recommended for GT to be used. The results imply that GT is useful for students as a machine translation. However, teachers should encourage students to use GT effectively.

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<sup>20</sup> Andi Wirantaka & Mahdiana Syahri Fijanah, *Effective Use of Google Translate in Writing*.

*Table 2.1*  
*Similarities and Differences between Previous Researches and Present Research*

No	Author, Year, Title	Similarities	Differences
1	Eid Alhaisoni and Maha Alhaysony, (2017), "An Investigation of Saudi EFL University Students' Attitudes towards the Use of Google Translate"	a. Research about the same media: Google Translate	a. Using the descriptive quantitative design, while the present study uses mix-method research. b. The level of participants is undergraduate students, while the present study chose senior high school students as the participants. c. Focus on the writing and reading skill, while the present study focuses on writing skill. d. Focus on observation of students' attitudes towards GT, while the present study focuses on students' perception of the use of GT.
2	Sylvi Octaviani Chandra and Ignasia Yuyun, (2018), "The Use of Google Tranlatae in EFL Essay Writing"	a. Research about the same media: Google Translate b. Focus on the same skill: Writing	a. Using qualitative research, while the present study uses mix-method research. b. The level of participants is undergraduate students, while the present study chose senior high school students as the participants. c. Focus to observe the GT used in essay writing practice, while the present study only focuses on students' perception of the use of GT.
3	Reem Alsalem, (2019), "The Effect of the use of Google Translate on Translation Students' Learning Outcomes"	a. Research about the same media: Google Translate	a. Using think-aloud data from students' actual effort, while the present study uses questionnaire and interview data collection. b. The level of participants is undergraduate students, while the present study chose senior high school students as the participants. c. The study aims to find the

No	Author, Year, Title	Similarities	Differences
			current pattern of GT use and the GT role in students' learning outcomes. While the present study focuses on students' perception of GT used in the writing process.
4	Wichuta Chompurach, (2021), ““Please Let Me Use Google Translate”: Thai EFL Students' Behavior and Attitudes toward Google Translate Use in English Writing”	<ul style="list-style-type: none"> <li>a. Research about the same media: Google Translate</li> <li>b. Focus on the same skill: Writing</li> </ul>	<ul style="list-style-type: none"> <li>a. Using qualitative research, while the present study uses mix-method research.</li> <li>b. The level of participants is third-year undergraduate students, while the present study chose senior high school students as the participants.</li> <li>c. Focus on observation of students' behavior and attitudes towards GT as a writing assistant in writing activity, while the present study focuses only on students' perception of the use of GT.</li> <li>d. Research about students' PE behavior when using GT, while the present study focuses on students' strategy using GT in the writing process.</li> </ul>
5	Andi Wirantaka and Mahdiana Syahri Fijanah, (2021), “Effective Use of Google Translate in Writing”	<ul style="list-style-type: none"> <li>a. Research about the same media: Google Translate</li> <li>b. Focus on the same skill: Writing</li> <li>c. Both study about the perception towards GT use in writing activity and the strategy using GT in writing process</li> </ul>	<ul style="list-style-type: none"> <li>a. Using qualitative research, while the present study uses mix-method research.</li> <li>b. Both have the same problem statement. But this research views the teachers' perception, while the present study views the students' perception.</li> </ul>

The previous studies were conducted to investigate the use of Google Translate for teaching and learning in English education. The participants in previous studies were students and teachers at the undergraduate level. Meanwhile, not much research has been conducted on high school students, while many high school students use Google Translate. The previous studies showed contrasting findings on the use of Google Translate in improving students writing quality. Therefore, the present study explores the perceptions of using Google Translate in the writing process of high school students to prove whether Google Translate is helpful for them or vice versa. Students' beliefs about translation as closely related to the use of translation in English language learning.<sup>21</sup> Therefore, students' strategies using Google Translate were also examined. According to the researcher, it is important to understand the high school students' views on how to use Google Translate in writing to guide them to use Google Translate effectively. In addition, the teachers need to think about how to make further use of Google Translate while writing English text.

## **B. Theoretical Framework**

### **1. Perception**

#### **a. Definition of Perception**

In terminology, the Longman Dictionary of Contemporary English defined perception as “a) how a person thinks about something

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<sup>21</sup> Mega Fariziah Nur Humairoh and Febrina Rizky Agustina, *Correlation between Beliefs on Translation and the Use of It as an English Learning Strategy*, 207.

and the thought of what it is like; b) how to understand something with the senses of sight, hearing, touch, smell, and taste; c) the natural capability to comprehend or catch things quickly.”. While etymologically, perception comes from the Latin words *perceptio*, and *percipio*, which means taking, receiving, accumulating, and comprehending with the mind or the senses.<sup>22</sup>

Perreault and McCarthy stated that perception is how a person collects and interprets information from the world around.<sup>23</sup> In another research, Santrock defined perception as the organizing and interpreting process to give meaning to sensory information, that the brain collects from the senses of taste, sight, smell, hearing, and touch, and provides information about the world around us.<sup>24</sup> From the several sources above, we can conclude that perception is a thinking process of a person to gather information around us obtained from the five senses to be interpreted.

According to Luthans, to comprehend perception is to acknowledge that perception is a personal interpretation of the world. A distinct image of the world is created by the complex cognitive process of perception, which may or may not match reality.<sup>25</sup> This is also in line with the statement of Cohen et. al., who stated that each people have a uniquely different history. Thus, there is a chance that people's

<sup>22</sup> O. U. Qiong, *A Brief Introduction to Perception*, 18.

<sup>23</sup> Jr. E. Perreault & J. McCarthy, *Basic Marketing: A Global Managerial Approach*.

<sup>24</sup> J. W. Santrock, *Psychology 7<sup>th</sup> Edition*.

<sup>25</sup> F. Luthan, *Organizational Behavior 7<sup>th</sup> Ed.*

perception of events will vary depending on their prior experiences with related events. As a result, it gets harder to predict how someone will respond to a circumstance.<sup>26</sup>

Everyone with a different knowledge background will also see things differently. For example, differences in student and teacher perceptions of education. The difference between students' and teachers' perceptions of education is generally students perceive the learning environment as less positive than the teacher. In contrast, teachers perceive the learning environment as more powerful than their students.

#### b. Process of Perception

According to Qiong, the perception process has three stages, namely selection, organization, and interpretation.<sup>27</sup>

##### 1) Selection

The first stage in the perceptual process is selection. It is the process of transforming stimuli from the environment into meaningful experiences. In everyday life, an enormous amount of information may encounter these stimuli, such as the words we hear, the ticking of a clock, witnesses to an accident, the birds' sound, and countless other stimuli that arrive at our sense organs simultaneously and waiting to be processed. However, we are unable to comprehend

<sup>26</sup> A. R. Cohen et al., *Effective Behavior in Organizations: Cases, Concepts and Student Experiences*.

<sup>27</sup> O. U. Qiong, *A Brief Introduction to Perception*, 18-19.

all information, as this would lead to confusion and information overload. Therefore, we can only understand the information we get from selective processes.

Bruner posits that in order not to overload ourselves with information, we limit our attention to extraneous aspects or situations that are important for us to act on.<sup>28</sup> Here Watts clarifies that paying attention is choosing, considering some pieces of perception, or some features of the world, as more important than others, and ignoring the rest. It gives us a clear picture of our choice of what we pay attention to. Physically, we see, hear, smell, taste, and touch are countless characteristics of which we are never conscious.<sup>29</sup>

## 2) Organization

The second stage is organization, also called categorization by some researchers. This stage is an advanced stage of selecting information. Information that has been collected and selected will be categorized to find a certain meaningful pattern. Social and physical events and objects that we meet at this stage of perception will instantaneously have shape, color, texture, size, etc. Some people may define a human being based on factors such as skin color, ethnicity, or nationality when asked about what a human is.

<sup>28</sup> J. Bruner, *Social psychology and perception*. In E. Maccoby, T. Newcomb, & E. Hartley (Eds.), *Readings in social psychology* (3rd ed.).

<sup>29</sup> A. Watts, *The Book: On the Taboo Against Knowing Who You Are*.



Perception has two characteristics at this point. First, organizing produces meaningful experiences and gives human perception structure. Second, the procedure demonstrates the stability of human perception. Once the stimuli are chosen and categorized, they are considered durable.

### 3) Interpretation

The third stage is interpretation, referring to the process of attaching meaning to the selected stimuli. Once a stimulus is organized, we set it to give the meaning of it. However, different people may give different interpretations of the same stimulus. Many factors influence each person's interpretation. According to Samovar et al., the perception of diversity arises because a culture offers a perceptual lens that significantly affects how we interpret and evaluate what we receive from the outside world. This is why interpretation differences appear.<sup>30</sup>

### c. Types of Perception

After observing the interaction with the observed object from a personal perspective. According to Irwanto, the outcomes of perception are divided into two categories:

#### 1) Positive Perception

According to Irwanto, positive perception is a perception that describes all knowledge and responses that are in harmony with the

<sup>30</sup> Samovar et al., *Communication between Cultures (3rd ed.)*, Beijing: Foreign language Teaching and Research Press.

object it perceives.<sup>31</sup> Positive perception can be defined as a positive response towards the object being perceived. It means a reaction or perspective that shows, accepts, acknowledges, approves, and implements the applicable norms.<sup>32</sup>

## 2) Negative Perception

Irwanto stated that negative perception is a perception that describes all knowledge and responses that are not in harmony with the object of concern.<sup>33</sup> A negative perception can be defined as a negative response towards the object of concern, which means showing a reaction or attitude that shows rejection or disapproval of the prevalent norms.<sup>34</sup>

## d. Student's Perception

Student's perception is a psychological approach to responding, understanding, or wanting to understand an object after receiving stimulation from outside.<sup>35</sup> This stimulus could appear from students' opinions about teachers, peers, learning materials, or learning media. As explained above, perception is divided into two forms, positive and negative. Furthermore, Rudiyanto stated that positive perception constructs good learning motivation, while negative perception raises

<sup>31</sup> Irwanto, *Psikologi Umum*.

<sup>32</sup> Abu Ahmadi, *Psikologi Sosial*.

<sup>33</sup> Irwanto, *Psikologi Umum*.

<sup>34</sup> Abu Ahmadi, *Psikologi Sosial*.

<sup>35</sup> Hafrizal, U. Kasim, & I. A. Samad, Students' Perception toward English Subject and Their Learning Outcome, 478.

negative motivation. Studying student perceptions to find out student motivation in learning English is important, to finding out how students respond to English learning, especially in writing using Google Translate.

From the explanation above, perception is a process of selecting, organizing, and interpreting sensory information from the senses. The result of the interpretation will be affected by some factors. It will produce a different perception based on personal knowledge and experiences. According to Irwanto, perception is divided into two forms as described above to be positive and negative perceptions. In this study, the participants should perceive the use of Google Translate in writing English text, based on their perceptions and expectations. It is expected to be able to understand the perceptions that students have, whether they are positive or negative perceptions of the use of Google Translate.

## 2. Writing

### a. The Overview of Writing

In the Indonesian curriculum, teaching English is directed at four language skills namely listening, speaking, reading, and writing. Out of the four skills, writing is one of the essential skills and has a fairly high level of difficulty for language learners in Indonesia. Writing is an extremely complex cognitive activity where authors must simultaneously indicate mastery of multiple factors. These factors

include control over content, format, sentence structure, spelling, vocabulary, and typesetting at the sentence level. Writers also need to be able to combine and arrange material into sentences and paragraphs to ensure they make sense.<sup>36</sup> In delivering the message of writing to the readers, that is important for writers to choose the right words when writing ideas into paper.<sup>37</sup>

According to Huges, there are five important aspects in writing, namely grammar, vocabulary, mechanics, fluency, and logical form which focus on the order and flow of ideas in written language so that the entire paragraph can unite.

#### b. Aspect of Writing

According to Klimova, there are many different writing rating scales. However, she recommends Bacha's model following Jacobs et al. ESL composition profile. This profile is divided into five main writing components, namely content, organization, vocabulary, use of language, and mechanics.<sup>38</sup>

##### 1) Content

Content refers to how the topic is defined and how the writer delivers the ideas. According to Kane, the content in writing should be clear in order to make students understand the message of the

<sup>36</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers*.

<sup>37</sup> Starkey, *How to Write Great Essays*, 21.

<sup>38</sup> Blanka Frydrychova Klimova, *Evaluating Writing in English as a Second Language*, 391.

writer easily.<sup>39</sup> The writer should deliver the right amount of information, so readers can understand the message clearly.

## 2) Organization

Organization refers to the coherence, fluency, clarity, and sequence of the text. Organizing means how the writer can arrange and organize ideas chronologically so that readers can easily understand idea after idea.

## 3) Vocabulary

The vocabulary aspect reflects the ability of the writer to master the choice of words. The appropriate choice of words in writing will avoid misunderstanding from the readers. The richness of the vocabulary will make writing more varied. However, the words must be chosen appropriately so that the idea can be understood.

## 4) Language use

Language use means the accuracy, use of articles, word order, tenses, prepositions, and sentence structure. The use of language refers to the use of grammatical forms and syntactic patterns of sentences.

## 5) Mechanics

Mechanics refers to good spelling, capitalization, and punctuation in paragraphs. Using the right mechanism in writing

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<sup>39</sup> Thomas S. Kane, *Essential Guide to Writing*, 15.

avoid ambiguous sentence and make the reader understand the writing easily.

### c. Writing Process

From the 1980s to the 2000s, many scholars developed a model of the writing process. According to these scholars, the writing process model contains numerous developmental stages that are cyclical and recursive rather than linear. It indicates that authors re-read, add, remove, and revise their work repeatedly.<sup>40</sup> The writing process can be seen in the outline consisting of four main stages, namely planning, drafting, revising, and editing.<sup>41</sup>

In Imelda and Noor Hashima's research, the researcher adapted William's writing process model. According to this study, there are five steps in the writing process that Indonesian EFL students go through prewriting, planning, drafting, pausing and reading, revising, and editing. The table below shows how the stages of the writing process are identified.<sup>42</sup>

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<sup>40</sup> Imelda Hermilinda Abas & Noor Hashima Abd Aziz, *Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners*, 3.

<sup>41</sup> Anthony Seow, *The Writing Process and Process Writing*, Methodology in Language Teaching an Anthology of Current Practice.

<sup>42</sup> Imelda Hermilinda Abas & Noor Hashima Abd Aziz, *Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners*, 15.

*Table 2.2*  
*The Identification of the writing process stages.*

<b>Process</b>	<b>Sub-Process</b>	<b>Definition</b>
Pre-writing	<ul style="list-style-type: none"> <li>• Outlining</li> <li>• Listing</li> <li>• Talk-writing</li> <li>• Freewriting</li> </ul>	Constructing ideas and strategies, and collecting information about the topic.
Planning	<ul style="list-style-type: none"> <li>• Thinking about the readers and organization</li> <li>• Reread the prewriting list several times and choose the most appropriate organization</li> </ul>	Thinking back on the prewriting to create a strategy to accomplish the writing goal.
Drafting	<ul style="list-style-type: none"> <li>• Writing introduction, body, and conclusion paragraphs</li> </ul>	Producing words that match the initial plan of the writing. Include deciding the details of the requested change, and determining whether the change is necessary.
Pausing and reading	<ul style="list-style-type: none"> <li>• Pause to rereading written text and searching for more ideas</li> <li>• Pause when running out of ideas</li> </ul>	In this stage, the writers reflect on what has been produced and see how well it matches the plan.
Revising and editing	<ul style="list-style-type: none"> <li>• Correcting by adding and deleting ideas</li> <li>• Proofreading</li> </ul>	Grammar mistakes should be fixed, plan concepts should be revised, and the material should be reread.

The table above has explained the writing process clearly. The writing process above became a theory to find out students' strategies when using Google Translate for each writing stage.

#### d. Writing Strategy

Based on Torrance et al in a journal written by Randy et al, writing strategy is defined as the writing sequence by the writer in planning, compiling, revising, and other activities to produce a piece of writing.<sup>43</sup> Writing strategies are practical techniques that students can employ to improve their writing and help them reach their writing objectives.<sup>44</sup> One of the aspects that affect how well students write and how successful they are in writing classes is their writing strategy. Research finds that better writers are shown to utilize writing strategies more frequently and tend to use them better than less skilled writers.<sup>45</sup>

### 3. Machine Translation

#### a. Definition of Machine Translation

Machine translation is software that facilitates the translation of written material between source and target languages by translators.<sup>46</sup>

Machine translation started in the 1950s, also called language engineering is the oldest application used more than 70 years to date.

Technology has now reached more balance and maturity. Moreover,

Machine Translation has been the subject of research for more than half

<sup>43</sup> Randy Listiyanto et al, *Factors Contributing in The Choice of Writing Strategies among Indonesian EFL Graduate Students*, 23.

<sup>44</sup> Syahrani & Suwarsih Madya, *Study of Writing Strategies Used by English Major Students*, 153.

<sup>45</sup> Retno W.D. et al, *An Analysis of Writing Strategies Used by Students of English Language Department*, 415.

<sup>46</sup> Peter Kastberg, *Machine Translation Tools – Tools of the Translator's Trade*, 34.



a century. Over the years, Machine Translation has been developed and will continue to evolve in the future.

## b. Types of Machine Translation

### 1) Rule-Based Machine Translation (RBMT)

The first version of machine translation is called Ruled-Based Machine Translation (RBMT). Ruled-Based MT translates based on grammar rules.<sup>47</sup> It performs grammatical analysis of the source language and target language to produce translated sentences. Rule-based MT requires extensive proofreading and is highly lexicon-dependent. In addition, O'Dowd in Dian's thesis states that this process involves a broad lexicon through morphological, syntactic, and semantic information, as well as a substantial set of guidelines. The grammatical structure of the source language is transferred into the target language by the software using this sophisticated set of rules.<sup>48</sup>

### 2) Statistical Machine Translation (SMT)

According to Austin, statistical Machine Translation (SMT) is better than Ruled-Based MT but still has many of the same issues. Statistical MT creates a statistical model that illustrates the connections between words, phrases, and sentences in text. The

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<sup>47</sup> Rod Austin, *The Big Guide to Machine Translation*, <https://localizejs.com/articles/types-of-machine-translation/>

<sup>48</sup> Dian Saputra, *Exploring the Utilization of Machine Translation as A Language Learning Tool in EFL Classroom*, 12.

identical elements are translated into the new language by applying this translation model to a second language.<sup>49</sup> This method translates text from one source language to another using computing power to create complex data models. An algorithm is used to choose the most common words or phrases among the translations from the set of training data.<sup>50</sup> An example of Statistical MT commonly used by students is *Google Translate*. However, it has changed the system from Statistical MT to Neural MT.

### 3) Neural Machine Translation (NMT)

Artificial intelligence (AI) is used by neural machine translation (NMT) to continuously learn and improve languages. Neural MT is more accurate than other types of AI translation. It makes Neural MT the standard in MT tool development.<sup>51</sup>

### 4) Hybrid Machine Translation (HMT)

Hybrid Machine Translation (HMT) is a combination of Rule-Based MT and Statistical MT. Hybrid MT makes use of translation memory which makes it much more effective in terms of quality.<sup>52</sup> In order to generate Hybrid MT solutions, several Rule-Based MT developers enhance their technology with Statistical MT

<sup>49</sup> Rod Austin, *The Big Guide to Machine Translation*, <https://localizejs.com/articles/types-of-machine-translation/>

<sup>50</sup> Dian Saputra, *Exploring the Utilization of Machine Translation as A Language Learning Tool in EFL Classroom*, 12.

<sup>51</sup> Rod Austin, *The Big Guide to Machine Translation*, <https://localizejs.com/articles/types-of-machine-translation/>

<sup>52</sup> Rod Austin, *The Big Guide to Machine Translation*, <https://localizejs.com/articles/types-of-machine-translation/>

technology.<sup>53</sup> However, Hybrid MT still has weakness of requiring human editing intervention.

#### 4. Google Translate

##### a. The Overview of Google Translate

As explained above, Google Translate is one of the Neural MT examples. Google Translate was made in 2006 by Google Inc. and only provides two languages. Nowadays, Google Translate has become the most commonly used for translation and become more efficient over the past few years.<sup>54</sup> Google Translate is a free web-based MT available in applications for mobile devices. According to Medvedev, GT is free and instant, and also provides a variety of languages for input and output. GT allows voice recognition, able to translate entire web pages and files by uploading them.<sup>55</sup> The statement is following Johnson, parts or all of the webpages, emails, chats, instant messages, YouTube video captions, and much more might be translated between languages by GT users.<sup>56</sup>

In the research conducted by Hampshire and Slavia, they found that GT was the most common and favored MT system among users when they conducted a quality assessment study about ten free online

<sup>53</sup> Dian Saputra, *Exploring the Utilization of Machine Translation as A Language Learning Tool in EFL Classroom*, 13.

<sup>54</sup> Eid Alhaisoni & Maha Alhaysony, *An investigation of Saudi EFL University Students' Attitudes toward the Use of Google Translate*, 73.

<sup>55</sup> Gennady Medvedev, *Google Translate in Teaching English*, 183.

<sup>56</sup> Gregory Johnson, *Google Translate* <http://translate.google.com/>.

machine translators.<sup>57</sup> It is possible since GT has an abundance of functions, including the ability to pronounce translated words, translate text within images, translate handwritten or spoken words, translate complete documents, and maintain translations in a phrasebook.<sup>58</sup> Barré supported the statements above with his research by comparing ten language combinations that use four different MT, namely PROMT, Google Translate, Systran, and Bing. The finding shows that GT provides a better translation than the other MT.<sup>59</sup>

#### b. The Advantages and Disadvantages of Google Translate

Numerous researches that have been done on the subject of Google Translate's utilization have shown both its advantages and disadvantages. Google Translate is a language learning tool that has continued to grow in recent years. Therefore, there must be advantages and disadvantages in some parts. Previous research conducted by

Wichuta on Thai EFL students shows that there are six advantages of using GT in writing activities from the perceptions of EFL students.<sup>60</sup>

*First*, GT can help students' writing quality as their writing assistant. This finding supported the previous study (Chandra & Yuyun,

<sup>57</sup> Stephen Hampsire & Carmen P. Salvia, *Translation and The Internet: Evaluating the Quality of Free Online Machine Translators*, 199.

<sup>58</sup> Med Kharbach, *6 Excellent Google Translate Features Every (Language) Teacher Should Know about*, <https://www.educatorstechnology.com/2016/04/6-excellent-google-translate-features.html>

<sup>59</sup> John Barré, *PROMT, SYSTRAN, GOOGLE, BING – Has the Age of Machine Translation Finally Arrived?*, <https://johnbarre.com/blog/2015/promt-systran-google-bing-has-the-age-of-machine-translation-finally-arrived/>

<sup>60</sup> Wichuta Chompurach, *“Please Let Me Use Google Translate”: Thai EFL Students' Behavior and Attitudes toward Google Translate Use in English Writing*, 31-32.

2018). *Second*, most students felt that with the help of GT outperformed writing without it. The finding supported the previous study (Alhaisoni & Alhaysony, 2017). The student's view of the vocabulary words, conjunction, sentence structures, tenses, and word orders was better than theirs without GT's help. *Third*, GT was more advanced in terms of words and sentence structures. *Fourth*, GT was wasting less time, supported by the previous study by Alhaisoni and Alhaysony (2017). *Fifth*, GT was easy and convenient to use. This finding supported the study by Alhaisoni and Alhaysony (2017). *Last*, the output of GT on clear and short sentences and vocabulary was correct and reliable. This finding corroborated the earlier study conducted by Alhaisoni and Alhaysony (2017).

This study also reports the weakness of GT based on students' perceptions.<sup>61</sup> *First*, GT's raw output in terms of translating idioms, phrases, or longer sentences and paragraphs is considered incorrect and untrustworthy. *Second*, the use of GT affects students' motivation to do their assignments because of the convenience, comfort, and speed of GT.

### c. Using Google Translate in Writing

According to the previous research conducted by Wirantika & Mahdiana, there are four effective using Google Translate in writing

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<sup>61</sup> Wichuta Chompurach, "Please Let Me Use Google Translate": Thai EFL Students' Behavior and Attitudes toward Google Translate Use in English Writing, 33.

among Indonesian EFL students based on teachers' perceptions that will be explained briefly below.<sup>62</sup>

#### 1) Doing Pre-Editing

The results of the previous study explain that students must ensure that the sentences they want to translate are grammatically correct in the source language, Indonesian so that they are equivalent to the target language, English. Because Google Translate is a translation machine that is regulated based on an algorithm system, and the system is regulated based on a standard language. If the source language sentence is grammatically incorrect, the product in the target language will be incorrect. This finding also suggests using word variations in the source language so the writing results in the target language could be more attractive.

#### 2) Doing Post-Editing

The statements from previous studies indicate that students should not rely on Google Translate in writing, and instead use it as an English learning tool. Therefore, after doing pre-editing, students are advised to do post-editing, because Google Translate is a machine that cannot understand human feelings. Students must check the translation of the product so that the results can be following the context that the author wants to convey. Apart from checking the context, students should recheck the vocabulary and

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<sup>62</sup> Andi Wirantaka & Mahdiana Syahri Fijanah, *Effective Use of Google Translate in Writing*, 19-21.

grammar of the text. Therefore, the students must master the grammar rules in English.

### 3) Using GT for Partial Translation

Using Google Translate to look up the meaning of words can be confusing because some words have context. So, it's only possible to get the contextual meaning when we place those words in a sentence. Therefore, students must be aware of the contextual meaning of these words. But even though Google Translate makes it difficult to translate a single word, it helps with diction and word choice. However, using Google Translate to translate one word will be better than students using Google Translate to translate whole sentences.

### 4) Using GT as a Checker Tool

The teacher who was interviewed in previous research stated that Google Translate could be used as a tool to check student writing products. Students can compose sentences in the target language, and use Google Translate only as a sentence-proofing tool. Thus, the use of Google Translate in learning English seems to be more effective, because Google Translate products are not always reliable. Students will indirectly learn new things by comparing their sentences and Google Translate products.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research employed a sequential explanatory mixed-method research design in this study. Mixed-method research is an approach that combines both quantitative and qualitative forms to get greater results than just using qualitative or quantitative.<sup>63</sup> On the other hand, sequential explanatory design is a mixed-methods approach in which the initial phase involves collecting and analyzing quantitative data. The second phase, which includes collecting and analyzing data on qualitative data, comes next.<sup>64</sup>

In this study, the quantitative method was carried out using a questionnaire and collected together with interviews as a qualitative method. Because this research gave weight to quantitative data, researchers with strong quantitative tendencies have found appeal in this approach.<sup>65</sup> Meanwhile, the qualitative data are collected based on the information of initial quantitative data. The qualitative data are used to interpret and give details when unexpected results appear on the quantitative data.

The primary method in this study is the quantitative method which was more dominant, to explore students' perceptions of using Google Translate in writing. The secondary data in this study is qualitative and

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<sup>63</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* 3<sup>rd</sup> Edition, 4.

<sup>64</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* 3<sup>rd</sup> Edition, 211.

<sup>65</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* 3<sup>rd</sup> Edition, 211.



analyzes students' strategies using Google Translate. The quantitative data was prioritized because this research wants to focus on proving whether Google Translate is a good assistant in writing English texts or not in students' perceptions, which is the basis for the authors to conduct this research. Meanwhile, the qualitative data are used to deepen the strategies in using Google Translate that students use in writing, whether students have positive or negative perceptions.

### **B. Context of Participants**

The population of this research is the eleventh-grade students of the academic year 2023/2024 of SMAN 4 Jember. The researcher has observed two senior high schools before conducting this research. This school has been chosen based on convenience purposive sampling. This school was selected as a sample out of the two for which permission was requested since it was willing and easiest for researchers to access.

Based on the observations that have been done with the English teacher, her students often use Google Translate to help them learning English in class. They use Google Translate for general use or doing assignments. Moreover, the English teacher mentioned that her students have learned about writing narrative text in this semester. It meets the needs of researchers to explore students' perceptions of using Google Translate in writing.

Before observing the subject of the research, the researcher has gone through the procedure for applying for permission to the school. The procedure consists of several steps. The researcher provided a letter

requesting observation before conducting research at the school. After the letter was approved, the researcher met the deputy head of the curriculum section to accept the placement of teachers who are considered decent in guiding the research. Next, the researcher met the English teacher and got a recommendation for a suitable class to conduct the research.

There are totally nine classes of the eleventh of SMAN 4 Jember, which total 320 students.

*Table 3.1*  
*Data of 11<sup>th</sup> Grade in SMAN 4 Jember*

No	Class	Population
1	XI-1	36 students
2	XI-2	36 students
3	XI-3	35 students
4	XI-4	34 students
5	XI-5	36 students
6	XI-6	35 students
7	XI-7	36 students
8	XI-8	36 students
9	XI-9	36 students
	Total	320 students

The sample of the research is chosen using cluster random sampling. From the English teacher's explanation, the eleventh-grade students have been using Google Translate to help them learn English in class, and they have average skills in writing. Therefore, the researcher chose the class that had been provided by the teacher, namely Class XI-6. This class consists of 35 students, 26 female, and 9 male students, who were participants in filling out the questionnaire.

The teacher has explained to the students that the research will not affect their grades or teaching and learning process. However, the researcher

explained to the students about the research to be conducted once again. The researcher asked permission for the student's willingness to participate in the research and explained the research objectives to the student. Next, the researcher asked the students of Class XI-6 to create a WhatsApp group together so that later it would be easier to distribute the questionnaires.

Meanwhile, recruiting the sample in the interview was carried out by convenience sampling by attaching questions about students' willingness to become resource persons on the questionnaire, including their cell phone numbers (*Attachment 3*). This is done so that students do not feel compelled to take part in the interview. Thus, the sample can represent the opinions of all Class XI-6 students.

### **C. Instrument of Research**

The instrument for collecting data is a closed-ended questionnaire to investigate the students' perception toward GT in the writing process and an interview guide to examine the strategy that students use in using GT. According to McLeod, a questionnaire is a combination of several questions given to research subjects to obtain the required information. Cohen stated that interviews are a flexible tool for data collection, allowing the use of multi-sensory channels. Data was collected using both instruments to meet research needs.

#### **1. Closed-ended Questionnaire**

Closed-ended questionnaire is chosen because it has advantages for the study. The advantage is that the time required to collect data is usually

much less and can examine more respondents, and the costs of sampling respondents over a large geographic area are lower. However, this instrument also has the disadvantages. Closed-ended questionnaire provided four choices of answer, namely strongly agree, agree, disagree, and strongly disagree. Therefore, this instrument will not give the chance for the participants to add any further explanation to their answer, and there will be a possibility that their statements will be incomplete and allow for bias.

The questionnaire adapted from research conducted by Mega Oktaviana, who is researching the same topic. However, researcher modified it by reducing unnecessary variables in the study. It has been done to focus the question to students' perception toward the use of Google Translate in writing activity. The previous questionnaire consisted of 25 statements about students' attitudes toward the use of GT in writing analytical exposition. Previous research also provided five answer choices, namely strongly agree, agree, fairly agree, disagree, and strongly disagree.

Whereas in this study the instrument had four answer choices, neutral was deleted because based on the trials that have been done, students are used to choosing neutral answers when they are lazy to think.

The questionnaire used English, with Indonesian translations to make it easier for students to understand each question. The questionnaire used a 4-Points Likert scale option, where each question will have four answer choices, namely strongly agree (SA), agree (A), disagree (D), and

strongly disagree (SD). This Likert scale allows the researcher to include extreme choices, excluding the neutral choice. It uses an ordinal scale to help the researcher understanding students' perception toward Google Translate in writing activity.

*Table 3.2*  
*Likert Scale Score*

<b>Option</b>	<b>Positive Score</b>	<b>Negative Score</b>
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

The validity and reliability of the instrument were assessed by the researcher before its distribution to the students. There are 25 statements (sections 1 to 4) that the researcher used for validation. By distributing trial questionnaires to respondents who were not part of the study population, the researcher tested the validity and reliability of the instrument. This questionnaire was tested independently to be filled out by students of the age and level (SMA/MA/SMK) similar to the research sample. Respondents generated by distributing questionnaires were 30 students from various senior high school level schools (*Attachment 3*).

This validity test is used to see how far the instrument can measure what the researcher wants to measure. To see whether the data is valid or not, researchers use the Pearson correlation column using IBM SPSS Statistics 29.0. The sum of all items in a single variable equals the final score. The significance test was then run utilizing the r table criteria with a 2-tailed test and a significance level of 5%. The data was tested and value

as valid if  $r_{\text{count}} > r_{\text{table}}$ . While the value of  $r_{\text{table}}$  at  $N=30$  is 0.3494. The level of validity of all the questionnaire statement items that the researchers compiled can be seen in the following table.

*Table 3.3  
Valid and Invalid Results from Questionnaire Trials*

Item	Statement	$r_{\text{count}}$	$r_{\text{table}}$	evidence
A.1.	I do not like writing in my spare time.	0.326	0.3494	invalid
A.2.	I feel that writing assignment in English is difficult.	0.864	0.3494	valid
A.3.	I feel that writing an English text requires to many steps	0.776	0.3494	valid
A.4.	I do not know that in writing an English text there are steps to help the writing process	0.714	0.3494	valid
A.5.	I do not like writing English text because it is difficult	0.892	0.3494	valid
A.6.	I do not like writing an English text because English is not a language that I mastered	0.860	0.3494	valid
B.1.	I always write in Indonesia and translate it into English	0.802	0.3494	valid
B.2.	I write in Indonesia and translate it into English word by word	0.782	0.3494	valid
B.3.	I feel it easy to translate Indonesian text into English	0.255	0.3494	invalid
C.1.	I know that there is an online tool to translate	0.465	0.3494	valid
C.2.	I use a tool to help me translating Indonesian text into English	0.787	0.3494	valid
C.3.	I know only one tool to help translating which is Google Translate	0.693	0.3494	valid
C.4.	I use Google Translate to translate Indonesian text into English	0.746	0.3494	valid
D.1.	I always use Google Translate to translate my Indonesian text into English	0.817	0.3494	valid
D.2.	I feel that Google Translate helps me a lot in doing my writing assignment in English class	0.884	0.3494	valid
D.3.	I feel that Google Translate makes easier to write an English text	0.822	0.3494	valid
D.4.	I prefer Google Translate than asking teacher or friends in writing English text	0.659	0.3494	valid
D.5.	I feel more comfortable to use Google Translate in writing English text because it is easy to be accessed	0.841	0.3494	valid
D.6.	I find writing English text becomes easier with the help of Google Translate	0.715	0.3494	valid
D.7.	I feel Google Translate is a useful tool for student like me in writing an English text	0.772	0.3494	valid
D.8.	I feel that I should use Google Translate in writing English text	0.752	0.3494	valid
D.9.	Google Translate motivates me to write a good English text	0.717	0.3494	valid

Item	Statement	$r_{\text{count}}$	$r_{\text{table}}$	evidence
D.10.	Google Translate helps me to improve my writing skill	0.617	0.3494	valid
D.11.	Google Translate helps me to aware with my grammatical mistakes and fix it	0.401	0.3494	valid
D.12.	I find it necessary for my teacher to allow me using Google Translate to help me in finishing my English text	0.426	0.3494	valid

Using the Pearson Product Moment Correlation result validity test data, it is possible to determine that, out of 25 statements, 23 are valid since  $r_{\text{count}} > r_{\text{table}}$ , and 2 are invalid. After the researcher checked the validity, there were 23 statements passed the validation and can be used for the research (*Attachment 3*).

After the validity test, a reliability test is proposed to ensure the test results are consistent and trustworthy. To check, the researcher used Cronbach's Alpha using IBM SPSS Statistics 29.0. Arikunto claims that the Alpha formula is utilized to determine the reliability of instruments, such as questionnaires and essays, which employ a range of values not just 1 and 0.<sup>66</sup> According to George and Mallery, the following rules are used to determine whether an instrument is reliable or not.<sup>67</sup>

Table 3.4  
Coefficient Cronbach's Alpha

Coefficient	Value
$\alpha < 0.5$	Unacceptable
$\alpha > 0.5$	Poor
$\alpha > 0.6$	Questionable
$\alpha > 0.7$	Acceptable
$\alpha > 0.8$	Good
$\alpha > 0.9$	Excellent

<sup>66</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 239.

<sup>67</sup> George & Mallery, *SPSS for Windows step by step: A Simple Guide and Reference*, 231.

Data was extracted from the test using IBM SPSS Statistics 29.0 by examining 23 questions that proved to be valid. The researcher chose to delete one item (A6), this was necessary for the instrument to be acceptable. From the results of testing 22 statements, the data indicates that all Cronbach Alpha scores in the table Reliability Statistics column are considered acceptable. The Cronbach's Alpha is 0.760 which is greater than 0.7. The level of reliability can be seen in the following table.

*Table 3.5*  
*Reliability Statistics of Students' Perception Questionnaire*

Reliability Statistics	
Cronbach's Alpha	N of Items
.760	22

The questionnaire consisted of six sections; section Personal information, section A- Students' perception of their writing skill, section B- Students' writing process, section C- Students' knowledge about Google Translate, section D- Students' perception toward the use of Google Translate in writing activity, and last section is Students' willingness to be participants of interview. The total of questions for all sections is 28 items, 4 items in section personal identity, 4 items in section A, 2 items in section B, 4 items in section C, 12 items in section D, and 2 items in section students' willingness. From section A to section D, the statements will break down to be some categories (*Table 3.6*).



Table 3.6  
Questionnaire Statements' Categories

Section	Category	Positive/ Negative	Number of Statement
A	Students' perception of their writing skill	Negative Statement	5,6,7,8
B	Students' knowledge about Google Translate	Positive Statement	9,10
C	Students' writing process		11,12,13,14
D	Students' perception toward the use of Google Translate in writing		15,16,17,18,19,20,21,22,23,24,25,26
Total			22 statements

## 2. Interview Guideline

The interview contained eleven questions about students' perception toward the use of Google Translate and how they use Google Translate in writing English texts (*Attachment 4*). The interview consists of three parts of questions. The first part, questions 1 and 5 talked about students' knowledge of GT and their perception of the use of GT in writing. The second consists of questions 6 to 10 which talk about students' writing process and their strategies using GT in the writing process.

### D. Technique of Data Collection

Data collection technique used in this research is questionnaire and interview.

#### 1. Questionnaire

The questionnaire focused on knowing students' perceptions of the use of GT. Collecting data with a questionnaire used a closed-ended

questionnaire instrument. It was distributed to students of eleventh-grade 6 class SMAN 4 Jember. Questionnaire data collection was carried out using procedures determined by the researcher. The researcher explained the procedure to students during the observation. However, it was re-explained to students before distributing the questionnaires.

The procedure was carried out in the following steps. *First*, a questionnaire will be created using Google Forms and will be distributed to students via the WhatsApp group. *Second*, filling out the questionnaire will be carried out by students with direct assistance from researchers within a predetermined time (for 40 minutes). However, students are allowed to ask questions to the researcher. The questionnaire data will be collected automatically through the Google Forms system and reported in a spreadsheet.

## 2. Interview

The second technique is the interview. Kvale argues that an interview is an exchange of views between two or more people on a topic of mutual interest, to produce knowledge.<sup>68</sup> In this study, the researcher used semi-structured interviews, where the researcher has more freedom to pursue preconceived notions and can improvise questions. The researcher expected to be able to get the details of the answers participants have given. The interview investigated the students' writing process using GT in each stage.

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<sup>68</sup> Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education Sixth Edition*, 349.

There are several criteria for selecting samples for interviews. First, students must agree to be interviewed, by looking at students who have filled out their willingness to take part in the interview in section 2 of the questionnaire. The second criterion is that the researcher will select students who complete the questionnaire. Furthermore, the last is 2 students who have the most positive perception of GT, 2 students who have the most negative perception of GT, and a student who is in the middle. This was determined from the results of a questionnaire that was carried out first.

The researcher implemented the questionnaire data collection procedure in the following steps. *First*, the researcher explained to the participants about the interview and interview procedures and asked permission to record the interview. *Second*, the researcher will ask questions in the one-on-one interview and record the answers in the interview guide to verify the participants' answers at the end of the interview.

In carrying out the research, it was discovered that the interview did not achieve results following the research objectives. Therefore, the researcher decided to continue the interview to explain to the students about these steps. Due to time constraints, the second interview was conducted via private WhatsApp chat, rather than in the classroom.

## E. Technique of Data Analysis

### 1. Close-Ended Questionnaire

The researcher used a 4-Points Likert Scale to find out whether students have positive or negative perceptions of using Google Translate in writing. The researcher measured the participants' agreement and disagreement with the questionnaire object. The questionnaire provides four choices, strongly agree, agree, disagree, and strongly disagree. Based on the responses, it was evaluated students' perceptions of Google Translate in this study. Students who answer with "strongly agree" and "agree" to positive statements are those who have positive perceptions. Meanwhile, the majority of students who had negative perceptions answered "disagree" or "strongly disagree". Likewise, if students answer "strongly disagree" or "disagree" to a negative statement, they are considered to have a positive perception. However, if the answer is "strongly agree" or "agree", then it is considered a negative perception.

The result of the data is ordinal data to be analyzed to find out the percentage of the student's perception toward GT in writing at SMAN 4 Jember. The data was analyzed using descriptive quantitative techniques. First, the data questionnaire was collected from Google Forms automatically and recorded with Ms. Excel. Second, the data was calculated on Ms. Excel for the statistical analysis using the formula below:

$$P (\%) = \frac{f}{N} \times 100$$

Where:

P : The statement percentage

f : The frequency of students who fulfilling the questionnaire

N : Total number of students

## 2. Interview

The researcher used semi-structured interviews. Interview participants were interviewed one by one and recorded on a smartphone recorder application and an interview guide. While, in analyzing the data, the researcher used thematic analysis by Braun and Clarke. Braun and Clarke state that the following six phase guides were used for thematic analysis<sup>69</sup>:

*Phase one*, familiarizing yourself with data. In this phase, the focus was on immersing in the data, repeated reading, and noting initial ideas. To complete this phase, the interview about the students' strategy in writing will be transcribed in English if the sources are explained in Bahasa. The data was analyzed and compared with the data in the phone recorder. This phase is done to observe the meaning and pattern of the data and to confirm that the data can be trusted.

*Phase two*, generate the initial code. Observing the meanings and patterns of the data generates an initial set of codes that represent the meanings and patterns of the data. This phase breaks the data into discrete

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<sup>69</sup> Braun & Clarke, *Using Thematic Analysis in Psychology*, 87.

excerpts and creates code to label them. In this phase, coding the data was done manually by selecting phrases, sentences, or paragraphs. This phase is done to find the ideas within the data that relate to the research question.

*Phase three*, generate a theme. The focus is on analyzing the data and sorting out the codes to identify the theme of each code. After all the data is initially coded and organized, the researcher begins generating themes by grouping codes that relate to a particular theme.

*Phase four*, reviewing the theme. After generating the themes, the researcher reviews them to suit the encoded data and the entire data set. In addition, the thematic map was used to identify the relation of each theme and to the research question. This review identifies whether any themes have been overlooked and ensures that the resulting themes are useful and representative of the data.

*Phase five*, Define and name the theme. In determining each theme, the researcher ensures that each theme must have a single focus that is related to one another but ensures that there is no repetition, and directly answers the research question. The researcher was focused on explaining the themes, and how each theme relates to the research question.

*Phase six* is producing reports. After making sure that the themes are related to one another, not just repeating statements, the researcher ensures that each theme has coherence to become a unified story about the data. The final stage is to produce a report to describe the arguments that answer the research questions.

### 3. Trustworthiness of Qualitative data

This section shows how qualitative data can be said to be valid and trustworthy. To check the trustworthiness of the data, researchers used source triangulation. One method of conducting triangulation that enables the involvement of different types of informants is source triangulation. In this way, a person's perspective and experiences might be verified by those of others.<sup>70</sup>

To gather interview data for this study, the researcher employed source triangulation, selecting students based on questionnaire responses who expressed both positive and negative perceptions. Five students were chosen to be sources; they are 2 students who had a positive perception, 2 students who had a negative perception, and one student neutral. Interview transcripts were analyzed and compared between sources 1 to 5. It is anticipated that this provide reliable and comprehensive data.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

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<sup>70</sup>Andrew Shenton, *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*, Education for Information 22. 65-66.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. Students' Perception toward the Use of Google Translate in Writing

###### English Text

###### a. The Findings of Quantitative Data

This part presents the findings to answer the first formulated research problem, which asks about the students' perception towards Google Translate in writing English text. The data was collected using the closed-ended questionnaire which consisted of 22 statements for 35 participants. However, there were only 31 students who filled out the questionnaire because four students were unable to attend class. (*Attachment 7*)

Based on the questionnaire, there are four main topics stated on the questionnaire namely students' perception of their writing skill, students' writing process, students' knowledge about Google Translate, and students' perception toward the use of Google Translate in writing activity. There are four degrees of agreement; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

###### 1) Students' Perception of Their Writing Skill

From the questionnaire, the statements about students' perception of their writing skill were from number 5 to 8. The table



4.1 showed the data from section A- students' perception of their writing skill.

*Table 4.1 Students' Perception of Their Writing Skill*

No	Statements	Frequencies of Responses							
		SA		A		D		SD	
		n	%	n	%	n	%	n	%
A.1.	I feel that writing assignment in English is difficult	2	6.45	10	32.26	14	45.16	5	16.13
A.2.	I feel that writing an English text requires too many steps	4	12.90	19	61.29	5	16.13	3	9.68
A.3.	I do not know that in writing an English text there are steps to help the writing process	2	6.45	12	38.71	11	35.48	6	19.35
A.4.	I do not like writing English text because it is difficult	1	3.23	10	32.26	10	32.26	10	32.26

Table 4.1 presents that 45.16% of the students disagree with statement 1 and 16.13% of the students strongly disagree.

Meanwhile, 32.26% of students choose to agree and 6.45% choose strongly agree. It could be seen that the highest percentage disagreed, and the results also indicate that 16.13% of students chose to strongly disagree with statement 1. Therefore it could be concluded that most of the students do not think that writing assignments in English is difficult.

The result of statement 2 was 61.29% of students agreed, 12.90% strongly agreed, 16.13% disagreed, and 9.68% strongly disagreed. According to their choices of agree and strongly agree, the

findings indicate that the majority of students believe there are numerous procedures involved in composing an English writing.

Next, the outcome for statement 3 was shown in the table above, with 38.71% of students selecting agree and 6.45% selecting strongly agree. While 19.35% of students strongly disagreed, 35.48% of the students disagreed. Even though agree received the greatest percentage of votes, the number of students who chose disagree and strongly disagree was greater than the number of students who chose agree and strongly agree. It is possible to conclude that the majority of students disagree that they are unaware of the steps to help them in the process of writing an English text.

The result for statement 4 was 32.26% of students agreed, 32.26% disagreed, 32.36% strongly disagreed, and 3.23% of students strongly agreed. By calculating the number of students who selected agree and strongly agree, and comparing it with the number of students who selected disagree and strongly disagree. It can be concluded that 64.52% of students disagree that they dislike writing English texts because it is difficult.

According to the questionnaire regarding students' self-perception of their writing abilities, students do not believe that English writing tasks are challenging. They also don't believe that the difficulty of writing in English is the reason they dislike it. Students believe there are too many processes involved in

composing an English writing. However, they realized that there were writing steps that could make it easier for them to write.

## 2) Students' Writing Process

From the questionnaire, the statements about students' writing process were from number 9 to 10. The table 4.2 showed the data from section B- students' writing process.

*Table 4.2 Students' Writing Process*

No	Statements	Frequencies of Responses							
		SA		A		D		SD	
		n	%	n	%	n	%	n	%
B.1.	I always write in Indonesia and translate it into English	7	22.58	19	61.29	3	9.68	2	6.45
B.2.	I write in Indonesian to be translated into English word by word	6	19.35	6	19.35	13	41.94	6	19.35

The results of statement 1 can be seen in Table 4.2 above, the highest percentage of 61.29% were students who chose agreed. The number of students who chose strongly agree was 22.58%, 9.68% of students chose disagree, and 6.45% of students chose strongly disagree. From the number of students who chose agree and strongly agree, it can be concluded that the majority of students agree that they always write in Indonesian and translate it into English.

Next, the result of statement 2 was 19.35% of students strongly agreed, 19.35% agreed, 41.94% disagreed, and 19.35% strongly disagreed. By comparing the number of students who agree and the number of students who disagree, it can be concluded that

more students disagree if they write in Indonesia and translate it into English word by word.

In writing an English text, the students write in Indonesian first, then translate it into English. Students, on the other hand, prefer to translate sentences, paragraphs, or full sentences rather than translate Indonesian word for word.

### 3) Students' Knowledge about Google Translate

From the questionnaire, the statements about students' knowledge about Google Translate were from number 11 to 14. The table 4.3 showed the data from section C- students' knowledge about Google Translate.

*Table 4.3 Students' Knowledge about Google Translate*

No	Statements	Frequencies of Responses							
		SA		A		D		SD	
		n	%	n	%	n	%	n	%
C.1.	I know that there is an online tool to translate	19	61.29	12	38.71	0	0.00	0	0.00
C.2.	I use a tool to help me translating Indonesian text into English	7	22.58	18	58.06	6	19.35	0	0.00
C.3.	I know only one tool to help translating which is Google Translate	6	19.35	10	32.26	12	38.71	3	9.68
C.4.	I use Google Translate to translate Indonesian text into English	8	25.81	21	67.74	2	6.45	0	0.00

Table 4.3 presents the results of statement 1, 61.29% of students chose to strongly agree and 38.71% of students chose to agree. However, neither any students who chose to disagree nor

students who strongly disagreed were there. Therefore, it can be said that all students are aware of the existence of online translation tools.

The findings for statement 2 indicate that 22.58% of students strongly agree, 58.06% agree, and 19.35% disagree. The percentage was the students who were selected to agree, was 58.06%. According to the mentioned findings, 80.64% of students acknowledged using a tool to assist them in translating Indonesian material into English.

The results of statement 3 are 19.35% of students strongly agreed, 32.26% agreed, 38.71% disagreed, and 9.68% strongly disagreed. Even though the highest percentage disagreed, after counting the total number of students who agreed and disagreed, more students chose to agree that they only knew Google Translate as an online tool to help them translate.

Finally, it was shown by the results of statement 4 that the majority of students agreed with 67.74% and strongly agreed with 25.81%. Only 6.45% of students disagreed with it at the time. Thus, it may be inferred that the majority of students translate Indonesian text into English using Google Translate.

From the results above, it can be ascertained that students are aware of the existence of online translation tools. They also use it to help them translate Indonesian into English. Most students only know one online translating tool, which is Google Translate.

However, the rest know that online translation tools are not only Google Translate.

#### 4) Students' Perception Toward The Use of Google Translate in Writing Activity

From the questionnaire, the statements about students' perception toward the use of Google Translate in writing activity were from number 15 to 26. The table 4.4 showed the data from section D- students' perception toward the use of Google Translate in writing activity.

*Table 4.4 Students' Perception Toward The Use of Google Translate in Writing Activity*

No	Statements	Frequencies of Responses							
		SA		A		D		SD	
		n	%	n	%	n	%	n	%
D.1.	I always use Google Translate to translate my Indonesian text into English	6	19.35	12	38.71	11	35.48	2	6.45
D.2.	I feel that Google Translate helps me a lot in doing my writing assignment in English class	4	12.90	24	77.42	2	6.45	1	3.23
D.3.	I feel that Google Translate makes easier to write an English text	4	12.90	23	74.19	3	9.68	1	3.23
D.4.	I prefer Google Translate than asking teacher or friends in writing English text	0	0.00	15	48.39	12	38.71	4	12.90
D.5.	I feel more comfortable to use Google Translate in writing English text because it is easy to be accessed	4	12.90	23	74.19	3	9.68	1	3.23
D.6.	I find writing English text becomes easier with the help of Google Translate	4	12.90	24	77.42	3	9.68	0	0.00
D.7.	I feel Google Translate is a useful tool for student like me in writing an English text	7	22.58	22	70.97	2	6.45	0	0.00

D.8.	I feel that I should use Google Translate in writing English text	2	6.45	13	41.94	14	45.16	2	6.45
D.9.	Google Translate motivates me to write a good English text	3	9.68	16	51.61	8	25.81	4	12.90
D.10.	Google Translate helps me to improve my writing skill	7	22.58	16	51.61	7	22.58	1	3.23
D.11.	Google Translate helps me to aware with my grammatical mistakes and fix it	3	9.68	18	58.06	7	22.58	3	9.68
D.12.	I find it necessary for my teacher to allow me using Google Translate to help me in finishing my English text	3	9.68	24	77.42	3	9.68	1	3.23

From Table 4.4, 38.71% of students agreed, 35.48% disagreed, 19.35% strongly agreed, and 6.45% strongly disagreed, with statement 1. After calculating the number of students who chose agree and disagree, the number of students who chose agree was more than disagree. Therefore, from these results, it is known that the students always use Google Translate to translate Indonesian text into English.

The result of statement 2 was 77.42% of students agreed and 12.90% strongly agreed. Meanwhile, 6.45% of students disagreed and 3.23% strongly disagreed. The students felt that Google Translate helped them in writing activity, with a 90.32% percentage (the result of summing up agree and strongly agree answers).

Next, the result from statement 3 was that 74.19% of students agreed and 12.90% strongly agreed. While 9.68% of students disagreed and 3.23% of students strongly disagreed. From the result

above, most students feel that Google Translate makes writing an English text easier.

Next, the result for statement 4 was the majority of students disagreed that they prefer to rely on Google Translate rather than ask the teacher or friends to write English text. It was concluded by looking at the percentage of students who disagreed with the statement, where 38.71% chose to disagree plus 12.90% strongly disagreed. Meanwhile, only 48.39% of students chose to agree and no students chose to strongly agree.

The results of statement 5 are presented with the highest percentage of students agreeing with 74.19%. Meanwhile, 12.90% of students strongly agreed, 9.68% disagreed, and 3.23% strongly disagreed. Therefore, the convenient access to Google Translate makes the tool more comfortable to use.

For the sixth statement, most students find writing English text easier with the help of Google Translate. The table shows the percentage who agreed was 77.42%, plus 12.90% strongly agreed. Besides, only 9.68% of 31 students disagreed with the statement.

The student's preferred response to statement 7 was agreement, which followed after the previous statement. Among the students, 70.97% agreed, 22.58% strongly agreed, 6.45% disagreed, and 0% strongly disagreed with statement 7. Based on these



findings, students agree that Google Translate is a useful tool when creating English texts.

Furthermore, in statement 8 there is only one difference in the vote which tends to disagree. There were 15 students out of 31 students who chose to agree (41.94%) and strongly agree (6.45%). Meanwhile, 16 people disagree (45.16%) and strongly disagree (6.45%). Therefore, it can be concluded that students disagree that they should use Google Translate in writing English text.

In statement 9, 51.61% of students agreed, 25.81% disagreed, 12.90% strongly disagreed, and 9.68% strongly agreed. From the result above the highest percentage agreed. Moreover, the percentage of students who agree and strongly agree was greater than those who disagree and strongly disagree. It means students agree that Google Translate motivates them to write a good English text.

Next, the result of statement 10 was that 51.61% of students agreed, 22.58% strongly agreed, 22.58% disagreed, and 3.23% strongly disagreed. Of 31 students, 16 students chose to agree, which means more than half students chose that option. From the result, students agree that Google Translate help them to improve their writing skill.

The result of statement 11 was students agree that Google Translate makes them aware of grammatical mistakes and helps them to fix them. It can be seen from the highest percentage of

students agreed, with 58.06%. Meanwhile, 9.68% of students strongly agreed, 22.58% disagreed, and 9.68 strongly disagreed.

Lastly, statement 12 shows that 77.42% of students agree with the statement, 9.68% strongly agreed, 9.68% disagreed, and 3.23% strongly disagreed. The highest percentage on statement 12 was students who chose to agree. Therefore, it can be concluded that students find it necessary for the teacher to allow the use of Google Translate to finish their English text.

According to the previously mentioned findings, students frequently use Google Translate to translate Indonesian texts into English and find it to be of great assistance while translating their writing. Students believe that producing English texts is easier with Google Translate. Furthermore, students find Google Translate to be an accessible and helpful tool for assistance with their writing.

However, the majority of them disagree that utilizing Google Translate is preferable to asking the teacher. They still believe that Google Translate assists students, nevertheless. It is believed that Google Translate will encourage students to write well, help them become more proficient writers, and help them recognize grammatical mistakes. Therefore, they agreed that teachers should allow them to use Google Translate to help them with their writing. However, they still think that teachers need to guide them while using Google Translate in writing.

## b. The Findings of Qualitative Data

In addition to the findings above, to explore how students see using Google Translate when writing. Semi-structured interviews were used in this study to provide a detailed understanding of students' perceptions of Google Translate. The findings of the interview show that there are two themes about students' perception of the use of Google Translate in writing. The first is the use of GT by students and the second is the problem of Google Translate by students.

### 1) The Use of Google Translate by Students

The results of the questionnaire about the students' knowledge of Google Translate showed that students agreed that they knew that there was an online tool for translating. Students also agreed that they used online translation tools to help them with translation. A total of 16 students agreed that they only knew one translation tool to help them translate, namely Google Translate, while 15 students disagreed with this statement. However, it was discovered from interviews that students only used Google Translate as the only translation tool.

*“Mostly I use GT or a dictionary book.” (S2)<sup>71</sup>*

*“I only use GT.” (S3)<sup>72</sup>*

*“No, only GT.” (S4)<sup>73</sup>*

<sup>71</sup> Aurumia, interviewed by author, September 07, 2023.

<sup>72</sup> Alanna, interviewed by author, September 07, 2023.

<sup>73</sup> Erlangga, interviewed by author, September 07, 2023.

“No, I just use GT.” (S5)<sup>74</sup>

Meanwhile, one student gave his reason why he only uses Google Translate as the only MT he uses. S1 mentioned that GT is easier to access, “I use U-Dictionary, but I prefer to use GT because it is easier to access. ...”<sup>75</sup> Furthermore, the students were asked do they often use GT in writing activities. The students agree that they use GT in writing, whether they usually or often use it.

## 2) The Shortcomings of Google Translate

From the explanation above, it can be concluded that although students perceive Google Translate positively, they still have problems while using GT in the writing process. Students' answers to questions about the problems students face when using GT in the writing process provide further explanation regarding student dissatisfaction with GT results. The interview found two problems they faced while using GT, which are misinterpreting the context and confusing tenses.

### a) Misinterpreting the context

The first problem was GT could not get what they meant. As mentioned by the S2, “Sometimes yes and sometimes no, I just feel it wrong. I feel that GT did not get what I meant”<sup>76</sup> The statement from S5 also supports the statement from S2, she said,

<sup>74</sup> Damita, interviewed by author, September, 2023.

<sup>75</sup> Bramanta, interviewed by author, September 07, 2023.

<sup>76</sup> Aurumia, interviewed by author, September 07, 2023.

*“No, it’s kind of weird when I try to translate it in Indonesia”<sup>77</sup>*

Students gave an example of how Google Translate is incapable of interpreting the meanings of a writer. It was unable to distinguish between the pronouns he and she.

This problem was mentioned by three students, S3 said, *“No. Sometimes when I try to talk about a girl/woman, it will translate as ‘he’. ...”<sup>78</sup>* The same statement was mentioned by S4 and S5. He said, *“The first problem is GT can’t differentiate between ‘he’ and ‘she’. ...”<sup>79</sup>* Likewise, S5 also stated, *“It couldn’t define the gender. If I want to talk about a woman, it translates it with ‘he’.”<sup>80</sup>*

#### **b) Confusing tenses**

The second problem is the grammar of the GT results. Students found that GT confused the tense results for the entire text and GT was also unable to translate into the tenses that students intended. This statement was mentioned by S1, “... .

*Because not all of the result of GT is clicked with what I want, sometimes I want to use simple past, but GT translates it into*

<sup>77</sup> Damita, interviewed by author, September 07, 2023.

<sup>78</sup> Alanna, interviewed by author, September 07, 2023.

<sup>79</sup> Erlangga, interviewed by author, September 07, 2023.

<sup>80</sup> Damita, interviewed by author, September 07, 2023.

others. ...”<sup>81</sup> and S3 that said, “... . *It also couldn't choose the tenses that I mean.*”<sup>82</sup>

In addition, students pointed out that Google Translate frequently produced results with inconsistent verb tenses. One student said, “*Yes, I do. Another problem I face is the grammar, sometimes it mixes the grammar. Like when I translate one whole paragraph from Indonesian to English, maybe the first sentence uses simple past and the second uses perfect tense.*” (S2)<sup>83</sup>. S4 also mentioned the same problem, he said, “... . *Second, the grammar use of GT is always mixed up between past and present.*”<sup>84</sup>

The interview also revealed that one student faced other problems in using GT, due to its limitations and problems with the network. However, the two problems above become the most mentioned problems that students face in using Google Translate in writing.

## 2. Students' Strategies in Using Google Translate Effectively in Writing

In this section, the results of qualitative data are shown to answer the second formulated research problem. The second formulated research problem asks about the students' strategies in using Google Translate for

<sup>81</sup> Bramanta, interviewed by author, September 07, 2023.

<sup>82</sup> Alanna, interviewed by author, September 07, 2023.

<sup>83</sup> Aurumia, interviewed by author, September 07, 2023.

<sup>84</sup> Erlangga, interviewed by author, September 07, 2023.

writing English text. Based on the semi-structured interview guideline, five questions focus on asking students' strategies and are divided into three topics. The first is about students' writing process. The second talked about when students use Google Translate. The third part talks about students' strategies for using GT in the writing process.

#### **a. Students' Writing Strategy**

The questions about students' writing strategy are from question number 6 and 7. Before exploring students' strategies in using Google Translate in writing, the interviewer wanted to understand students' writing strategy. From some questions, the interview found that there are some strategies that students convey to the interviewer. These answers are obtained from students' explanation before the interviewer explain about pre-writing, planning, drafting, pausing and reading, and also revising and editing steps to them. There are three strategies that students mentioned the most in the interview. They mentioned searching for information, paying attention to the structure, and writing in Indonesian.

##### **1) Searching for Information**

Students mentioned that they search for information about the topic they want to write. This was mentioned by S1, S3, S4, and S5.

*“Okay, let's say I want to write about hand phones. I will observe*

*the object first, ...*<sup>85</sup>, S1 said. The statement from S3 also supports the previous statement, she said, *“I searched for the information first.”*<sup>86</sup> Another statement was mentioned by S4, *“I searched for information about him in Indonesia, arranged it, and translated it into English. ...”*<sup>87</sup> and by S5, *“I searched the information about the topic, maybe from Wikipedia.”*<sup>88</sup>

## 2) Pay Attention to the Structure of Text.

From interviews, it is also known that students tend to pay attention to the structure of the text they want to write because they often write for assignments. S2 mentioned that writing steps are more like the structure of the text, *“Yes, writing steps for me is more like the structure.”*<sup>89</sup> Supporting the previous statement, S4 said, *“...Then, I think about the structure in my mind. ...”*<sup>90</sup>

From the students' explanation above, they thought that writing steps are paying attention to the structure. Students learn about the structure of text when learning about writing. Therefore, students tend to follow the structure of the text when writing an assignment. For example, when writing descriptive text, they will start from writing the identification part to the description part. As explained by S1, he said, *“..., then I learn about what I need to know*

<sup>85</sup> Bramanta, interviewed by author, September 07, 2023.

<sup>86</sup> Alanna, interviewed by author, September 07, 2023.

<sup>87</sup> Erlangga, interviewed by author, September 07, 2023.

<sup>88</sup> Damita, interviewed by author, September 07, 2023.

<sup>89</sup> Aurumia, interviewed by author, September 07, 2023.

<sup>90</sup> Erlangga, interviewed by author, September 07, 2023.



*to write a descriptive text. ...*<sup>91</sup>, *“Yes. For example, I’ll search for general information about the object for identification. Then I searched to put on the description.”*<sup>92</sup>

### 3) Writing in Indonesian

Besides the two steps above, students also mentioned that they used to write in Indonesian and translate it into English whether using GT or by themselves. S4 stated, *“Yes. First, I wrote it in Indonesia. ...”*<sup>93</sup> and this is supported by S5, *“Indonesia and translate it into English.”*<sup>94</sup> *“.... Then I write in Indonesia and translate it into English using GT.”*<sup>95</sup>, S1 said. While S3 said that she writes in Indonesian and translates it into English by herself, *“Usually, I write in Indonesia. Then, I translate it into English by myself. After that, I use GT to check it, but sometimes when I don’t know about one word I search for it in GT.”* (S3)<sup>96</sup>

From the results above it is known that before they start to write, students search for information about the topic they want to write about. Then, they used to write it in Indonesian and translate it into English. From the students’ explanation, they translated their writing into English using the help of GT. But most of the time they are trying to translate it by themselves and search for unfamiliar

<sup>91</sup> Bramanta, interviewed by author, September 07, 2023.

<sup>92</sup> Bramanta, interviewed by author, September 07, 2023.

<sup>93</sup> Erlangga, interviewed by author, September 07, 2023.

<sup>94</sup> Damita, interviewed by author, September 07, 2023.

<sup>95</sup> Bramanta, interviewed by author, September 07, 2023.

<sup>96</sup> Alanna, interviewed by author, September 07, 2023.

words in GT. Moreover, students tend to pay attention to the structure of the text in writing an English text because they usually write for their assignments.

#### **b. When Students' Use GT in Writing Process**

To specify students' strategies in using GT in writing steps, the researcher used the theory that Indonesian EFL students go through five stages of the writing process, namely pre-writing, planning, drafting, pausing and reading, as well as revising and editing.

The researcher wants to specify students' strategies in using GT for each step of writing. Therefore in the first interview, the researcher asked the students about their understanding of these steps. From the interview is known that students admitted that they felt unfamiliar with those steps. So the interview did not achieve results following the research objectives. Therefore, the researcher decided to continue the interview to explain to the students about these steps. Moreover, only 4 students could participate in the second interview, they were S1, S2, S3, and S4.

After understanding the context of each step, students responded that they had done all the steps. From students' responses are know that students admitted they have done all the steps, but they didn't realize it before. Next, students were asked in which step they used GT in the writing process. Students mentioned almost all steps except the planning step.

### 1) Pre-writing step

Only one student mentioned that she uses GT in the pre-writing process. She used GT when she found complicated information. *“I use Google Translate whenever I find a term that I don't understand or find complicated information.”* (S2)<sup>97</sup>

### 2) Drafting step

The drafting step was mentioned twice by S1 and S2. Meanwhile, the others stated that they directly used English in drafting and using GT only to check or revise their writing. *“Mostly in drafting. Because in pre-writing and planning I write it in Indonesian after I write the orientation to resolution I'll translate it into English. ...”* (S1)<sup>98</sup> The S2 also mentioned the same step, she said, *“In drafting, I use Google Translate when I don't know a certain word.”*<sup>99</sup>

### 3) Pausing and reading step

This step was only mentioned by one student. Because she usually translates the text by herself and uses GT to recheck her writing. *“I usually use GT in pausing and reading and also revising and editing. Because usually when I write I don't have to use English straight away, right? So usually I write in English as much as I*

<sup>97</sup> Aurumia, interviewed by author, October 25, 2023.

<sup>98</sup> Bramanta, interviewed by author, October 22, 2023.

<sup>99</sup> Aurumia, interviewed by author, October 25, 2023.

*know, and then I recheck and revise it using GT. I also check whether I use grammar correctly.”<sup>100</sup> (S3)*

#### **4) Revising and editing step**

Revising and editing steps are the most mentioned steps by students when using English in the writing process. S1 mentioned, “... I change it if the words in English are not quite right or not suitable with what I want to write, I'll revise it using GT.”<sup>101</sup> Moreover S2 said, “For revising and editing step, I use Google translate to find the best reference to the sentence I'm referring to. I also use it to find synonyms and to correct my sentence.”<sup>102</sup> Both students mentioned that they use GT in this step to find the most suitable words to interpret their meaning.

Two students often write as well as they can in English, immediately. They said that after writing, they proofread and utilized GT to translate difficult phrases while editing their writing.

S4 said, “I use GT in revising and editing. For the other steps I directly use English. I usually need to search the difficult words in revising and editing, so I use GT on that step.”<sup>103</sup> It was supported by S3, “I usually use GT in pausing and reading and also revising and editing. Because usually when I write I don't have to use English

<sup>100</sup> Alanna, interviewed by author, October 23, 2023.

<sup>101</sup> Bramanta, interviewed by author, October 22, 2023.

<sup>102</sup> Aurumia, interviewed by author, October 25, 2023.

<sup>103</sup> Erlangga, interviewed by author, October 21, 2023.

*straight away, right? So usually I write in English as much as I know, and then I recheck and revise it using GT. ...*<sup>104</sup>

From the explanation above, students use GT more often in revising and editing steps than others. Students rarely use GT in the pre-writing step because most of the students mentioned that they search for information in Indonesian. Meanwhile, from the students' explanation in the first interview, they stated that they were usually able to understand the reading topics without the help of GT.

### **c. Students' Strategies for Using Google Translate Effectively in Writing**

After asking students about their way of using GT for each step, the next question was about students' strategies for using GT effectively in the writing process. From the teachers' perception, there are four effective strategies for using Google Translate in writing among Indonesian EFL students. The four strategies are doing pre-editing, doing post-editing, using GT for partial translation, and using GT as a checker tool.<sup>105</sup> Meanwhile in this study, the researcher found that there are three effective strategies using GT in the writing process based on students' perception.

<sup>104</sup> Alanna, interviewed by author, October 23, 2023.

<sup>105</sup> Andi Wirantaka & Mahdiana Syahri Fijanah, *Effective Use of Google Translate in Writing*, 19-21.

### 1) Doing post-editing

In the current study, students stated that they always check the result of GT due to GT's problem that was mentioned in the previous part. S1 said, "*.... After I unit it into a whole text, I'll check if there's something off. If I find something wrong, I'll translate a similar sentence from Indonesian into English. That way I am sure that the GT results are correct. ....*"<sup>106</sup> Here S3 also stated a similar statement, "*I rarely edit the result of GT, I edit it if the result does not match with my meaning or there's a grammatical error.*"<sup>107</sup>

Then S2 said, "*I try to paraphrase it and change it to another sentence.*"<sup>108</sup> In addition S4 also stated that, "*.... I write using standard Indonesian, so the result will be standard too. If I don't match the result, I will edit it by myself. ...*"<sup>109</sup> Therefore, they will edit or paraphrase the result of GT if they find something off in the text. It aims to get the most suitable word that can interpret the students' meaning. All students mentioned doing post-editing to the result of GT.

### 2) Using various tool

The second strategy that students mentioned in the interview was using various tools. Students realized that there were shortcomings in GT. Therefore to maximize the use of GT in writing,

<sup>106</sup> Bramanta, interviewed by author, October 22, 2023.

<sup>107</sup> Alanna, interviewed by author, October 23, 2023.

<sup>108</sup> Aurumia, interviewed by author, September 07, 2023.

<sup>109</sup> Erlangga, interviewed by author, October 21, 2023.

students use other applications that can help them to get maximum results in GT use. So, students mentioned AI tools such as ChatGPT or Grammarly to help them improve the results of GT.

Some students mentioned that the reason they used various tools was to compare the results of both tools and choose the best one. As mentioned by S1, *“So lately I use GT and ChatGPT to translate and compare to choose the best one. But if both results are good I use both of them by choosing some sentences from ChatGPT and the rest from GT. ...”*<sup>110</sup> S4 also mentioned the same strategy, *“I usually check the whole text, and I compare the result on the GT and Grammarly and choose the best one.”*<sup>111</sup>

S4 also admitted using Grammarly to select words that were more suitable for interpreting students' meanings. *“.... I also use other applications such as Grammarly to find the synonym that is more suitable.”*<sup>112</sup>, S4 said. Moreover, students stated that they used

Grammarly and ChatGPT to check grammatical errors in the results from GT. It was mentioned by S1, *“.... Sometimes for the grammar, I use Grammarly. But I think the result of Grammarly was not quite good, so I checked on ChatGPT to check the grammar.”*<sup>113</sup> In line, S2 also mentioned the same way, *“Yes, I do. I rechecked the result of*

<sup>110</sup> Bramanta, interviewed by author, October 22, 2023.

<sup>111</sup> Erlangga, interviewed by author, October 21, 2023.

<sup>112</sup> Erlangga, interviewed by author, October 21, 2023.

<sup>113</sup> Bramanta, interviewed by author, October 22, 2023.

*Grammarly in GT and also checked the result of GT in Grammarly.*”<sup>114</sup> (S2)

This is in accordance with students' opinions about the shortcomings of GT in grammatical errors. They admitted that they needed GT to help translate their writing but agreed that GT still had shortcomings.

### 3) Switching the languages

The third strategy in using GT effectively that was mentioned by students was switching the language. Students stated that they typically use GT to translate their writing from Indonesian into English. On the other hand, they sometimes write in English and utilize GT to proofread it. To ensure that the results from GT are reliable, students usually switch the language between Indonesian and English. They will translate the GT results into Indonesian to ensure that the text is as intended. Then, once they are sure of the results, they will translate it to English again.

This strategy was mentioned by S2 and S3, both of them have the same strategy to make sure their writing made sense in both languages. “..., *I will write in Indonesia and translate it into English. Then, I translated it from English to Indonesian to see if the translation matched my meaning. But if it's still not appropriate, I*

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<sup>114</sup> Aurumia, interviewed by author, September 07, 2023.



*change it in Indonesian to adjust it to what I mean so it's back and forth.*"<sup>115</sup>, S3 said.

Moreover, the statement from S2 supported the previous statement, *"I would usually translate a sentence from Indonesian into English, and then I would translate the result into Indonesian again to see if the result I got has the same meaning as to what I was referring to beforehand. And then I would translate it again into English. So I practically keep on switching the languages."*<sup>116</sup> In the previous interview, S2 also mentioned, *"In English. I check my sentences to see if they make sense in both languages."*<sup>117</sup>

## **B. Discussion**

This study was conducted to answer two research questions. As a result, the two proposed research questions became the main topic of discussion. The first discussion is about students' perception of the use of GT in writing. Meanwhile, the second discussion focuses on the students' strategies for using Google Translate effectively in the writing process.

### **1. Students' Perception of the Use of Google Translate in Writing**

From the literature review, we can understand that students' perception is a psychological approach to responding, understanding, or wanting to understand an object after receiving stimulation from outside.

In this study, the stimuli were students' opinions about the GT use in

<sup>115</sup> Alanna, interviewed by author, October 23, 2023.

<sup>116</sup> Aurumia, interviewed by author, October 26, 2023.

<sup>117</sup> Aurumia, interviewed by author, September 07, 2023.

writing. Irwanto divided perception into two, positive and negative perception.<sup>118</sup> Moreover, Abu Ahmadi explained that positive perception is a positive response towards an object being perceived.<sup>119</sup> So, it means students' reaction that shows acceptance, acknowledgment, and approval of the GT used in writing in this study. In contrast, negative perception is a negative response towards the object of concern, which means showing a reaction or attitude that shows rejection or disapproval of the use of GT in writing.

Moreover, there are 12 statements are given to students about the positive perception of the use of GT in writing an English text. From the twelve statements, there are two statements where the majority of students disagreed with the statement. However, there is only one vote difference between students who agree and disagree on both statements. Meanwhile, students choose to agree on the remaining ten statements. Based on the explanation from Abu Ahmadi, the students' reaction that shows acceptance, acknowledgment, and approval of the use of GT in writing an

English text means that students have a positive perception towards it.<sup>120</sup>

Therefore, the findings show that students have a positive perception of Google Translate.

In line with the findings of the current study, the previous study conducted by Wichuta about Thai EFL students' behavior and attitudes

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<sup>118</sup> Irwanto, *Psikologi Umum*.

<sup>119</sup> Abu Ahmadi, *Psikologi Sosial*.

<sup>120</sup> Abu Ahmadi, *Psikologi Sosial*.

toward GT use in English writing, found that GT is regarded as a beneficial and trustworthy helper in raising the quality of their writing and offer writing guidance.<sup>121</sup>

## 2. Students' Strategies in Using Google Translate Effectively in Writing

### Process

As mentioned in the previous study conducted by Wichuta, translated idioms, phrases, and paragraphs produce incomprehensible raw text.<sup>122</sup> The interview findings of the current study also show that students are aware that there are some shortcomings in the translation result of GT due to misinterpreting context and confusing tenses use. Therefore, to answer the problem that students face in using GT, they create problem-solving solutions in the form of strategies where they can use GT effectively and solve the problems above.

This also answers the second question of the study. In previous research conducted by Wirantika & Mahdiana, teachers assessed that one of the most effective strategies in using GT was post-editing (PE).<sup>123</sup> This research is in line with research conducted by Wichuta which focuses on the importance of conducting PE on the results of GT. The current study found that students also thought that doing post-editing was one of the effective strategies for using GT in writing an English text. All students

<sup>121</sup> Wichuta Chompurach, "Please Let Me Use Google Translate": *Thai EFL Students' Behavior and Attitudes toward Google Translate Use in English Writing*, 33.

<sup>122</sup> Wichuta Chompurach, "Please Let Me Use Google Translate": *Thai EFL Students' Behavior and Attitudes toward Google Translate Use in English Writing*, 33.

<sup>123</sup> Andi Wirantaka & Mahdiana Syahri Fijanah, *Effective Use of Google Translate in Writing*, 20.

who participated in the interviews acknowledged this strategy, indicating that they all agreed that post-editing is an important step in using GT.

Moreover, the second strategy is using various tools as references. It is also supported by the previous research conducted by Ignasia Yuyun, who stated that students use GT as a supporting tool in language learning and do not rely much on GT.<sup>124</sup> In the current study, students keep mentioning the shortcomings of GT and choose to not rely on GT. However, they still think that GT can help them in writing English texts and could write better rather than having to write without GT. Especially, for some students who are not confident with their English skills.

From the explanation above, it seems like students understand the shortcomings of GT. Therefore, they use some strategies to make the result of GT to be perfect. However, compared with the findings of the previous study, students seem to have different perceptions about how to use GT effectively in the writing process.

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<sup>124</sup> Sylvi Octaviani Chandra & Ignasia Yuyun, *The Use of Google Translate in EFL Essay Writing*, 236.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

##### 1. Students' Perception of the Use of Google Translate in Writing

The results of the questionnaire in this study showed that students had a positive opinion of Google Translate and that it is helpful to them when writing in English. This research found that students are aware of online machine translation existence, such as Google Translate. Students stated that Google Translate was the only online machine translation tool they used, including during interviews. Besides, students gave a good reaction of approval and agreement to Google Translate as the majority of answers agreed or strongly agreed with the twelve statements in the questionnaire. There are a total of 31 students who gave answers to the twelve statements, in total there are 74.46% of answers agreed and strongly agreed while 25.54% of answers disagreed and strongly disagreed. Thus, it may be said that students have a positive perception of Google Translate use in writing English text.

##### 2. Students' Strategies in Using Google Translate Effectively in Writing Process

However, apart from the findings showing that students view Google Translate positively in writing, they also admit that the accuracy of Google Translate translations is still not completely accepted. Students mentioned some shortcomings of the results of Google Translate. There are two most common answers to the shortcomings of Google Translate,

namely misinterpreting context and using confusing tenses. As a result, students shared a few strategies for utilizing Google Translate. There are three strategies namely post-editing on the result of GT, using various assistant tools besides Google Translate, and switching languages to make sure their writing makes sense in both languages.

### **B. Suggestion**

During the interview, students pointed out the shortcomings of Google Translate's output. Further research on the use of Google Translate for writing needs to examine student writing produced with and without the assistance of the tool. Thus, it could prove whether Google Translate could outperform their writing product, beyond students' positive perception of Google Translate. Based on the results of this study, teachers are expected to be able to encourage and accompany students to write in English so they do not rely on Google Translate's translation.



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*Attachment 1*

### DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Noviana Dwi Isnayanti  
SRN : T20196151  
Major : English Education Program  
Faculty : Faculty of Education and Teacher Training  
Institution : State Islamic university of Kiai Haji Achmad Shiddiq  
Jember

Stated that the thesis untitled "Secondary School Students' Perception of Using Google Translate in Writing an English Text" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact; I am only person who is responsible for the thesis if there is any objection or claim from other.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E

Jember, 24<sup>th</sup> of November 2023

Author



**Noviana Dwi Isnayanti**

SRN. T20196151

### MATRIX OF RESEARCH

Title	Problems	Variables	Indicators	Data Resources	Research Method
<p>The Good, The Bad, and The Useful: Exploring Students' Perception of Google Translate in Writing an English Text</p>	<ol style="list-style-type: none"> <li>1. What is the students' perception on the Google translate in writing English text?</li> <li>2. What strategies do the students' apply in using Google translate?</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' perception on Google translates.</li> <li>2. Students' strategies in using GT in writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive perception</li> <li>2. Negative perception</li> <li>3. Strategy of Prewriting stage using GT</li> <li>4. Strategy of Planning stage using GT</li> <li>5. Strategy of Drafting stage using GT</li> <li>6. Strategy of Pausing and Reading stage using GT</li> <li>7. Strategy of Revising and Editing stage using GT</li> </ol>	<p>Instrument:</p> <ol style="list-style-type: none"> <li>1. Close-Ended Questionnaire</li> <li>2. Guided Interview</li> </ol> <p>Data:</p> <ol style="list-style-type: none"> <li>1. Questionnaire</li> <li>2. Interview guide lines</li> </ol>	<ol style="list-style-type: none"> <li>1. Research approach: Mix-method</li> <li>2. Research design: Explanatory sequential design</li> <li>3. Method of data collection: <ul style="list-style-type: none"> <li>– Questionnaire</li> <li>– Interview</li> </ul> </li> <li>4. Data analysis: <ul style="list-style-type: none"> <li>– Percentage</li> <li>– Descriptive</li> </ul> </li> </ol>

## QUESTIONNAIRE

# Questionnaire for Secondary Students' Perception of Google Translate in Writing

Hello peeps!

My name is Noviana Dwi Isnayanti. I'm an English Department student, in KH. Achmad Shiddiq State Islamic University of Jember. For completing my thesis entitled "**SECONDARY SCHOOL STUDENTS' PERCEPTION OF USING GOOGLE TRANSLATE IN WRITING AN ENGLISH TEXT**". I conduct this questionnaire to understand students' perception toward Google Translate in writing process. I need your help to give the information based on your experience using Google Translate in writing, about the advantages and disadvantages of Google Translate. **Please read the rules for answering the questionnaire below:**

1. You can fill in the name field with your initials or full name, according to your convenience.
2. If you are unwilling to fill in your personal identity, you can write "anonymous".
3. You only need to complete the questionnaire **once**, so please make sure you answer carefully.
4. This questionnaire will not affect you in terms of score or anything.

Thank you.

\* Indicates required question

1. Email \*

\_\_\_\_\_

### Personal Identity

Please fill in all questions, according the rules above.

2. Name (Optional) \*

\_\_\_\_\_

3. Gender \*

Mark only one oval.

- Male  
 Female

4. School \*

\_\_\_\_\_

### Section 1

Mark only one column that is appropriate with your response. (Tandai hanya satu kolom yang sesuai dengan respon anda.)

- SA = Strongly Agree (Sangat Setuju)
- A = Agree (Setuju)
- D = Disagree (Tidak Setuju)
- SD = Strongly Disagree (Sangat Tidak Setuju)

5. **I feel that writing assignment in English is difficult** \*
- Saya merasa bahwa tugas menulis dalam Bahasa Inggris itu sulit*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

6. **I feel that writing an English text requires to many steps** \*
- Saya merasa bahwa menulis teks Bahasa Inggris membutuhkan banyak langkah*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

7. **I do not know that in writing an English text there are steps to help the writing process** \*
- Saya tidak tau bahwa dalam menulis teks berbahasa Inggris terdapat langkah-langkah untuk membantu proses menulis*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8. **I do not like writing English text because it is difficult** \*
- Saya tidak suka menulis teks berbahasa Inggris karena itu sulit*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

## Section 2

9. **I always write in Indonesia and translate it into English** \*

*Saya selalu menulis dalam Bahasa Indonesia dan menerjemahkannya ke dalam Bahasa Inggris*

Mark only one oval.

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

10. **I write in Indonesian to be translated into English word by word** \*

*Saya menulis dalam Bahasa Indonesia untuk diterjemahkan ke dalam Bahasa Inggris kata per kata*

Mark only one oval.

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

**Section 3**11. **I know that there is an online tool to translate** \*

*Saya tahu bahwa ada aplikasi online untuk menerjemahkan*

Mark only one oval.

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

12. **I use a tool to help me translating Indonesian text into English** \*

*Saya menggunakan aplikasi untuk membantu saya menerjemahkan teks berbahasa Indonesia ke dalam Bahasa Inggris*

Mark only one oval.

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

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13. **I know only one tool to help translating which is Google Translate** \*
- Saya mengetahui hanya satu aplikasi untuk membantu menerjemahkan yaitu Google Translate*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

14. **I use Google Translate to translate Indonesian text into English** \*
- Saya menggunakan Google Translate untuk menerjemahkan teks berbahasa Indonesia ke dalam Bahasa Inggris*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**Section 4**

15. **I always use Google Translate to translate my Indonesian text into English** \*
- Saya selalu menggunakan Google Translate untuk menerjemahkan teks berbahasa Indonesia saya ke dalam Bahasa Inggris*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

16. **I feel that Google Translate helps me a lot in doing my writing assignment in English class** \*

*Saya merasa bahwa Google Translate sangat membantu saya dalam mengerjakan tugas menulis saya dalam kelas Bahasa Inggris*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree



17. **I feel that Google Translate makes easier to write an English text** \*
- Saya merasa bahwa Google Translate memudahkan untuk menulis teks berbahasa Inggris*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

18. **I prefer Google Translate than asking teacher or friends in writing English text** \*
- Saya lebih memilih Google Translate daripada bertanya pada guru atau teman-teman dalam menulis teks berbahasa Inggris*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

19. **I feel more comfortable to use Google Translate in writing English text because it is easy to be accessed** \*
- Saya merasa lebih nyaman menggunakan Google Translate dalam menulis teks berbahasa Inggris karena lebih mudah diakses*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

20. **I find writing English text becomes easier with the help of Google Translate** \*
- Saya merasa menulis teks berbahasa Inggris menjadi lebih mudah dengan bantuan Google Translate*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

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21. **I feel Google Translate is a useful tool for student like me in writing an English text** \*
- Saya merasa Google Translate adalah aplikasi yang berguna untuh siswa seperti saya dalam menulis teks berbahasa Inggris*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

22. **I feel that I should use Google Translate in writing English text** \*
- Saya merasa bahwa saya seharusnya menggunakan Google Translate dalam menulis teks berbahasa inggris*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

23. **Google Translate motivates me to write a good English text** \*
- Google Translate memotivasi saya untuk menulis teks berbahasa Inggris yang baik*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

24. **Google Translate helps me to improve my writing skill** \*
- Google Translate membantu saya untuk meningkatkan kemampuan menulis saya*

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

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25. **Google Translate helps me to aware with my grammatical mistakes and fix it** \*

*Google Translate membantu saya menyadari kesalahan tata bahasa saya dan memperbaikinya*

Mark only one oval.

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

26. **I find it necessary for my teacher to allow me using Google Translate to help me in finishing my English text** \*

*Saya merasa perlu bagi guru saya untuk mengizinkan saya menggunakan Google Terjemahan untuk membantu saya menyelesaikan teks bahasa Inggris saya*

Mark only one oval.

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

**Willingness to participate in the interview.**

For another instrument to complete my thesis I need some students to be interviewed in person.

27. **Are you willing to be interviewed?** \*

*Apakah anda bersedia untuk diwawancara?*

Mark only one oval.

- Yes  
 No

28. **Write down your phone number if you want to be interviewed.** \*

*Tulis nomor hp anda jika anda ingin diwawancara.*

\_\_\_\_\_

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Google Forms

Attachment 4

**SEMI STRUCTURED INTERVIEW GUIDELINE**

Source name	:	(Optional)	
Gender	:	<input type="checkbox"/> Female	<input type="checkbox"/> Male

Q1.	Do you use machine translator? If yes, please mention it.
Q2.	Do you often use Google Translate in writing activity?
Q3.	Are you satisfied with the result of Google Translate?
Q4.	Are you having trouble writing English text with the help of Google Translate? If yes, state the problem you experienced.
Q5.	How did you solve the problem you had while writing using Google Translate?
Q6.	Do you know that there are steps to help writing an English text? What is it, based on your knowledge?
Q7.	Do you know about pre-writing, planning, drafting, pausing and reading, and revising and editing? From those steps, which step that you use in writing?
Q8.	From those steps, when do you use in writing?
Q9.	Could you tell me how do you use GT on the steps that we have talked before?
Q10.	How do you use GT effectively in writing?

Attachment 5

**RESPONDENT DATA FOR THE TRIAL OF QUESTIONNAIRE**

<b>No</b>	<b>Initial Name</b>	<b>Gender</b>	<b>School</b>
1.	NIM	Female	SMA NEGERI 1 KUALA PEMBUANG
2.	NF	Female	MAN 2 jember
3.	SFDH	Female	SMK Visi Global
4.	NN	Female	MAN 2 JEMBER
5.	RT	Female	MAN 2 JEMBER
6.	DAYS	Female	MAN 2 Jember
7.	F	Female	MAN 2 Jember
8.	ZAR	Male	MAN 2 JEMBER
9.	A	Male	MAN 2 Jember
10.	A	Female	MAN 2 Jember
11.	NFF	Female	MAN 2 JEMBER
12.	MAR	Male	MAN 2 JEMBER
13.	M	Female	MAN 2 Jember
14.	R	Female	MAN 2 JEMBER
15.	L	Female	MAN 2 JEMBER
16.	N	Female	MAN 2 JEMBER
17.	LF	Female	MAN 2 jember
18.	A	Female	MAN 2 jember
19.	FSH	Female	MAN 2 JEMBER
20.	SR	Female	MAN 2 JEMBER
21.	P	Female	MAN2 JEMBER
22.	MNRI	Male	MAN 2 JEMBER
23.	MIR	Male	MAN 2 JEMBER
24.	T	Female	MAN 2 Jember
25.	A	Female	MAN 2 JEMBER
26.	KHF	Female	MAN 2 Jember
27.	R	Female	MAN 2 Jember
28.	IMH	Female	MAN 2 JEMBER
29.	LM	Female	MAN 2 JEMBER
30.	F	Female	MAN 2 JEMBER

**THE TRIAL RESULT OF QUESTIONNAIRE**

Responden	The Students' Writing Skill Before Using Google Translate						$\Sigma$	Students' Writing Process			$\Sigma$	Students' Knowledge about Google Translate				$\Sigma$	The Students' Perception about the Use of Google Translate in Writing Text												$\Sigma$
	A1	A2	A3	A4	A5	A6		B1	B2	B3		C1	C2	C3	C4		D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	
	R1	3	2	2	2	2		13	4	3		1	8	4	4		3	3	14	3	3	3	3	3	4	3	3	3	
R2	2	3	3	2	3	16	3	3	2	8	3	3	2	3	11	3	3	3	3	2	3	2	2	3	3	3	33		
R3	3	2	2	3	2	14	4	4	3	11	4	4	3	3	14	3	3	2	3	3	3	3	3	3	3	3	35		
R4	4	3	2	3	4	19	2	2	2	6	3	3	1	2	9	2	3	1	3	3	3	2	3	3	2	3	31		
R5	2	3	3	3	3	16	3	3	2	8	4	3	2	3	12	2	3	3	3	3	3	2	3	3	3	3	34		
R6	3	2	2	2	2	14	2	3	2	7	3	2	3	3	11	2	3	2	3	3	3	2	3	3	3	2	32		
R7	2	2	1	2	1	9	4	2	2	8	4	4	2	3	13	4	4	3	3	4	4	3	3	3	2	3	40		
R8	2	2	3	2	2	14	2	3	2	7	3	3	2	3	11	3	3	2	3	3	3	2	3	2	3	3	33		
R9	2	4	3	3	4	20	1	2	4	7	4	2	2	2	10	1	2	2	2	2	3	2	1	2	2	3	24		
R10	2	3	2	3	2	14	4	3	3	10	4	4	3	4	15	4	4	4	3	4	3	3	3	4	3	4	43		
R11	4	4	4	4	4	24	1	1	3	5	4	3	3	2	12	2	3	3	3	3	3	3	2	1	1	3	30		
R12	2	2	2	3	2	14	4	3	3	10	4	4	1	4	13	3	4	4	4	4	4	3	3	4	2	3	42		
R13	2	3	2	2	3	15	3	2	3	8	3	3	3	3	12	3	3	2	3	3	3	3	3	3	3	3	35		
R14	2	3	3	2	3	16	3	3	2	8	3	2	3	3	11	2	3	2	3	3	3	2	3	4	2	4	33		
R15	3	1	1	1	2	9	4	3	2	9	3	4	3	4	14	4	4	3	2	3	3	4	3	3	3	3	38		
R16	2	2	1	2	2	11	4	4	3	11	4	4	4	4	16	4	4	4	3	4	4	3	3	3	3	4	42		
R17	2	3	3	2	2	15	4	3	2	9	4	3	4	3	14	3	3	2	3	3	3	3	2	2	3	3	33		
R18	3	3	2	3	3	17	3	3	3	9	3	3	2	3	11	2	3	2	2	3	3	2	3	3	3	3	32		





Attachment 7

**ELEVENTH GRADE CLASS XI-6 STUDENTS SMAN 4 JEMBER**

<b>Responden Number</b>	<b>Initial Name</b>	<b>M/F</b>	<b>Attendance</b>
1.	ANC	P	v
2.	ARN	L	v
3.	AL	P	v
4.	AAJ	P	v
5.	ADDS	P	v
6.	ADG	P	v
7.	AA	P	v
8.	BFJ	L	v
9.	CMN	P	v
10.	DARA	P	v
11.	DFAA	P	v
12.	DVA	L	v
13.	DSA	L	x
14.	EM	P	v
15.	EZF	P	v
16.	IF	L	v
17.	JMMVN	P	v
18.	KAN	L	v
19.	MSA	P	x
20.	MH	P	v
21.	MEWR	L	v
22.	MRFR	L	v
23.	ND	P	v
24.	NDPS	P	x
25.	NVR	P	v
26.	NWP	P	v
27.	NFRS	P	v
28.	RADY	P	v
29.	SWL	P	v
30.	SM	P	v
31.	TM	P	v
32.	TAI	P	v
33.	WAR	P	v
34.	YA	L	x
35.	YPWA	P	v



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: www.http://itik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-0754/In.20/3.a/PP.009/05/2023  
Sifat : Biasa  
Perihal : **Observasi untuk Memenuhi Tugas Mata Kuliah Magang !**

081 232 948 799

Diterima tgl. : 16/5 23  
Nomor Agenda : 019/400  
Diteruskan  
Persempulagan :

Yth. Kepala SMA Negeri 4 Jember  
Jl. Hayam Wuruk No.145, Krajan, Sempusari, Kec. Kaliwates, Kabupaten Jember, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196151  
Nama : NOVIANA DWI ISNAYANTI  
Semester : Semester sepuluh  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Observasi selama 14 ( empat belas ) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. EDDY PRAYITNO, M. Pd.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Drs. Eddy Prayitno, M. Pd.
2. Muhammad Effendi, M. Pd.
3. Yuliaty, S. Pd., M. Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 1 Mei 2023

Dekan

Wakil Dekan Bidang Akademik,















UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Attachment 9

**JURNAL KEGIATAN PENELITIAN**

Nama Peneliti : Noviana Dwi Isnayanti  
 Judul Penelitian : Secondary School Students' Perception Of Using Google Translate  
 In Writing An English Text  
 Lokasi Penelitian : SMA Negeri 4 Jember

No	Hari/Tanggal	Jenis Kegiatan	TTD
1.	Senin, 15-05-2023	Observasi di SMAN 4 Jember, Kaliwates, Jember	
2.	Selasa, 16-05-2023	Memohon izin penelitian	
3.	Selasa, 23-05-2023	- Menemui WAKA Kurikulum - Interview dengan guru Mapel yang ditunjuk, Ibu Yuliati - Observasi kelas	
4.	Kamis, 25-05-2023	Uji coba distribusi angket	
5.	Selasa, 22-08-2023	Interview dengan WAKA Kurikulum, Bapak Effendi	
6.	Senin, 04-09-2023	Melakukan penelitian di kelas XI IPA 6, distribusi angket	
7.	Kamis, 07-09-2023	Interview pertama dengan siswa siswi kelas XI IPA 6	
8.	Sabtu, 21-10-2023	Interview kedua dengan siswa siswi kelas XI IPA 6	
9.	Minggu, 22-10-2023		
10.	Senin, 23-10-2023		
11.	Rabu, 25-10-2023		
12.	Kamis, 16-11-2023	- Melengkapi data-data dan dokumentasi - Permohonan surat selesai penelitian sebagai akhir mengadakan penelitian	

Jember, 15 November 2023  
 Mengetahui  
 Kepala



  
 Drs. EDDY PRAYITNO, M. Pd.



PEMERINTAH PROVINSI JAWA TIMUR  
DINAS PENDIDIKAN  
**SMA NEGERI 4 JEMBER**

Jl. Hayam Wuruk 145 Telp.(0331) 421819 Fax. (0331) 412463 Jember 68135  
Web:http://www.sman4jember.sch.id – e-mail:admin@sman4jember.sch.id

**SURAT KETERANGAN**

Nomor : 421.3/962/101.6.5.4/2023  
Perihal : Penelitian

Yang bertanda tangan dibawah ini Kepala SMA Negeri 4 Jember menerangkan dengan sebenarnya bahwa :

Nama : **NOVIA DWI ISNAYANTI**  
NIM : T20196151  
Program Studi : FTIK / Tadris Bahasa Inggris  
UIN KIAI HAJI ACHMAD SIDDIQ JEMBER

Benar-benar telah melaksanakan penelitian di SMA Negeri 4 Jember pada tanggal 15 Mei s.d 16 November 2023 dengan judul Secondary School Students' Perfection of Using Google Translate in Writing an English Text.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jember, 16 November 2023

Kepala Sekolah



**Dr. EDDY PRAYITNO, M.Pd**  
19650414 199003 1 009

UNIVERSITAS ISLAM NEGERI  
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JEMBER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ JEMBER**  
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136  
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
website: www.uin-khas.ac.id

**SURAT KETERANGAN LULUS CEK TURNITIN**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Noviana Dwi Isnayanti  
NIM : T20196151  
Program Studi : Tadris Bahasa Inggris  
Judul Karya Ilmiah : Senior High School Students' Perception of Using Google Translate  
in Writing an English Text

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (12%)

1. BAB I : 15%
2. BAB II : 20%
3. BAB III : 15%
4. BAB IV : 10%
5. BAB V : 0%


Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 29 November 2023

Penanggung Jawab Turnitin

FTIK UIN KHAS Jember

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

  
(Ulfa Dina Novjenda S.SOs.I..M.Pd)

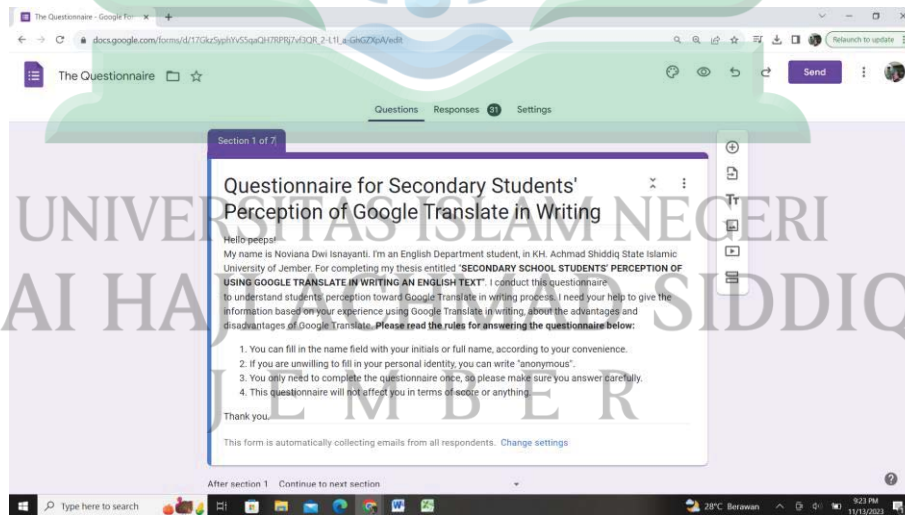
NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

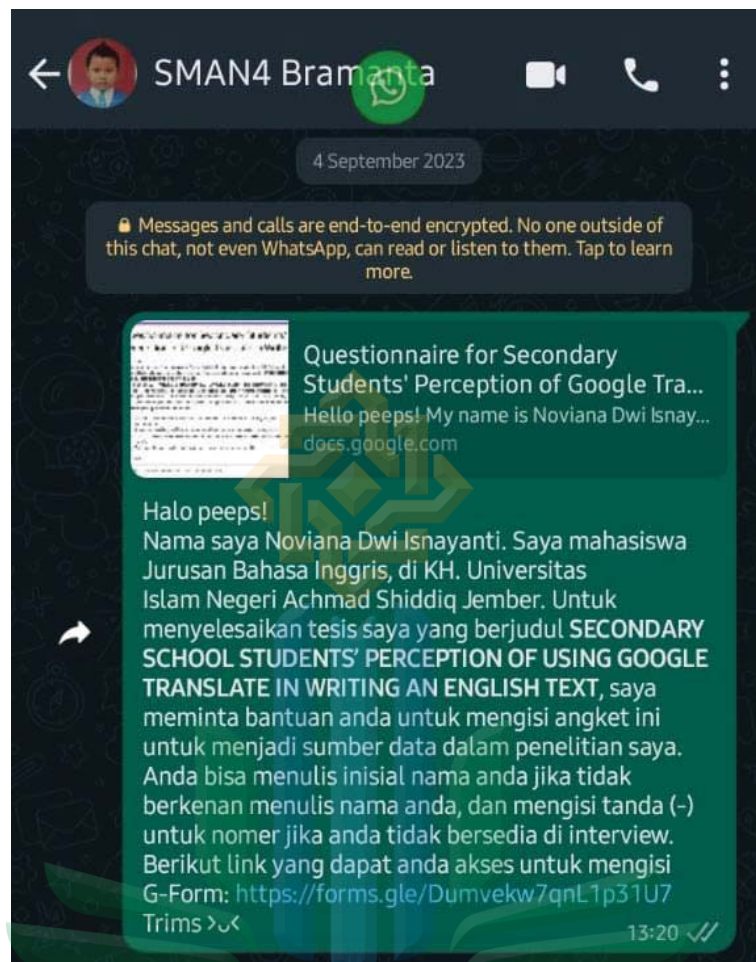
## DOCUMENTATION



Interview with English Teacher, Miss Yuliati



G-Form for the questionnaire



Screenshot of questionnaire link distribution



Students fill the questionnaire



First interview with Mia



First interview with Alanna





First interview with Erlangga



First interview with Damita



The second interview via WhatsApp private chat with Erlangga



The second interview via WhatsApp private chat with Bramanta



The second interview via WhatsApp private chat with Mia



The second interview via WhatsApp private chat with Alanna

## CURRICULUM VITAE



### 1. Personal Information

- a. Name : Noviana Dwi Isnayanti
- b. SRN : T20196151
- c. Place, date of birth : Banyuwangi, 20<sup>th</sup> of November 2000
- d. Gender : Female
- e. Address : Gumirih-Singojuruh-Banyuwangi
- f. Faculty : Education and Teacher Training
- g. Major : English Education Program
- h. Email : ndi.huda@gmail.com

### 2. Education Background

- a. Elementary School : SDN 3 Gumirih
- b. Junior High School : SMPN 1 Singojuruh
- c. Senior High School : MAN 2 Banyuwangi

### 3. Organization Experience

- a. Communication and Information Division of ESA organizer UIN KHAS Jember (2020-2021)
- b. Chief of CAMBRIDGE 2021 committee UIN KHAS Jember (2021)