

**The Sixth Semester English Education Study Program
Students' Perceptions on Using Google Translate
Application in Learning English at Sriwijaya University**

Thesis By:

Syahrukh Hernanda Tio Bagus Prasetyawan

Student Number: 06011381924038

English Education Study Program



Faculty of Teacher Training and Education

Sriwijaya University

Palembang

2024

THESIS APPROVAL

**THE SIXTH SEMESTER ENGLISH EDUCATION STUDY PROGRAM STUDENTS'
PERCEPTIONS ON USING GOOGLE TRANSLATE APPLICATION IN LEARNING
ENGLISH AT SRIWIJAYA UNIVERSITY**

A thesis by

Syahrukh Hernanda Tio Bagus Prasetyawan
Student Number: 06011381924038
English Education Study Program
Department of Language and Arts Education

**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2024**

Approved by:
Advisor,



Prof. Sofendi, M.A., Ph.D.
NIP. 196009071987031002

Certified by:
Head of English Education Study Program,



Ervansyah S.Pd., M.A., Ph.D.
NIP. 196907181995121001

COMMITTEE APPROVAL

THE SIXTH SEMESTER ENGLISH EDUCATION STUDY PROGRAM STUDENTS'
PERCEPTIONS ON USING GOOGLE TRANSLATE APPLICATION IN LEARNING
ENGLISH AT SRIWIJAYA UNIVERSITY

Syahrukh Hernanda Tio Bagus Prasetyawan
Student Number: 06011381924038

This thesis was defended by the writer in the final program examination and was approved
the examination committee on:

Day : Thursday

Date : July 25, 2024

1. Chairperson : Prof. Sofendi, M.A., Ph.D.



2. Member : Prof. Soni Mirizon, M.A., Ed.D.



Palembang, July 2024

Certified by,

Coordinator of English Education Study Program,



Eryansyah S.Pd., M.A., Ph.D.

NIP. 196907181995121001

DECLARATION

DECLARATION

I, the undersigned

Name : Syahruckh Hernanda Tio Bagus Prasetyawan

Student's Number : 06011381924038

Study Program : English Education

Certify that the thesis entitled "The Sixth Semester English Education Study Program Students' Perceptions on Using Google Translate Application in Learning English at Sriwijaya University" is my own work and did not have any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, deserve to face court if I am found to have plagiarized this work.

Palembang, September 2024

Undersigned,



Syahruckh Hernanda Tio B. P.

NIM. 06011381924038

DEDICATION

I dedicate this thesis to my wonderful family

To my beloved father and mother,
Agus Heri Prasetyo and Suhermi

To my sister and brother,
Neysa Adiratna Agmi Masyithahdewi and Yazid Rizqi Herdian Prasetyo

Thank you for the never-ending prayers, support, and love.

MOTTOS

Be True.

“My success comes only through Allah”
(QS. Hud: 88)

“Allah will not change the condition of a people
until they change what is in themselves.”
(QS. Ar-Ra'd: 11)

ACKNOWLEDGMENTS

Alhamdulillahirabbil'alamin, all praises and thanks to Allah Subhanahu Wa Ta'ala, with his blessings and guidance, I am able to complete my bachelor's degree at the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

I would like to express my gratitude and appreciation to the following people for giving me motivation, support, and advice, and then for becoming part of my college journey.

1. To my amazing family, Mama, Papa, Mba nana, and Adek Eqi thank you so much for your endless support, prayers, and love that pushed me to become who I am today. Thank you for making me who I am today, I am super proud and happy to be born into this family.
2. My deepest gratitude to my advisor, Prof. Sofendi, M.A., Ph.D. who always gives me guidance, corrections, advice, and also support during my thesis writings. Thank you for every knowledge that you have taught me, and thank you for being so patient with me. Thank you very much Professor for everything.
3. From the deepest part of my heart, I would like to say thank you very much to Farah Fitria Asmarani Bey for her never-ending support and for never giving up on me. Thank you so much for everything that you have done for me. It is such a blessing to be able to meet and know you. Thank you for showing me lots of wonderful things, and thank you for making me able to discover the better side of me.

4. To all SEESPA '19, thank you for all the joy and experience. Thank you for becoming my first home in college life. It was such an amazing time. Even with COVID-19 in most of our college life, it does not change our spirit and all the fun times we have had together.

5. To Fantastic Team '22, thank you so much for all the unforgettable memories that we have been through together. I learned a lot from all of you, and it is such an honor to be part of this fantastic team.
Fantastic Team, Beyond the Fantastic.

6. To PCMI Sumsel, thank you for allowing me to know the better version of myself in my college life. My deepest gratitude to all of my amazing and kind seniors for all the knowledge, experience, and guidance.

Palembang, September 2024

The Writer,



Syahruckh Hernanda Tio B. P.

06011381924038

TABLE OF CONTENTS

THESIS APPROVAL	i
COMMITTEE APPROVAL.....	ii
DECLARATION.....	iii
DEDICATION.....	iv
ACKNOWLEDGMENTS	v
ABSTRACT	x
CHAPTER I INTRODUCTION	1
1.1 Background of the study.....	1
1.2 The Problem of the Study.....	3
1.3 Objective of the Study	3
1.4 The Significance of the Study	3
1.5 The Scope and Limitation of the Study.....	4
CHAPTER II LITERATURE REVIEW	Error! Bookmark not defined.
2.1 Perception.....	Error! Bookmark not defined.
2.1.1 Types and Factors that influence perception	Error! Bookmark not defined.
2.2 Application in Learning.....	Error! Bookmark not defined.
2.2.1 Google Translate Application.....	Error! Bookmark not defined.
2.3 Learning English	Error! Bookmark not defined.
2.3.1 Speaking	Error! Bookmark not defined.
2.3.2 Listening	Error! Bookmark not defined.
2.3.3 Writing.....	Error! Bookmark not defined.
2.3.4 Reading.....	Error! Bookmark not defined.
2.4 Previous Related Studies	Error! Bookmark not defined.
CHAPTER III METHODOLOGY	Error! Bookmark not defined.
3.1 Research Design	Error! Bookmark not defined.
3.2 Setting and Participant.....	Error! Bookmark not defined.
3.3 Data Collection Method	Error! Bookmark not defined.

3.3.1	Questionnaire	Error! Bookmark not defined.
3.4	Data Analysis	Error! Bookmark not defined.
CHAPTER IV FINDINGS AND DISCUSSIONS. Error! Bookmark not defined.		
4.1	Findings	Error! Bookmark not defined.
4.1.1	Basic Knowledge About Google Translate Application	Error! Bookmark not defined.
4.1.2	Perspective on Online Google Translate Application	Error! Bookmark not defined.
4.1.3	The Usage of Google Translate Application for learning English	Error! Bookmark not defined.
4.1.4	Google Translate Application helps learners in learning English skills	Error! Bookmark not defined.
4.1.5	Language skills that were helped the most by the Google Translate Application when learning English and its explanation.....	Error! Bookmark not defined.
4.1.6	Advantages and Disadvantages of using Google Translate Application for Learning English.....	Error! Bookmark not defined.
4.2	Discussion	Error! Bookmark not defined.
CHAPTER V CONCLUSION AND SUGGESTION..... Error! Bookmark not defined.		
5.1	Conclusions	Error! Bookmark not defined.
5.2	Suggestions.....	Error! Bookmark not defined.
5.2.1	Suggestion for Students	Error! Bookmark not defined.
5.2.2	Suggestion for Another Researcher	Error! Bookmark not defined.
REFERENCES		5
APPENDICES		Error! Bookmark not defined.

LIST OF TABLES

Table 1. Data Category	Error! Bookmark not defined.
Table 2. Basic Knowledge About Google Translate Application.....	Error! Bookmark not defined.
Table 3. Perceptions of the Google Translate Application for Learning English.....	Error! Bookmark not defined.
Table 4. The Usage of Google Translate Application for Learning English.	Error! Bookmark not defined.
Table 5. Google Translate Application helps learners in learning English skills.....	Error! Bookmark not defined.
Table 6. Language skills that were helped the most by the Google Translate Application when learning English and its explanation .	Error! Bookmark not defined.
Table 7. Advantages and Disadvantages of Using Google Translate Application for Learning English	Error! Bookmark not defined.

LIST OF APPENDICES

<u>LETTER OF APPROVAL THESIS TITLE</u>	Error! Bookmark not defined.
<u>APPOINTMENT OF THESIS ADVISOR</u>	Error! Bookmark not defined.
<u>QUESTIONNAIRE SHEET</u>	Error! Bookmark not defined.
<u>STUDENT ANSWERS SHEET</u>	Error! Bookmark not defined.
<u>THESIS CONSULTATION CARD</u>	Error! Bookmark not defined.

ABSTRACT

The Sixth Semester English Education Study Program Students' Perceptions on Using Google Translate Application in Learning English at Sriwijaya University

ABSTRACT

English has become an international language that everyone in the world must learn and understand. With the help of the applications, learning English can be much easier. Learners can now learn English with the help of their gadgets. One of the most popular applications in helping learners learn the English language is Google Translate. This research aims to find out students' perceptions about whether Google Translate application usage helps in learning English for English Education students at Sriwijaya University Indonesia. The participants of the study were the students of Indralaya 6th semester student class A which consists of 27 students and B class which consists of 29 students, in total, there are 56 participants in this study. The data was collected through a questionnaire. A majority of students think that the Google Translate application for learning English is very positive. Most of them use the application whenever they encounter unfamiliar words or phrases while reading articles, books, or watching videos in English and also to translate text from a picture, and to find out synonyms of a word. Based on the findings and discussion in the previous chapter, the Google Translate application is proven able to support students in learning all four language skills such as speaking, reading, writing, and listening skills since the application provides so many helpful services such as fast translation, sentence structure checker, and word suggestions.

Keywords: *English Learning, Application, Google translate*

A thesis by English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

Name : Syahruck Hernanda Tio Bagus Prasetyawan
Student Number : 06011381924038

Certified by,
Head of English Education Study Program

Approved by:
Advisor,



Eryansyah, M.A., Ph.D.
NIP. 196907181995121001



Prof. Sofendi, M.A., Ph.D.
NIP. 196009071987031002

CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, (4) the significance of the study, and (5) Scope and Limitations of the Study.

1.1 Background of the study

English has become an international language that everyone in the world must learn and understand. English is a language that has been studied since middle school or even in some countries, elementary school. English is a language that must be mastered because this language is an international language, which means this language is used when we communicate abroad or with foreign people. Some aspects of our activities require us to use English such as in technology operating activity, business activity, tourism, and many more (Pratama et al., 2022).

In Indonesia, English is a language that must be studied since middle school. Today, English is a language targeted to be taught in schools, based on the Indonesian curriculum, and related to this, students are also expected to be able to enhance their ability in English (Pratama et al., 2022). The English language is anticipated can be mastered by all of the people in Indonesia which intended to make the young generations in Indonesia to be able to compete internationally. In learning English, there are so many aspects that we must learn such as speaking, listening, writing, and also reading.

In this technology era and with the vast development of technology, everyone can communicate, learn, or even play games with their mobile phones, laptops, and computers. Everyone can also easily learn and get information with the help of technology. In fact, most learners and teachers nowadays are learning or teaching with the help of technology and the Internet. Huge changes in the learning and teaching process have occurred with the appearance of the technologies (Ting & Tan, 2021). So many applications have emerged that are currently used in daily activities and even by teachers and students in the teaching and learning process.

With the help of applications, everyone is greatly helped in carrying out daily activities. There are so many applications that everyone can use for free with

incredibly helpful features. Application also has a huge impact on the teaching and learning process. Applications are being used to help students in learning in the classroom. Mobile applications really help with their accessibility, services, utility, and features (Steel, 2012). With the help of the applications, learning English can be much easier. Learners can now learn English with the help of their gadgets. One of the most popular applications in helping learners learn the English language is the Google Translate application which is often used to help learners find the meaning of words they do not understand, or even look for similar or the opposite meanings of the words they are looking for.

Translating can be hard, but with the help of the Google Translate application, translating can be done in seconds. Google Translate is a free multilingual translation service provided by Google Incorporation which can help to translate written text from one language into another intended language. Google Translate application is very popular, especially for language learners. Google Translate has proven very helpful and useful for language learners. Google Translate helps learners in translating or finding the meaning of words they do not understand. Google Translate brings joy and eliminates difficulties during the learning process, it is also qualified in apprehending or understanding the meaning of words and sentences. Students are able to find the meaning of unfamiliar words by looking at the surrounding words. (Pratama et al., 2022). Many learners do not realize that they can learn English with the help of the Google Translate application.

Based on the data above, it is proven that the Google Translate Application is useful in helping learners to find out the meaning of unfamiliar words or complicated words. The research is going to be carried out using qualitative descriptive methods and the aim of this research is to find out about students' perception about whether Google Translate application usage helps in learning English for English Education students at Sriwijaya University Indonesia.

1.2 The Problem of the Study

Based on the background above, the problem of the study is formulated in the following questions:

- 1) What are the sixth-semester students' perceptions of using the Google Translate application in learning English in the English Education Study Program at Sriwijaya University?

1.3 Objective of the Study

The objective of this study is to find out the sixth-semester English Education Study Program students' perceptions of using the Google Translate application in learning English.

1.4 The Significance of the Study

The result of this research is hoped to give insights to English learners because this research provides information on how helpful the Google Translate Application is for learning English based on English learners' perceptions. This research is hoped to be useful for teachers of English since this research provides information about the perception of learners in learning English with the help of Google Translate Application which hopefully helps teachers to able to utilize the Google Translate application more efficiently in teaching and learning process in the future. Through this study, the writer will be able to improve his knowledge in writing a good paper. This research helps the researcher and other researchers to find out the student's perception of the Google Translate application for learning English.

1.5 The Scope and Limitation of the Study

The scope of the study is limited to the subject and object investigated. The subject of this research is the students in the English education study program at Sriwijaya University. The object of this study is to find out the benefits of the Google Translate application in learning English. The variable of this study is sixth-semester Indralaya students in the English education study program at Sriwijaya University.

REFERENCES

- Affini, L. N. (2021). Google Translate and its role in academic writing for university students. *GOOGLE TRANSLATE AND ITS ROLE IN ACADEMIC WRITING FOR UNIVERSITY STUDENTS*, 1(4), 26-33.
- Agustin, S. N., & Siswana, S. (2022). Students' perception on the use of Google Translate for English learning. UHAMKA International Conference on ELT and CALL (UICELL),
- Aiken, M., & Balan, S. (2011). An analysis of google translate accuracy.
- Akbar, R. F. (2015). Analisis persepsi pelajar tingkat menengah pada sekolah tinggi agama islam negeri kudus. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 10(1).
- Alzaza, N. S., & Yaakub, A. R. (2011). Student's mobile information prototype for the higher education environment. *American journal of economics and business administration*, 3(1), 81-86.
- Ariyantara, A. B. (2016). Faktor-faktor yang mempengaruhi persepsi siswa kelas VII SMP Negeri 4 Wates terhadap proses pembelajaran permainan bolabasket. *Pendidikan Jasmani Kesehatan dan Rekreasi*, 5(6).
- Asmawati, A. (2017). ANALYZING STUDENTS'DIFFICULTIES TOWARD LISTENING COMPREHENSION. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 3(2), 211-228.
- Bahri, H., & Mahadi, T. S. T. (2016). Google Translate as a supplementary tool for learning Malay: A case study at Universiti Sains Malaysia. *Advances in Language and Literary Studies*, 7(3), 161-167.
- Brown, G., & Yule, G. (1983). *Teaching the spoken language* (Vol. 2). Cambridge university press.
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication in Grades K-8*. ERIC.
- Chen, W., Tan, N. Y. L., Looi, C.-K., Zhang, B., & Seow, P. S. K. (2008). Handheld computers as cognitive tools: Technology-enhanced environmental learning. *Research and Practice in Technology Enhanced Learning*, 3(03), 231-252.

- Clifford, J., Merschel, L., & Munné, J. (2013). Surveying the landscape: What is the role of machine translation in language learning? @ *tic. revista d'innovació educativa*(10), 108-121.
- Durga, S. S., & Rao, C. S. (2018). Developing students' writing skills in English- A process approach. *Journal for Research Scholars and Professionals of English Language Teaching*, 6(2), 1-5.
- Firman, A. M. (2022). *Teachers' and students' perception on the use of digital dictionary in english classroom at Madrasah Aliyah Negeri 2 Probolinggo UIN KH Achmad Siddiq Jember*].
- Griffith, S. F., Hagan, M. B., Heymann, P., Heflin, B. H., & Bagner, D. M. (2020). Apps as learning tools: a systematic review. *Pediatrics*, 145(1).
- Gustadevi, A. S., & Asib, A. (2014). IMPROVING STUDENTS' READING SKILL THROUGH NUMBERED HEADS TOGETHER TECHNIQUE. *English Education*, 2(2).
- Hornby, A. S., Gatenby, E. V., & Wakefield, A. (2005). The advanced learner's dictionary of current English. (*No Title*).
- Irwanto. (2002). Psikologi Umum. Jakarta: PT. Prenhallindo.
- Jayanti, F., & Arista, N. T. (2018). Persepsi mahasiswa terhadap pelayanan perpustakaan Universitas Trunojoyo Madura. *Competence: Journal of Management Studies*, 12(2).
- Josefsson, E. (2011). Contemporary Approaches to Translation in the Classroom: A study of students' Attitudes and Strategies. In.
- Kharbach. (2023). *6 Excellent Google Translate Features Every (Language) Teacher Should Know about*.
<https://www.educatorstechnology.com/2016/04/6-excellent-google-translate-features.html>
- Medvedev. (2016). Google Translate In Teaching English. *The Journal Of Teaching English For Specific And Academic Purposes*, 4(1), 181–193.
- Nomass, B. B. (2013). The impact of using technology in teaching English as a second language. *English language and literature studies*, 3(1), 111.
- Pais, A. A. (2020). Students' Perception toward Difficulties and Ability in English Reading at Muhammadiyah University of Makassar. *English Education*

*Department Faculty of Teacher and Training Education
Muhammadiyah University of Makassar. Thesis. Unpublished.*

- Pham, A., Nguyen, Y., Tran, L., Huynh, K., Le, N., & Huynh, P. (2022). University students' perceptions on the use of Google Translate: Problems and solutions. *International Journal of Emerging Technologies in Learning (iJET)*, 17(4), 79-94.
- Pratama, A., Utami, A. R., & Education, E. (2022). The use of google translate in enhancing the students' vocabulary. *Pustakailmu. id.*, 2 (1): 1, 8.
- Rupidara, L. I. (2019). English Language Teaching and Learning: Theory and Practice—A Plpg Module. *Academic Journal of Educational Sciences*, 2(1), 10-13.
- Seljan, S., Brkić, M., & Kučič, V. (2011). Evaluation of free online machine translations for Croatian-English and English-Croatian language pairs.
- Steel, C. (2012). Fitting learning into life: Language students' perspectives on benefits of using mobile apps. *ascilite*,
- Thoha, M. (2007). Perilaku organisasi konsep dasar dan aplikasinya.
- Ting, F. K., & Tan, K. H. (2021). Enhancing English Language Vocabulary Learning among Indigenous Learners through Google Translate. *Journal of Education and E-Learning Research*, 8(2), 143-148.
- Tsai, S.-C. (2019). Using google translate in EFL drafts: a preliminary investigation. *Computer Assisted Language Learning*, 32(5-6), 510-526.
- Yanti, M., & Meka, L. M. C. (2019). The students' perception in using Google Translate as a media in translation class. *Proceedings of International Conference on English Language Teaching (INACELT)*,
- Young, J. R. (2011). Smartphones on campus: The search for 'killer' apps. *The Chronicle of Higher Education* B6-B8.