GOOGLE TRANSLATE AS ENGLISH LEARNING TOOL
ASSISTANCE FOR NON-ENGLISH DEPARTMENTS
STUDENTS: STUDENTS’ PERCEPTION

Salasiah Ammade¹, Muh Fitra Ramadhani², Ali Wira Rahman³

¹English Language Education, Universitas Muhammadiyah Pare-Pare, Jl. Jend Ahmad Yani, Pascasarjana Universitas Muhammadiyah Parepare, Parepare, Indonesia
²,³English Education Departement, Universitas Muhammadiyah Pare-Pare, Jl. Jend Ahmad Yani, FKIP Universitas Muhammadiyah Pare-Pare, Indonesia

ABSTRACT
This Google translation (GT) is one of main importance tool for students in assisting them in translating English words or sentences. Many researches have investigated its importance to aid students in learning, but still limit research focuses on how GT as English learning tool assist non-English department student. The current research tries to fill the gap by researching how Google translates support non-English department students in learning English viewed from students’ lens. This research used qualitative research, using case study. The participants of this research consist of 10 non-English students in Faculty of Teacher Training and Education of Universitas Muhammadiyah Parepare. The researcher conducted interview via WhatsApp voice note to obtain the data from the participants. The data then analyzed using Miles & Huberman pattern. The result of this research showed that GR is a good application to support non-English students in learning English. It was found that the app become very helpful tool in learning English with variety features like, direct typing translates, camera translate, offline translate, voice translate, and easy to use tool to enrich English vocabulary, enrich English sentences, pronouncing appropriate English words. Beside many advantages, the result also showed that GT still has trouble in it like wrong translation in what the learner wanted to know the translation. Another result showed that to get better translation we need to use online GT especially in translate long sentence. It can be concluded that Google translating tool can be chosen as main supplementary learning tool particularly in learning English.

Keywords: English learning, Google Translate, learning tool, Non-English students

INTRODUCTION
There are two factors that influence students’ learning, namely internal and external factors. The internal factors deal on the students themselves. Meanwhile, external factor is the factor from the outside of students. The examples of internal factors are the physical condition, skill interest, intelligent, learning style, and the
learning media they use. Meanwhile, the examples of external factors are family, friends, school, environment and learning strategy (Lawrence & Tari, 2018).

In supporting the learning process of the students, the teachers commonly use learning media to deliver the material. Media is anything that can be used to stream messages from sender to receiver so that it can stimulate students' thoughts, feelings, attention, and interests so that the learning process occurs (Liyah & Roahti, 2021) (Azmi & Hasanah, 2021; Fitriawan, 2022; Heinich et al., 2012; Wirawan, 2020) (Sadiman, 2006). There is several types of media used in learning, namely audio media, visual media, audio visual media, and human visuals.

In learning English, electronic media is one of learning helpful tool. Besides easy to access, the media is supported many useful features, and easy to use (Fransisca & Yunus, 2021). There were several previous studies that discussed the use of online-based media in supporting the teaching and learning process of students in the class (Bari, 2022; Fransisca & Yunus, 2021; Huwaidi et al., 2021; Nguru et al., 2020; Putra et al., 2021; Rahmawati, 2021; Soeyono & Khairi, 2021; Usman & Anggita, 2021). As in fact technological advances in this century not only strive for schools or colleges to facilitate students with modern learning spaces but also with the importance of presenting effective material using more modern methods as well as online-based learning media.

The right approach for students in learning by using online applications is considered an important dynamic attribute that help students in the learning process. In this case the researcher observes translation tool assistance for students in learning English. Studies on the use of online translation for learning have been popularized and published by some scholars like Bilić, 2020; Musk, 2022; Niño (2020). Their work is an example of how the use of online translation applications affects student learning progress, as well as being a reference for researchers to explore the application of this basic learning method.

Further findings about online-based media have also been described by Habeeb, 2020. The research finding showed that Google Translate has a fairly good performance in helping students in learning English, especially in learning new vocabulary. On the other hand, in using Google translator, students also experience a little difficulty because sometimes there is an inaccurate translation so that it can make students misunderstand a word, especially the new vocabulary they get from the translation. In general, Google translate is one tool that is very useful for students in learning English.

The previous findings had correlation with this study that was focused on the tool that can help students in translating words especially for English learning. But, the more related research that can be seen in Habeeba research’s that investigated about the use of Google translate as tool in translation. The above research shows that Google translate is a useful tool to help students in English learning process specially for finding a new vocabulary and then try to understand even the structure and how to pronounce the words.

There was a significant difference in purpose and target of the study with the previous study. In this case, the study of this research was focused on the use of Google translate more specifically. Then, the more significant thing was put on
the target. Most of previous research study was focused on the students in English course itself; however, this research was focused on the students’ non-English department. Furthermore, this application also generally used by English students as a tool in learning English, but not a few students from various other majors (non-english) use the Google Translate application as a tool for them in English lessons, as well as as a tool for learning English. Help students in translating writing, finding and translating the meaning of words, knowing how to pronounce words, or simply enrich their vocabulary, so this has attracted the attention of researchers to find out how far students’ perceptions of using Google translate and becomes the points that make this study was very interesting to investigate and get assessment.

METHOD

The research used qualitative research using case study. Case study focus on the exploration of phenomena that occur within a bounded system (e.g., a person, event, program, life cycle (Gay, L.R; Miles, Geoffrey E; Airasian, 2012). Here, the researchers applied a purposeful sampling technique, namely the selection of sampling based on the characteristic are in accordance with the objectives of the research conducted. Purposive sampling technique focused on selecting information-rich cases whose study will illuminate the question under study (Michael Quinn, 2002) The participants in this research were the students’ of Universitas Muhammadiyah Parepare academic year 2019/2020 consists of 10 students who are non-English department students like Department of Biology, Mathematics, Non-Formal Education, Agriculture. The selected samples would be interviewed to get deep information about the data needed. In collecting data, researcher used three ways; observation, interview, and documentation. The data found thus analyzed using the pattern of Huberman & Miles (1994); data collection, data reduction, data presentation, and conclusion

FINDINGS AND DISCUSSION

Findings

Observation Result

This section presents the result of the observation that researcher did before start in the research. The data were collected from the students in Faculty of Teacher Training and Education Universitas Muhammadiyah Parepare. The researcher did the observation to all departments in the faculty of teacher training and education accept English department, because the focus of this research is the non-English students. The participants of this observation consisted of 12 students in faculty of teachers training and education except English department students.

The observation result showed that the participants had good opinion on the Google translate application. The data shows that the participants already known about the Google translate application and ever used the application as learning tool assistance in learning. The data also shows that the participants used the Google translate mostly to translate long reading task from the lecturer to help them understand the materials that lecturer shared to them. So, the participants have known the Google translate and using as learning tools assistance.
The following figure showed when the students used Google translates in translating.

![Google Translate Display](image)

Figure 1. The display of Google translate

**Interview Result**

This section present student’s non-English department perception toward the use of google translate as tools assistance in learning English. The process of collecting data will apply some parts that is observation, interview and documentation. In observation section, there are ten students non-English department of Universitas Muhammadiyah Parepare observed by giving questions related to the research who have more experience about learning media specially google translate.

After that, to answer the research questions, the researcher conducted semi-structure interview with the selected students. In this section, the researcher has determined several questions related to the research. The researcher collected the data by recording the interview process. The researcher also used questionnaires to supporting the result of interview that answered of the students. Each of those findings was described in the following:

a. Students Perception About the Content of Google Translate in Learning English

Here is the summary of students’ perception about the content of Google translates application.

<table>
<thead>
<tr>
<th>No</th>
<th>Content in Google Translate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The available content was very helpful in enriching their vocabulary</td>
</tr>
<tr>
<td>2</td>
<td>Translation result of Google translate made students learn English sentences</td>
</tr>
</tbody>
</table>
The performance was quite easy to understand which is how to pronounce the words or sentences

Sometime students got some irrelevant translation of the words

Irrelevant meaning of Google translate will be search in other ways

The researcher conducted interview about the content in the Google translates. It was consisted of four (4) questions about the content and students’ perception about it. The students were asked to answer the question from researcher using voice note in WhatsApp application. Most of the respondent already know about the Google translate, and gave positive feedback about the content that Google served.

Most students’ perception stated that the content of Google was useful. It can be seen from the students answer in the interview result below.

"The content in Google Translate is quite helpful for me, because it can make it easier to translate several sentences at once without having to look for each word again, while putting the words together into sentences" (P1, Oct 2021)

The students also have a good rate for the content in Google translates. Here is some the student’s assessment about the translation result of Google translates.

“The same as what I said in point…sub point one, that's why the translation from Google translate is quite accurate… accurate. Although it can help the kit. To understand the general content of foreign language texts” (P3, Oct 2021)

Furthermore, the students also have good perception about the performance of Google translate, as follows:

"My answer is that I quite like the content or performance in Google translate because there is some content, namely eee...we can translate eee..Sentences or words by taking pictures of our writing and it make it easier for us to translate" (P2, Oct 2021)

The last case about the content in Google translate was talking about the translation result of Google translate. Most of students said that if there was irrelevant meaning they would be looking for another ways. Here is some perception of the students:

"The way I respond to the translation results is that I complete it or think about connecting words so that they become good words." (P8, Oct 2021)

After doing the interview about the content that Google translate, all the participants showed positive responds about it. All the participants were enjoyed
in using Google translate in every situation, especially in learning English. We can know it based on the participants answer. Even if there are some negative comments about the result of the Google Translate sometimes gave irrelevant with what the participant really means, the participants still like to used Google translate as tool assistant in learning especially in learning English.

b. Students Perception About the Feature of Google Translate in Assisting English Learning

Here is the summary of the students’ perception about the features of Google translates.

Table 2. The student’s perception about features of GT

<table>
<thead>
<tr>
<th>No.</th>
<th>Features of Google Translate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There was three types of the features in Google translate that students knew that was camera mode, direct typing and voice mode.</td>
</tr>
<tr>
<td>2</td>
<td>Students used direct typing features of Google translate in carrying out some tasks assigned by the lecturers</td>
</tr>
<tr>
<td>3</td>
<td>Students rarely to use the camera mode</td>
</tr>
<tr>
<td>4</td>
<td>Camera mode only good in translating an article, book and printer text but it’s not with hand writing</td>
</tr>
<tr>
<td>5</td>
<td>The use of voice mode in Google translate quite good about how to pronouncing its words or sentences</td>
</tr>
<tr>
<td>6</td>
<td>Voice mode would not effective specially when the students have mispronunciation</td>
</tr>
<tr>
<td>7</td>
<td>All the features that provide in Google translate was enough to help the students in translating the subject in learning, although each feature has a advantage and disadvantage thing.</td>
</tr>
</tbody>
</table>

The previous table showed the students perception about the feature of Google translates has such as camera mode in translated some word or sentence, and also the voice translation. The interview data showed that some of the participants did not know about all feature in Google translate.

Here some result of the interview about the feature in Google translates. The first case is about kind of the features that the students know. The interviews extract regarding it can be seen below.

"The features that I know on Google Translate are writing or copying, photos and conversations or voice." (P1, Oct 2021)

Second question was talking about the features that students most use to translate. Here’s their perception below:

“I often use the write or copy feature because it is easier and faster for me” (P10, Oct 2021)
More specific the researcher asking about the student’s perception about the camera mode in Google translates. The student’s perception was provided as follows:

"My 3rd question sometimes I used to use the camera mode feature found in Google Translate" (P5, Oct 2021)

Next case was talking about the student’s perception when they translating by using camera mode. The interviews extract regarding can be seen below.

"It's good if the camera mode uses a printed book or writing from a computer, but for example personal writing is usually not detected, so it's usually the words in the middle... in the middle of a sentence it's not detected, so the story is cut off" (P7, Oct 2021)

After camera mode, the researcher also asking about their perception about the use of the voice mode in Google translates. The students interview transcript as follows:

"I've also used the voice feature ee..Which is on Google translate"

(P8, Oct 2021)

Most of the students was not satisfied with the result of voice mode in translate, because when the students did mispronunciation, it would be showed irrelevant meaning. It was accordance with the following transcript below.

“According to me, when someone... when we use this voice feature, although it's quite easy to say a word or sentence directly, however, when you pronounce it wrong, the results will be different. As far as I know, with this sound feature, when we want to use it, at least there will be no disturbance around us because it will affect the meaning of the language used.” (P6, Oct 2021)

After all, the students stated that they were like all the features in Google translate. Yet, they said that it was depend for the user which features that they easy to use to translate. The interview extract regarding below.

“Yes, of course I really feel helped that's why I really like the camera mode” (P4, Oct 2021)

Based on the interviews result it showed that Google translate was really help the participants in learning. Even though, there were some students felt not satisfied with some of the variety feature that Google translate has. Like the voice translate feature some participants said that when they tried to translate what they say or the audio they try to know the translation was broken. Because sometimes when they used the audio or voice translation Google translate wrong in detected what they said or what the audio played, and the result of the translate getting weird and wrong.

Almost all the participants used the ordinary way like typing the word or the sentences that they want to translate. The researcher also found that there were
several participants who did not know the entire feature such as camera translation and voice translation for some of the languages spoken in the study.

c. Students Perception about the Facilities of Google Translate in Supporting English Learning Process
Here is the student’s perception about the facilities of the Google translate based on the interview result.

Table 3. The student’s perception about the facilities of Google Translate

<table>
<thead>
<tr>
<th>No.</th>
<th>Students perception about the facilities on Google Translate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Google translate was available in online and offline mode that easier to student to use it in every situation specially in learning process.</td>
</tr>
<tr>
<td>2</td>
<td>Many languages in Google translate was one of useful things that helped students in translating tasks.</td>
</tr>
<tr>
<td>3</td>
<td>The students feel comfortable with the display menu of Google translate</td>
</tr>
<tr>
<td>4</td>
<td>Still has a limit word characters that students be can translate</td>
</tr>
<tr>
<td>5</td>
<td>The students difficult when they do not have quota or internet data</td>
</tr>
</tbody>
</table>

In this next session researcher conducted the interview to the participants about facilities that Google translate has. The researcher found that there some participants just used the Google translate, and it makes them did know more about what actually they were used. Here some result of the interview:

”eee, for its own facility for google translate it is very helpful and makes it easier for us to do English assignments as well as when the tasks given are in the form of story sentences that must be translated and then summarized” (P10, Oct 2021)

The students like to use Google translate because there was many languages that available. It was accordance with the students result interview as follows:

“In my opinion, it is...it is very good or very good for people who want to learn different languages as well as like us who have English courses, as well” (P5, Oct 2021)

Most of students also feel comfortable with the display menu of Google translate. The interview extract regarding below.

“I am very comfortable about the display menu on Google translate because it helps in searching and understanding the meaning of the translated sentence, whether it's the way it's pronounce, how it's written, and the wording” (P3, Oct 2021)

Furthermore, there were several complaints of the students about the facilities. The interview extract regarding can be seen below.
“Number four is when we use google translate ehh we have to use quota or online mode and also when we use voice note mode, we often have problems or the words are wrong” (P8, 2021)

From the interview result researcher found that the participants mostly just used this tool without understand what they actually use. Most of them always use the Google translates in ordinary way like copy and then paste. It makes the students still confuse about how they want to said if there was a question like “is Google translate was the best choice in translated?” Beside that there several participants who already know well the Google translate, and makes them confident to said Google translate was the best choice. So about the facilities of the Google translate was really helpful as a assistance tools in learning especially language learning like English.

d. Student Perception about the Services of Google Translate in Assisting English Learning

Here is the perception of the students about the services of Google translates, as follows:

Table 4. The students’ perception about the services of GT

<table>
<thead>
<tr>
<th>No.</th>
<th>Services on Google translate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students used online translation mode in learning English</td>
</tr>
<tr>
<td>2</td>
<td>Several students also knew that there was offline translation services</td>
</tr>
<tr>
<td>3</td>
<td>The offline translation enough to help the students when learning English and they do not have a internet data(quota)</td>
</tr>
<tr>
<td>4</td>
<td>Online translation more effective than offline translation</td>
</tr>
<tr>
<td>5</td>
<td>Google translate was free to download in App store made students was easy to access</td>
</tr>
</tbody>
</table>

Based on the previous table, the focuses were about the services from the Google translate. It was like how the way in use Google translates, the translation result, and also how to get access it. The first thing of this case was how often the students use Google translate. After all, most of students stated that they often use it on online mode. It was accordance with the students result interview as follows:

"I generally often use Google translate online either in doing assignments or find some new vocabulary that needs translation’’ (P7, Oct 2021)

Most of students also knew that Google translate can access in offline mode. The interview extract regarding can be seen below.

“Yes I know that it is provided too or offline to translate” (P1, Oct 2021)
Some of students didn’t know about offline mode in Google translate. But, they stated that it would be helpful especially if they were not having internet data. Here is their perception below.

“If I had known, maybe I could save my internet data usage again”
(P9, Oct 2021)

The researcher asked for the students to choose which was better between online and offline mode in Google translates. Most of students stated that online mode was better. It was accordance for the students interview result, as follows:

"If I compare between online and offline modes, I really choose online, why because it's online... it's very easy" (P10, Oct 2021)

The last question, the researcher asked for the students perception about Google translates that have been available in play store and it could be downloading for free. The students respond showed that it made them easy to access that useful application. Here is the student’s perception about it.

"My response is certainly very good because the translation service available on the play store which can be downloaded for free can be accessed by all people"
(P2, Oct 2021)

From the data in interview about the facilities, some of the participants did not know about facilities that Google translate served for them. Almost all the participants can access the Google translate always by online access. The access to Google Translate was the easy job, with common display and free access to download in phone. That’ is why the participants need to more understand what the used as assistance tools in learning.

Based on the description above about the fourth main idea from the interview, Google Translate was very useful as tool assistance in learning English for non-English students. Feature of the Google translate like camera translation, and voice translation became the most favorite feature in the Google Translate. Students felt comfort with that future because easy to use it also because it simpler to used typing translator. Students mostly use Google Translate when they need it, while the offline service was very help students. Further for the facilities in Google Translate like the many languages available to translate, the interface of the Google Translate also became the good point from the students. The use of Google translates as an assistance tool in learning English was really useful. However, there were some bugs that can happen when using it, and still need internet access to use all the more useful feature like camera and voice translation. In addition, Google translate also still in progress to be upgraded.

Discussions

In this stage, the researcher reviews the results the research by explaining various things during the research process, and then comparing with some previews studies that have been done before. Some researchers have found out that Google Translate can assist students in doing their tasks (Iftitah & Kuswardani, 2021; Kai & Hua, 2021; Tumbal et al., 2021; Tuzcu, 2021) like...
making short essay, translating text book, writing story, making sentences or paragraph, etc. These findings prove the app provide helpful aids for students. These researches are mainly focus on English department students.

The current study is different with previous studies in terms of research subject. The research focused on the use of the app for non-English department students. The data was collected by three steps which was observation, interview and documentation. The data was collected by using WhatsApp as interviewing media with voice note features, the questionnaires consisted four main points that was features, content, facilities, and services of Google translate. There were many expressions of the student perception about Google translate in learning English process at their own department.

**Content**

In this first main point, there were four questions that have been answered of the respondents based on their own opinion and their experienced as long as they use Google translate. The researcher can take resume from the respondent perception stated that the content of Google translate as tool assistance in English learning process was helpful for them. Especially for translating a word or sentences in English to Indonesian and Indonesian to English language that they don’t know. So, it can be said that GT is one helpful app in learning English for o-English students.

They have a good rate for the content as far their experience because Google translate has many features that useful to translating a words or sentences. However, some of them said that Google translate has a weakness when translating the sentences, sometimes there was irrelevant meaning. Then, to solve the weakness that irrelevant meaning, many respondents said that they would be looking for another references of translation tools.

The researcher concluded that Google translate was very useful specially for non-English Department. when they found some new words that they do not know the meaning of the words even if in Indonesian or English language. It would be making the students has more new vocabulary. This case also found by Tumbal et al., (2021)) that the students had positive attitudes towards Google translate as it was convenient to use and it was helpful for all students in learning English, especially in learning new vocabulary.

**Features**

The next main point was the features of Google translate that consisted of seven questions that have been answered by the respondent. Direct typing mode has a good result and more appropriate in translating a words or sentences. For camera mode, many of them lack of interest in using camera mode. Some even said that they never use it at all with a reason that they are unable to translate all the words used.

The camera mode also can not translate a text. While for voice mode, some respondent said were rarely to using this mode. Many of respondents stated that if we have the incorrect pronunciation, the words or sentences that we want to
translate cannot be found or the words what we said was different in what the Google translate catch or it’s called mistranslation. Each mode of Google translate has utility for the user itself such as translating a sentence or paragraph and proved by some researchers like (Lieshout & Cardoso, 2022; Simaremare et al., 2021).

**Facilities**

This main point consisted of four questions about the facilities of Google translate. Based on the research result interview, several participants said they didn’t know about facilities in Google translate. But the participants mostly stated that they were very excited with Google translate facilities which was there was many languages could be translate of this translation tool. As tool of translation, Google translate could improve the students’ knowledge language skills as found out by (Dagilienė, 2012). She reported that translation in foreign language classes enhances better understanding of structures of the two language and also strengthens students translation skills Besides that, 90% of participants also has a good respond about display menu of Google translate. They were felt comfortable with the display look and graphic screen. However, there were also participant stated that they did not like the display menu of Google translate because there was nothing changing of the display screen of Google translate time by time. Therefore, the developer of Google translate should be upgrade the display menu of the Google translate. While talking about complains of the participants regarding on the interviewing result there was two outstanding complains about the facilities in Google translate.

**Services**

There were four questions of this last main point which was talking about the use of Google translate in online and offline ways to translate. According on interview result, most of the participants said they already used online mode to translating a words or sentences in Google translate because several of them did not know that there was the offline mode in Google translate. Mode online has more good result in translating than offline mode and they stated that to translate the sentences we should use the online mode of Google translate.

However, the existence of the offline mode in Google translate, the participants stated that they were very helpful especially when they did not have the internet connection or internet data. Furthermore, if there was a consideration between the online mode gets good rate that the offline mode. Besides that, Google translate was available application in Appstore that students can download it on a free scale. It was positive aspects of using particular technology. Furthermore, Google translate is free and easy to use and may help translators and students in various ways (Lieshout & Cardoso, 2022).

From the interview result that has been described for the four main point above, Google translate can help them to search any new words or easy to know the meaning of the sentences. It was supported from several features that available in Google translate such as camera mode, voice mode and direct typing. Some
complains appeared that the result of translating would be inappropriate, irrelevant meaning and mistranslation.

Furthermore, Google translate should be update on display menu to making the user more comfortable and wider when the user wants to translate a sentence in a lot of words. But, beside all of complains, Google translate was easier to access because it’s freely download in Appstore even it has been supporting with two mode that was online and offline mode in translating. Once again, the researcher can state that Google translate specially in English learning for non-English department was very useful as tool assistance in translation.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher can conclude that most of the participants perception stated that Google translate is useful tool assistance for the non-English department students in translation even a word or sentences. As the result interview by the four main points that was content, features, facilities and services. There was advantages which was Google translate can help them to search any new words or easy to know the meaning of the sentences, It was supported from several features that available in Google translate such as camera mode, voice mode and direct typing, and also there was disadvantages which was a difficulties when they used the variety features of Google translate, some complains appeared that the result of translating would be inappropriate, irrelevant meaning and mistranslation specially in camera and voice mode. In addition, based on the findings of the researcher, it is recommended to use Google translate online to further maximize its performance. Because some features can be accessed if connected to the internet, especially in using the camera translation feature, voice translation and when translating long sentences, the translation results will be better when connected to the internet. Therefore, it is better for Google translation to be used online.

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