

## STUDENTS PERCEPTION OF USING GOOGLE TRANSLATE IN LEARNING ENGLISH

Nurhayati Nurhayati<sup>1</sup>, Inke Lahete<sup>2</sup>

<sup>1, 2</sup>Universitas Klabat, Jl. Arnold Mononutu, Airmadidi, Manado, Sulawesi Utara, Indonesia  
Email: [nurhayati@unklab.ac.id](mailto:nurhayati@unklab.ac.id)

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**Abstract.** The purpose of this study is to determine students' perceptions of the use of Google Translate in English learning, in terms of absorption, understanding, and evaluation. This study used quantitative methods with descriptive design analysis. The average score is used to answer the research question. The instrument used in this study was a questionnaire. Responded to this study were grade 7 students in one of the junior high schools in Airmadidi North Minahasa totaling 173 students. The results of the analysis showed that students agreed that absorption factors influenced students' perceptions of the use of Google Translate in learning English. Students agree that comprehension factors influence students' perceptions of using Google Translate in English language learning. Students strongly agree that evaluation factors influence students' perceptions of the use of Google Translate in English language learning. So, it can be concluded that students' perception of the use of Google Translate is positive judging from the factors that affect the use of Google Translate. However, students should use Google Translate as a useful additional tool to understand English Lessons better.

**Keywords:** Students perception, Google Translate, Learning English

**Abstrak.** Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap penggunaan Google Translate dalam pembelajaran Bahasa Inggris, ditinjau dari penyerapan, pemahaman, dan evaluasi. Penelitian ini menggunakan metode kuantitatif dengan desain deskriptif analisis. Skor rata-rata digunakan untuk menjawab pertanyaan penelitian. Instrumen yang digunakan dalam penelitian ini adalah angket. Responded penelitian ini adalah siswa kelas 7 di salah satu SMPN di Airmadidi Minahasa Utara yang berjumlah 173 siswa. Hasil analisis menunjukkan bahwa siswa setuju bahwa faktor daya serap mempengaruhi persepsi siswa terhadap penggunaan Google Translate dalam belajar Bahasa Inggris. Siswa setuju bahwa faktor pemahaman mempengaruhi persepsi siswa terhadap penggunaan Google Translate dalam pembelajaran bahasa Inggris. Siswa sangat setuju bahwa faktor evaluasi mempengaruhi persepsi siswa terhadap penggunaan Google Translate dalam pembelajaran bahasa Inggris. Jadi, dapat disimpulkan bahwa persepsi siswa terhadap penggunaan Google Translate adalah positif dilihat dari faktor-faktor yang mempengaruhi penggunaan Google Translate. Namun, siswa harus menggunakan Google Translate sebagai alat tambahan yang berguna untuk memahami Pelajaran Bahasa Inggris dengan lebih baik.

**Kata Kunci:** Persepsi Siswa, Google Translate, Pembelajaran Bahasa Inggris

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## INTRODUCTION

Currently, almost every student uses Google Translate as a tool for learning foreign languages, especially in learning English. In learning English as a foreign language, technology is used in learning, one of which is the Google Translate application. Google Translate is a

digital tool for translation created by the Google company. As Kok Wei (2021) found, in recent years students have used Google Translate to learn English. Google Translate has become one of the most popular translator applications that can be used. It is capable of translating text, words, and web pages from one language to another. This is also supported by Tobo and Poai (2023) in their research which stated that Google Translate is very popular and widely used, especially among students. The reason for this because the Google Translate application is very easy, users just need to type or paste the text to be translated, and this application will automatically translate it into the desired language. Tumbal et al. (2021) added that students have a positive response to the use of Google Translate because using the application is very easy.

Therefore, it can be concluded that Google Translate can help students understand English. Google Translate is a translation application that can help students learn English. However, using Google Translate in English language learning brings out different perceptions from the results of previous studies. Yanti et al. (2019) found that most students think that using Google Translate is not a reliable tool by itself; they need to check the results. This is clear from their assignment scores, which show that the quality of Google Translate is not too good but not too bad. Additionally, a study by Pham et al. (2022) argue that Google Translate still has limitations in understand the context and accuracy of translation. One problem that often arises is errors in grammar. Google Translate is not always able to maintain proper grammatical structures, such as the use of appropriate pronouns, correct sentence structuring, or proper word choice. This can result in ungrammatical or confusing translations. So, the finding of this study is that their perception of Google Translate is negative. Overall, the findings highlight how students absorb, understand, and evaluate Google Translate considering its weaknesses in terms of context understanding and accuracy. These weaknesses affect students' perception of Google Translate.

Kok Wei (2021) found that the weaknesses in the use of Google Translate while translating a long sentence, a paragraph, and texts where the results are inaccuracy of translations produced by Google Translate which can make students misunderstand or produce wrong sentences. But even with the drawbacks of Google Translate. The results showed that the respondents were generally positive about the use of Google Translate in learning English. Putri (2021) The translation from Google Translate is not very accurate and is often imprecise, so students should carefully consider the grammatical structure before translating it into the desired language. In addition, students should review the translations from Google Translate to improve the accuracy of the translations. This was also supported by Tumbal et al. (2021) in their research

it was found that 40.3% of respondents disagreed with the statement that Google Translate can effectively translate paragraphs one by one. This shows that there are still doubts about Google Translate's ability to translate accurately and effectively. However, the survey also showed that 60% of respondents agreed that Google Translate makes them too lazy to open a dictionary.

Based on the results of previous studies, the researchers were interested in conducting this research to find out students perception of using Google Translate in learning English at one of Public Schools in Airmadidi, North Minahasa because all students utilized Google Translate to learn English there. Apart from that, the researchers wanted to know whether there were positive or negative in students perception of using Google Translate in learning English because previous research was conducted at the different levels outside North Minahasa. The purpose in this study was to find out students perception of using Google Translate in learning English, in terms of absorption, understanding, and evaluation. This study purpose to answer the following question: What is the students perception of using Google Translate in learning English, in terms of absorption, understanding, and evaluation?

The results of this study are hoped to be useful for readers. The first is for teachers. This study is hoped to add information and valuable insights for teachers regarding students perceptions of the use of Google Translate in learning English is positive where they strongly agree that Google Translate can help them in learning English. The second is for students. Students can utilize Google Translate as an additional helpful tool to understand English materials better. The third is for further researchers. This study is hoped to add valuable insight for future researchers who are interested in conducting similar research related to the perception of the use of Google Translate in English language learning.

## **Perception**

Perception is the brain translation of stimuli coming from the senses. Irwanto (1994) stated that perception is a process that begins with sense. The process of perception involves an individual receiving a stimulus through an ideal sense organ and providing information gained from received facts or objects. This theory above is also supported by Walgito (2002) defines perception as a process of the receipt of a stimulus by an individual through the receiving device, namely the senses, but the process does not stop there, in general, the stimulus is transmitted by the nerves to the brain as the centre of the nervous system, and the next process is a process of perception.

Chandan (2005) argues that perception is the process by which information enters our minds and is then processed and interpreted to provide a meaningful understanding of the world around us. In this process, information from the external environment is absorbed and translated by our senses. The brain subsequently processes and connects this information with prior knowledge and experiences, enabling us to comprehend and assign significant meaning to what we are seeing, hearing, feeling, and experiencing in the world around us. Thus, perception can also be interpreted as a process where individuals organize the stimulus received. Robbins (2001) stated that perception refers to the process through which individuals arrange and make sense of their sensory experiences, enabling them to organize and interpret the impressions received from their environment. Gibson (2006) added that everyone uses the five senses to perceive the environment; sight, touch, hearing, and smell this is called perception and is also a cognitive process. Eggen and Kauchak (2001) also stated that perception is described as developing the concept of perception is based on the cognitive aspect of the experience and views it as the process through which individual gives significance to the experience.

Therefore, it can be concluded that perception is a complex process in which individuals receive stimuli through the sensory organs, and then this information is interpreted by the brain to provide an understanding of the surroundings. The process of perception involves taking in, interpreting, and organizing sensory information coming from the external environment. During this process, prior experience and knowledge also influence how individuals understand and give meaning to what they have experienced. The use of the five senses seeing, touching, hearing, and smelling are essential to the process of perception, and they are part of the cognitive process that enables individuals to make sense of their surroundings.

### **The Process of Perception**

Walgito (2010) found that perception is divided into three processes for individuals to perceive and bring mindfulness, there are several conditions that must be met, which are: The Perceived Object. Objects cause stimulation through sensory organs. Stimuli may occur directly from the external through the senses or come from the internal directly to the sensory nerves that function as receptors. Stimulus Receiver. Furthermore, there must be a sensory nerve to transmit the stimulus received from the receptor to the center of the nervous system, that is, to the brain as the center of consciousness. Attention. Attention is the first step in preparing for perception. Without attention, there will be no perception in a person.

## **Types of Perception**

According to Irwanto (1994), if viewed from the perspective of individuals after perceiving interactions with existing objects, the findings of that perception can then be separated into two categories: Positive Perception. Positive perception entails forming a positive judgment about an object or information by reacting positively to it.

Negative Perception. Negative perceptions are perceptions that describe all knowledge by giving unfavorable responses to perceived objects.

## **Indicators of Perception**

According to Walgito (2010), perception has the following indicators:

- **Absorption:** Absorption involves the reception of external stimuli or objects by a person. These stimuli or objects are individually or collectively received and assimilated by the five senses. The result of this assimilation through the five senses results in the formation of images, reactions, or impressions in the brain.
- **Understanding:** Understanding is concerned with understanding the subject matter. After mental images come to mind, these images are organized, categorized, and interpreted in a way that leads to an understanding or comprehension of an object.
- **Evaluation:** Individual assessment of an object. Once insight or understanding is developed, a person will form a judgment. People compare their newly gained understanding with the subjective criteria. Personal assessments are different, although the object being assessed is the same. Therefore, perception is essentially personal.

## **Factors Affecting Perceptions**

People may perceive things from different points of view because many factors sometimes distort perceptions. According to Walgito (1990) there are two things that affect how someone perception: Internal factors. Internal factors are things that come from inside a person, like their feelings, thoughts, personality, wants, how focused they are, what they have learned, how healthy they are, and what they care about and are motivated by. External factors. External factors are the result of what's happening around a person, like their family, what they learn, their surroundings, and the things they encounter. How someone sees things can be influenced by what they expect in a situation. What's happening around them can shape how they view the world and what's important to them.

## **Google Translate**

Google Translate is a translation application from one language to another. According to Li (2014) Google Translate is a tool by Google that automatically translates text or words from one language into another. Maulida (2017) stated that Google Translate is a service given by Google Incorporation to translate words or web pages from one language to another. Herlina et al. (2019) found that it is now Google Translate accessible via a web interface, as well as an application smartphone and application programming interface that may be integrated into the new software. Google Translate is so popular because easy to use it on different devices, it is the most well-known online translation tool, and do not have to pay or sign up to use it. Kusmayadi (2014) stated that Google Translate is the most popular online translation tool. Moreover, it is free to use on the internet, and everyone does not need to register or pay to use it. According to Bahri and Mahadi (2016) Google Translate is a free online tool from Google that can help translate words and texts from one language to another.

The majority of Indonesians who use Google Translate are students; students utilize it because it is easier and faster to translate than using a dictionary. According to Kurniasih (2017) a lot of learners use Google Translate because they frequently find it difficult to translate English - Indonesia or Indonesia - English, and they use Google Translate to translate words or text to make the process easier. Chandra and Yuyun (2018) added that Google Translate can translate short paragraphs. Furthermore, several students at the university level use Google Translate. Nowadays, the students prefer using google translate. According to Suseno and Solikha (2023) today, practically almost students utilize Google Translate as a tool to help them learn foreign languages, especially in learning English.

## **The Characteristics of Google Translate**

According to Kurniasih (2017) found that some of the characteristics of Google English Translating: If users connected to the internet, it is simple to use because users just enter the web page's address. It is quicker to translate with it than to look up words in a dictionary. It can instantly turn any web page into 51 different languages from all over the world. The user not only translated the text, but user also know how the words are spoken because there is a listening key in the Google Translate box.

According to Maulida (2017) found that there are benefits of using Google Translate: As an online translation tool that can make it easier for students to understand the meaning of English texts. As an online dictionary, there are several benefits, such as searching for one word, all related words will be shown. There is also a thesaurus or the same choice of words (synonyms). As a

spell check, when user write the wrong English, it can be updated through this tool so that the writing becomes correct. As a tool that can help in English pronunciation, for everyone who wants to learn how to pronounce English words correctly, Google Translate can be a very helpful tool.

### **Advantages and Disadvantages Using Google Translate**

A lot of people may think that Google Translate is very helpful and useful. However, Google Translate has some drawbacks. According to Kurniasih (2017) found that some of the advantages and the disadvantages of Google Translate. The advantages of Google Translate are: It is fast language translation, it is free for all users, it is compatible with all internet browsers, international communications, it can translate the text effectively, and it is easy to use. On the other hand, the disadvantages such as not entirely accurate, there was no way to know which was accurate or not, the Google Translate system translates words without considering word structure, it cannot translate the text effectively, and easy to use for cheating in English class.

### **Related Studies**

Previous Studies on Students Perception of Using Google Translate in Learning English, they are: First, study from Khotimah et al. (2021) to find out students perception of using Google Translate in learning English. The population and sample were students in their fourth semester who had completed a Translation class in the English Education Department of the Faculty of Education and Teacher Training at Universitas Islam Negeri Sultan Maulana Hasanuddin Banten. This research uses quantitative method. In collecting data, questionnaire and interview were used as the research instrument. The findings indicated that students view Google Translate positively as a tool for learning English through translation. The most common response among the statements was agreement with the research data (28.86%). This positive feedback from the participants is based on their experience using Google Translate to learn English. They turn to Google Translate right away when they don't grasp the lecturer's message. The study also demonstrates that Google Translate can assist students in enhancing their vocabulary. Nonetheless, they remain cautious and check Google Translates word match, accuracy, and completeness.

In addition, the researcher from Kok Wei (2021) examined students perceptions on the use of Google Translate in their English language learning. The study involved 112 students from a Malaysian polytechnic and used a quantitative research approach. Data was collected using a questionnaire. The results revealed that students generally view Google Translate positively

as a tool for learning English, but they are also aware of its limitations in translating longer sentences, paragraphs, and texts. These results offer insights into how Google Translate can be used in both formal and informal language learning.

Another study from Abdulloh (2022) to described students perceptions of the use of Google Translate in learning English during the fifth semester at UINSI Samarinda' English department. The population and sample were fifth-semester English Department students. This study was used a quantitative method. In collecting data, questionnaire and documentation were used as the study instrument. The results showed that students' perception of the use of Google Translate in translating English materials were positive. The use of Google Translate is very helpful. So, students use Google Translate to change words, sentences, or paragraphs they do not know or understand. This makes them translate faster and finish their work. Even though there are some problems with the translations, students like using Google Translate because it helps them learn English based on their positive experiences.

Moreover, a study by Syafitri (2022) to investigate the students perception and their preference of using Google Translate in learning English at English Education Study Program of Raden Fatah State Islamic University Palembang. The population and sample 95 students from Raden Fatah State Islamic University Palembang who participated in this study were selected by using a purposive sampling technique. This research uses descriptive quantitative method. In collecting data, questionnaire is using as the research instrument. The result showed that the majority of students perceived the usage of Google Translate in English learning positively. The study discovered that (1) Google Translate is a handy and easy app for learning English, (2) it's a popular and free translation tool, (3) its features are user-friendly, and (4) it is faster and more effective than other tools. In summary, using Google Translate is helpful and good for learning English, but there are some issues that need fixing.

Another study was conducted by Yuliani et al. (2022) to understand what English students think about using Google Translate for their English assignments, how frequently they use it, and how much they depend on it to finish their assignments. Population consisted of all English students at the Islamic University of Kalimantan MAB. This research uses descriptive quantitative method. In collecting data, questionnaire was used as the research instrument. The researcher applied the Slovin formula to examine the data. The findings indicated that English students can use Google Translate as one of the tools to aid them in completing their English assignments. English students have a positive perception of the use of Google Translate. When doing English assignments, students often use and rely on Google Translate. However, on the other hand, they deny that they rely on Google Translate.



Last, study by Yuliani (2023) to determine how English students perceive, how often they use it, and to what extent they rely on Google Translate for completing their English assignments. The population of this study were all English students of Universitas Islam Kalimantan Muhammad Arsyad Al Banjari Banjarbaru who used Google Translate in their English assignments. This research uses descriptive quantitative method. In collecting data, a questionnaire was used as the research instrument. The research results show that Google Translate is one of the learning tools that can be used by English students to assist them in English tasks. English students had positive perceptions towards the use of Google Translate.

There are similarities and differences between previous research and current research. The first similarity between previous studies and this research was to find out students' perception of using Google Translate in learning English. However, the differences were that previous research was conducted at the university level. In addition, previous research did not examine students' perceptions of the use of Google Translate in English language learning, especially in terms of absorption, understanding, and evaluation.

## **METHOD**

This study was a quantitative method. Quantitative is a collection of techniques for analysis numerical data. Sugiyono (2014) explains that quantitative research methods are created in the form of numbers and include the process of statistical analysis. This study used a descriptive design because the purpose of this study to find out students perception of using Google Translate in learning English. According to Creswell (2012) explained that the descriptive method aims to systematically discover reasons and provide thorough descriptions of the research object. In addition, the researcher used mean score to analysis students perception of using Google Translate in learning English especially in terms of absorption, understanding, and evaluation.

The respondents of this research were taken of grade 7 students from one of Public Schools in Airmadidi, North Minahasa especially those who enrolled in second semester of the 2023/2024 academic year. Specifically, they were grade 7 students consisting of classes: 7A, 7B, 7C, 7D, 7E, 7F, and 7G. There were 30 students in each class. Thus, the total number of grade 7 students was 210. Then, the researchers chose one class to be used as a pilot study, namely class 7G with a total of 30 students, then six classes were used as a real study, including classes 7A to 7F with a total of 180 students. However, when collecting questionnaire data, there were 7 students who were not present at that time, including 3 students from class 7A, 3

students from class 7B, and 1 student from class 7F so that the respondents for the real study were reduced to 173 students. So, the total number of research respondents distributed was 173.

In this research, the researchers used purposive sampling. In purposive sampling the researcher specified characteristics of the population of interest and then tried to locate individuals who exhibited those characteristics (Johnson & Christensen, 2014). Researcher wanted to select respondents based on criteria or characteristics that were relevant to the objectives of the research being conducted. The characteristics were that the students selected as research samples were students who actively used Google Translate in learning English. This information was obtained through observations from the researchers in the class concerned, which was grade 7 at one of Public Schools in Airmadidi, North Minahasa . For this reason, the researchers used purposive sampling to collect data.

To collect the data, the researchers used a questionnaire about student perception of using Google Translate in Learning English, adapted from Nurhazanna (2023) will be obtained. The researchers modified the questionnaire, and it contained 18 items. These questions were all about students perception. The first part was the absorption which consisting of 5 items, 1, 2, 3, 4, 5. Second part was the understanding which consists of 5 items, 6, 7, 8, 9, 10. The last part is the evaluation which consisting of 8 items, 11, 12, 13, 14, 15, 16, 17, 18. In this study the researcher used closed-ended questionnaire. A questionnaire design using a Likert Scale style. According to Sugiyono (2014), the Likert scale measures an individual or group's attitudes, opinions, and perceptions of an individual or a group toward social phenomena. The Likert scale ranges from very negative to very positive and for the purpose quantitative analysis, each answer can be given one point, including: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree). The researchers analysed the data using statistical tools. The researchers used the mean score to answer research question, which was to find out students perception of using Google Translate in learning English which were divided into three groups, namely absorption, understanding, and evaluation. To interpret the data from the questionnaire, the researcher used Likert Scale to interpret the interval classification.

## **RESULTS AND DISCUSSION**

To answer the research questions, what is the students perception of using Google Translate in learning English in terms of absorption, understanding, and evaluation? To find out students perception of using Google Translate in learning English which divided into three groups, namely absorption, understanding, and evaluation.

**Table 1.** Mean score of the student perception in absorption group

	N	Minimum	Maximum	Mean	Std. Deviation
Student Perception	173	1.00	5.00	3.91	.005
Valid N (listwise)	173				

Based on the interpretation of the data, the students perception of using Google Translate, in terms of absorption showed was 3.91 and the scale was in the range of 3.41 – 4.20 (can be seen on the page 23). It means that students agree that factor of absorption affecting students perception of the use of Google Translate in learning English. Nurhazanna (2023) found that 36.16% of students strongly agreed that the factor that really influences students perceptions of the use of Google Translate was absorption. For example, students like to use Google Translate when learning English. Khotimah et.al (2021) stated that students often use Google Translate in learning English.

**Tabel 2.** Mean score of the student perception in understanding group

	N	Minimum	Maximum	Mean	Std. Deviation
Student Perception	173	1.00	5.00	4.10	.838
Valid N (listwise)	173				

Based on the interpretation of the data, the students perception of using Google Translate, in terms of understanding showed was 4.10 and the scale was in the range of 3.41 – 4.20 (can be seen on the page 23). It means that students agree that factor of understanding affecting students perception of the use of Google Translate in learning English. Nurhazanna (2023) found that one of the factors that influences students perceptions of using Google Translate was understanding. For example, Google Translate can translate text effectively. According to Kurniasih (2017) found that Google Translate can translate the text effectively.

**Tabel 3.** Mean score of the student perception in evaluation group

	N	Minimum	Maximum	Mean	Std. Deviation
Student Perception	173	1.00	5.00	4.21	.827
Valid N (listwise)	173				

Based on the interpretation of the data, the students perception of using Google Translate, in terms of understanding showed was 4.21 and the scale was in the range of 4.21 – 5.00 (can be seen on the page 23). It means that students strongly agree that factor of evaluation affecting

students perception of the use of Google Translate in learning English. Nurhazanna (2023) found that one of the factors that influences students perceptions of using Google Translate was evaluation. For example, Google Translate helps students understand an English text. This was support by Maulida (2017) where Google Translate as an online translation tool that can make it easier for students to understand the meaning of English texts.

## **CONCLUSION**

Based on the results of this research, it can be concluded that the perception of seventh grade students at one of Public Schools in Airmadidi, North Minahasa regarding the use of Google Translate in learning English was positive. This can be seen from the factors that influence students perceptions, including the absorption factor (3.91, agree), the understanding factor (4.10, agree), and the evaluation factor (4.21, strongly agree). Of these three factors, the understanding factor is the most dominant influence on students perceptions of the use of Google Translate in learning English. It means that the use of Google Translate in learning English is very helpful.

## **RECOMMENDATIONS**

From the result of this study, there were several recommendations given by the researcher. First, it is recommended for teachers that teachers continue to allow students to use Google Translate in learning English because students strongly agree that using Google Translate in learning English is helpful. Second, it is recommended to students that use Google Translate as an additional helpful tool to understand English material better. Third, this research is only to measured students perception of using Google Translate in learning English, therefore for future researchers who will conduct research similar to this research, it is recommended to use different methods, namely by using qualitative methods or conducting experimental research to gain a deeper understanding of the benefits of Google Translate in learning English.

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