

**SENIOR HIGH SCHOOL STUDENTS AND TEACHERS' PERCEPTIONS
OF THE USE OF GOOGLE TRANSLATE AS A TRANSLATION TOOL
IN THE LEARNING PROCESS**



A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University

as Partial Requirements to Obtain Bachelor Degree

in English Literature Study Program

NABILA SAFIRA

F041191151

**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR**

LEGITIMATION

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY

LEGITIMATION

THESIS

SENIOR HIGH SCHOOL STUDENTS AND TEACHERS' PERCEPTION
OF THE USE OF GOOGLE TRANSLATE AS A TRANSLATION TOOL
IN THE LEARNING PROCESS

BY

NABILA SAFIRA

Student ID Number: F041191151


It has been examined before the Board of Thesis Examination on Friday, January
19th, 2024 and is declare to have fulfilled the requirements.


Approved By

Board of Supervisors

Chairperson

Secretary


Dra. Ria Rosdiana Jubhara, M.A., Ph.D
NIP. 196602071991032003

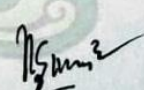

Sitti Sahraeny, S.S., M.AppLing
NIP. 1972031181998022001



Dean Faculty of Cultural Sciences

Head of English Department


Prof. Dr. Akin Duli, M.A.
NIP. 196407161991031010


Dra. Nasmilah, M.Hum, Ph.D
NIP. 196311031988112001

AGREEMENT

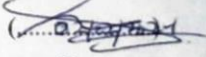

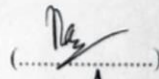

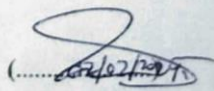
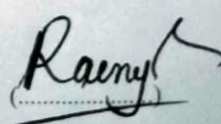
**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

AGREEMENT

On Friday, January 19th, 2024, the Board of Thesis Examination has kindly approved a thesis by **NABILA SAFIRA** (F041191151) entitled "*Senior High School Students and Teachers' Perception of The Use of Google Translate as a Translation Tool in The Learning Process*" submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 19th January 2024

Board of Thesis Examination

- | | | |
|--|-------------------|---|
| 1. Dra. Ria Rosdiana Jubhari, M.A., Ph.D | Chairperson |  |
| 2. Sitti Sahraeny, S.S., M.AppLing | Secretary |  |
| 3. Dra. Nasmilah, M.Hum, Ph.D | First Examiner |  |
| 4. Hidayatullah Yunus, S.S., M.Tesol | Second Examiner |  |
| 5. Dra. Ria Rosdiana Jubhari, M.A., Ph.D | First Supervisor |  |
| 6. Sitti Sahraeny, S.S., M.AppLing | Second Supervisor |  |

DECLARATION

**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

DECLARATION

The thesis by Nabila Safira (F041191151) entitled "*Senior High School Students and Teachers' Perception of The Use of Google Translate as a Translation Tool in The Learning Process*" has been revised as advised during the examination on January 19th, 2024 and is approved by the Board of Undergraduate Thesis Examiners:

1. Dra. Nasmilah, M.Hum, Ph.D

(.....)

2. Hidayatullah Yunus, S.S., M.Tesol

(.....)

APPROVAL FORM

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY

APPROVAL FORM


With reference to the letter of the dean of the Faculty of Cultural Sciences Hasanuddin University No.1839/UN.4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by **NABILA SAFIRA** (F041191151) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.


Makassar, 9th January, 2024

Approved by

First Supervisor

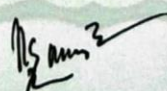
Second Supervisor


Dra. Ria Rosdiana Jubhari, M.A., Ph.D
NIP. 196602071991032003


Sitti Sahraeny, S.S., M.AppLing
NIP. 1972031181998022001

Approved by the Execution of Thesis Examination by
The Thesis Organizing Committees

On Behalf of Dean
Head of English Department


Dra. Nasmilah, M.Hum, Ph.D
NIP. 196311031988112001

STATEMENT OF ORIGINALLY

STATEMENT LETTER

The undersigned;

Name : Nabila Safira

ID Number : F041191151

Department : English Literatute

Thesis Title : Senior High School Students and Teachers' Perception of The Use
of Google Translate as a Translation Tool in The Learning
Process

Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any material that has been published by other people, and it does not cite other people's ideas except the quotations and references.

Makassar, 23th January, 2024

The writer,



Nabila Safira
NIM. F041191151

ACKNOWLEDGEMENT

First of all, Gratitude and thanks to Allah SWT for His blessings and grace, which enabled the author to complete this thesis entitled " *Senior High School Students and Teachers' Perceptions of The Use of Google Translate as A Translation Tool in The Learning Process.*" The author also would like to express immense gratitude to the people who have contributed a lot to the completion of this thesis; without their help, this thesis would not exist.

- 1) Dra. Ria Rosdiana Jubhari, M.A., Ph.D. and Sitti Sahraeny, S. S., M. AppLing as the supervisor who has provided guidance, direction, and suggestions during the writing of this thesis as well as support to the author so that this thesis can be completed.
- 2) Special thanks to the author's parents and siblings who have provided moral and material support to the author and provided motivation and endless prayers that accompanied the twists and turns of the author's educational journey.
- 3) All lecturer of the English Department faculty for their invaluable knowledge and guidance. Additionally, the author appreciates the support of the department staff in resolving administrative matters.
- 4) Principal of SMA 2, Principal of SMA 3, Principal of SMA 4, Principal of SMA 10, Principal of SMA 11, Principal of SMA 12, and staff who provided support and permission in conducting the research so that it ran well and without any significant issues. As well as the teachers and students of 11th-grade classes in these high schools played an active role in

participating in the research, which ensured the successful completion of this thesis.

- 5) The author's close friends Annisaa Amalia D. Y, Anggi Ningsih, Novita Ananda, and Maryam Sholihah Sholihah for their unwavering support and companionship during times of happiness and difficult times.
- 6) My batch friends provided valuable memories and experiences, with special mention to Putri Arini, who accompanied me during my research in several schools.
- 7) Last but not least, I would like to thank myself for not having decided to give up and stop in the middle of the road in completing this thesis.

Makassar, 23 Agustus 2022

Nabila Safira

TABLE OF CONTENT

LEGITIMATION	ii
AGREEMENT	iii
DECLARATION.....	iv
APPROVAL FORM	v
STATEMENT OF ORIGINALLY	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT.....	ix
LIST OF TABLES	xii
LIST OF CHARTS	xiii
LIST OF PICTURES.....	xv
ABSTRACT	xvi
ABSTRAK	xvii
CHAPTER I	1
1.1 Background	1
1.2 Identification of Problems	3
1.3 Scope of the Problem	4
1.4 Research Questions	4
1.5 Objectives of the Research	4
1.6 Significance of the Research.....	5
CHAPTER II.....	6
2.1 Previous Study.....	6
2.2 Theoretical Background	11
2.2.1 Definition of Perception.....	11
2.2.2 Types of Perception.....	13
2.2.3 Translation.....	13
2.2.4 Kinds of Translation	14
2.2.5 Google Translate	15
2.2.6 The Advantages of Google Translate	17
2.2.7 The Disadvantages of Google Translate	19

2.2.8 Senior High School.....	19
2.2.9 The Geographical Condition of Sinjai Regency	20
CHAPTER III	22
3.1 Research Design	22
3.2 Population and Sample.....	22
3.2.1 Population of the Research.....	22
3.2.2 Sample of the Research	24
3.3 Data Collecting Method.....	26
3.3.1 Questionnaire	26
3.3.2 Interview	30
3.4 Data Analysis Method.....	31
3.4.1 Quantitative	31
3.4.2 Qualitative	32
CHAPTER IV FINDINGS AND DISCUSSIONS	34
4.1 Findings.....	34
4.1.1 Student Perception of Google Translate	34
4.1.2 Teacher Perception of Google Translate	58
4.2 Discussions	96
4.2.1 The student's perception of using Goole Translate as a translation tool in the learning process.....	96
4.2.2 The teacher's perception of using Google Translate as a translation tool in the learning process.....	98
4.2.3 The advantages and disadvantages of Google Translate as a translation tool.	100
CHAPTER V CONCLUSION AND SUGGESTION	103
5.1 Conclusion	103
5.2 Suggestion	104
BIBLIOGRAPHY	106
APPENDIX.....	109
QUESTIONNAIRE	109
INTERVIEW OPEN-ENDED QUESTIONS	114
STATEMENT OF RESEARCH COMPLETION	116

DOCUMENTATION.....	123
---------------------------	------------

LIST OF TABLES

Table 3.1 The Research Population of Students	22
Table 3.2 The Research Population of Teachers.....	22
Table 3.3 The Research Sample of Students	24
Table 3.4 The Research Questionnaire for Teacher	27
Table 4.1 Data Presentation of Students from Six Schools	33
Table 4.2 Student Interview Question 1.....	48
Table 4.3 Student Interview Question 2.....	51
Table 4.4 Student Interview Question 3.....	53
Table 4.5 Data Presentation of Teachers from Six School	56
Table 4.6 Teacher Interview Question 1	71
Table 4.7 Teacher Interview Question 2	75
Table 4.8 Teacher Interview Question 3	78

LIST OF CHARTS

Chart 4.1.1 Questionnaire result of students S1.....	35
Chart 4.1.2 Questionnaire result of students S2.....	36
Chart 4.1.3 Questionnaire result of students S3.....	37
Chart 4.1.4 Questionnaire result of students S4.....	37
Chart 4.1.5 Questionnaire result of students S5.....	38
Chart 4.1.6 Questionnaire result of students S6.....	39
Chart 4.1.7 Questionnaire result of students S7.....	39
Chart 4.1.8 Questionnaire result of students S8.....	40
Chart 4.1.9 Questionnaire result of students S9.....	41
Chart 4.1.10 Questionnaire result of students S10.....	41
Chart 4.1.11 Questionnaire result of students S11.....	42
Chart 4.1.12 Questionnaire result of students S12.....	43
Chart 4.1.13 Questionnaire result of students S13.....	43
Chart 4.1.14 Questionnaire result of students S14.....	44
Chart 4.1.15 Questionnaire result of students S15.....	45
Chart 4.1.16 Questionnaire result of students S16.....	46
Chart 4.1.17 Questionnaire result of students S17.....	46
Chart 4.1.18 Questionnaire result of students S18.....	47
Chart 4.1.19 Questionnaire result of students S19.....	48
Chart 4.1.20 Questionnaire result of students S20.....	49
Chart 4.2.1 Questionnaire result of teachers S1.....	59
Chart 4.2.2 Questionnaire result of teachers S2.....	60
Chart 4.2.3 Questionnaire result of teachers S3.....	60
Chart 4.2.4 Questionnaire result of teachers S4.....	61
Chart 4.2.5 Questionnaire result of teachers S5.....	62
Chart 4.2.6 Questionnaire result of teachers S6.....	63
Chart 4.2.7 Questionnaire result of teachers S7.....	63

Chart 4.2.8 Questionnaire result of teachers S8.....	64
Chart 4.2.9 Questionnaire result of teachers S9.....	65
Chart 4.2.10 Questionnaire result of teachers S10.....	65
Chart 4.2.11 Questionnaire result of teachers S11.....	66
Chart 4.2.12 Questionnaire result of teachers S12.....	67
Chart 4.2.13 Questionnaire result of teachers S13.....	68
Chart 4.2.14 Questionnaire result of teachers S14.....	68
Chart 4.2.15 Questionnaire result of teachers S15.....	69
Chart 4.2.16 Questionnaire result of teachers S16.....	70
Chart 4.2.17 Questionnaire result of teachers S17.....	70
Chart 4.2.18 Questionnaire result of teachers S18.....	71
Chart 4.2.19 Questionnaire result of teachers S19.....	72
Chart 4.2.20 Questionnaire result of teachers S20.....	73

LIST OF PICTURES

Picture 2.1 Map of Sinjai Regency	20
--	-----------

ABSTRACT

Nabila Safira, 2023, *Senior High School Students and Teachers' Perceptions of The Use of Google Translate as A Translation Tool in The Learning Process*. (Supervised by Ria Jubhari and Sitti Sahraeny).

This study was conducted to investigate students' and teachers' perceptions of using Google Translate in learning. To accomplish this, the author formulated two questions: 1) what are students' perceptions of using Google Translate in the learning process? 2) what are the teachers' perceptions of using Google Translate in the learning process?

In this study, the author used a mixed method. Data collection was conducted using questionnaires for quantitative data and interviews for qualitative data. The population that participated in this study were grade 11 students and teachers in several high schools in Sinjai Regency.

The findings of the study showed that both students and teachers had positive perceptions of the use of Google Translate in the learning process. However, it was discovered that the convenience provided by Google Translate had resulted in teachers being discerning in its employment within the classroom, as, in actuality, its utility made students lazy, inhibited vocabulary development, and compromised translation reliability. Teachers advocated a balanced approach to language learning, encouraging the use of both manual dictionaries and technological tools to achieve comprehensive and effective results. Moreover, despite the somewhat remote location of the students' and teachers' schools, access to and use of Google Translate did not have a significant impact on the students' learning experience.

Keywords: Perception, Google Translation, English Learning.

ABSTRAK

Nabila Safira, 2023, *Senior High School Students and Teachers' Perceptions of The Use of Google Translate as A Translation Tool in The Learning Process*. (Supervised by Ria Jubhari and Sitti Sahraeny).

Penelitian ini dilakukan untuk mengetahui persepsi siswa dan guru terhadap penggunaan Google Translate dalam pembelajaran. Untuk mencapai hal tersebut, penulis merumuskan dua pertanyaan: 1) apa persepsi siswa terhadap penggunaan Google Translate dalam proses pembelajaran? 2) apa persepsi guru terhadap penggunaan Google Translate dalam proses pembelajaran

Dalam penelitian ini, peneliti menggunakan metode campuran. Pengumpulan data dilakukan dengan menggunakan angket untuk data kuantitatif dan wawancara untuk data kualitatif. Populasi yang berpartisipasi dalam penelitian ini ialah siswa kelas 11 dan para guru di beberapa sekolah menengah atas di Kabupaten Sinjai.

Hasil dari penelitian menunjukkan bahwa baik siswa maupun guru memiliki pandangan yang positif tentang penggunaan Google Terjemahan dalam proses pembelajaran. Dengan berbagai macam kelebihan yang ditawarkan oleh Google Terjemahan membuat siswa dan guru memiliki pandangan yang baik terhadap adanya Google Terjemahan, meskipun begitu teridentifikasi bahwa dikarenakan kemudahan yang ditawarkan oleh Google Terjemahan membuat para guru menjadi selektif dalam penggunaan Google Terjemahan dalam proses pembelajaran di kelas karena pada kenyataannya kemudahan Google Terjemahan membuat siswa menjadi malas, terhambat dalam pengembangan kosakata, dan keandalan terjemahan. Sehingga Guru menganjurkan pendekatan seimbang, mendorong penggunaan kamus manual bersama alat teknologi untuk pengalaman pembelajaran bahasa yang lebih komprehensif dan efektif. Selain itu, meskipun lokasi sekolah siswa dan guru yang agak terpencil, mengakses dan menggunakan Google Translate ternyata tidak memiliki pengaruh yang berarti.

Kata Kunci: Persepsi, Google Terjemahan, Pembelajaran Bahasa Inggris.

CHAPTER I

INTRODUCTION

1.1 Background

The rapid development of technology brings so many changes in people's daily lives. Technological advances undoubtedly have an impact on all sectors of life such as the economy, society, culture, and even education. Especially in the education sector, it cannot be denied that technological advances have both positive and negative impacts on their implementation in the teaching and learning process. One of the positive impacts obtained is convenience in the learning process. For example, the availability of smartphones and the services they contain offer several conveniences that support learning. It can be said that almost all students are accustomed to using smartphones to assist their learning or complete their assignments, whether in the classroom or outside. Smartphones are often used for web browsers and literature searches. In addition, by using Google Translate on smartphones, people can translate English words into Indonesian very quickly. The downside of technological advancements is their dependence on devices such as smartphones. However, it is clear that the positive impacts outweigh the negative ones.

This can also be seen in language learning. There are various kinds of tools that can be developed to help the learning process. One of them is the

procurement of machine translators. Machine translation is essentially the automated translation of human language. According to Arnold (1994), the use of this technique can be used to represent the kind of information needed for translation that can be processed automatically. Machine translation is generally recognized as an effort to automate all or part of the translation process from one human language to another. According to Hutchins (1995), machine translation is a system in which a translator or other user helps a computer produce a translation. This assistance can take the form of different text combinations, online communication, and later revision of the output.

The most popular and frequently used machine translation tool is Google Translate. Google Translate is a translation tool provided by Google. Many students rely heavily on the use of Google Translate in their language learning process because it is easy to access and use, and the translation results are obtained instantly. This does not escape the process of learning English in formal schools. Primarily because in Indonesia itself, English is not a language that is used daily, the vocabulary they know is also not very many and varied. Therefore, they often face difficulties understanding the learning materials in class. Especially in schools that are not in big cities, this is also what researchers felt when still in junior and senior high school. To overcome this, using translation tools is quite essential in the learning process. So, the researcher considers conducting research on this subject in light of this phenomenon.

Furthermore, especially after passing the COVID period, the learning process is required to be carried out remotely or virtually, which requires them to be proficient in the use of technology, including Google Translate. The students usually use Google Translate to translate words or sentences that they do not know. Their teachers also do not prohibit students from using Google Translate in the classroom. As long as they follow the teacher's instructions properly. Even though Google Translation is not a reliable tool, the students also the teacher still use it in their learning process.

However, there are several schools in Indonesia, particularly those in remote areas, that have internet access issues that prevent them from using a smartphone app, such as Google Translate, which of course requires an internet connection to use. This also prompts researchers to be curious about how teachers and students who attend schools in remote locations feel about using Google Translate to aid in their education.

So, in this study, the researcher wants to investigate the student's and teachers' perceptions of the use of Google Translation as a Translation tool in the learning process.

1.2 Identification of Problems

Based on the experience and observations of researchers in public high schools in Sinjai district and also from previous research related to this topic, there are several issues raised related to this research topic, namely as follows:

1. Students are lack of vocabulary.
2. Most of the students want instant results and do not need much effort to translate sentences.
3. Students highly depend on using Google Translate due to its free access.
4. Students have low motivation to use offline dictionaries.
5. Students have low effort to increase their translation skills.

1.3 Scope of the Problem

Based on the identified problems above, the main focus of this research is to analyze how students and teachers perceive the use of Google Translate as a Translation tool in the learning process. The respondents of the research focused on students and English teachers of Senior High Schools in Sinjai.

1.4 Research Questions

1. What is the student's perception of using Google Translate as a translation tool in the learning process?
2. What is the teacher's perception of using Google Translate as a translation tool in the learning process?

1.5 Objectives of the Research

1. To explain the student's perceptions of using Google Translate as a translation tool in the learning process.
2. To describe the teacher's perceptions of using Google Translate as a translation tool in the learning process.

1.6 Significance of the Research

The writer hopes that the result of this research can give useful information to English teachers in Senior High Schools, especially for those who want to know about the perception of both students and other teachers in using Google Translate. Furthermore, for the students, the writer hopes that they will use Google Translate as efficiently and effectively as possible in their English learning process. And, this research is also expected to be used as one of the references for other researchers who are interested in conducting similar studies.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Study

Several studies on this topic have been undertaken earlier by researchers who are likewise interested in the perception of the use of Google Translate in the learning process. They are as follows.

A study by Yanti and Meka (2019) conducted research entitled “The Students’ Perception in Using Google Translate as a Media in Translation Class”. Data were collected by questionnaire, interview, and translation task. The result from this research showed that Google Translate was more advantageous than disadvantageous. In addition, students used Google Translate as a fast dictionary to help them look up the vocabulary meaning faster.

Another study conducted by Yuliani et al. (2022) entitled “English Students’ Perception Towards the Use of Google Translate” aimed to (1) to know the English students’ perceptions towards the use of Google Translate for doing their English tasks, (2) to know the frequency of English students using Google Translate for doing their English task, (3) to know how far they rely on the use of Google Translate for doing their English task. The researcher collected the data by using close-ended questionnaire. The research discovered that English students have positive perceptions toward the use of Google Translate.

Wisdayansyah (2019) conducted research entitled “EFL Students’ Attitudes on Using Google Translate in Writing Class at Iain Palangka Raya.” The data were collected through a questionnaire, an interview, and an observation. The population in this study was in the third semester of EFL writing class at IAIN Palangka Raya. The findings of this study show that the students claimed that GT has disadvantages, such as not providing good models, causing laziness, leading them to dependence, and giving them chances to cheat.

Putri (2021) has conducted research entitled “Students’ Dependence on Using Google Translate: A Case Study at Three Universities in Semarang” which aimed to explain the reasons for using Google Translate by English education department students and also describe the dependence level of English education department students in using Google translate. In this research, the researcher used mixed-method Descriptive qualitative method and Descriptive statistical analysis. The data were collected through a Questionnaire (with closed and open questionnaire types). The result of this study indicated that students were dependent on using Google Translate and showed that the outcomes of translations using Google Translate were found to be less accurate and precise. This necessitated students to carefully consider the structure of the source language before translating it into the target language. Additionally, students were advised to double-check the translated results from Google Translate to improve the overall accuracy of the translations.

Andari, A. Z., et al (2022) conducted research entitled “The Teachers’ Perception Towards the Use of Google Translate as a Translation Tool.” The study investigated teachers' perceptions of using Google Translate as a translation tool, focusing on their views and experiences. Employing qualitative descriptive methods with questionnaires and interviews, the study involved 23 teachers at Hikmatul Fadhillah. Findings indicated that teachers appreciated the quick and easy translation results from Google Translate but acknowledged its shortcomings in terms of grammar accuracy. Despite these drawbacks, teachers maintained a positive perception of the tool, emphasizing its role in encouraging ongoing learning and practice of grammar, ultimately enhancing their translation skills.

Pratiwi (2020) has conducted research entitled “Senior High School Students Perceptions on The Role of Google Translate in English Learning Aid.” In this research, the researcher wanted to investigate (1) the opinions of high school students regarding the function of Google Translate as a tool for learning English, and (2) the role of Google Translate in higher student competence, middle student competence, and lower student competence. The data were collected through a questionnaire and an interview. The researcher discovered that students found Google Translate easy to use and beneficial at all competency levels in English learning. They agreed that it aided their learning process, serving as both a translation tool and a resource for improving pronunciation and understanding sounds. While commonly used for translating

English to Indonesian, students recognized the importance of understanding Google Translate word-by-word system. This knowledge helped them overcome challenges, enabling more precise interpretations by focusing on language structure and word choices.

Murtisari, E. T., et al (2019) also conducted research about Google Translate entitled “Google Translate in Language Learning: Indonesian EFL Students’ Attitudes” which used a questionnaire to collect the data. The population in this research was EFL students of an undergraduate English Language Education Program at a reputable private university participated in this research. The findings showed while it was demonstrated to have value in language learning, particularly in enhancing students' vocabulary, it was disclosed that the tool might promote EFL learners' avoidance of the target language when translating longer texts using GT. Several factors were identified as reasons for increased tool usage, with convenience, lower language competence, and a lack of awareness regarding the ethical aspects of its use appearing to be pivotal factors.

Khotimah (2021) has conducted research entitled “Students’ Perception of Using Google Translate in Translation of Online English Learning” which used a questionnaire and interview to collect the data. The findings from this research showed that the students feel the Google Translate application is very useful in improving their ability to translate. However, the students continue to

focus on the correctness, sentence clarity, and word equivalency of the translation provided by Google Translate.

Dewi (2016) conducted research entitled “The Students’ Perception on the Use of Google Translate in Writing Analytical Exposition: A Study at SMAN Banguntapan” aimed to investigate the perception of the use of Google Translate in writing Analytical Exposition. In this research, the researcher used a mixed-method approach. And also used questionnaires and interviews as the instrument to collect the data. The findings showed that some of the students found that Google Translate was helpful; meanwhile, other students did not find that Google Translate was helpful for them.

Amanda (2019) has conducted research entitled “Students’ Perception of Using Google Translate as a Medium of Translating English”. The population in this study was 25 students. Questionnaires were employed as the sampling method. This research used a descriptive qualitative research design. Specifically, comparing students' perceptions, processing data into straightforward visuals that highlight students' perceptions of using Google Translate, and presenting the findings of observations. It has been established that they favor Google Translate for language translations, particularly for English to Indonesian.

Pham, A., et al (2022) conducted research entitled “University Students’ Perceptions on the Use of Google Translate: Problems and Solutions.” This study aimed to explore students’ perceptions when using Google Translate (GT)

to support their learning as well as their problems and solutions to GT. In this research, the researcher used a questionnaire and a semistructured interview to examine how students perceived the use of GT in their learning process. The participants in this research were 250 university students at a private educational institution. The findings showed that practically all students had positive perceptions of GT's use in learning. The results demonstrated that, in practice, students' opinions of GT's application in the classroom were favorable. Students employed GT as a learning tool because of its practical features, which included multilanguage translation, time savings, ease of use, and improved pronunciation, especially for language study.

From all of the previous studies above, we can see that the aim of previous studies is about perception toward Google Translate as a medium of translating. Which is similar to this research from the previous studies. Nevertheless, what distinguishes this research is the object and the method used in this research. In this research, the writer combined both Qualitative and Quantitative a method while the previous studies used various kinds of methods. Another difference is the use of high school students and English teachers as the object of the research while the previous studies used different levels of object.

2.2 Theoretical Background

2.2.1 Definition of Perception

Our ability to recognize and evaluate sensory data is known as perception. We can interpret the sensory data we receive through

perception to produce something useful. (Brown, 2001). Consider all the different ways you perceive the environment. For instance, you can identify your favorite cuisine by its aroma and appearance. Oranges are easily identified by their round form, citrus flavor, and color. By listening to the tune and the singer's voice, you can identify a song. We interact with and interpret things in our world using these sensory experiences. Perception includes all of the sensory information that is recognized and interpreted, including sound and smell. Perception includes all of the sensory information that is recognized and interpreted, including sound and smell.

We also need perception to survive in our surroundings. For instance, parents test food that has been heated in the microwave before giving it to their infants to ensure that it is not too hot. To ensure that the food is safe for the baby, this requires collecting sensory data (touch and taste). We rely on our hearing and sight to confirm that there are no approaching cars before we cross a busy roadway. Without sensory information, we wouldn't be able to distinguish between hot and cold foods or know when it was safe to cross the street, which may put us and our kids in danger.

Perception can be seen as a process whereby we absorb sensory data from our surroundings and use it to communicate with them. Additionally, perception is a cognitive process that allows us

to see beyond the stimuli that are intended to create a meaningful context.

2.2.2 Types of Perception

Irwanto (2002) claims that after people interact with observed things, two types of perceptions emerge:

- a) Positive perception, refers to views that encompass all knowledge and actions that people continue to put to use.
- b) Negative perception is the term used to characterize all information and actions inconsistent with the viewed object.

Indeed, a person's actions are always influenced by their perceptions, whether positive or negative. And how a person sums up all of his information about an observed thing determines whether a favorable or negative perception emerges.

2.2.3 Translation

Catford (1965) defines translation as the replacement of textual material in one language by equivalent textual material in another language. According to this definition, the meaning of the source text should be transferred and retained in the target form. In other words, only the form changes, and the meanings should be transferred, encoded, and recorded in the new target formulations. It is similar to the definition by the dictionary that explains translation

consists of changing form one state or form to another, to turn into one's own or another's language (The Merriam-Webster).

Furthermore, Larson (1984) states translation is the process of conveying the meaning of the source language into the target language. This indicates that translating entails transferring ideas and meanings from the source language into the target language without altering the original language. Translation is a complex task as every language has its unique grammar structure that differs from others. To translate effectively, a translator must possess essential skills such as studying and analyzing the source language and reconstructing the meaning accurately. This has also sparked the procurement of translation aids along with the growth of technology.

2.2.4 Kinds of Translation

Translations fall into two categories: form-based and meaning-based, according to Larson (1998). The form-based translation is sometimes referred to as literal translation. Conversely, meaning-based translation is referred to as idiomatic translation.

a) Literal translation

The objective of literal translation is to retain the original text's meaning and organization to the highest degree feasible. While this approach is widely used in scientific, legal, and technical documents, it is not always optimal, particularly when

the cultural context of the source text is vital. To produce high-quality work, translators must grasp and master the appropriate translation approach.

b) Idiomatic translation

Idiomatic translation involves analyzing the meaning of the source text by studying its lexicon, grammatical structure, communicative context, and cultural background. Subsequently, the meaning that has been discerned is expressed or reconstructed using appropriate vocabulary and grammatical structures for the target language (TL) and its cultural context. The objective of idiomatic translation is to strive towards effectively conveying the meaning of the source language into the Target Language, using a natural and comprehensible manner.

2.2.5 Google Translate

According to Wisdayansyah (2019), A machine translation (MT) system automatically transforms texts from one language into another by processing the source material in the original language. One of the tools is Google Translate.

According to Groves & Mundt (2015), Google Translate is a free online translation tool with mobile apps that can translate into a variety of languages. Google Inc. launched Google Translate, an online machine translation tool, in 2006, according to Turovsky (2016).

Google Translate initially offered two languages in 2006; after that, languages were progressively added and updated in response to community demands. Furthermore, Google Translate is free, quick, and easy, supports various languages for input and output, enables voice recognition, and can translate full web pages and complete files by uploading them, according to Medvedev (2016). Among the functions offered by Google Translate, according to Kharbach (2016), are the ability to pronounce the word being translated, translate text from images or photos, translate with voice, translate with handwriting, translate the entire document, and save the translation in a phrasebook.

In order to act as a portable personal interpreter, Google released an Android app in January 2010 and an iOS version in February 2011. As of February 2010, it was built into browsers like Chrome and was capable of pronouncing text, automatically identifying words in images, and identifying unfamiliar texts and languages.

Google purchased Word Lens in May 2014 to enhance the accuracy of speech and visual translation. One can scan text or an image with their device to get a quick translation. Additionally, without needing users to hit the mic button each time speech translation is required, the system automatically recognizes foreign languages and translates speech.

Google switched to using “Neural Machine Translation” technology in November 2016. It ensures sufficient accuracy of the context while using deep learning techniques to translate entire sentences at once. It translates more than 100 billion words every day as of 2018 (Amanda, 2019, p. 21).

2.2.6 The Advantages of Google Translate

Google Translate provides numerous benefits, rendering it a frequently used and favored machine translation service.

- **Accessibility**, it is effortlessly reachable to anyone with internet connectivity, and its availability as a web app and mobile app enables users to access translations across numerous devices.
- **Wide Language Support**, Google Translate supports a broad spectrum of languages, permitting users to translate text amidst a wide range of language pairs. This tool is versatile for communication across different linguistic backgrounds.
- **Real-Time Translation**, Google Translate provides real-time translation for spoken language through its conversation mode, making it useful for travelers or those engaging in multilingual conversations.
- **Integration with Other Google Services**, it can also be integrated with other Google services such as Google Chrome

and Google Docs. This integration improves user convenience and facilitates translation integration into various workflows.

- **Continuous Improvement**, Google Translate has continually evolved, with regular updates to its translation algorithms. The incorporation of neural machine translation has notably enhanced the accuracy and naturalness of translations in context.
- **User-Friendly Interface**, the interface of Google Translate is user-friendly and uncomplicated, allowing users to input text, choose languages, and receive accurate translations. This ease of use is a significant factor contributing to its widespread adoption.
- **Offline Translation**, Google Translate provides the option to download language packs for offline usage, which proves particularly handy for those who travel or reside in areas with limited internet connectivity.
- **Community Contributions**, Google Translate empowers users to submit substitute translations and suggest improvements to existing ones. Although Google Translate offers advantages by allowing the system to learn from user feedback and improve over time, it is a double-edged sword as it can lead to inaccuracies if misused.

It is important to note that Google Translate has limitations and may not always provide perfectly accurate translations, particularly for

complex or specialized content. Users should exercise caution, especially in professional or critical contexts, and consider consulting human translators when precision is important.

2.2.7 The Disadvantages of Google Translate

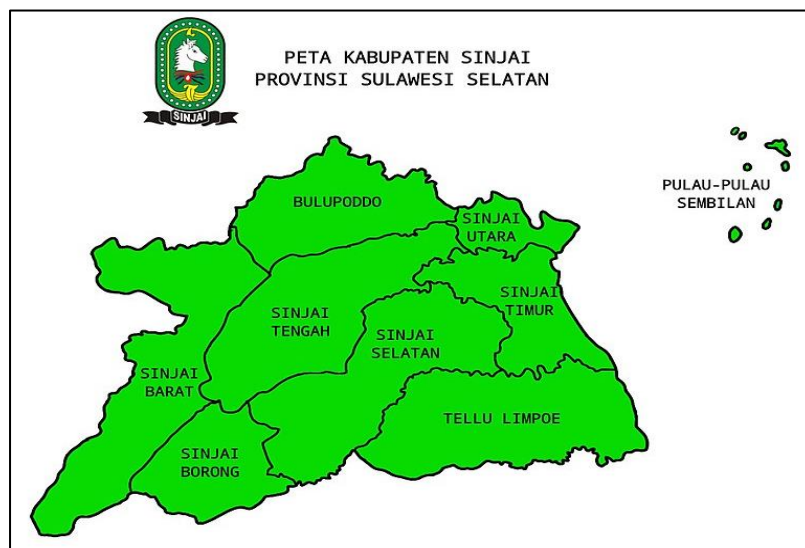
Google Translate is not perfect either. It also had disadvantages. The system forces Google to translate words without taking the word's structure into account, resulting in a translation of a sentence that has a meaning very different from the original. In other words, since Google Translate interprets vocabulary, it is quite likely that mistakes will be made even while translating the text into phrases. According to research conducted by Farahsani, Y., et al. (2021) found that Google Translate word-by-word translations are not always accurate when it comes to entire sentences or paragraphs. A study has shown that Google Translate translates text according to the sentence structure of the source text and the general meaning of the words or phrases, which means that translations of sentences are often inaccurate. As a result, the translation results should be double-checked before being trusted.

2.2.8 Senior High School

Senior High School is an educational program serving children ages fifteen through seventeen. The educational programs of Senior High School share the common objective of helping adolescents' social,

emotional, and academic development. In another definition, Senior High School is the next level of education after pursuing education at Junior High School and before entering University or even working life. Furthermore, this educational program helps students to start entering the acquisition period from adolescence to adulthood.

2.2.9 The Geographical Condition of Sinjai Regency



Picture. 2.1 Map of Sinjai Regency

Sinjai Regency is an area in South Sulawesi consisting of nine districts. The first is North Sinjai Sub-district which is the downtown area of Sinjai, where all regional administrative and commercial activities are located, followed by East Sinjai District, West Sinjai District, Central Sinjai District, South Sinjai District, Bulupoddo District, Sinjai Borong District, Tellu Limpoe District, and Pulau Sembilan District. In this study, the researcher chose three districts to collect data: East Sinjai, South Sinjai, and Bulupoddo. This selection

was based on the researcher's ability to access these areas because the distance between the areas is still possible for the researcher to visit and the suitability of these three areas for this study, as these three districts are considered remote areas with uneven internet network connectivity.