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## Analysis of Students' Perceptions of Google Translate as a Translator Media

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### Abstract

*Google Translate* is a digital language translation service launched by a well-known digital company, Google. Its multilingual service has been widely used by internet users. Users use it to translate foreign languages or opposite. The research method used to examine student perceptions of the *Google Translate* as a translator medium is a qualitative method. Qualitative research approach is research to understand the phenomenon about what is assessed based on research subjects such as behavior, perception, motivation, action. Almost final semester students of Khairun University, English Literature Program use the *Google Translate* application as a medium for translating their final assignments on the grounds that *Google Translate* is easy to use. Although *Google Translate* has shortcomings in the selection of diction that must be corrected one by one word, but students' perceptions of this application remain positive, they assume that the translation results will remain accurate if they can match the context being discussed. They are very helpful with the application.

**Keywords :** *Perception, translation, Google translate*

## 1. INTRODUCTION

Technological progress is something that cannot be avoided from this life, because technological progress will run in accordance with the progress of science. Every innovation is created to provide positive benefits for human life, to give many conveniences, as well as new ways of doing human activities. Especially in technology, society has enjoyed many benefits resulting from the innovations that have been produced in the last decade. However, although it was originally created to produce positive benefits, on the other hand it is also possible to use it for negative things.

It is undeniable that technological advances have an impact on the world of education, both positive and negative. One of the positive things is something that brings convenience in teaching and learning and other activities related to the world of education. For example, the presence of a smartphone, this object, with all the services in it brings many conveniences that help in learning. Especially during a

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pandemic like today, smartphones are needed for online learning purposes or what is often known as online learning. The teacher and students no longer learn face to face in front of the class, but from their respective homes by using tools that facilitate the teaching and learning process, namely smartphones or laptops.

In the smartphones or laptops also can access the application of translation. According to (Catford, 1965,p.1) translation is an activity that occurs in language, namely the process of changing text from one language to another. Catford (1965) emphasizes the definition of translation on the transfer of text, which of course contains meaning in the text. He also asserts that in translation activities there can be shifts. The concept of shift in translation can be seen from two different perspectives on translation like (1) translation as a product; and, (2) translation as a process.

Added by (Nida, 1975) said that, "Translating consist in producing in the receptor language the closest natural equivalent to the message of the source language, first in meaning and secondly in style". This definition focuses on how to find the closest equivalent of the receiving language to the source language, both in terms of meaning and language style.

Furthermore, (Larson, 1984,p.3) provides a definition of translation by saying that translation means re-expressing the same meaning by using the appropriate lexicon and grammatical structure in the target language and its cultural context. The definition put forward by Larson connects meaning with cultural context. The transfer of the same meaning from the source language into the target language must be related to the cultural context.

Larson (1984) proposes the concept of translation based on meaning. According to him, translation is a transfer of meaning from SL to TL. Meaning is more important, because it cannot be changed, while form can be changed. Furthermore, Larson (1984) explained that to determine the meaning expressed, a translator not only analyzes the formal structure of the Target Text but also the aspects of meaning that are packaged in the formal structure of the language. The results of the analysis in the form of the meaning that is in the mind of the translator are reconstructed with the appropriate formal structure to become Target Text.

Thus, based on the description above, it can be stated the basic principles of translation, namely:

(1). Translator must master one of the source languages (foreign languages) and have the ability to transfer messages in the target language. Thus, he must also master the target language, especially in being able to rewrite and/or verbally re-explain the intended message in the source language. (2).

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Translator must understand the content of the text or the intent of the speaker/writer (3). What is transferred or translated by the translator is not form, but contextual meaning (messages, concepts). (4). Translator must redirect the message so as to make the recipient a party to the message that has been transferred into the suggested language. (5). Translators should pay attention psychologically to the language of the recipient, by using language forms commonly used in the language of the recipient, so as to make it easier for the recipient's language to understand the message being transferred. And (6). Translators should pay attention to aspects of discourse in diverting messages. For example, if a text is intended for children, for example a book.

In this research Perception theory is really used. According (Sugihartono et al., 2007) that perception is the ability of the five senses in translating a stimulus or process to translate a stimulus that enters the human senses. In human perception, there are different points of view in sensing which perceive something as good or positive or negative perceptions that will affect visible or real human actions.

In addition, according to (Mulyana, 2000, p.168) perception is the core of communication, while interpretation (interpretation) is the core of perception, which is identical to decoding in the communication process. Furthermore, Mulyana (2000) stated that perception determines the selection of a message and ignores other messages.

On the other hand, Rakhmat (2005) reveals that perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. Perception is giving meaning to sensory stimuli (sensory stimuli). Meanwhile, according to Kimbal Young (Walgito, 1981) said, "Perception is something that shows the activity of feeling, interpreting and understanding objects, both physical and social".

Based on the above understanding, it can be concluded that perception is a way of thinking, working and behaving in a person which is formed by the five senses and is influenced by the experiences they have.

Perception is considered as a transaction in which the environment, observer and perception are interdependent on each other. This theory makes the following assumptions; 1) Perception is multimodal, 2) Perception is something that is active and not a passive process, 3) Perception cannot be explained by dividing behavior into perceiver and perceived, 4) Unexplained perceptions relating to conditioned responses to stimuli, 5) The relationship between people and the environment is something dynamic, 6)

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The environmental image possessed by the observer depends on past experiences, present motivations and attitudes, and 7) Past experiences are projected into the present situation in relation to one's needs.

Currently, it can be confirmed that all university students can use and own a smartphone to assist them in studying or doing their coursework. Smartphones are often used to find various materials needed. In addition, smartphones are also used to open translator applications from English to Indonesian or opposite with the application, namely translator.

*Google Translate* is a digital language translation service launched by a well-known digital company, Google. This service was launched on April 28, 2006 which provides 103 languages. Its multilingual service has been widely used by internet users. Users use it to translate foreign languages or vice versa. *Google Translate* also comes in the form of an application. Even today he can translate, not only in text form, but also written photos, handwriting, direct conversation sentences, and even voice.

As a service, *Google Translate* was created to assist in translating. *Google Translate* is able to translate vocabulary quickly. Many words that were not previously found in the dictionary their meanings can be found on *Google Translate*. it also allows its users to translate into multiple languages. So, with this application, students can actually save more because they don't need to buy a dictionary to translate into a language. In addition to translating as its main function, *Google Translate* also allows users to learn pronunciation. This is an advantage that greatly benefits users when compared to using a dictionary.

English literature students in Khairun University are certainly familiar with this application because almost all courses use English books or materials. And even their final assignment or what the students know as a thesis is using English as a mandatory requirement to be declared graduate as an undergraduate student in English literature. In an effort to help translate their thesis, students usually try to translate with the application.

But on the other hand, it was found that many students' final assignments or thesis were not in accordance with diction and grammar and most of them used the *Google Translate* application, only re-copying without rereading the appropriateness of diction and grammar. From the explanation, the researchers are interested in the title of the research, namely "Analysis of Students' Perceptions of *Google Translate* as a Translator Media (Case Study Students English Literature in Final Level Faculty of Cultural Science Khairun University)".

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## 2. RESEARCH METHOD

The research method used to examine student perceptions of the *Google Translate* as a translator medium is a qualitative method. According to (Moleong, 2014) qualitative research is a procedure in research that produces descriptive data in the form of written words or verbal from the behavior of people who can be observed. Qualitative research approach is research to understand the phenomenon about what is assessed based on research subjects such as behavior, perception, motivation, action. Qualitative research is able to produce research results in the form of: an in-depth description of speech, writing, or behavior that can be observed in a certain scope which is seen from a different point of view comprehensive.

According to (Akbar et al., 2009) qualitative descriptive research is to describe respondents' opinions according to research questions, then analyzed using words that underlie behavior such respondents, are reduced, triangulated, inferred, and verified.

From the conclusion above, it can be explained that qualitative research is research that explains or describes a data in the form of speech, writing, and observed behavior. Researchers tried to explore what the research subjects thought about the use of *Google Translate*. With this approach, it is hoped that students' perceptions of the *Google Translate* application as a media translator in the Khairun University English Literature Study Program can be described more thoroughly and in depth. This research takes data by interviewing from final year English Literature students who are currently focusing on working on their final project or thesis where the thesis is required to use English.

## 3. FINDINGS AND DISCUSSION

In the field of language learning, digital technology makes several aspects learning becomes much faster and efficient. Digital technology now provides a machine teacher who armed with algorithms from intelligence artificial to teach pronunciation, meaning of words, grammar, even writing. Improved mastery and pronunciation the vocabulary that will be mastered will be helped with the *Google Translate* application. This increase is indicated by further enhance the user's ability in understanding foreign language texts and correct pronunciation. Using *Google Translate* helps mastery of vocabulary, can be used directly and practical, without the need to use a dictionary English. Shows that use of *Google Translate* as learning media can improve vocabulary mastery and pronunciation somebody.

From the interviews results, it was found several facts that most of final semester students were familiar with *Google Translate*, even though they had not joined the university students.

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Lecture (L): do you know *Google Translate*?

Student (S): yes, I know *Google Translate*

From the interview excerpt above, it can be seen that all final semester students know *Google Translate*. The students did not only know it, but also they used *Google Translate* as a translation medium.

L : do you use *Google Translate* to translate?

S : yes, I use *Google Translate* to translate my final project.

*Google Translate* here gave a positive perception because it could help students in completing their final projects, all students used this application as a final project translator even though the translations in this application could not all be directly copied into the final project.

L: what do you think about the *Google Translate* application?

S: the application is quite helpful, but on the other hand this application is less effective, this application is often mistaken in translating so that we as students have to re-look at the context we want to translate.

Although this application could assist students in carrying out their final project, this application still has shortcomings, this application could only translate word for word so that when students enter long and interrelated sentences, usually the translation becomes ambiguous and the translated language did not comply with existing rules. Here students had to be more observant to see the structure of words translated by *Google Translate*. It could only translate sentences that were not too long, therefore students had to look back and did not directly copy the existing translation.

L: did you directly copy and paste the translation in *Google Translate*?

S : yes, directly, but not more than one paragraph or less than one paragraph, because if there are many translations it will be wrong.

Some students understood correctly the advantages and disadvantages of this application, therefore they correct the results of the translation or they translate it in sentences that were not so long so that the meaning of what was translated was more accurate. However, there were some students who directly copied and paste the translation into thesis.

L: did you directly copy and paste the translation in *Google Translate*?

S: yes, I immediately copy the results from *Google Translate* into my final project.

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There were some students who thought that the translation from *Google Translate* was correct without the need to revise it again. So, they immediately copied the results. This *Google Translate* application could not only as translator but also could be used as pronunciation and search for vocabulary, but students only use this application as a translator.

L : have you ever used *Google Translate* application for other uses besides translating?

S : no, only as a translator.

*Google Translate* had their own perception for the students, this application was easy to use and very helpful in completing the final project, although on the other hand it had to look back and re-match sentences that had been translated. Students only used this application as a translator and did not take advantage of the features of this application.

#### 4. CONCLUSION

Based on the explanation above, it can be concluded that the use of *Google Translate* can be one solution for students to understand the whole text so that it can be a solution in understanding foreign language texts or literature in foreign languages. However, students must be able to understand both language structures and culture in source language and language aim is as good so mistakes in understanding the text can be minimized and can be a solution in understanding foreign language text.

Almost final semester students of Khairun University, English Literature Program use the *Google Translate* application as a medium for translating their final assignments on the grounds that *Google Translate* is easy to use. Although *Google Translate* has shortcomings in the selection of diction that must be corrected one by one word, but students' perceptions of this application remain positive, they assume that the translation results will remain accurate if they can match the context being discussed. They are very helpful with the application. *Google translate* also has other features such as pronunciation, vocabulary and so on, but this is not used by students, they only focus on translations from *Google Translate*.

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