

STUDENTS' PERCEPTION ON THE USE OF GOOGLE TRANSLATE IN INCREASING THEIR VOCABULARY MASTERY

Kurniawan Saputra¹, Baso Jabu^{2*}, Chairil Anwar Korompot³

^{1,2,3} Universitas Negeri Makassar

E-mail: 1putrakurniawan442@gmail.com · 2basojabu@gmail.com · 3cakorompot@unm.ac.id

*corresponding author

Abstract

This study aims to determine the students' perceptions of Google Translate in improving their vocabulary mastery. Quantitative method design was used in this study. The population of this research are the students at English Education Study Program, Faculty of Languages and Literature, Universitas Negeri Makassar in the academic year 2022-2023. The instrument of this research was a questionnaire. To achieve the, data are collected in the form of a Likert questionnaire. The sample of the questionnaire are 35 students. The research findings showed that there are 13 (38%) students are classified as very positive, 13 (38%) students are classified as positive, 3 (8%) students are classified as moderate, 4 (11 %) students are classified as negative and 2 (5%) students are classified as very negative. Based on the data, it can be concluded that students have positive perception on the use of Google Translate in increasing their vocabulary mastery.

Keywords — *Students Perception, Google Translate, Vocabulary Mastery*

INTRODUCTION

English has become a second language nowadays. The need for learning English is felt by most people, especially students. Having the ability or a good understanding of English will help us in the future, especially in pursuing a good career. Therefore, almost all schools in Indonesia make English one of the subjects that students must master. Mastery of English is crucial since it is used by practically all international sources of information in a variety of spheres of life (Richards & Rodger, 1986). Four talents need to be developed in order to learn English. The four language skills in English are listening, speaking, reading, and writing, much like in other languages (Uma and Ponnambala, 2001). However, to master or train the four skills, we must know a lot of vocabulary. The foundation of learning English was vocabulary. It was the reason why it was so crucial to teach pupils language. Because a word serves as a tool for thinking about the meanings it expresses, vocabulary is crucial. Without knowing even a single word, you will not be able to speak, to express ideas, to say something you need to say, and to communicate expressively to others.

Vocabulary is crucial because it serves as the foundation for learning sentence structure and other language skills. It will be simpler for someone to read, write, listen, and speak English if they have a large vocabulary. To know vocabulary in English we need a dictionary. However, with modern technology, there are many digital dictionaries or online dictionaries that we can use to translate words.

Technology advancements undoubtedly have an impact on education, both positively and negatively, and this is undeniable. One of the benefits, for instance, is the convenience it

gives to learning and other educational pursuits. Having a smartphone, for instance, with all of its features, provides several amenities that support learning.

Almost all students today are likely familiar with utilizing smartphones for study purposes. Smartphones are frequently used for browsing and finding different types of needed resources. Additionally, using Google Translate on a smartphone, English words are translated into English-Indonesian language journals.

LITERATURE REVIEW

1. PERCEPTION

a. Definition of perception

- 1) Rakhmat (2000) Perception is the understanding of an object, an event, and a relationship through the rearrangement of data and the interpretation of messages. This gives continuing information and predictions, which include attention, hope, motivation, and memory, more meaning.
- 2) Marshall & Firth (2018), Perception is the cognitive process by which we transform sensory data into sounds.
- 3) Robbins and Judge (2013) cited in (Fatimannisa et al., 2020) People arrange and interpret their sensory experiences through the process of perception to give their surroundings meaning. In other words, perception is a person's perspective of a fact that they previously believed to be true. It follows that the term "perception" describes how someone feels or sees a particular object. People's perceptions are what they believe to be true and what they believe to be understandable to them.

a. Types of perception

According to Irwanto cited in Shandi's thesis (2002), There are two types of perception: positive perception and negative perception.

1) Positive perception

Positive perception is a perception It encompasses all information and actions that are taken to put them to use. It will continue to activate or receive and support any perceived object.

2) Negative perception

Negative perception is a perception that describes all information and actions that conflict with the perceived item. It will carry on inertly or excessively compared to the viewed thing.

b. Process of perception

According To (Wood, 2015) perception consist of three processes namely, selecting, organizing, and interpreting.

1) Selection

Selection is the sensory screening process of external stimulation, intensity and type that can be many or little.

2) Organizing

The process of organizing information so has meaning for a person known as interpretation. Interpretation is affected by such factors as past experience, intelligence, motivation, personality, and value systems adopted. Interpretations also depend on one's ability to categorize information they receive, that is, the process of complex information reduction into simple information.

3) Interpreting

Interpretation and perception are then interpreted into behavior as a reaction. So, the process of perception is to select, interpret, and collect information that arrives.

c. Factors affecting perception

According to Miftah Toha cited in Priskilia Nursafitri (2021), there are two factors that influence a person's perception namely:

- 1) Internal factors: physical condition, feelings, attitudes and personality, attention, prejudice, desire or hope, learning, values and needs, motivation, mental disorders and interests.
- 2) External factors: opposites ward knowledge and needs, family background, information obtained, intensity, size, repetitions, new and familiar things or an unfamiliar object.

2. Google Translate

To translate text, speech, photos, websites, or real-time video from one language into another, Google Translate is a free multilingual machine translation tool.

The advantages of Google Translate:

1. As Translator

The primary role of an internet translator is to provide translations across languages, particularly between Indonesian and English. Google Translate Indonesian English is very popular for this purpose. However, There will be several additional advantages of free Google Translate as a result of its ongoing growth being obtained apart from being a translator.

2. As an Online Dictionary

Because Google Translate will automatically present a number of possibilities for the translation of the source word in question in the target language when the user uses this translation tool to translate words by words.

3. As an Online Thesaurus

In addition to serving as an online dictionary and translator, Google Translate can also serve as a thesaurus or a source of information when deciding on a word's definition (synonym). The amount of usage of the word is also shown in addition to the many synonym options.

4. As a Spell Check

In addition to being an online language translator, Google Translate may also be used as a spell checker for terms that are misspelled. incredibly helpful when performing an English spell check.

5. As a Learning Tool for Pronunciation of Foreign Languages

Google Translate can be used by people who want to learn a foreign language, such as those who want to learn English for free, especially how to pronounce words. According to Ur (1996: 52), the purpose of learning pronunciation is for students to be able to pronounce a word like a native accent.

3. Vocabulary mastery

According to Swannel (1994), proficiency in the use of the subject or instrument is having a firm grasp of it. However, Porter (2001) Mastery, according to this definition, is knowing or understanding something in its entirety and being able to use it without difficulty. The term "mastery" refers to complete control over one's information (Oxford Advanced Dictionary). This definition is supported by Hornby (1987) The definition of mastery is a talent or in-depth knowledge. From this definition, it is clear that mastery refers to the ability to understand and apply what has been learned.

Vocabulary mastery is always an important element in learning English. According to Lewis and Hill (1990) Mastery of vocabulary is very important for students, according to experts. It is more than just grammar for the purpose of communicating.

Especially early on, when childrens are inspired to grasp fundamental concepts. Students will find it difficult to use English if they do not have a proportional English vocabulary. The need for generalization can be used to assess vocabulary mastery (the ability to define words) as well as applicability (selecting an appropriate use of it).

METHODS

A. Research design

In this research, the researcher was used quantitative method design to achieve the research question that researcher have formulated.

B. Research Site

This research was conducted at the Faculty of Languages and Literature, State University of Makassar located on Jl. Mallengkeri Raya, Parang Tambung, Tamalate District, Makassar City, South Sulawesi.

C. Research variable and operational definition

The dependent variable and the independent variable were the 2 variables used in this study. Vocabulary mastery served as the dependent variable, and Google Translate served as the independent variable.

D. Research subject

The subject of this research is all students of English Education A 2018 and the total population is 35 students.

E. Research instrument

In this case, the researcher used questionnaire to collect data and obtain data. This instrument was used to gather comprehensive and logical data as well as the responses to the problem statement's research questions.

F. Technique of collecting data

In this study researcher used quantitative methods of data collection. To collect research data, the researcher used a Likert scale questionnaire. The researcher prepared a questionnaire regarding the use of Google Translate in improving vocabulary mastery in the form of google form. The researcher will include in the questionnaire the steps to fill out the questionnaire and how to fill out the questionnaire. Then share it with students via WhatsApp to fill out. The number of participations in the questionnaire is 35 students.

G. Technique of analyzing data

1. Classifying all of the collected data based on statement of the problems. The questionnaire used Likert Scale that consisted of five points scales as follows:

Statement	Score
Strongly Positive	5
Positive	4
Moderate	3
Negative	2
Strongly Negative	1

Table 1.1 perception scoring system

- a. Analyzing the percentage by using formula as below:

$$P = \frac{f}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Amount of sample

(Gay, 2012)

- b. Find out the mean score of students' perception by using mean score formula below:

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} : Mean score

$\sum X$: Total raw score

N : The total number of participants

(Gay, 2012)

- c. Making the categories of students' perception based on the range of scale criteria below:

Range Scale	Student's Perception
85-100	Strongly Positive
69-84	Positive
53-68	Moderate
37-52	Negative
20-36	Strongly Negative

Table 1.2 Perception classification

(Gay, 2012)

- d. Making categories by classifying the frequency of the students who have same score;
 e. Describing the students' perception on the use of Google Translate in Increasing Their Vocabulary
 Master by interpreting the data and making conclusion.

RESULT/FINDINGS

Total Statements	Total Score	Total Average	Classifications
12	2.594	74,11	Positive

Table 2.1 Total data of students' perception

Based on the table above, it could be drawn about the student perception on the use of Google Translate in increasing their vocabulary mastery show positive classification with 74,11 total averages.

Below is presented data regarding student perceptions which are known based on the questionnaire they filled out using a Likert scale.

Range of Scale	Frequency	Percentage	Students Perceptions
85-100	13	38%	Strongly Positive
69-84	13	38%	Positive
53-68	3	8%	Moderate

37-52	4	11%	Negative
20-36	2	5%	Strongly Negative
Total	35	100%	

Table 2.2 Data regarding students' perception

Table shows that there are 13 (38%) students who get a scale range of 85-100 which indicates that the student is classified as having a Strongly Positive perception, there are 13 (38%) students who get a scale range of 69-84 which indicates that the student is classified as having a positive perception, there are 3 (8%) students who get a scale range of 53-68 which indicates that the student is classified as having a moderate perception, there are 4 (11%) students who get a scale range of 37-52 which indicates that the student is classified as having a negative perception and there are 2 (5%) students who get a scale of range of 20-36 which indicates that the students is classified as having a strongly negative perception.

DISCUSSION

Regarding the data, the findings which show that students have positive perceptions cannot be separated from the advantages of Google Translate itself. The researcher can conclude that, this is because Google Translate has good features and supports the process of learning English and in increasing vocabulary mastery in English, Google Translate is a simple application that is easy to operate and can be used anytime and anywhere in this era. Features to display translated words, sentences and even paragraphs. It can be used to translate, check pronunciation of vocabulary, check the type of vocabulary, check synonyms and antonyms of vocabulary and can also be used to check our spelling. With the help of Google Translate, students can learn vocabulary easily and with the feature of checking the pronunciation of a word in Google Translate, students can practice pronouncing a vocabulary. It should be noted that students are encouraged to practice the use of vocabulary regularly and continuously, and use it in daily practice. This is relevant to Allen & Rebecca (1977:149) It is not certain that a learner will become skilled in and master a foreign language if they merely learn and use it in class. Therefore, it is highly recommended to practice and use the new vocabulary correctly in daily conversation and in written communication and Google Translate will be very helpful in doing so.

CONCLUSIONS

Students' perception on the use of Google Translate in Increasing their vocabulary mastery is positive perception. This positive student perception proves that Google Translate can help students improve vocabulary mastery by utilizing the many features provided by Google Translate. Google Translate is feasible to use in improving English vocabulary mastery for five main reasons. Firstly, Google Translate as a translator, so the students can learn translation. Secondly, Google Translate as an online dictionary. Students no longer need to carry dictionaries everywhere. Students simply download this application in the play store for free. Thirdly, students are facilitated by the feature of checking synonyms and antonyms of a word. Fourth, students can learn about the spelling of a vocabulary with the feature of spell check. Fifth, students can often practice pronunciation of English vocabulary with feature of pronunciation. Those are five factors prove that Google Translate is feasible to use in improving English vocabulary mastery.

ACKNOWLEDGEMENTS

The researcher would like to say her deepest appreciation to the people involved in completing this research especially her supervisors, examiners, her beloved family and best friends.

REFERENCES

- Ary, D. (2010). *Introduction to Research in Education Eight Edition*. United State: Wadsworth Cengage Learning.
- Allen, Edward and Rebecca M. Valette, (1977). *Classroom Techniques: Foreign Language and English as a Second Language*. New York - San Diego – San Fransisco -Atlanta: Harcourt Brace Jovanovich Inc.
- Creswell, J.W., & Clark's, V. L. P. (2011) *Designing and conducting mixed Methods research (2nd ed)*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches (4th ed)*. United States of America: SAGE Publications, Inc.
- Fatimannisa, A, Dollah, S., Amirullah & Abduh. (2020) *Students' Perception on The Use of Ruang Guru Application in Their English Learning*. *Journal of Language, Lierature, and Linguistics, I (2)*.
- Fries, Charles., 1945. *Teaching and Learning English as A Foreign Language*. Michigan: The University of Michigan Press.
- Gay, L. (2012). *Education research: Competencies for analysis an application (10th Ed)*. Colombus, Ohio: Pearson Education, Inc.
- Hornby, A. (1987). *Oxford Advanced Learners Dictionary*. Oxford University Press.
- Jhonson, Burke, Christensen, & Larry. (2012). *Educational Research: Quantitative, Qualitative and Mixed Approaches (the Fourth)*. SAGE Publications, Inc.
- Lado, Robert. 1986. *Language Teaching: A Scientific Approach*. Bombay- New Delhi: Tata Mc. Graw-Hill Publishing Co. Ltd
- Lewis, Michael and Hill, Jamie. 1990. *Practical Techniques for Language Teaching*. London: Commercial Colour Press, Plc.
- Bayu, Krishna.2020. *Penggunaan Google Translate Sebagai Media Pembelajaran Bahasa Inggris Paket B di PKBM SURYANI*. Comm-Edu (Community Education Journal).
- Marshall, M., & Firth, S. (2018). *My Revision Notes: AQA GCSE (9-1) Psychology*.
- Maulida, Hidya. (2017). *Students' Perception Of The Use Of Google Translate As A Media Translating Materials In English Language*: Jurnal Saintekom.
- Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis: A Sourcebook Of new methods*. In *Qualitative data analysis: A sourcebook of new methods*. Sage publications.

- Morrow, C. (2011). *How important is English in Elementary School? In Papers from the Second Annual Symposium of the Gulf Comparative Education Society*. UAE University, Dubai School of Government.
- Nursafitri, P. (2021). *Efl Students' Perceptions of Online Learning in Speaking Course During the Covid 19 Pandemic*. Walisongo state Islamic University Semarang.
- Robbin. (1995). *Increasing Students Engagement and Motivation*. USA; Educational Northwest.
- Sobur, A. (2003). *Psikologi Umum*. Bandung: Pustaka Setia
- Sugiyono, (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Ur, Penny. (1996). *A Course in Language Teaching: Practice and Theory*. New York: Cambridge University Press.
- Wilkinson, And, D., & Birmingham, P. (2003). *Using Research Instruments: A Guide for Researchers*. London: Routledge.
- Wood, J. T. (2015). *Interpersonal Communication: Everyday Encounters (8 ed)*. USA: Cengage Learning.