The Perception of English Study Program Students on Using Google Translate in Writing Assignments

Siti Monalisa Maruddani Yusuf Daeng
Universitas Riau
E-mail: yf.daeng23@gmail.com

Eliwarti
Universitas Riau
E-mail: eliwartieli@gmail.com

Syarfi
Universitas Riau
E-mail: m.syarfi@lecturer.unri.ac.id

Abstract

Translation is an activity in which students learn and transfer meaning from English to Indonesian, or vice versa. This research aims at determining the perception of English study program students towards the use of Google Translate for writing assignments. This research was a mixed-method research. The researchers used interview and questionnaire as the instruments of this research. The data obtained from interview was analyzed qualitatively, and the data obtained from questionnaire was analyzed quantitatively using Statistical Package for the Social Sciences (SPSS) software and Microsoft Excel. The result showed that 62.6% of English students had a positive opinion of Google Translate when using it for writing projects. The average of every item was used to determine this value. Item 13 displayed 59% of the data, which was the middle figure or percentage. The item with the highest score, item 3, received a 71%. The perception on the use of Google Translate among fourth-semester English students at Riau University in writing assignments was positive, despite participants stating that the writing process with Google Translate was only to expand vocabulary. Students realized Google Translate can help them in writing. At last, the majority of English students utilize Google Translate to increase their vocabulary.

Keywords: English study, google translate, student, writing task

INTRODUCTION

Translation is an activity that enables students to understand and transfer meaning from English to Indonesian, or vice versa. This increases their understanding of the culture and background associated with English. Translation has a close relationship with writing in English. Translation is the act of changing text from one language to another. The translation process requires a deep understanding of English sentence structure, grammar and expression, which naturally enriches their writing skills. When students learn to translate texts from English, they not only understand English structures and vocabulary better, but also improve their writing skills. Writing skills are not only stringing words together, but also organizing them into a coherent and structured sentence. Writing skills are difficult because this activity requires a complex and systematic thinking process, but it needs to be mastered by English language learners. The ability to write will provide benefits when the written language is published and read by many people. That is the reason why the quality of writing should always be improved (Saltina et al., 2022). According to Dragomir and Niculescu, (2020), effective writing requires a process of exploration, strategic organization, conceptual elaboration, ingenuity, and refinement. To achieve proficiency in writing, students must acquire a variety of approaches that will help them understand and handle writing assignments effectively, thereby ensuring their completion.

Technological developments have played an equally important role in education. Sara (2022) also states that technology is ubiquitous in the form of smartphones, tablets, nowadays, children are considered digital natives who always make use of online facilities, including computers, especially for educational purposes. Technology has been applied in English education, not only in teaching, but also in learning. In writing courses, English students have to write some texts or essays for assignments. They use technology to help them with their assignments including the use of translation software to translate words or check grammar. The technology has become an important tool in supporting English learning, allowing access to abundant English resources. Sepyanda et al., (2023) state that there is a need to be more aware of technological developments to make the learning process better. Students who are already digital natives easily recognize various kinds of translation machines, one of which is Google Translate.

Google Translate has become one of the most popular translation tools worldwide. Medvedev (2016) expressed his ideas about the advantages of Google Translate. It has an access for free. To take advantage of it, users only need to visit the site via a browser or download the application to their device. Apart from that, the translation process is instant so consumers can immediately get the results with just one click. Google Translate also has extensive language support. The program on students' smartphones comes with a photo recognition tool that they use to save time, especially when trying to understand English text. Students only need to take a photo of the word or text and submit it to this application to complete. Besides being highly useful for translating text from one language to another, this tool is also frequently used to check grammar and sentence structure. However, despite its usefulness, Google Translate does not always offer accurate and natural translations, especially for more complex or culturally nuanced sentences. This makes it much easier for students to fully understand more complex English texts, and also assists them in checking and improving their grammar and sentence structure.

There are several previous studies with the same theme. First, research from Lengari (2023) entitled Maritime Student Perceptions of Google Translate in Improving

Writing Skills. The findings show that although there are certain drawbacks associated with using Google Translate, most participants agreed that using Google Translate offers more benefits in improving their writing proficiency. This research validates that the use of Google Translate is felt to be positive in improving writing skills and is proven to be useful for improving students' writing skills. The second, study by Chandra and Yuyun (2018) Entitled "The Use of Google Translate in EFL Essay Writing." The findings of this study show that students use GT in three different areas: vocabulary, grammar, and spelling. The most frequently used linguistic unit is vocabulary, with the word level being the most common, followed by phrases as the second most common level, and sentences as the third most frequently used level. Spelling ranked fourth in terms of frequency of use, while grammar ranked last among students. Additionally, it was found that GT is considered a lexicon due to its wide use among students to understand words. The third, research was conducted by Sara (2022), the title of the research is "The Impact of Google Translate on the Writing Performance of English Language Learners as Foreign Language Learners." The findings of this study show a slight improvement in students' writing proficiency compared to previous levels. Using Google Translate can result in more vocabulary variety, fewer spelling errors, more coherent thoughts, and longer phrase structures. The research conducted by researchers fill the gap in the literature by providing a more specific focus on fourth semester students at the University of Riau and the use of Google Translate, especially for vocabulary and investigate about their dependency of using Google Translate, specifically in doing writing task. This is different from previous research which had a more general scope and found the use of Google Translate in various aspects. The research conducted by the researchers also provided important contributions with specific quantitative data and insights from direct interviews.

The use of Google Translate has also given rise to a phenomenon in students' views on English translation and usage. As directly observed by the researcher, it was found that many of the English students at Riau University in particular still use Google Translate as an instant translation machine from their smartphones as a quick dictionary or a tool for doing assignments due to the ease of accessing this application. Researchers as English students also still use Google Translate in learning English rather than other translator applications. Some students even use it to translate new English words that they do not understand during the learning process with lecturers. Others use it to translate the text of their writing assignments, either word by word or the whole text. It is certainly a consideration whether this is a positive or negative action among English students. Perception is a process of receiving, selecting, organizing, interpreting, checking, and reacting to stimuli (Fauzanah & Fatimah, 2019). In addition, Zulaiha & Triana (2023) say perceptions arise because people have had previous experiences. Perception can be divided into two aspects, positive and negative. Positive perception is a precious gift that prepares confidence and the ability to face the world, overcome crises, and focus on others. It also enhances relationship building and the ability to give to others. Meanwhile, negative perceptions tend to focus on personal desires, trying to acquire and prove their own worth (Khotimah et al., 2021).

Based on that background description, the author formulates the problem of this research is "How is English Students' Perception on Using Google Translate in Writing Assignments at English Study Program?". This study aims to investigate the perceptions of English students in using Google Translate in writing assignments.

METHOD

This research used mixed methods techniques as its research strategy. Mixed methods research refers to the intentional integration of quantitative and qualitative approaches as components of research. Integrating data is believed to improve understanding of an issue or question more effectively than analyzing data independently (Creswell & Creswell, 2018). Furthermore, this research explains how English students use Google Translate for writing assignments. The researcher collects data with questionnaires to get quantitative data. On the other hand, the researcher also collects data with interviews to describe data to get a stronger understanding of the issue. After that, the researcher analyzes, calculates, and describes the data findings.
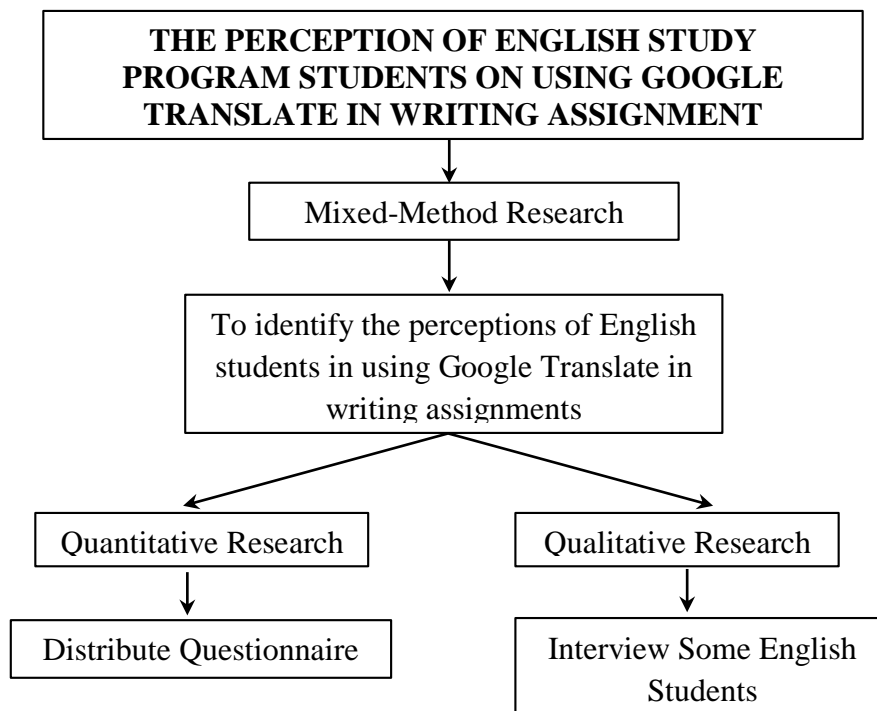

Figure 1. The Research Design

The research was conducted at the English Study Program, Faculty of Teacher Training and Education, Riau University, Pekanbaru, during the research period from February to March. The population selected for this research consisted of fourth semester students enrolled in the English Study Program at Riau University in the 2023/2024 academic year, who utilized Google Translate for their writing assignments. The sample in this researcher was selected by purposive sampling in the category of students who have the same characteristics in writing learning experience and are experiencing writing learning at the same level, as many as 67 respondents who have filled out the questionnaire. The number of samples is outside the tryout class of 34 respondents for the validity test. This research uses a combined methodology that integrates quantitative and qualitative approaches, taking advantage of the strengths of each approach, 10 students were taken to be interviewed using the purposive sampling method. As mentioned by Sugiyono (2011), purposive sampling is a technique of taking data sources with certain considerations. Researcher used questionnaires and interviews as instruments to collect data to be analyzed. Researchers used a closed-ended questionnaire to determine English

students' perceptions of using Google Translate in writing assignments. The questionnaire was given to describe the perceptions of fourth semester students of using Google Translate on writing assignments. The alternatives given are Strongly Disagree (SD), Disagree (DA), Neutral (N), Agree (A), and Strongly Agree (SA). The Likert scale is a psychometric instrument commonly used in the fields of social and educational research (Joshi et al., 2015). For interviews, researchers used unstructured or open-ended interviews. This interview provides more in-depth information about the perceptions of English students in using Google Translate in writing assignments.

The data were collected properly and arranged or ready to be processed, then the data in this study is analyzed using some methods. First, to tabulate the questionnaire data, researchers used Ms. Excel. Then, to find out the perception of students, researchers looked for the average value, frequency, and percentage of the questionnaire. After the data was analyzed, the researcher describes each indicator from the results of analyzed data. For interview data, researcher uses qualitative data that needs to be analyzed with several steps, the analysis includes three processes carried out simultaneously: data reduction, data presentation, and drawing conclusions/verification.

FINDINGS AND DISCUSSION
Results of Questionnaire

Perception of Google Translate is divided into 3 indicators; usefulness, ease of use, and behavior. These findings data were obtained from 67 respondents who answered 14 valid questionnaire items and 10 participants who were interviewed with 5 questions to confirm their questionnaire's answer. Data from the questionnaire is quantitative data and data from interviews is qualitative data where participants are labeled as participant 1 (P1), participant 2 (P2), and so on. The following research results are obtained in these three indicators, such as;

Usefulness

There are several things that are taken into consideration in this indicator, such as; its usefulness, helping in writing activities, providing knowledge, having an impact in practicing writing skills. Questionnaire items that show this are items number 3, 5, 6, 7 for positive statements and 8, 11, 12 for negative statements by the valid questionnaire.

Several interviews related to usefulness indicators can additionally support the questionnaire with statements from several participants Google Translate has usefulness in its use which results in accuracy but some consider it inaccurate for some conditions as well as helping to improve writing skills but not to check grammar. Some students assume that Google Translate is accurate to translate word for word in writing process, some students stated inaccurately in some conditions, such as in the form of sentences and words that were not in accordance with standard Indonesian words, and some students stated that Google Translate can improve their writing skills by increasing their vocabulary and some others stated that Google Translate is not very helpful because it only translates word by word.

Table 1. Google Translate is Very Helpful to Improve My Writing Skills

No.	Options	Frequency	Total Average Score	%	Mean
1.	Strongly Agree	8	40	11.9	71%
2.	Agree	32	128	47.8	

No.	Options	Frequency	Total Average Score	%	Mean
3.	Neutral	20	60	29.9	
4.	Disagree	4	8	6	
5.	Strongly Disagree	3	3	4.5	
	Total	67	239	100	

Table 2. Google Translate Results are Exactly the Same as Those in the Dictionary

No.	Options	Frequency	Total Average Score	%	Mean
1.	Strongly Agree	1	5	1.5	
2.	Agree	13	52	19.4	
3.	Neutral	36	108	53.7	59%
4.	Disagree	16	32	23.9	
5.	Strongly Disagree	1	1	1.5	
	Total	67	198	100	

Table 3. Use Google Translate for Translating Word by Word

No.	Options	Frequency	Total Average Score	%	Mean
1.	Strongly Agree	7	35	10.4	
2.	Agree	30	120	44.8	
3.	Neutral	21	63	31.3	70%
4.	Disagree	7	14	10.4	
5.	Strongly Disagree	2	2	3	
	Total	67	234	100	

Table 4. Use Google Translate for Translating Sentence by Sentence

No.	Options	Frequency	Total Average Score	%	Mean
1.	Strongly Agree	4	20	6	
2.	Agree	30	120	44.8	
3.	Neutral	18	54	26.9	65%
4.	Disagree	10	20	14.9	
5.	Strongly Disagree	5	5	7.5	
	Total	67	219	100	

Table 5. Google Translate Makes Me Lazy to Open the Dictionary

No.	Options	Frequency	Total Average Score	%	Mean
1.	Strongly Agree	15	15	22.4	
2.	Agree	23	46	34.3	49%
3.	Neutral	17	51	25.4	
4.	Disagree	7	28	10.4	

No.	Options	Frequency	Total Average Score	%	Mean
5.	Strongly Disagree	5	25	7.5	
	Total	67	165	100	

Table 6. Google Translate Makes the Sentence Structure Messy

No.	Options	Frequency	Total Average Score	%	Mean
1.	Strongly Agree	6	6	9	
2.	Agree	25	50	37.3	
3.	Neutral	27	91	40.3	55%
4.	Disagree	7	28	10.4	
5.	Strongly Disagree	2	10	3	
	Total	67	185	100	

Table 7. Google Translate Does Not Translate Correctly in English Text

No.	Options	Frequency	Total Average Score	%	Mean
1.	Strongly Agree	1	1	1.5	
2.	Agree	16	32	23.9	
3.	Neutral	31	93	46.3	61%
4.	Disagree	16	64	23.9	
5.	Strongly Disagree	3	15	4.5	
	Total	67	205	100	

Ease of Use

There are several things to consider in this indicator, namely, usability, application availability, practical ease and speed of access compared to other translator applications. Questionnaire items that show this are items number 1, 2, and 9.
Some interview results related to the ease of use indicator stated by some students that Google Translate is easier to use than other translators.

Table 8. When Translating English Texts, I Use Google Translate

No.	Options	Frequency	Total Average Score	%	Mean
1.	Strongly Agree	3	15	4.5	
2.	Agree	28	112	41.8	
3.	Neutral	28	84	41.8	67%
4.	Disagree	6	12	9	
5.	Strongly Disagree	2	2	3	
	Total	67	225	100	

Table 9. I Have Google Translate Application in My Gadget that is Always Available for Use

No.	Options	Frequency	Total Average Score	%	Mean
1.	Strongly Agree	16	80	23.9	
2.	Agree	26	104	38.8	
3.	Neutral	9	27	13.4	70%
4.	Disagree	7	14	10.4	
5.	Strongly Disagree	9	9	13.4	
	Total	67	234	100	

Table 10. Google Translate can Translate Faster than Other Tools such as Grammarly, Deepl Translate, U-Dictionary, and So On

No.	Options	Frequency	Total Average Score	%	Mean
1.	Strongly Agree	7	35	10.4	
2.	Agree	17	68	25.4	
3.	Neutral	22	66	32.8	60%
4.	Disagree	12	24	17.9	
5.	Strongly Disagree	9	9	13.4	
	Total	67	202	100	

Behavior

There are several things to consider in this indicator, namely, satisfaction with its use, very helpfulness and the effectiveness of the application's work in making writing assignments. Questionnaire items that show this are items number 4, 10, 13, and 14.

Some of the interview results are also related to behavior indicators, shown by their attitude towards Google Translate and how often they use it. Most students stated that they use Google Translate to create assignment not too often or only to meet deadlines and not for all assignments, only for certain assignments and for translate difficult words. Most students feel that they do not prefer using Google Translate in writing assignments because it cannot be a grammar checker like other apps, but can only be used to help them translate difficult words.

Table 11. Google Translate can Translate Text Effectively

No.	Options	Frequency	Total Average Score	%	Mean
1.	Strongly Agree	4	20	6	
2.	Agree	10	40	14.9	
3.	Neutral	30	90	44.8	57%
4.	Disagree	18	36	26.9	
5.	Strongly Disagree	5	5	7.5	
	Total	67	191	100	

Table 12. Google Translate Really Helps Me in Every Translation Process

No.	Options	Frequency	Total Average Score	%	Mean
1.	Strongly Agree	9	45	13.4	
2.	Agree	22	88	32.8	
3.	Neutral	29	87	43.3	70%
4.	Disagree	7	14	10.4	
5.	Strongly Disagree	0	0	0	
	Total	67	234	100	

Table 13. I Feel Satisfied When Doing Assignments, Especially "Writing Assignments" with Translation Tools such as Google Translate

No.	Options	Frequency	Total Average Score	%	Mean
1.	Strongly Agree	2	10	3	
2.	Agree	17	68	25.4	
3.	Neutral	30	90	44.8	59%
4.	Disagree	13	26	19.4	
5.	Strongly Disagree	5	5	7.5	
	Total	67	199	100	

Table 14. Google Translate is Effective as A Tool for Learning "Writing" as an English Language Education Student

No.	Options	Frequency	Total Average Score	%	Mean
1.	Strongly Agree	5	25	7.5	
2.	Agree	17	68	25.4	
3.	Neutral	28	84	41.8	62%
4.	Disagree	13	26	19.4	
5.	Strongly Disagree	4	4	6	
	Total	67	207	100	

Recapitulation of Questionnaire

Table 15. Recapitulation of Questionnaire

No.	Statements	SD		D		N		A		SA		Mean
		F	%	F	%	F	%	F	%	F	%	
1	When translating English texts, I use Google Translate	2	3%	6	9%	28	42%	28	42%	3	4.5%	67%
2	I have Google translate application	9	13%	7	10%	9	13%	26	39%	16	24%	70%

No.	Statements	SD		D		N		A		SA		Mean
		F	%	F	%	F	%	F	%	F	%	
	in my gadget that is always available for use											
3	Google Translate is very helpful to improve my writing skills	3	4.5%	3	4.5%	20	30%	32	48%	8	12%	71%
4	Google Translate can translate text effectively	5	7.5%	18	27%	30	45%	10	15%	4	6%	57%
5	Google Translate results are exactly the same as those in the dictionary	1	1.5%	16	24%	36	54%	13	19%	1	1.5%	59%
6	I use Google Translate for translating word by word	2	3%	7	10%	21	31%	30	45%	7	10%	70%
7	I use Google Translate for translating sentence by sentence	5	7.5%	10	15%	18	27%	30	45%	4	6%	65%
8	Google Translate makes me lazy to open the dictionary	5	7.5%	7	10%	17	25%	23	34%	15	22%	49%
9	Google Translate can translate faster than other tools such as Grammarly, Deepl translate, U-dictionary, and so on	9	13%	12	18%	22	33%	17	25%	7	10%	60%
10	Google Translate really helps me in every translation process	0	0	7	10%	29	43%	22	33%	9	13%	70%
11	Google Translate makes the sentence structure messy	2	3%	7	10%	27	40%	25	37%	6	9%	55%
12	Google Translate does not translate	3	4.5%	16	24%	31	46%	16	24%	1	1.5%	61%

No.	Statements	SD		D		N		A		SA		Mean
		F	%	F	%	F	%	F	%	F	%	
	correctly in English text											
13	I feel satisfied when doing assignments, especially "writing assignment" with translation tools such as Google Translate	5	7.5%	13	19%	30	45%	17	25%	2	3%	59%
14	Google Translate is effective as a tool for learning "writing" as an English language education student	4	6%	13	19%	28	42%	17	25%	5	7.5%	62%
	Mean	9.4%		14.9%		36.8%		32.5%		9.2%		**62.5%**

Discussion

To discuss the findings of this study, the researcher conducts a discussion. This research aims to determine the views of English Study Program students regarding the use of Google Translate in their writing assignments. Further discourse can be observed in the following paragraphs.

Based on the data, 62.5% of all elements stated that students had a positive perception of using Google Translate for writing assignments. Based on the questionnaire answers, it can be seen that the majority of English learners have a neutral attitude towards the use of Google Translate. Specifically, 7 out of 10 participants (P3, P4, P5, P7, P8, P9, and P10) stated in interviews that they "don't use Google Translate very often." The majority of students, specifically 67%, use Google Translate for the purpose of translating English content. About 70% of students have the Google Translate program on their electronic devices, ensuring constant accessibility. The majority of 71% of students consider Google Translate very useful for improving their writing skills. The majority of 57% of students believe that Google Translate is able to translate material effectively. The majority of students, specifically 59%, believe that the translations provided by Google Translate are equivalent to those in the dictionary. According to the survey, 70% of students admitted to utilizing Google Translate for word-by-word translation. The majority of students, specifically 65%, admitted to using Google Translate for the purpose of translating sentences one by one. Only 49% of students believe that using Google Translate makes them reluctant to read the dictionary. Most students, 60% to be precise, believe that Google Translate shows superior translation speed compared to alternative translation software. Seventy percent of students admitted that Google Translate was a great help to them in all their translation endeavors. A majority of 55% of students think Google Translate disrupts sentence structure. A majority of 61% of students agree that Google Translate is inaccurate in translating English texts. A majority of 59% of students expressed satisfaction when using Google Translate for writing projects. A majority of 62% of students agreed that Google Translate is an effective tool for acquiring writing skills as an English language education student.

Based on the statistics above, it can be stated that 71% of the majority of students think that Google Translate is very useful for improving their writing skills. Of all students surveyed, 70% found Google Translate very useful for all translation activities. However, only 62% of students found Google Translate successful in improving their English writing skills as language learners. Only 49% of students had the lowest percentage, while the majority thought that Google Translate fostered laziness in opening the dictionary. As the second lowest, namely 55% of students feel that Google Translate makes sentence structures messy, so it can be concluded that Google Translate still has a "Positive" category. As an average of 62.5% of the questionnaire results show students still have quite positive perceptions through the use of Google Translate to help them translate in writing assignments, because they use it to increase vocabulary by exploring synonyms to translate it word for word but do not use it to translate per sentence because it can make the sentence structure messy and ruin grammar. As stated by several participants, P8 and P3 agreed that Google Translate could make sentence structures messy and P1, P3, P5, P8, P9 stated in interviews that Google Translate could ruin sentence structures.

Based on research from Lengari (2023) entitled Maritime Student Perceptions of Google Translate in Improving Writing Skills which applies descriptive-qualitative analysis. The findings showed that although there were some drawbacks associated with using Google Translate, most participants agreed that using Google Translate offered greater benefits in improving their writing skills. This research confirms that the use of Google Translate has a good perception in improving writing skills and is proven to be useful for improving students' writing skills. Similar to the research conducted by the researcher, English students mostly agree that Google Translate helps in improving writing skills with a value of 71%. The total value of all questionnaire items also shows that the perception of English students towards the use of Google Translate in writing assignments is still in the positive category with a value of 62.5%.

In another study by Chandra & Yuyun (2018) Entitled "Use of Google Translate in English as the Composition of Foreign Language Essays" it also examines the use of Google Translate in written works, especially essays. The findings of this study show that students use Google Translate for three different purposes: vocabulary, grammar, and spelling. Vocabulary is the most commonly used language component, with words being the most common, followed by phrases as the second most common, and sentences as the third most common. Spelling ranked fourth in terms of frequency of use, while grammar ranked last among students. Google Translate is generally considered a dictionary due to its wide use among students for vocabulary comprehension. The findings of this study show a consistent correlation with previous studies conducted by the researcher, which also revealed that students rely solely on Google Translate to improve their vocabulary during the writing process. The survey revealed that a small percentage of people use Google Translate for grammar purposes. Additionally, it was observed that English students did not rely on Google Translate to verify grammar, and only occasionally used it to perform word-by-word translations during the writing process. The research conducted by the researcher also did not explore spelling, because English students do not really rely on Google Translate as a dictionary with a percentage of only 49% for its relation to the dictionary.

The same research was conducted by Sara (2022), the title of the research is "The Impact of Google Translate on the Writing Performance of English Language Learners as Foreign Language Learners." This research was conducted using experimental

methodology and a questionnaire administered to a sample of 32 second year students selected from Badji Mokhtar Annaba University. The findings of this study showed a slight improvement in students' writing proficiency compared to their previous performance. Utilizing Google Translate can produce more different vocabulary, reduce the occurrence of spelling errors, improve the organization of thoughts, and produce longer phrases. In the research conducted by the researcher, the indicator of writing ability of English students shows the results that Google Translate helps in improving their writing ability because it is shown from the value of 71%, but most of them agree that they use Google Translate only to increase vocabulary or help translate difficult words and use a little for sentence-by-sentence level translation and not to check grammar in the writing process.

The research conducted by the author also found that English students do not use Google Translate to translate long sentences but more to translate word by word and it is inversely proportional to the research produced by Darsih & Asikin (2020) which states that Students prefer to use the Google Translate application to translate longer sentences. In line with Wirantaka & Fijanah (2022) state that paragraph translation or text translation is not recommended to use Google Translate. Researchers also found that students will double-check after using Google Translate in writing assignments. Because Google Translate usually uses raw language, it will produce raw translations as well and therefore avoid using raw language when translating which will make it difficult for us to refine the meaning of the translation (Dalimunthe, 2020). In line with Yanti & Meka (2019) students found several grammatical errors when translating using Google Translate, which made students have to double-check the translation results.

Based on the discussion, it can be inferred that Google Translate for English students in writing activities, especially in writing assignments, is still included in a "Positive" perception, although it makes them not rely too much on Google Translate in that regard. Most of them rely mostly on it for vocabulary only and translate word by word which is difficult for them. However, most of them still use it for the written translation process, but do not recommend Google Translate for writing tasks in terms of making the sentence structure or grammar messy and informal. This study has its contribution in providing different analysis results specifically on the usefulness of Google Translate on writing assignments quantitatively and a specific sample of fourth semester Universitas Riau students with a fairly complete population and the weakness of this study is seen in its method which is not empirical compared to other studies conducted by providing experimental experience to the sample to practice directly writing activities with and without Google Translate whose results can be analyzed significantly.

CONCLUSION

As explained in the results and discussion, the data shows that English language students' perceptions of Google Translate in writing assignments are positive perspectives. The majority of them believe Google Translate can improve their writing skills, but in the interview, they stated that in the writing process, it is to increase vocabulary only, in addition, they do not use in full this application for writing assignments because it cannot provide accurate translation results for a full sentence, so they only use and recommend this application to increase vocabulary by exploring the suggestion word feature of Google Translate.

Based on the information and data collected and analyzed, it can be concluded that most English students mainly use Google Translate to expand their vocabulary.

However, they also admitted that Google Translate was not effective enough in correcting grammar. As a result, students are required to verify translations independently or rely solely on Google Translate for single-word translations and to identify challenging vocabulary. Apart from that, most participants say that the Google Translate application is easier to access than other applications that require access to unfamiliar applications. Apart from that, some also stated that Google Translate cannot be used to write in full, but in some cases, they use it to translate in full when the assignment deadline is tight. This study still has some limitations, thus for future researchers who are interested in researching the same topic to be able to conduct research through other types of designs such as experimental case studies and more literature studies and can add or compare between samples at different universities, thus that more in-depth findings will be obtained.

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