

CHAPTER I

INTRODUCTION

This chapter presents about background of the research, statement of research problem, objectives of the research, significance of the research, scope and limitation of the research and definition of key terms.

A. Background of the Research

Google Translate, a popular online translation tool, has become an indispensable part of daily life, including in education. The use of technology in education is becoming more important in today's digital world. One popular tool is Google Translate. This app makes it easy to translate text from one language to another quickly. This research is about how students feel about using Google Translate in English class. Even though Google Translate is widely used, some people question its accuracy and effectiveness in education. Previous studies have shown that Google Translate can help students understand foreign languages, especially because of its accessibility and practicality¹. However, there are also limitations, such as difficulty in translating context, idioms, and nuanced expressions². Based on preliminary data obtained through initial observations and informal discussions with students of the English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung, it was found that most students are already familiar with Google Translate and frequently use it during translation learning activities. Students commonly rely on Google Translate to quickly find word meanings, check sentence structures, and assist them in completing translation assignments within limited time. This preliminary data indicates that Google Translate has become an integral part of students' learning practices in translation classes, thereby justifying the relevance of this research.

¹ Anita Hafila & Zuhad Ahmad, *Students' Perception of Google Translate in Translation Learning* (2024).

² Alkhatib, *Machine Translation Failure in Culture-Bound Expressions* (2021).

Translation, as described by Catford (1965), is the process of changing text from the source language to the target language, while keeping the original meaning and function³. According to Nida (1964), translation is the process of communicating a message from the source language to the target language, while keeping the meaning and purpose of the communication⁴. Newmark (1988) also defines translation as the process of changing text from the source language to the target language⁵, while keeping the meaning, function, and style of the original text. These definitions show that translation is not just about changing words from one language to another, but also requires a deeper understanding of meaning, context, and communication purpose. Therefore, a translator needs to understand both languages and the topic very well. This way, they can deliver the message clearly and effectively to the people they are translating for.

In line with these definitions, this study does not aim to measure the technical accuracy of Google Translate. Instead, it specifically focuses on students' perceptions of using Google Translate in English translation classes, emphasizing how students experience, evaluate, and respond to its use during the translation learning process. This research topic focuses on students' perceptions of using Google Translate in English translation classes at UIN Sayyid Ali Rahmatullah Tulungagung. The purpose of this study is to explore how students view the effectiveness, reliability, and impact of using Google Translate in the translation process, and how it affects their ability to translate English texts into Indonesian and the other way around.

Research on students' perceptions of using Google Translate in translation classes shows that most students think Google Translate is helpful in improving their learning process. A study by Anita Hafila Nugraeni and Zuhad Ahmad (2024) found that students use Google Translate as a quick dictionary to find word meanings, appreciate its accessibility, and contribute to expanding their vocabulary⁶. Febyola, Eliza, Reflinda, and Veni Roza (2023) also found that

³ J. C. Catford, *A Linguistic Theory of Translation* (1965).

⁴ Eugene A. Nida, *Toward a Science of Translating* (1964).

⁵ Peter Newmark, *A Textbook of Translation* (1988).

⁶ Anita Hafila & Zuhad Ahmad, *Students' Perception of Google Translate in Translation Learning* (2024).

students have a positive perception of using Google Translate in translation classes⁷. Anang Fatkhurozi and Rohmat Hidayat (2024) found that Google Translate has benefits in overcoming language barriers and speeding up the learning process. However, there are also concerns about the accuracy of translations and the potential for dependence on Google Translate⁸. Fuva Wersa Yolifi, Afrianto, and Masyhur (2025) found that Google Translate has benefits in improving vocabulary, grammar accuracy, and building confidence⁹. Other studies, such as those by Afiliani, Inggrit O. Tanasale, and H. M. A. Rijoly (2024), found significant differences in students' attitudes and perceptions towards Google Translate and its role in translation classes¹⁰. Desta Gloria Siahaan, Lis Aprianti, Puji Hariati, and Winter Anriana Purba (2022) found that students have different positive and negative perceptions of Google Translate as a medium for translating descriptive English texts¹¹. Ainan Ningrum and Utami Dewi (2024) found that machine translation is useful and helps students improve their vocabulary, grammar accuracy, save time, build confidence, and provide inspiration to users¹². Previous studies focused more on the technical aspects and quality of translations, while students' views on Google Translate were less explored. This study aims to fill this gap by understanding how students perceive and respond to the use of Google Translate.

Studying students' perceptions of using Google Translate is very important because it can help us understand how they use this technology in their learning process. By understanding students' perceptions, we can identify the advantages and disadvantages of using Google Translate in English translation classes. Additionally, understanding students' perceptions can also help us improve the quality of language learning and prepare students to become competent and effective translators. Previous studies focused more on the technical aspects or the quality of translations produced, while the aspect of students' perceptions towards

⁷ Eliza Febyola, Reflinda & Veni Roza, *Students' Perception of Google Translate as a Fast Dictionary in EFL Learning* (2023).

⁸ Anang Fatkhurozi & Rohmat Hidayat, *Google Translate in Overcoming Language Barriers* (2024).

⁹ Fuva Wersa Yolifi, Afrianto & Masyhur, *The Role of Google Translate in Enhancing Vocabulary and Grammatical Accuracy* (2025).

¹⁰ Inggrit O. Afiliani, Tanasale & Rijoly, *The Use of Google Translate in the Translation Class at Pattimura University* (2024).

¹¹ Desta Gloria Siahaan et al., *Students' Perception about Google Translate* (2022).

¹² Ainan Ningrum & Utami Dewi, *Machine Translation for Translating Text* (2024).

this tool has not been widely discussed, especially in the context of English translation classes in Indonesia. Therefore, this study aims to fill this gap by providing a deeper understanding of students' views on the use of Google Translate in learning.

Research on students' perceptions of using Google Translate must be done accurately because it can help us understand how this technology affects the language learning process. If we don't know their perceptions, we can't understand how they use this technology, which can lead to ineffective use of Google Translate and affect the quality of language learning. This study offers something new by focusing on students' perceptions in English translation classes, which has not been widely explored in previous research. The goal of this study is to identify students' perceptions of using Google Translate and evaluate its impact on translation skills.

This study is expected to contribute both theoretically and practically. Theoretically, the results of this study will enrich the literature on the use of technology in language learning, especially regarding user perceptions. Practically, this study can serve as a basis for teachers and educational institutions to design more effective learning methods by utilizing technology such as Google Translate. Additionally, this study is also expected to provide new insights into the potential and limitations of using automated translation tools in the teaching and learning process.

This topic is important because technologies like Google Translate are increasingly used in language education, and understanding students' perceptions of these tools can help optimize their use in the learning process. If this topic is not researched, we will miss important insights into how technologies like Google Translate affect language learning, which can lead to ineffective or even counterproductive use in the educational process. There have been several studies on the use of Google Translate in language learning, but few have specifically examined student perceptions in the context of English translation classes in Indonesia. This study is different from previous ones because it focuses more on student perceptions and how these perceptions influence the learning process and outcomes. Additionally, this study aims to provide practical recommendations for

teachers and educational institutions based on empirical findings.

Therefore, this study not only contributes to the development of theory but also offers practical solutions to improve the effectiveness of English translation learning using modern technology. This study will use a survey method to collect data on the perceptions of students at UIN Sayyid Ali Rahmatullah Tulungagung, so that the results obtained can provide a clearer and more relevant picture of the use of Google Translate in the context of English translation learning.

B. Statement of Research Problem

This research focuses on the main problem: "What are students' perception on Google Translate in English translation classes for the 2024/2025 academic year?".

C. Objectives of the Research

The objective of this study is to gain a deeper understanding of students' views on the use of Google Translate in English translation classes. The study will be conducted to identify their perceptions of this tool and analyze its impact on the quality of translations produced by students. Additionally, this study aims to evaluate the effectiveness of using Google Translate as a learning aid in English translation classes from the students' perspective. Through analyzing the factors that influence students' attitudes and preferences towards using Google Translate, this study is expected to provide useful insights for developing more effective and practical translation teaching methods.

D. Significance of the Research

1. For Students

This study provides students with insights into the role and limitations of Google Translate in translation. By understanding their classmates' perceptions and implications, students can use this translation tool more wisely, distinguishing when to rely on automatic tools and when to do manual translations to improve their accuracy and personal translation skills.

2. For Lecturers

This study helps lecturers understand how students view and use Google Translate in the translation learning process. This information can be used to design effective teaching methods, equip students with the right strategies to develop their translation skills, and minimize dependence on automatic translation tools.

3. For Future Researchers

This study can serve as a basis for further research on translation technology in education. By exploring student perceptions, this study opens up opportunities for further research on the impact of technology on translation output quality, teaching methods, and the adaptation of translation tools in the classroom.

E. Scope and Limitation of the Research

This study is limited to students enrolled in English translation classes at UIN Sayyid Ali Rahmatullah Tulungagung, thus limiting the scope to a specific academic environment, that is 2024/2025 academic year. This study primarily concentrates on gaining students' perspectives on the utilization of Google Translate in translation activities, emphasizing qualitative insights rather than the technical aspects of the application itself. Moreover, data collection is limited to students who take English translation classes, ensuring that the examination remains focused within the determined timeframe to maintain coherence and relevance to the research objectives.

F. Definition of Key Terms

- a. Translation Learning: The process of learning to translate texts from one language to another by understanding meaning, context, and language structure.
- b. Students' Perception: The views or understanding that students have about a particular topic or tool, in this case, the use of Google Translate in English translation classes.
- c. Google Translate: An automatic language translation service developed by Google, using machine learning technology to translate text from one language to another.

- d. Machine Translation: An automatic translation technology that uses computer-based artificial intelligence systems to convert text from one language to another.