



Students' Perception Toward the Use Of Google Translate to Their Writing Assignment at English Department of Halu Oleo University

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ABSTRACT

The objective of this research was to find out students' perception toward the use of Google Translate to their writing assignment at English Education Department of Halu Oleo University. This research used a quantitative design. The population in this research used the seventh-semester students at the English Education Department of Halu Oleo University in the academic year 2021/2022 with a total of students were 104 students. The sample of this research was class A and B. This research used a random sampling technique. In this research, the researcher chose 40 students from class A and 40 students from class B. So, a total is 80 students majoring in English Education Department in the seventh semester were selected as research samples. The result of the data analysis revealed that the psychomotor aspect is higher. Student responses to the psychomotor aspect were about 71.78% of students responding positively, about 9.49% of students responding negatively, and the rest, or 17.73% of students responding neutrally. Due to the student's response to the cognitive aspect, about 53.47% of students responded positively, about 16.67% of students responded negatively and the rest 29.86% responded neutrally. Last, effective aspect, about 52.86% of students responded positively, about 14.46% of students responded negatively and the rest, or 32.68% responded neutrally. Obtained most students had a positive perception of the use of Google Translate in the learning process. This could be seen from a high positive percentage. In conclusion, find that using Google Translate can make it easier and help them in learning activities.

Keywords: *Perception, Google Translate, Writing Assignment.*

1. Introduction

The competition for information to increase their knowledge and understanding of the world around them is the most difficult challenge for students. Students majoring in English are required to complete a variety of assignments in English. When doing English assignments, they must expand their knowledge as well as locate sources to assist them with their assignments. As a result, students use online or offline tools to assist them with their assignments, which serves as one of the students' efforts to develop their own learning strategies (Ismail et al., 2013). It can be concluded that both online and offline tools can aid in the resolution of student assignment issues.

The digital era is always related to the internet or online things, both in the form of multimedia and online tools. Multimedia as a good combination of online and offline learning models, and Google Translate as an alternative to achieve it,

because multimedia is very effective in helping students with their academic needs (Aslani & Tabrizi, 2015). Google Translate is a Google service that consists of technical terms in translating the source language to the target language. According to Chenoweth and Murday (2003), Google Translate can be useful for students because it is one of the online multimedia software that is easily accessible in this technological era.

Currently, Google Translate one of Google's products has become a popular translation tool among language learners because English is still considered a foreign language in Indonesia. Many students use it to help them learn English. These tools assist students in obtaining translations quickly and easily. This was quoted by Groves and Mundt (2015), who said that traditional learner dictionaries have changed in line with the expected era, online dictionaries can help learners, because of their reasonable tools, easily accessible, and not limited by place and time to open them, every time. When students bring laptops, smartphones, or mobile phones Google Translation can be used. It means that students do not need to carry a translation dictionary because they can use the Google Translation tool which can be accessed via mobile whenever they want and of course, it will be faster and more practical.

Translating problems are often experienced by students, this is caused by the complexity of the translator's form of interlingual communication. Where the translator is required to be able to become an intermediary in expressing the message and intent of the source text to a certain target language appropriately. Soemarno (1988) stated that translators experience difficulties related to meaning, such as grammatical meaning, textual meaning, lexical meaning, socio-cultural meaning, and contextual or situational meaning in their work. Some of the meanings themselves can be easily translated and some are very difficult or even impossible to translate. It can be said that, in translation, it is important to improve, so that translators can overcome problems that are often experienced.

Translation activities are becoming increasingly important, particularly in Indonesia as it prepares for the era of globalization. In addition to translating words from one language into another, translation also gives the details needed to properly communicate ideas. According to Newmark (1988), as cited in Syahrani, Tanduklangi, and Muhsin (2019), In order to prevent issues, translation not simply redirects communications from the source language to the intended target language; the author must also be familiar with the intended target language. The source and target texts must be taken into account when translating text messages from one language to another. That is, when trying to translate, it is important to consider not only the message but also the semantic aspect and the point of view. However, the main issue in the translation process is determining equivalence. Catford (1965) stated the same thing, that the main issue of translation practice is locating the target language equivalent. As a result, translation theory's primary task is to define the nature and conditions of translation equivalence. Overall, it may be said Translation is not just translating one language into another. But translators need to consider the things that cause problems in the process.

However, the main issue in the translation process is determining equivalence. Catford (1965) stated the same thing, that the main issue of translation

practice is locating the target language equivalent. As a result, translation theory's primary task is to define the nature and conditions of translation equivalence. This is in line with Badarun, Romana, and Albert (2020), translation plays a significant role in addition to hearing, speaking, reading, and writing when it comes to understanding the English language. It's harder than we believe to translate a document. The translation exercise helps students become more aware of the similarities and variations between the grammatical structures of the source and destination languages. From these arguments, we can conclude that translation is not just translating one language into another. But translators need to consider the things that cause problems in the process.

Furthermore, to support this research, the researcher conducted interviews with the seventh semester students of English department at Halu Oleo University who had completed programming in writing courses consisting of Basic Writing, Intermediate Writing and Academic Writing. Based on interview, the majority of these students use Google Translate when translating journals on assignments.

In addition, some students also revealed that they would use other Google Translations. Course when having difficulty or not knowing the meaning of vocabulary or sentences. In addition, of the four main skills in English, writing is considered a difficult skill for students to master. Writing skill is a difficult thing because the activity requires a complex and systematic thought process; however it needs to be mastered by English learners. According to Rukmini (2011), as a cited in Megawati (2016), the importance of mastering writing skills in communication. It can be concluded, writing skills will provide benefits when the written language is published and read by many people. That's the reason, so the quality of writing must always be improved. Moreover, the seventh semester students of English department at Halu Oleo University became one of the appropriate research objects because they had finished programming the Writing course and used Google Translate as a translation tool in assignments which are applications that will be investigated by researchers.

Many researchers have investigated the use of Google Translate. Chandra and Yuyun (2018) found that Google Translate is considered as a dictionary because students use Google Translate mostly in understanding vocabulary items. However, this study tends to focus on further investigating Google Translate practice in EFL essay writing and its role in language learning. But do not explain the student's perception of the application. Another research by Zafitri and Harida (2017) also found that Google Translate gave positive results from the study. Based on the results of the study, Google Translation is effectively used by students in translating books, articles, or their assignments to understand their learning material from mathematics students. However, this research tends to focus on finding out information about the effectiveness of using Google Translate on student translations. However, it does not explain the student's perception of the application. In addition, previous research conducted by Yanti and Meka (2019) showed that most of the students used Google Translate as a quick dictionary, in translating words and enriching vocabulary. However, this study specifically focuses on students' perceptions of the advantages, disadvantages, and solutions and problems

in using Google Translate, but does not explain students' perceptions of using Google Translate on student writing assignments.

Based on the benefits and positive results of previous research there is no doubt that Google Translate can be used as a translator tool in the translation process. Students' perception of Google Translate is also one of the things that must be considered because it can indicate whether students feel happy or are facilitated by the features in Google Translate in the translation process. However, previous research tends to focus on how the advantages, disadvantages, and solutions and problems found in using Google Translate and students' perceptions of using Google Translate as a medium in the Translation class show, but did not show results in research on students' perceptions of using Google Translate on student assignments. Therefore, this study is interested in knowing students' perceptions of Google Translate in writing assignments.

2. Methods

This research used questionnaire as the instrument. Data collection through questionnaire was analyzed to find out students' answers. Conclusions are drawn based on students' answers to meet the research objectives. This questionnaire aims to obtain more information to determine students' perception on the use of Google Translate on their assignment. The questionnaire adapted from Amanda (2019). The questions of questionnaire consist of 18 questions.

The researcher divided the item questioner into three main aspect based on Walgito (1991), there were: Cognitive, Affective, Psychomotor. This questionnaire is intended to obtained written information from respondent related to research objectives with numerical score such as Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) which provided by likert's scale. According to Sugiyono (2010), likert scale is used to measure of student attitudes, opinions, and perceptions of a person or a group of events of social phenomenon. Likert's scale was interpreted into variable that was measured by indicators to make the items instrument in the form of question statements that need to be answered by the respondents. Each answer are connected with the forms of representation or affirmation of the attitude expressed in writing in accordance with the situation that happened. The items of questionnaire is asked about students impression and it score from 1-5. The meaning of score for each item could be seen in as follows:

Table 1. Table of Questionnaire Score by Likert Scale

| Positive statement score | Criteria | Negative Statement Score |
|--------------------------|-------------------|--------------------------|
| 5 | Strongly Agree | 1 |
| 4 | Agree | 2 |
| 3 | Neutral | 3 |
| 2 | Disagree | 4 |
| 1 | Strongly Disagree | 5 |

3. Result

The result of the calculation of the students' perception. We can see in the chart below:

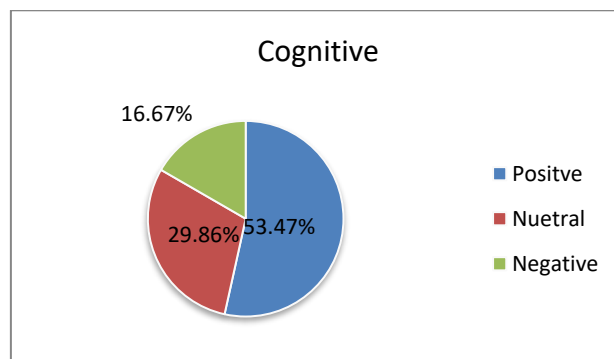


Figure 1. Cognitive Aspect

Based on the previous table, this chart categorizes the students' response into Positive, Neutral and Negative. Due to students' response to cognitive aspect, about 53.47% students respond positively, about 16.67% students respond negatively and the rest of students or 29.86% respond neutral. Because the positive response of students is greater than negative and neutral, students' perceptions of cognitive aspect is positive. Majority of students gave a positive perception, it means that the questionnaire was included in the cognitive aspect have a positive perception. All in all, students agree that Google Translate can translate text and paragraphs well.

According to Walgito (1991), the cognitive aspect concerns the components of knowledge, views, and ways of thinking or gaining knowledge, and past experiences, as well as everything that is obtained from the thoughts of individual perpetrators of perception. Based on the cognitive questionnaire, most of the students thought that Google Translate was a good translator, precise and able to improve students' translation skills. This can be seen from the number of students who chose strongly agree and agree on the questionnaire. More students choose agree on statement 6 with the help of the Google Translate application I do not need to use a dictionary" with a frequency of 56.

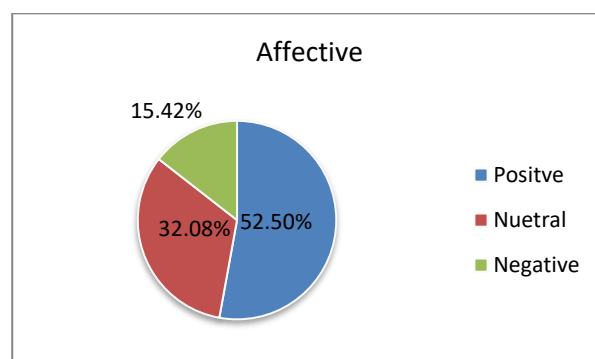


Figure 2. Affective Aspect

Based on the previous table, this chart categorizes the students' response into Positive, Neutral and Negative. Due to students' response to cognitive aspect, about 52.50% students respond positively, about 15.42% students respond negatively and the rest of students or 32.08% respond neutral. Because the positive response of

students is greater than neutral and negative, students' perceptions of cognitive aspect is positive. Majority of students gave a positive perception, it means that the questionnaire was included in the affective aspect have a positive perception. It means that the students' do not need a dictionary because there is already Google Translate and by using Google Translate, the students feel paraphrasing task easier.

According to Walgito (1991), the affective aspect concerns the components of an individual's feelings and emotional state towards certain objects and everything that involves evaluating good and bad based on someone's emotional factors. Based on the affective questionnaire, most of the students feel that Google Translate improves their writing skills and they also choose to use Google Translate in doing their writing assignments because it is easier to access and they feel more confident if they use Google Translate. This can be seen from the number of students who chose strongly agree and agree on the questionnaire. More students choose agree on statement 12 "I feel that Google Translate should always be used in writing assignments" with a frequency of 42.

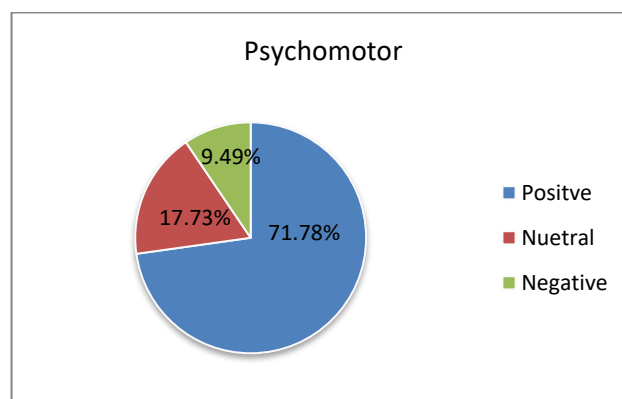


Figure 3. Psychomotor Aspect

Based on the previous table, this chart categorizes the students' response into Positive, Neutral and Negative. Due to students' response to cognitive aspect, about 71.78% students respond positively, about 9.49% students respond negatively and the rest of students or 17.73% respond neutral. Because the positive response of students is greater than negative and neutral, students' perceptions of cognitive aspect is positive. Majority of students gave a positive perception, it means that the questionnaire was included in the psychomotor aspect have a positive perception. In summary, that Google translate helps students in translating words or sentences that they do not know the meaning and helps students check the synonyms of words in paraphrasing.

According to Walgito (1991), the psychomotor aspect concerns the motivation, attitude, behavior, or individual activity in accordance with his perception of a certain object or situation. Based on the psychomotor questionnaire, most of the students used Google Translate to check their assignments, to check for unknown words, and also they were motivated in doing their assignments. This can be seen from the number of students who chose strongly agree and agree on the questionnaire. More students chose agree on statement 17 "Google Translate really helped me in every translation process" with a frequency of 37.

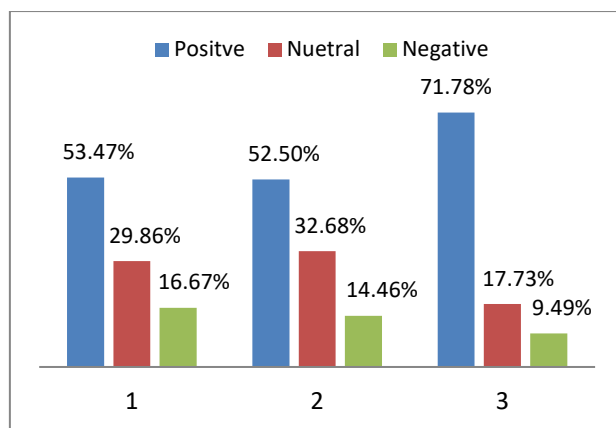


Figure 4. Recapitulation of Students' Perception toward Google Translate

Based on the chart above, all aspects had a positive response, and very few gave a negative response. In short, the used of Google Translate, according to these three aspects in learning process can be well and easily accepted by students. The psychomotor aspect has the highest positive response and the lowest negative response. The psychomotor aspect has the highest positive response of 71.78%, neutral response of 17.73%, and the lowest negative response of 9.49%. The second is the cognitive aspect with a positive response of 53.47%, a neutral response of 29.86% and a negative response of 16.67%. The last is the affective aspect with a positive response of 52.86%, a neutral response of 32.68%, and a negative response of 14.46%.

There are 18 items of questionnaire that have been used to find out students' perception toward Google Translate. They consisted of 9 cognitive aspects, 7 of affective aspects, and 2 of psychomotor aspects. Based on three aspects, the psychomotor aspect has the highest positive response and the lowest negative response. It means that, Google Translate helps students in translating words or sentences that they do not know the meaning and helps students check the synonyms of words in paraphrasing.

The next is cognitive aspect with a positive response of 53.47%. It means that, students agree that Google Translate can translate text and paragraphs well. The last position is the affective aspect with a positive response of 52.86%. In short, the students feel paraphrasing task easier.

4. Discussion

In this section, the researcher presented discussion based on the data finding then related them with the theory. The research question of the current study sought to answer what is students' perception toward the use of Google Translate to their writing assignment at English Department of Halu Oleo University. The objective of this study was to find out students' perception toward the use of Google Translate to their writing assignment at English Department of Halu Oleo University.

There are 18 items of questionnaire that have been used to find out students' perception toward Google Translate. They consisted of 9 cognitive aspects, 7 of affective aspects, and 2 of psychomotor aspects. Based on result, all aspects had a positive response, and very few gave a negative response. It means that, the used of

Google Translate in translation process can be well and easily accepted by students. Based on three aspects, the psychomotor aspect has the highest positive response and the lowest negative response.

Students' responses to the psychomotor aspect are about 71.78% of students' responding positively, about 9.49% of students responding negatively and the rest or 17.73% of students responding neutrally. According to Walgito (1991), the psychomotor aspect concerns the motivate, attitude, behavior, or individual activity in accordance with his perception of a certain object or situation. Based on the psychomotor statement, most of the students used Google Translate to check their assignments, to check for unknown words, and also they were motivated in doing their assignments. This can be seen from the number of students who chose strongly agree and agree on the questionnaire. More students chose agree on statement 17 "Google Translate really helped me in every translation process" with a frequency of 37. All in all, Google Translate helps students in translating words or sentences that they do not know the meaning and helps students check the synonyms of words in paraphrasing.

The next is cognitive aspect with a positive response of 53.47%, about 16.67% of students responded negatively and a neutral response of 29.86%. According to Walgito (1991), the cognitive aspect concerns the components of knowledge, views, and ways of thinking or gaining knowledge, and past experiences, as well as everything that is obtained from the thoughts of individual perpetrators of perception. Based on the cognitive questionnaire, most of the students thought that Google Translate was a good translator, precise and able to improve students' translation skills. This can be seen from the number of students who chose strongly agree and agree on the questionnaire. More students choose agree on statement 6 "with the help of the Google Translate application I don't need to use a dictionary" with a frequency of 56. It means that, students agree that Google Translate can translate text and paragraphs well without using a dictionary.

The last position is the affective aspect with a positive response of 52.86%, about 14.46% of students responded negatively and a neutral response of 32.86%. According to Walgito (1991), the affective aspect concerns the components of an individual's feelings and emotional state towards certain objects and everything that involves evaluating good and bad based on someone's emotional factors. Based on the affective questionnaire, most of the students feel that Google Translate improves their writing skills and they also choose to use Google Translate in doing their writing assignments because it is easier to access and they feel more confident if they use Google Translate. This can be seen from the number of students who chose strongly agree and agree on the questionnaire. More students choose agree on statement 12 "I feel that Google Translate should always be used in writing assignments" with a frequency of 42. In summary, Google Translate will help students in writing their assignment and the student feel paraphrasing task easier.

Finally, from the results obtained most students have a positive perception of the use of the Google Translate in the learning process. This can be seen from high positive percentage. In conclusion, fill using Google Translate can make it easier and really help them in learning activities. Briefly, the students respond positively to the use of Google Translate. They claimed that they enjoyed learning with the help of

Google Translate and that they did not find any technical difficulties during the learning process.

This finding is similar to previous research, particularly in the research conducted from Yanti and Meka (2019) on students' perceptions of using Google Translate as a medium in the translation class. Their research results found that students' perceptions of Google Translated were positive perceptions. The results show that most of the students use Google Translate as a fast dictionary and the students seem comfortable when they use Google Translate in learning English. The results of the translation assignment scores indicate that the quality of Google Translate is quite helpful. Moreover, practicing Google Translate keeps students learning and grammar and also improves their translation skills. This statement is the same as the answer to statement 6 "with the help of the Google Translate application I do not need to use a dictionary" and statement 13 "I am more comfortable using Google Translate in doing writing assignments because it is easy to access".

Apart from the same research above, there are also different studies. The research from Dewi (2016), the Students' Perception on the Use of Google Translate in Writing Analytical Exposition Text: A Study at SMAN 1 Banguntapan. The results of the data analysis show that the students are still in the process of deciding. This can be seen in the final results of the study, namely that most students choose "undecided". The opinion of students is that Google Translate is not particularly reliable or useful. Google Translate, however, also aids students in expanding their vocabulary in English. Additionally, this study offers some guidance for future researchers as well as for educators who instruct students in the study of analytical exposition texts. The research is contrary to the results of this study, the students find it helpful in using Google Translate when translating, and this can be seen in the student's response to statement 5 "Google Translate is very helpful in improving translating skills".

Similar to communicating, translating entails transferring the target language from the original language to the intended language using the other language. The translator must be able to convert the target language's meaning from that of the source language. When searching for counterparts, determining diction, and changing words, phrases, or sentences from the source language into the target language, translators must use the right technique.

In addition to having the right strategy, Farisi (2014) suggests that translators like the "quality triangle" translation, which consists of accuracy, books, and fairness. Faqih (2018) adds that in the translator must consider semantic characteristics as well as equivalency between the source language and the target language while translating the meaning of a document from one into the other. By this, Larson (1998) asserts that the accuracy, acceptability, and readability of a translation must all be met. A translator will deal with intricate issues, necessitating the taking of suitable and cautious actions because these three characteristics have an inherent and crucial relationship in translation.

In response to this claim, Hidayatullah (2014) noted that the translator must take a number of steps, including adding words that lead to word waste, eliminating

words that lead to word scarcity, and substituting words that lead to the loss of the word's original meaning from the source language. Due to structural differences, this method was carried out in order to retain the correctness of the meaning that was transferred from the source language to the target language.

Actually, when evaluating the quality of a translation, accuracy is a crucial aspect to take into account. The accuracy part of the translation evaluation, according to Shuttleworth and Cowie (2014), is typically employed to describe how closely a translation follows the original text. This accuracy, according to Sanusi (2019), focuses on the text's similarity between the source language and the target language. The translation must accurately transmit the meaning of the original language in order to convey that meaning. The same meaning must be conveyed in the target language as in the source language.

As a result, the new technique of back translation is a way out in increasing the quality of translation by eliminating translation inaccuracies, mistranslation, addition and subtraction of information in context, translation, and level shifting. Method of translation an expert in the field of language, such as a lecturer, might be consulted to help assess the level of accuracy of a translation by translating back content that has already been translated into the source language.

One of the most well-known and accessible translation programs is Google Translate (Precup-Stiegelbauer, 2013). Document translation between languages is made simple by the Google Translate engine. According to (Kardimin, 2013), Google Translate has the most users of any translation engine worldwide. As a general rule, it is accepted that Google Translate employs statistical machine translation in which the user's input data is introduced to sentence patterns statically and then applied based on a known pattern and in accordance with the pattern between the source language and the target language. It's clear that Google Translate is aware of the aforementioned pattern as a static language pattern. The user's most recent pattern entry will be saved in the computer's memory and used as a development recommendation for the machine translation's future development and validity. Google Translate developed the Neural Machine Translation system in its translation. One of the ways artificial intelligence is being used to machine translation is through neural machine translation, which is expected to make Google Translate smarter and result in more accurate translations.

Machine translations, like Microsoft Translator, have also been created by well-known companies like Microsoft in addition to Google Translate. When in use, however, this machine is linked to a wide range of users and creators, producing a variety of goods under the same name and classification. One example of a translation-related product is Bing Translator from Microsoft. The speed at which Bing Translation can translate words, phrases, paragraphs, and even full documents is comparable to that of Google Translate. Similar to Google Translate, this application allows input in the form of text, speech or direct chat, image, and text to speech. Another similarity is that Bing Translator employs a statistical machine translation technology and has a 5000 word per use input cap. This application is also free to use and simply requires an internet connection.

Then, will the translation results match the parallels between the two developed automatic translation machines, or the reverse? The author will test the

results of these two machines' translation by providing input in the form of hedging words. Holmes (2008) claims that these language devices, or "hedges," might be used to indicate a speaker's lack of confidence or a more tentative or shaky expression. Hedging also serves the purposes of being polite, fending off face-threats from other people, etc. (Rosanti & Jaelani, 2016). Translations into other languages will give each sort of hedge a different meaning; this whole sentence is highly context-dependent. This means that when analyzing hedges, the context of the sentence in which they are used must also be taken into account.

5. Conclusion

Based on the findings and discussion of the study, the researcher comes up with a conclusion that majority of the students are having positive response toward employment of Google Translate. It was positive because based on the result of the data analysis, it found that the positive responses of the students because Google Translate helped them in translate their writing assignment and Google Translate motivated them to learn.

The results of data analysis revealed that the psychomotor aspect is higher. Students' responses to the psychomotor aspect are about 71.78% of students responding positively, about 9.49% of students responding negatively and the rest or 17.73% of students responding neutrally. Based on the psychomotor statement, most of the students used Google Translate to check their assignments, to check for unknown words, and also they were motivated in doing their assignments. This can be seen from the number of students who chose strongly agree and agree on the questionnaire. More students chose agree on statement 17 "Google Translate really helped me in every translation process" with a frequency of 37. All in all, Google translate helps students in translating words or sentences that they don't know the meaning and helps students check the synonyms of words in paraphrasing.

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