

**STUDENTS' PERCEPTION ABOUT GOOGLE TRANSLATION TOOL
IN LEARNING ENGLISH
(A Descriptive Study at Jabal Ghafur University)**

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Abstract

This research was aimed to know the students' perception about Google Translation tool in learning English. The background of the research based on the raised of the use Google Translation tool among students. Therefore, the researcher conducts a research regarding students' perception on the use of Google Translation tool in learning English. To answer the problem above, there are two research questions formulated. (1) how many percent students of English Department use Google Translation tool in learning English and (2) Students' perception on the use of Google Translation tool in learning English. Meanwhile, to solve the research question that was already formulated, the researcher applied descriptive qualitative research design. There were two sets of questionnaire as instrument used in this research which were the first questionnaire to answer the first research question and the second questionnaire to answer the second research question. The respondents of this research were active students of English Department at Jabal Ghafur University in batch 2016-2019. All of them were chosen by using purposive sampling. The findings of this research showed that the students of English Department at Jabal Ghafur University used Google translation tool in learning English because sometimes they had difficulties in understanding English especially in translation activity. They utilize it to help them such as to translate, as dictionary, to check synonym and antonym, and to check pronunciation. Furthermore, they had a positive perception about Google Translation tool in learning English with majority of answers chosen by them were "agree" that it was helpful in learning English. In addition, there were also suggestions to students who use Google translation tool in learning English and the future researchers.

Keywords: Perception, Google Translate, Learning Media, Translation

INTRODUCTION

In this 4.0 era technology has the important role, it has become rapidly and dominates in all aspects of life. Technology is the use of science in industry, engineering, etc., to invent useful things or to solve the problem. In education range, the technology gave more innovation in developing varieties ideas which aims to achieve learning objectivities, such as in learning English. Learning English become a necessary to face the increasingly advances order of life because as we know, English dominates all aspects of communication among nations. As an international language, it is very important. It uses universally being

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in aspect of technology, education, economics, politics, culture and others. People are competing learning English for varieties of necessary. Such as for jobs required, school, science, technology, diplomatic etc. Technology increasingly sophisticated with the emergence of gadgets, like computers and smartphone which is use English in utilizing. It is can't be denied that English also influence human life because in human daily life, we can't separate from technology currently.

In Indonesia, English considered as the foreign language and learned formally from elementary school up to the university level. In the university level, English become one of the subject and even as a major in faculty of university. For example is English major of teacher training and education faculty where the representative teacher need learn and prepare their understanding in English. With the presence of technology, students easier to learn because it produces some products that can facilitate the learning process and one of those products is Google Translation. Google Translation is a free multilingual translation service developed by Google, to translate text. In English learning process, students often faced on the problems to understanding English. For example, to understand English text, they usually use conventional dictionary as the tool translating words, phrases, sentences, and others. But, recently they prefer using Google Translation to a conventional dictionary which tends to spend a lot of time.

According to (Zuchridin Suryawinata, 2016) translation is an activity to re-express the meaning of the source language text with the correct equivalent in the target language text. In this case, Google Translation allows students to understand quickly than using conventional way. Because according to (Busby, 2004), Google Translation can translate words, phrases, sentences, documents, or whole web pages quickly into over 58 languages including synonym and pronounce. It more efficient than using conventional dictionary. But, nowadays internet is the familiar thing for students and people generally. So that they can use Google translation in everywhere and every time as long as the network is available.

Nowadays, because of the technology product namely Google Translation, the habit of 'open conventional dictionary' is turns become 'open Google Translation' habit. It is one of the truths form of the currently phenomenon that students in this technology era tends like the practical things because the students today are included in the Z generation. According to (Hashim, 2018), Generation Z is unique as they were born during the introduction of the graphical web that resembles the Internet today and they have also experienced the rise of mobile devices, and cloud computing. This generation is tech-savvy and prefers to communicate using social media over direct contact with people. They are the

first generation born into an integrated and globally connected world where the Internet has always been available. (Rini, 2016) mentioned that children in Z generation do not like the process, in generally they lack of patient and like the instant things more. In this case, the use of Google translation is one become an example. Students should not rely on Google Translation as the only one English learning media, especially when they are doing translation activities. Because every instant thing certainly has limitations and this also applies with this machine translator.

In a translation, surely there are certain criteria that must be met in order to produce a good translation. According to (Purwaningsih, 2016), there are three criteria of a good translation; accurate, acceptable, and readable. A translation has to be accurate in terms of message contained in the text. The translator has to convey the message as accurate as possible without unimportant additions, reductions, or any other changes that can distort the message. In addition, (Mufanti et al., 2019) state that translation is accurate when the message or idea of source language text is transferred and reproduced as exactly same as possible into the target language text one. But in fact, Google Translation often missed these rules. This is supporting by (Arifatun, 2012) who states that Google Translation, like other automatic translation tools, has its limitations. The service limits the number of paragraphs and the range of technical terms that can be translated, and while it can help the reader to understand the general content of a foreign language text, it does not always deliver accurate translations. So, students need to aware when using Google Translation.

Based on researcher's experience from a student in learning English at Teacher Training and Education Faculty, a lot of researcher's friends and other students, Google Translation help us in translating text because the ease in utilizing and do not waste a lot of time. While it has several limitations, it also gives benefit for students then a lot of them understand about the limitations and accuracy of Google Translation. Despite that, surely there are still the other possibilities about Google Translation tool from student point of view that need to study. From the descriptions above, the researcher concerns with students' perception about the Google Translation tool in learning English, in this case about the experience on English Department at Jabal Ghafur University especially from batch 2019.

In supporting this research, the researcher collect some studies that related to this research who have conducted by some researchers. The first is a study that had been done by (Marito & Ashari, 2017) entitles *EFL Students' Perception about Machine Translation* showed that most of them know and use it. They use Machine Translation to Translate word, phrase, sentence, paragraph. They made text translation as a general description and as a

consideration to make the real meaning. Beside it, Machine Translation can be used as dictionary, too.

But in another study that had been conducted by (Maulida, 2017) entitles *Persepsi Mahasiswa Terhadap Penggunaan Google Translate Sebagai Media Menerjemahkan Materi Berbahasa Inggris* showed that all of students know that Google Translation is a service to translate text. But there is the only one student who know the other function beside to translate, that is to learn pronunciation and vocabulary. As a conclusion, the study showed that most of students using Google Translation to translating English material. The advantages of the Google Translate application such as 'fast' and 'light' make students switch from the print dictionary. Although there are deficiencies in this application, students still have a positive perception of its use. They believe that the results of the translation remain accurate as long as they can match the context.

The next study that had been done by (Dewi, 2016) entitles *The Students' Perception on the Use of Google Translate in Writing Analytical Exposition Text: a study at SMAN 1 Banguntapan*. As a conclusion, this study showed that students could not decide yet whether they had negative or positive perceptions as the majority of the answers were undecided. The students were still in the process of learning and the result showed that some of students found that Google Translate was helpful; meanwhile other students did not find that was helpful from students.

The study that had been done by (Herlina et al., 2019) entitles *Google Translate as an Alternative Tool for Assisting Students in Doing Translation: A Case Study at Universitas Negeri Jakarta* showed that there is strong evidence that Google Translation can be used as a complementary tool to assist students in translating English- language for several reason: First, most students still use Google Translation as a tool that provides convenience in translation. Second, the findings are based on the actual experience of students as active Google Translation users. Third, the results are positive that the aspects of using Google Translation are based on the basic assumptions and principles of constructivism.

The last study by (Chandra, 2018) entitles *The use of Google Translate in Efl Essay Writing* it is found out that the students use Google Translate in three different aspects, such as vocabulary, spelling, and grammar. Vocabulary becomes the most used aspect in Google Translate, with word-level becomes the highest one, followed by phrase as the second most used. Sentence becomes the third most used while spelling becomes the fourth. Grammar is the fifth, becoming the least used among the others.

The differences between these researches and my research are on the variable, subjects of the study, respondents, and methodology used. This research aims to identify students' perception about Google Translation tool in learning English. The respondents were 27 respondents by the students of English Department batch 2019. because students in English Department already used Google Translation in learning English. This research used qualitative method. Those researches are relevant with this study because those researches also examining about Google Translation as a one of machine translation that use by students in help them to learn English; thus, they can be used as references.

RESEARCH METHOD

Research Design

This research is design to identify students' perception about Google Translation Tool in learning English at English Department of Jabal Ghafur University. Google translation is from Google API family. It offers translation service based on Google translation technology. Terms in NTCIR topics are mostly name entities, which needs much human efforts to make translations accurate, industrial products have the availability to use very much human work, and that's one reason that Google translation may work well on NTCIR topics (Xiaoning et al., 2008). Google Translate does not apply grammatical rules, since its algorithms are based on statistical analysis rather than traditional rule-based analysis.

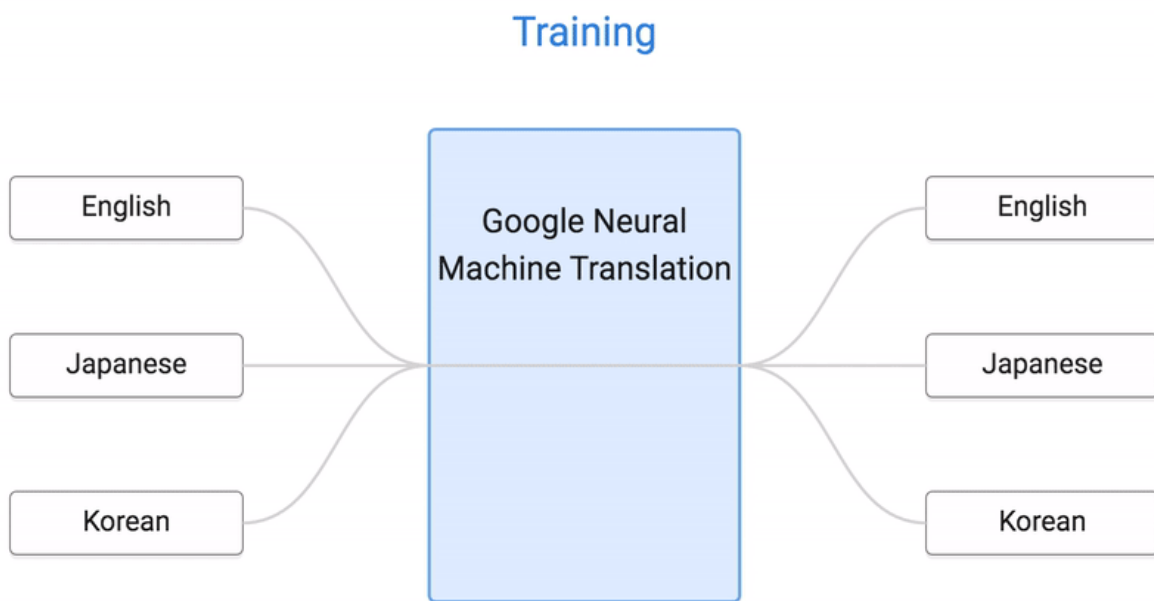


Figure 1. Machine Learning Translation and Google Translate Algorithm

This research is including a qualitative method. The main goal is to describe, study, and explain the phenomenon. It is meant to understand the phenomenon with obtained by describing and exploring it in a narrative (Syamsuddin AR, 2006). In researcher opinion, this method able to answer the research problem of this study which is need deep understanding answers and need to be in the research context. This is supporting by (Putra, 2012) who state that qualitative research look for processes and meanings or deep understanding. In order that researcher hope that through this method, the researcher can report the data by describing from the respondents as good as possible. The instruments was questionnaire with consisted of 15 statements.

RESULTS AND DISCUSSION

Result

Finding of the percentage students using Google Translation tool in learning English from the first questionnaire

This part presents the findings to answer the formulated research problem which is already formulated. The research problem is about how many percent students of English Department at Jabal Ghafur University in batch 2019 using Google Translation tool in learning English. The data gathered using the first questionnaire which consisted of 15 statements for 27 respondents.

The researcher divided this part into three parts in order to present the data clearly. The parts were: (1) the use of technology in learning and (2) the number of students that use Google Translation tool in learning English. From the close- ended statements, there were 5 degree of agreements; Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

1. The role of technology in learning

The researcher found out the impact of technology in students learning activities through the questionnaire. In the questionnaire from the close ended questions, the statements were from number 1 to 7. The result of statement 1 was 64.6% the students chose strongly agree. Meanwhile 30.6% of the students chose agree, 3.4% of students choose strongly disagree, and none of students that choose neutral and disagree. It could be seen that the highest percentage was strongly agree. It could be conclude that most of students have their own phone or laptop. The next result is from statement 2 was 47.6% of the students choose strongly agree whereas 37.4% of the students choose agree, 10.2% of the students choose neutral, 3.4% of the students choose strongly disagree and none of them

choose disagree. It showed that most of the students bring their smartphone and/or laptop to campus.

The result from statement number 3 was 51% of the students chose strongly agree. Meanwhile 37.4% of the students chose agree, 10.2% of the students choose neutral and none of students chose disagree and strongly disagree. It showed that the highest percentage was strongly agreed. It could be conclude that most of the students using Google translation tool in learning English.

The result from statement number 4 was 34% of the students chose strongly agree, 40.8% of the students choose agree, 23.8% of the students chose neutral but none of the students chose disagree and strongly disagree. Thus, the statement number 4 showed that most of the students use smartphone and/or laptop to help them in translating word or sentence in English into Indonesian language.

The result from statement 5 was 40.8% of the students chose strongly agree, 47.6% of the students chose agree, 6.8 chose neutral, 3.4 chose strongly disagree and no one of them chose disagree. It could be seen that the majority of students know there is an online translation tool.

Next, the result from statement 6 was the majority of students choose agree. This could be seen from the data obtained that 44.2% of the students agree, 34% of the students chose strongly agree, 20.4% of the students chose neutral and none of the students chose disagree and strongly disagree. It revealed that most of students use translation tool in translating word or sentence in English into Indonesian language.

The last, the result of statement number 7 was 44.2% of the students chose strongly agree, 37.4% of the students choose agree, 13.6% chose neutral, 3.4% chose strongly disagree but no one choose disagree. The strongly agree was the highest percentage. So it could be concluded that the majority of the students know how to use translation tool in translating word or sentence in English into Indonesian language.

2. The number of students that use Google Translation tool in learning English

In the questionnaire from the close ended questions, the statements were from number 7 to 15. The result of statement 8 was 40.8% of the students strongly agree, 54.4% the students choose agree, 3.4% neutral and none of the students choose disagree and strongly disagree. The highest percentage was agree, so it revealed that the majority of students know Google Translation tool is an machine translation that can help them in translating word or sentence in English into Indonesian language.

The next result was from statement 9 where 30.6% of the students choose strongly agree, 54.4% of the students chose agree, 23.8% of the students choose neutral, 3.4% choose strongly disagree but no one chose disagree. It can be concluded that most of the students use Google Translation tool in translating word or sentence in English into Indonesian language.

The result from statement 11 was 23.8% strongly agree, 34% agree, 37.4% neutral, 3.4% disagree and no one of students chose strongly disagree. The highest percentage was neutral. It showed that students have no problem about the use of Google Translation tool as online dictionary.

The next result was from statement 12 where 23.8% chose strongly agree, 40.8% chose agree, 20.4% chose neutral, 13.6% disagree, and no one chose strongly disagree. The highest percentage of answer was agreed, so it could be concluded that most of the students use Google Translation tool to help them in translating not only when learning in campus but also when learning via online at home. This finding is supported by (Rashmi, 2012) who stated that with technology, the new consumers have new demands on the educational products.

The result from statement 13 was 20.4% strongly agree, 37.4% agree, 27.2% neutral, 13.6% disagree, none answer for strongly disagree. The highest percentage of answer was agreed. It could be seen that the majority of students use Google Translation tool to help them in translating with good connection of internet network when learning via online at home. In this case, the development of technology is able to change classroom situation (Rashmi, 2012), who state that the development of technologies in this decade to expand the capacity of the educational system, such that every day of school - from kindergarten through college - will be an intellectual adventure tailored to each of student's particular learning needs.

The last result was from statement 14 where the students chose 23.8% strongly agree, 47.6% chose agree, 27.2% chose neutral but none answer for both disagree and strongly disagree. From the data that obtained, it proved that the students mostly use Google Translation tool to help them in translating not only when learning formally in class but also non formal.

From the result of closed-ended data in first questionnaire, showed the positivity of answers. This was because the result was dominant by strongly agreed where are from 13 statements, 7 statements got agreed majority of answer, followed by 4 strongly agreed and 2 by neutral. It means that Google Translation tool was used by students in learning English. From the 29 students of English Department of Jabal Ghafur University, all of them use Google Translation tool in learning English. This finding has answers the first research

question and the result used to determine the respondents to answer the second research question.

Finding the students' perception about Google Translation tool in learning English from the second questionnaire

In this part presents the findings to answer the second research problem which is about students' perception about Google Translation tool in learning English. The data gathered using the second questionnaire which consisted of 28 close-ended statements and 3 open-ended questions. All of the respondents from the first questionnaire would be the same respondents to distributing the second questionnaire. This is based on the finding of data that was obtained from the first questionnaire, the researcher find out all of the respondents use Google Translation tool in learning English.

This part can be divided into three parts in order to present the data clearly. The parts were: (1) students' opinion about translation in learning English (2) students' knowledge about Google Translation (3) students' perceived usefulness about Google Translation Tool in learning English and (4) students' perception about Google Translation Tool in learning English.

1. Students' opinion about translation in learning English

The researcher found out students' opinion about translation through 3 statements in the questionnaire. Those were from number 1 to 3. The result of statement 1 was 23.8% of the students chose strongly agree, 40.8% agree, 30.6% neutral, 3.4% disagree and no one who chose strongly disagree. The majority of answer was agree so it could be conclude that most of the students sometimes can't understand English if it not translating into Indonesian language.

Next, the result was from statement 2 where the answer consists of 34% of the students chose strongly agree, 40.8% chose agree, 13.6% chose neutral, 10.3% chose disagree but none answer for strongly disagree. From the data that was obtained, it could be seen that most of the students were translate word or sentence in English into Indonesia language to understand the meaning.

The next result was from statement 3 where 30.6% of the students answer strongly agree, 37.4% answer agree, 23.8% neutral, 6.8% answer disagree and no answer for strongly disagree. The highest percentage of answer was agreed. It could be concluded that the majority of students sometimes difficult to translate English into Indonesian.

2. Students' knowledge about Google Translation

The result from statements 4 showed that 34% strongly agree, 57.8% agree, 3.4% neutral, none disagree, 3.4% strongly disagree. It could be seen that majority of the students knows there is an online translation tool to help them in translation.

The next is result from statement 5 which were from 29 students, 23.8% of them chose strongly agree, 57.8% chose agree, 17% prefer to neutral while no one of them chose disagree and strongly disagree. It could be drawn a conclusion that most of the students use an online translation tool to translate English into Indonesian

Meanwhile, the result of statement 6 was 13.6% strongly agree, 20.4% agree, 6.8% neutral, 51% disagree, 6.8% strongly disagree. Disagree was the highest percentage of the answer. So it meant that besides Google Translate, most of students know the other one online translation tool.

As the result for statement number 7, strongly agree were chosen by 51% of the students, 40.8% answer for agree, 6.8% disagree, and no one of the students chose neutral and strongly disagree. Strongly agree was the answer with the most picked. It meant that the majority of the students understand how to use Google Translate.

Then, the result from statement number 8 was showed that 51 % of the students chose strongly agree, 40.8% of the students chose agree, 3.4% of the students chose neutral, 3.4% strongly disagree, but none for disagree. The answer which picked most by students was strongly agreed. It showed that most of them access Google Translate using a smartphone and / or laptop.

3. Students' perceived usefulness about Google Translation Tool in learning English

The Statement number 9 was 20.4% of the students chose strongly agree, 71.4% agree, 3.4% neutral, 3.4% disagree and no one of them chose strongly disagree. Because the highest percentage of answer was agreed, so it could be concluded that most of the students use Google Translate as a tool to translate English to Indonesian.

The next result was from statement 10 which consist from 17% of the students chose strongly agree, 40.8% chose agree, 34% prefer to be neutral, 6.8% chose disagree meanwhile no one of the students chose strongly disagree. It could be seen that the majority of them understand the results of the translation from English Indonesian using Google Translate.

The result from statement number 11 was 23.8% strongly agree, 44.2% agree, 20.4% neutral, 3.4% disagree, and 6.8% strongly disagree. The data showed that most of the students feel Google Translate has helped them a lot in learning English. This finding

supported by (Davis, 1989) who defines that perceived usefulness as the degree to which a person believes that using a particular system will enhance his or her job performance.

The next result from statement number 12 was 20.4% strongly agree, 20.4% agree, 37.4% neutral, 13.6% disagree, and 6.8% strongly disagree. In this answer result, it could be seen that neutral is the most picked answer. So as a conclusion, the use of Google Translate in translating English to Indonesian rather than using a conventional dictionary was not a problem for most of them.

As the result from statement number 13, 37.4% of the students chose strongly agree, 54.4% agree, 6.8% neutral, and none answer for both disagree and strongly disagree. From the answer, it could be seen that the highest percentage from the answer was agreed. It revealed that most of the students saving their time in translating by using Google Translate.

The result from statement number 14 was 20.4% strongly agree, 20.4% agree, 23.8% neutral, 20.4% disagree, and 13.6% strongly disagree. The answer was dominant by neutral. It meant that was not a problem for most of the students can saving their money by using Google Translate because they don't need to buy a conventional dictionary.

The result from statement number 15 was 23.8% for strongly agree, 61.2% for agree, 10.2% neutral, no answer for disagree, and 3.4% strongly disagree. The highest percentage was agree where it showed that most of the students more comfortable using Google Translate to help translate English to Indonesian because it is easily accessed and used.

The next result was from statement number 16. There was 17% of the students chose strongly agree, 34% chose agree, 27.2% chose neutral, 17% chose disagree, and 3.4% chose strongly disagree. This finding revealed that the majority of the students feel they should always use Google Translate to help me translate English into Indonesian

The result from statement number 17 was 13.4% strongly agree, 20.4% agree, 34% neutral, 30.6% disagree, and none for strongly disagree. Meanwhile the highest percentage of answer showed that the percentage of the students were not become motivated in learning English by using Google Translate. This finding supported by (Igbaria, Parasuraman, and Baroudi, 1996) as cited in (Dewi, 2016), who stated that study also finds that perceived usefulness is the principal motivator for the successfulness of learning.

The result from statement 18 was 10.2% strongly agree, 47.6% agree, 23.8% neutral, 13.6% disagree, and no one who answer strongly disagree. Agree was the highest percentage of the answer. Through the answer it could be seen that most of the students feel their English vocabulary is better by using Google Translate.

Next, the result from statement number 19 was 13.6% of the students chose strongly agree, 44.2% of the students chose agree, 23.8% of the students chose neutral, 13.6% of the students chose disagree, and only 3.4% of the students who chose strongly disagree. It could be conclude that the majority of the students by using Google Translate students feel their English speaking ability has increased.

The next result was from statement number 20. It consist of 29 students who 20.4% of them chose strongly agree, 37.4% agree, 23.8% neutral, 17% disagree, and 6.8% strongly disagree. Through these answers, it could be concluded that most of them by using Google Translate students feel their English pronunciation is getting better.

Then, the result from statement number 21 was 10.2% strongly agree, 30.6% agree, 23.8% neutral, 27.2% disagree, and 6.8% strongly disagree. Disagree was the most answer that picked by students. It revealed that students most of the students can't learn to know Grammar errors and fix them by using Google Translate.

Next the result from statement number 22 was 27.2% of the students chose strongly agree, 44.2% of the students chose agree, 23.8% of the students chose neutral, no one chose disagree, and 3.4% strongly disagree. It meant that the majority of them hope that their lecturer will always allow them to use Google Translate to help in translate English.

The last result was from statement number 23 where 23.8% of the students chose strongly agree, 61.2% of the students chose agree, 6.8% of the students chose neutral, 6.8% of the students chose disagree, and 3.4% of the students chose strongly disagree. This proved that they would recommend Google Translate to their friends as a tool in learning English.

Discussion

In the research finding of close-ended question of the second questionnaire showed the students as a user, using Google translation tool to help them for some reasons. Most of them use it to translate word, sentence, text and to learn pronunciation while the others use it as dictionary. From the result of closed-ended data from the second questionnaire, it showed the degree of positivity of the answer. This was because the major result was agreed where are from 23 statements, 19 statements got agreed majority of answer, then followed by 3 neutral, and 1 by disagree. In addition, in the open-ended data 2 from 3 questions got positive response from the students. It could be seen both of two kinds questions from the second questionnaire showed the same positive response from the students. So it meant that English Department students had a good perception about Google Translation tool in learning English.

Based on the data analysis, students of English Department at Jabal Ghafur University had a good perception about Google Translation tool in learning English as the majority of answers chosen by them were “agree” that it was helpful in learning English. From the data gathered, it could be concluded that Google Translate helped the students in translating activity and to learn pronunciation even though some students sometimes find it did not reliable.

CONCLUSION

There were two research problems in this study which were; how many percent of students of English Department at Jabal Ghafur University using Google Translation tool in learning English and what is English Department students’ perception about the use of Google Translation tool in learning English at Jabal Ghafur University.

As the product of the development from technology, Google translation tool become the alternative to know the meaning of foreign language. It can translate more than 50 languages both international and national languages. It becomes as alternative tool for the people. This is also applicable for students of English Department at Jabal Ghafur University. After conducting the study, the researcher found that the students used Google translation tool in learning English. It is because sometimes they had difficulties in understanding English especially in translation activity. They utilize it to help them such as to translate, as dictionary, to check synonym and antonym, and to check pronunciation. Through the two sets of the questionnaire, the result showed that students of English Department at Jabal Ghafur University used Google translation tool in learning English and had a positive perception about Google Translation tool in learning English as the majority of answers chosen by them were “agree” that it was helpful in learning English.

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