CHAPTER I

INTRODUCTION

This chapter consists of background, research question, objectives of the research, significance of the research and scope of the research.

A.Background

The recent years, instructional curriculum program in our countryfocuses on the learners as center of learning process. It means thatunderstanding everythingabout learners is crucially importance and as thekey of educational improvement. Learning was the process of obtainingknowledge by studying, teaching, practicing, and experiencing Fatimah,(2017). Learning was a relatively permanent change in a behavioral tendencyand is the result of reinforced practice. It means that the behavior thatoccurred after certain learning probably settled. Someone'scapabilities willnot be disappearing, but will keep continue to keep developingeven morewhen someone continues keep practicing.

There are two factors thatinfluence students' learning, namelyinternal and external factors. Internal factoris the factor which come fromstudents them selves. Meanwhile, external factor isthe factor which is outsideof students. The examples of internal factors are thephysical condition, skill,interest, intelligent, learning style, and the learrning media they use. Meanwhile, theexamples of externalfactors are family, friends, school, environment and learning strategy.

In supporting the learning process of the students, the teachers commonly use learning media in delivered the material.Sadiman, (2006) Media is anything that can be used to stream messages from sender to receiver so that it can stimulate students' thoughts, feelings, attention, and interests so that the learning process occurs.There are several types of media used in learning, namely audio media, visual media, audio visual media, and human visuals. According Rudi &Breatz (2010) classifies media into seven media components, namely: a) motion audio visual media, b) silent visual audio media, c) semi-motion audio media, d) motion visual media, e) visual media silent, f) audio media, and g) printing media. So there are many type of the media, but in newest era like now the online media is the most used media in teaching.

Especially in learning english the electronic media is the most helpful tool. Beside easy to access, many usefull features, and easy to use. Many kind of the media already found, with variety function for every media. Each media are develop base on the need of the user later. Especially in educational section many media are create to help students, teachers and all the person who intervention in it.

Even with the use of electronic tools, it has been found to be more efficient and practical because there are various learning media based aplications that can easily access such as Google Classroom, Zoom meeting, Rumah belajar, Ruang Guru etc. Regaeding to this case,also there are aplications that supported online learning process, particulary for english

studies such as Kamusku, Synonim words, U-Dictionary, Voice translator, Mail translator, Google translate etc. Google Translate is one of the many applications that students often usedin learning English and also easy to access.

This application is generally used by English students as a tool in learning English, but not a few students from various other majors (non-eglish) use the Google Translate application as a tool for them in English lessons, as well as as a tool for learning English. help in translating writing, finding and translating the meaning of words, knowing how to pronounce words, or simply enriching their vocabulary, so this has attracted the attention of researchers to find out how far students' perceptions of using Google translate.

B. Research Questions

Smartphone often used for browsing, searching various materials that needed. Besides that, smartphones are also used for translate English words for their lesson as there was an application of translation called Google translate that support it.Most of non-English department students' using a translation app for learning English subject.

Based on the problem in the background, the researcher formulated research questions as follows:

"what is the students' non-english department perspective toward the use of google translate as tools asistance in learning English"

D. Objective of the Research

Based on the previous problem statement, the objective of this researchas follows:

"to find out what is the students' non-english department perspective toward the use of google translate as tools asistance in learning English"

E. Significance of the Research

The benefit of this research was classified into two parts, theoretically and practically.

1. Theoritical benefit
   a. It expected that the result of this study will be a valuable input for both lecturers and students of English Department in using the Translation Application.
   b. It is expected that the students with this thesis will enrich their knowledge about the use of Translation Application as a english learning tool.
2. Practical benefit

   It is expected that the results of the study provide useful information in increasing students' englishskills.

F. Scope of the Research

The scope of this research is limited by three items, namely disciplines, content and activity:

By disciplines, this research is limited to the field of applied linguisticsstudy and non-linguistics study, in terms of English ability among non-English department students based on students'perception.

By content, this research restricted in qualitative research which focuses to research the phenomenon and gave conclusion as the result of the

research. In this research, the researcher more focuses on the search of English Foreign Language (EFL) students at Universitas Muhammadiyah of Pareparewhich used the translation applications as aEnglish learning tool.

By activity, the researcher will look for the sample by doing observations, after that the researcher will give an interview and the last is data analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with previous related research findings, some pertinent ideas, and theoretical framework.

A. Some Related Research Findings

Many researchers have report to expose the identification of learning anxiety of EFL students in learning English, some of the researcher's finding related concisely below:

The first previous related research was done by Habeeba, L, (2020) about Investigating the Effectiveness of Google Translate Among Iraqi Students. The findings showed that students realised that Google Translate had both benefits and drawbacks. They had positive attitudes towards Google Translate as it was convenient to use, and it was helpful for all students in learning English, especially in learning new vocabulary, but sometimes it is also bad for their study because it sometimes produces inaccurate or inappropriate meanings of words.

The second researcher was done by Jin & Deifell, (2013) who did research on the use of Online Dictionary and Perspective toward the Online Dictionary. This study focuses on participants who use the help of a web-based dictionary in learning bilingualism, the researcher collects 265 respondents representing a total of 18 large groups of students and than analyzed using qualitative and quantitative method. The researcher found that respondents used nonline dictionaries to understand the meaning,

pronunciation, grammar and context of the language and students praised the help of the Wordreference site.

Another related research was collected by Dagiline, I. (2012) in his study where translation activities are used in the advanced English learning programmes at Kaunas University of Technology (KTU). The findings of the survey suggest that translation is a good tool in the English language learning course aimed at enhancement of students' foreign language skills. Translation in foreign language classes enhances better understanding of structures of the two languages and also strengthens students' translation skills. It is an effective, valid tool in the foreign language learning and can be used in the university classroom to improve knowledge in English.

B.Some Pertinent Ideas

1. The Concept of Google Translate

a. Defenition

Google Translate is a free multilingual statistical and neural machine translation service developed by Google, to translate text and websites from one language to another.

Google Translate is a complementary translation service developed by Google in April 2006, this application translates various forms of text and media such as words, phrases and web pages.As of January 2010, Google has introduced an Android app and an iOS version in February 2011 to function as a portable personal translator.

In November 2016, Google transitioned its translation method to a system called neural machine translation. This application uses deep learning techniques to translate entire sentences at a time, which has been measured to be more accurate between English and French, German, Spanish, Chinese until finally being able to translate almost all existing languages.

b.Function

Google Translate can translate various forms of text and media, including text, speech, and text within still images or moving images. In particular, its functions include:

1) **Translated Written Words**: a function that translates written words or text into a foreign language.
2) **Website Translation**: a function that translates an entire web page into the selected language.
3) **Document Translation**: a function that translates documents uploaded by users into the selected language. Documents must be in the following formats: .doc, .docx, .odf, .pdf, .pptx, .ps, .rtf, .txt, .xls, .xlsx.
4) **Speech Translation:** a function that instantly translates the spoken language into the selected foreign language.
5) **Mobile App Translation**: in 2018, Google Translate has introduced its new feature called “Tap to Translate,” which makes instant translations accessible within any app without logging out or changing it.

6) **Image Translation**: a function that identifies the text in the image taken by the user and translates the text on the screen instantly with the image.
7) **Handwriting Translation**: a function that translates language handwritten on the phone screen or drawn on a virtual keyboard without keyboard support.

2. The Concept of Perception

a. Definition of Perception

Perception is derived from English, namely perception or Latin, which is perception from the word percipare which means to accept or takeinterprets that perception is someone's observation that comes from the cognitive component. The aspect of cognition is the driving force for change because the information received will determine feelings and willingness to act.

Perception plays an important role in learning process. According to the definition of Haryanto (2015) perception is the process of how people experienced on what they viewed through sensory receptors. The definition was supported by Pramestiya (2013) as he defined perception as process of thinking or feeling something. The information that have processed by people may be eliminated or accepted by sensory receptors. Perception related to experience on how people do activities or to certain objects around. Thus, the object considered by senses or body into some reflections.

So the cognition component will affect a person's predisposition to act happy or unhappy about something, which is the answer to the question what is being thought or perceived about it. Perception is someone's observation that comes from the cognitive component. The aspect of cognition is the driving force for change because the information received will determine feelings and willingness to act.

In accordance with the above understanding, it can be concluded that perception is something that is generated from what is captured by the five human senses, then it can influence further actions based on the interpretation of the information received by the five human senses.

b.Factors That Can Influence Perception

According to Rahmatullah (2014), there are 2 factors that influence perception, these factors are as follows:

1) Internal factors that affect perception, namely the factors contained in an individual which include several things, among others:
2) Physiological Information enters through the senses, then this information obtained will influence and complement the effort to perceive each person differently so that interpretations of the environment can also be different.
3) Individual attention requires a certain amount of energy expended to pay attention or focus on the physical form and mental facilities that exist in an object. The energy of each person is different so that one's

attention to objects is also different and this will affect the perception of an object.

4) Perceptual interest of an object varies depending on how much energy or perceptual vigilance is moved to perceive. Perceptual vigilance is a person's tendency to pay attention to certain types of stimuli or can be said to be interest.

5) Unidirectional Needs This factor can be seen from how strong an individual is looking for objects or messages that can provide answers according to himself.

6) Experience and Memory Experience can be said to depend on memory in the sense of the extent to which a person can remember past events to know a stimulus in a broad sense.

7)Mood An emotional state affects a person's behavior, this mood shows how a person feels at a time which can affect how a person receives, reacts and remembers.

a) External factors that affect perception, are characteristics of the environment and the objects seen in it. These elements can change a person's perspective on the world around him and affect how a person feels or receives it. Meanwhile, external factors that influence perception are:

1))Size and Placement of Objects or Stimulus This factor states that the greater the relationship of an object, the easier it is to understand. This shape will affect individual perceptions and by

looking at the size of an individual object it will be easy to pay attention to in turn shape the perception.

2))Color of Objects Objects that affect light are more easily understood (to be perceived) than those that are less.

3))Uniqueness and Contrast Stimulus External stimuli whose appearance against the background and surroundings completely outside the expectations of other individuals will attract a lot of attention.

4))Intensity and Strength of Stimulus Stimulus from outside will give meaning more attention than once seen. The power of the stimulus is the power of an object that can influence perception.

5))Motion or Movement Individuals will pay more attention to objects that provide movement within the range of view compared to objects that are still.

Based on the above opinion, we can all know that what can affect a person's perception can come from within the individual himself (internal factors) such as psychological from the individual himself. Another factor, namely berrasala from outside (external factors), this can be something that is around the individual like what the environment gives him.

3. The Concept of Learning

a. Understanding of Learning

The definition of learning in general is all mental or psychological activities carried out by a person, causing changes in behavior that are different between after learning and before learning. According to the Wikipedia site, learning is defined as a relatively permanent change in behavior or potential behavior as a result of an experience or reinforced training. Learning is due to the interaction between stimulus and response. The definition of learning according to KBBI (Big Indonesian Dictionary) is trying to gain intelligence or knowledge, practice, change behavior or responses caused by experience.

Learning process occurs in many ways, both intentional and unintentional and lasts all the time and leads to a change in the learnerPadmowihardjo(2014).

b. Kinds of Learning

1) Abstract Learning

Abstract learning is basically learning by using abstract ways of thinkingAndreou (2014). The goal is to gain understanding and solutions that are not real. In studying abstract things the role of reason or reason is very important. Likewise mastery of principles and concepts.Included in this type, for example, studying monotheism, astronomy, cosmography, chemistry, and amtematics.

2) Skill Learning

Learning skills is a learning process that aims to acquire certain skills by using motor movementsReigeluth & Carr-Chellman (2009),In this type of learning, an intensive and regular training process is needed. This includes learning, for example learning sports, painting, repairing electronic objects. This form of learning skills is also called training or training.

3) Social Learning

Social learning is learning that aims to acquire skills and understanding of social problems, adjustment to social values and so onLaland & Rendell, (2019). This type of learning includes learning to understand family problems, inter-ethnic or inter-group conflict resolution problems, and other problems of a social nature.

4) Problem Solving Learning

Learning problem solving is basically learning to acquire skills or abilities to solve various problems logically and rationally. The goal is to acquire cognitive abilities or skills to solve problems completely. For this reason, the ability of individuals to master various concepts, principles, and generalizations is very necessary.

Djamarah, (2008) states in his book there are several types of learning which are a combination of the opinions of the three experts above, namely:

1. Learn the meaning of words
2. Cognitive learning
3. Learn to memorize
4. Learn theoretical
5. Learn concepts
6. Learn the rules
7. Learn to think
8. Learn motor skills
9. Learn aesthetics

From the description above, it can be seen that there are several types of learning and many other types of learning, such as Djamar, (2008) which states that there are 9 types of learning. There are still many types of learning, researchers only take a few as examples.

4. Concept of Learning Media

a. Definition of media

The word media comes from Latin, namely medius, which means middle, intermediary or introduction. The word media, is the plural form of the word "medium", which etymologically means an intermediary or introduction. The Big Knowledge Dictionary media is an intermediary / liaison that lies between two parties, or means of communication such as newspapers, magazines, radio, television, films, posters, and banners.

According to Arsyad (2013), media are all forms of intermediaries used by humans to convey or spread ideas, ideas or opinions, so that the ideas, ideas or opinions expressed reach the intended recipient. Beside that Munadi, (2008) defines learning media as "anything that can convey and

transmit messages from sources in a planned manner so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively".

In the context of the world of educationGerlach& Ely (2002), reveal that the media are broadly human, material, or events that build conditions that enable students to acquire knowledge, skills or attitudes. In this sense, teachers, textbooks, and the school environment are media. More specifically, the notion of media in the learning process tends to be defined as graphic, photographic, or electronic tools to capture, process, and reconstruct visual or verbal information.

Based on the definition above, the media is a tool created by humans to help people ease their work in conveying or receiving information.

b. Learning Media

Learning media is a tool used by teachers so that learning activities are effective. Sadiman (2006).Media is anything that can be used to stream messages from sender to receiver so that it can stimulate students' thoughts, feelings, attention, and interests so that the learning process occurs.Briggs in Sadiman,(2009) defines media as any physical tool that can present messages and stimulate students to learn. Learning media can also be interpreted as something that can be used to transmit messages or

lesson content, stimulate students' thoughts, feelings, attention and abilities, so as to encourage the teaching and learning process.

According to Arsyad(2013), learning media are media that contain messages or information that have instructional purposes or contain teaching intentions. Rossi and Breidle define learning media with all the tools or materials that can be used to achieve educational goals such as radio, television, books, newspapers, magazines and so on.

The National Education Association (NEA) defines objects that can be manipulated, seen, heard, read or discussed along with instruments that are used properly in teaching and learning activities, so that they can affect the effectiveness of instructional programs.

From some of the definitions of learning media above, we can see that learning media is a tool used in supporting the learning process, so that the learning process can be more efficient.

c. Types of media

Learning media are used to achieve goals or basic competencies. Judging by its type, there are several types of media used in learning, namely audio media, visual media, audio visual media, and (human) visuals.

1. Audio media is media that contains messages in auditive form (can only be heard) which can stimulate thoughts, feelings, attention and the

willingness of students to learn teaching materials. The form of audio media is an audio tape along with a sound cassette, and radio.

2. Visual media is a medium that only relies on the sense of sight. This media displays still images such as photographs, drawings or paintings, and prints.
4. Audio visual media are media that have sound and image elements. Examples of audio-visual media include: television and video.
5. Peraga (human) is the oldest media used to transmit and communicate messages or information by directing and influencing the learning process through guided exploration by analyzing from time to time what happens in the learning environment.

Trianto(2010), classifies media into seven media components, namely: a) motion audio visual media, b) silent visual audio media, c) semi-motion audio media, d) motion visual media, e) visual media silent, f) audio media, and g) printing media.

d. Online Media

1) Types of online learning media

a) Web Supported E-Learning

Learning is carried out face-to-face and is soupported by the use of a website contain a summary, learning objective, learning materials, assigments, and accompanied by a short test.

b) Blende or Mixed Mode E-Learning

The learning process is carried out face-to-face and some are carried out online.

c) Fully Online E-Learning Format

All learning processes are carried out online including face to face between educators and students whic is also done online, teleconfrence technology is usually an option.

5. The Concept of Translation Application

Translator tool can facilitate conversations in dozens of languages at once, including six official international languages that are recognized by the United Nations (UN) including Indonesian language.

There are many translator applications that can be accessed via smartphones available in the playstore and appstore for example U-Dictionary, Kamusku, Online Dictionary, Camera translator, Voice translator, Chat translator, Document language translator, Google translate etc.

How to use translation tools is quite easy. Just turn on the tool, then select the language you want to use in the options menu on the screen. After that, all you have to do is press one of the microphone buttons for your sound device. Hold push until you finish talking.

After speaking and reading your utterances, you have turned the device into text and audio, your interlocutors can take turns using the tool by pressing another button which also has a microphone on the device. Hold

push on the button while talking.The result, you can also listen to the words of your interlocutors who have been translated by the tool into written form on the screen of any device issued by the tool.

You can continue to talk with your interlocutors with the help of tools for hours. The types of tools that could be used directly at the time were Smart Translators who could translate 30 languages and Smart Translators who could translate 50 languages.

6.The Use of Translation Application in ELT

The use of a translator application in the English learning process (ELT) is considered very useful for teachers and students, by using a translator application as a tool to understand the meaning of words in English-language material which to understand they must translate first. translator in the form of google translate which is a software application of course much simpler than having to carry a printed dictionary.

Using the translator application as a tool in the teaching and learning process is considered very effective, especially for its use for the world of education ranging from some elementary schools, middle schools, to universities. Many scholars and notable persons have utilized the translation program, like Dagiliene which he applied to the learning system in secondary schools and of course the students who received teaching with the help of the translator application greatly increased the interest and achievement of the students.

There are also various kinds of similar translator applications that work similarly to the operation of google translate, the name of the application is Ajax API Google, this tool is used by a lecturer named Afrizal Zein he is a lecturer at the STMIK Eresha Informatics Engineering college, he also wrote it in a Journal of Scientific Research and Studies published in 2018.

There is a teacher named A Priyanto also uses a Translator application that translates Indonesian into Javanese (regional language) as a media to help students learn in the process of learning regional languages at one high school.

Actually, the use of translator applications is not only used in the World of Education, but the use of Translator applications has been widely used in various government agencies as a tool for guidance to employees or staff.

Therefore, from various explanations for the Application of tools such as Translator applications, it can be concluded that the existence of Translator applications in various fields or institutions, especially for the world of education, is considered very valuable.

C. Theoretical Framework

This research focus on the perspective of the non-english students on the use of Google Translate as speaking learning tool. The framework is as follow:

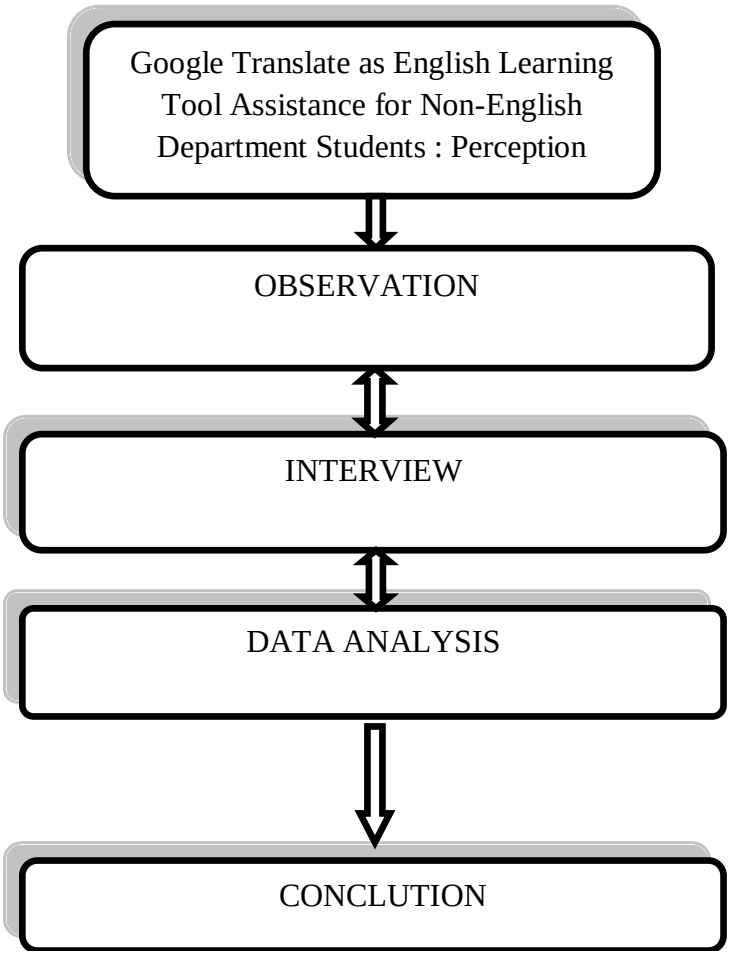


Figure 2. 1 Theoretical framework

Based on of some related research findings and some pertinent ideas, the researcher arrives at theoretical framework of this study. As we know thatgoogle translate is one of themost helpful and useful media for students in learning. In the general case, most students using this media to help them in translating a English word which is they are not know yet, specially for non-English departmentstudents of Muhammadiyah University of Parepare. This is due to several factors such as students with low vocabulary.Therefore, by asking for opinion from some students about the

used of Translation Applications as a tool for learning to find out the students opinion about it.

Finally, the researcher thought it was important to conduct a study to investigate it. The researcher will find them by listening to students' perception to get the data. The data will be collected used online interview via WhatsApp application. Interview will doneby asking several questions to the non-english students about the topic. The purpose of this study is to find out the students opinion by using Translation Application. Then, the results will be taken into consideration for students and lectures, with the identification of problems obtained so, that the problem can be found to be a solution.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, research participants, collecting data, technique of data analysis, validity data and trust credibility

A.Research Design

The researchis qualitative research using case study. According to Sugiyono (2013), qualitative research methods are research methods that are used to examine the condition of natural objects where the researcher is a key instrument.It is used to understand the phenomenon byaddressingthe question based on the theory or ideas directly to the source of information.The aim of qualitative methods is to describe the result of this research.Ary, et al (2010) a case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal is to arrive at a detailed description and understanding of the entity (the "case").The aim of qualitative approaches is to offer description, interpretation and classifications of naturalistic social contexts Burns & Joyce, (1997). There were some reasons why qualitative method was the most appropriate method of this research. They are among others:

a. This research was basically conducted in natural. The data gathered are taken from the student's daily activity.
b. This research used interview as means in primary data collection.
c. This research used data analysis.

This research intends to reveal data and information as much as possible about the significance of google translate as tool assistance in learning English. In library research, the writer has read and analyzed some reference books that are suitable for his research.

B. Research Participant

In this case, the researcher will applied a purposeful sampling technique, namely the selection of sampling based on the characteristic are in accordance with the objectives of the research conducted. According toWinarno (2013) stated thatPurposive sampling technique is used because of certain considerations the sample used or taken is not based on strata, random (random), or regions, but is based on a goal.

The participants in this research was thestudents'ofMuhammadiyah University of Parepare academic year 2019/2020 consists of 10 students who are non-English department students, after that the selected samples will be interview to get deep information about the data needed.

C. Collecting Data

In qualitative research, the researcher used three steps of collecting data, those are:

a. Observation.

Observation methods are useful to researchers in a variety ofways. Observationwas used to know what kind of translation thatused by the students whenlearning English.Observation is a technique that involves systematically selecting,watching and recording behavior and

characteristics of living beings,objects or phenomena. According to Sugiyono (2017,203) observation as a data collection technique that has specific characteristics of the blade compared to other techniques.

There are several kinds ofobservation which are complete participant, complete observer, observeras participant, andparticipant asobserver.In this study, researchers will use non-participant observation. Where, in making observations, the researcher selects the things that are observed and records things related to the research. In addition, before making observations, the researcher first develops the concepts to be studied, for example preparing the observation format, determining the object and subject of the observation. After the researcher makes a concept, the researcher does the observation while taking documentation and filed the observation format.

b. Interview

In order to get deep information about students' perception toward the use of Google translate as English learning tool assistance,the researcher will interview the participants by giving several questions via WhatsApp with sending a lists of questionsrelated to the google translate as translation tools assistance in learning English, then answered by the participants with voice notesin order to get more information from the participant easily and deeply.

c. Documentation.

While the process of research, the researcher will record all those activitieswrite all the information from the participants and also take a picture all important docements available from the participant. The aims of this activities, in order to help the researcher when missing the information or forgotten something in a step of the record.

D. Technique of Data Analysis

In this research, the research will conduct the data analysis methodbyMiles and Huberman,(1984). According to Kawulich (2004) in her research, Miles and Huberman suggest the research use a variety of the following tactics for generating meaning from the data; Noting patterns and themes; seeing plausibility; making contrasts/comparison; noting relation between variables; building a logical chain of evidence; and making conceptual/theoretical coherence.

They also suggest the following tactics for testing or confirming findings; Checking for representative, checking the researcher effect; triangulating; weighting evidence and ETC. Miles and Huberman Technique of Data Analysis models describe in the diagram below:

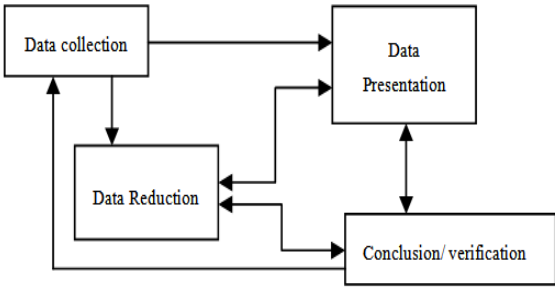


Figure 2. 2 Models of Miles and Huberman

a. Data Reduction

In this stage, it is the process of sorting, simplifying, reducing the raw data. It will be reduced based on the importance of the data. Moreover, all of the data will be elaborated one by one and considered to eliminate based on the importance of the data.

b. Data Display

In this stage, the continuity step is categorized the reduced data based on the type of the samples. The presentation of the data will be shown by a form of table, graphic, pictogram or by the narrative test. It is aim to make researcher easy to analysis the data.

c. Drawing Conclusion and Verifying

The last stage is data analysis in this stage, the research conduct to drawing conclusion and verification. The researcher will review the description in data display and reach some conclude the relationship between the data and the problem statement. The aim of this verification is to make sure that the conclusion drawn in this research still in line with the research objective.

E. Data validity

The techniques used in examining the validity of data as proposed by Moleong Lexy, (2002). that an extension of participation, observational persistence, triangular, peer checking, negative case analysis, referential adequacy, and checking with members involved in the research. Testing the validity of the data using four criteria as proposed by Sugiyono, (2014)

namely: credibility (credibility), transferability, dependability, and certainty / can be confirmed (confirmability).

F. Trust credibility

Test of credibility or internal validity is a test of trust toward qualitative research result data with the extension of observation, persistence improvement in research, triangulation, discussion with peers, negative case analysis, and member check. Triangulation is the most commonly used way of improving validity in qualitative research. There are three types of triangulations plus review of informants.

a. Triangulation of Resources

Comparing observational data with interview data, comparing what was said publicly with what was said personally, and comparing interviews with related documents.

b. Triangulation of Method

Confirmation of the degree of confidence of the findings of research results of several techniques of data collection and checking the degree of confidence of multiple data sources with the same method.

c. Triangulation of Time

Collecting and compare information data base on information from the first day of data collecting with a second time of collengting data from all related participant to find out is there a same information or not.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the finding of the research and discussion of the findings. The findings are arranged in line with the problem outlined in introduction part. In the discussion section, argument and further interpretation of the findings are given.

A. Research Findings

1. Observation Result

This section presents the result of the observation that researcher did before start in the research. The data were collected from the students in Faculty of Teacher Training and Education Muhammadiyah University of Parepare. The researcher did the observation to all department in the faculty of teacher training and education except English department, because the focus of this research is the non-English students. The participants of this observation consisted of 12 students in faculty of teachers training and education except English department students.

The observation result showed that the participants had good opinion on the google translate application. The data shows that the participants already known about the google translate application and ever used the application as a learning tool assistance in learning. The data also shows that the participants used the google translate mostly to translate long reading task from the lecturer to help them understand the materials that lecturer shared to them. So, the participants have known the google translate and using as learning tools assistance.

The following figure showed when the students used google translate in translating.

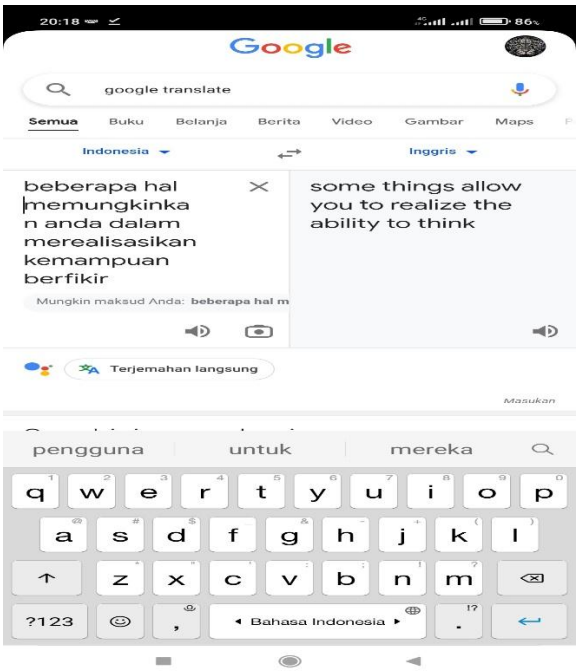


Figure 4. 1 The display of google translate

2. Interview Result

This section presents the students non-English department perception toward ton the use of google translate as tools assistance in learning English. The process of collecting data will apply some parts that is observation, interview and documentation. In observation section, there areten students non-English department of University Muhammadiyah of Parepare observed by giving a questions related to the research who have more experience about learning media specially google translate.

After that, to answer the research questions, the researcher conducted semi-structure interview with the selected students. In this section, the researcher

has determined several questions related to the research. The researcher collected the data by recording the interview process. The researcher also used questionnaires to supporting the result of interview that will answer of the students.Each of those findings was described in the following:

a. Students perception about the content of Google Translate in learning English

Here is the summary of students' perception about the content of google translate:

No	Content in Google Translate
1	The available content was very helpful in enriching their English vocabulary
2	Translation result of google translate made students learn English sentences
3	The performance was quite easy to understand which is how to pronounce the words or sentences in English
4	Sometimes studets got some irrelevant translation of the words
5	Irrelevant meaning of Google translate will be search in other ways

Table 4. 1 Students perception about content of GT

The researcher conducted interview about the content in the google translate. It was consisted of four (4) questions about the content and students perception about it. The student were asked to answer the question from researcher using voice note in WhatsApp application. Most of the respondent

already know about the google translate, and gave positive feedback about the content that google served.

Most of students perception stated that the content of google was useful. It can be seen from the students answer in the interview result below.

"konten atau isi yang ada dalam google translate cukup membantu bagi saya, karena dapat mempermudah menerjemahkan beberapa kalimat sekaligus tanpa harus lagi mencari tiap katanya lalu menyatukan kata-kata tersebut menjadi kalimat ee karena terkadang juga dikasihki tugas yang panjang teks bahasa inggrisnya"

"The content in Google Translate is quite helpful for me, because it can make it easier to translate several sentences at once without having to look for each word again, while putting the words together into sentences"

"menurut saya itu cukup mmbantu bagi kami yang pada umumnya sering menggunakan google translate tersebut karena dengan menggunakan google translate ini cukup memudahkan kita walaupun hanya dengan menggunakan handphone saja, meskipun dengan menggunakan handphone, apa yang ingin kita cari, itu akan kami dapatkan meskipun dengan hasil yang cukup kurang akurat karena kenapa, dalam mengartikan kalimat atau kata itu, pada google translate terkadang atau pada umumnya itu…menghasilkan suatu kalimat atau kata yang akurat sehingga eee dengan seperti itu kita juga sering mencari referensi dari berbagai aplikasi lainnya"

"I think it is quite helpful for us who generally often use google translate because using google translate is quite easy for us even if we only use cellphones, even if we use cellphones, what do we want? we look for it, we will get it even though the results are quite inaccurate because why, in interpreting the sentence or word, on google translate sometimes or in general it produces an accurate sentence or word so eee with that we also often look for references from various other applications"

The students also has a good rate for the content in google translate. Here is some thestudentsassessment about the translation result of google translate.

"sama yang saya katakana pada poin…subpoin satu, ituuu hasil penerjemahan dari google translate ituu cukup akurat… akurat. Meskipun dapat membantu kit aitu untuk memahami isi umum dari teks Bahasa asing"

"The same as what I said in point…subpoint one, that's why the translation from google translate is quite accurate… accurate. Although it can help the kit..to understand the general content of foreign language texts**"**

"Menurut saya cukup baik"

"I think it's pretty good"

Furthemore, the students also has good perception about the performance of google translate, as follows:

"jawaban saya yaitu saya cukup suka dengan konten atau kinerja yang ada di google translate karena ada beberapa konten yaitu ee..kita bisa menerjemahkan eee..kalimat atau kata dengan cara memotret tulisan kita dan hal itu mempermudah kita untuk menerjemahkan"

"My answer is that I quite like the content or performance in google translate because there is some content, namely ee..we can translate eee..sentences or words by taking pictures of our writing and it makes it easier for us to translate"

"eee saya menyukai konten atau kinerja yang ada di google translate eee karena ee mempermudah saya untuk mentranslate kata perkata apalagi dalam belajar bahasa inggris"

"I really like the content from Google translate because basically it really helps me especially in translating a language, especially if you are learning English, right?"

The last case about the content in google translate was talking about the translation result of google translate. Most of students said that if there was irrelevant meaning they would be looking for another ways. Here is some perception of the students:

"cara saya menyikapi terhadap hasil penerjemahan itu ya saya melengkapinya atau berfikir menyambung kata supaya menjadi kata yang baik"

"The way I respond to the translation results is that I complete it or think about connecting words so that they become good words."

"pertanyaan keempat cara say ajika lengkapi kalimat atau kata yang diterjemahkan yang kurang relevan dengan pencarian saya yaitu saya akan mencari teman atau orang yang lebih mengerti dengan bahasa yang igin saya terjemahkan"

The fourth question, how do I complete the translated sentence or word that is less relevant to my search, that is, I will find a friend or person who understands better the language I want to translate"

(September, 2021)

After doing the interview about the content that google translate has all the participants showed positive responds about it. All the participants were enjoyed in using google translate in every situation, especially in learning English. We can know it based on the participants answer. Even if there some negative comment about the result of the google translate sometimes gave irrelevant with what the participant really means, the participants still like to used google translate as tool assistant in learning especially in learning English.

b. Students perception about the feature of Google Translate in assisting English learning

Here is the summary of the students perception about the features of google translate.

No.	Features of Google Translate
1	There was three types of the features in google translate that students knew that was camera mode, direct typing and voice mode.
2	Students used direct typing features of google translate in carrying out some tasks assingned by the lecturers
3	Students rarely to use the camera mode
4	Camera mode only good in translating an article, book and printer text but sometime its not with hand writing
5	The use of voice mode in google translate quite good about how to pronouncing its words or sentences

6	Voice mode would not effective specially when the students has mispronunciation
7	All the feature that provide in google translate was enough to help the students in translating the subject in learning, although each features has a advantage and disadvantage thing.

Table 4. 2 the Students perception about features of GT

The previous table showed the students perception about the featurethat google translate has such as camera mode in translated some word or sentence, and also the voice translation. The interview data showed that some of the participants did not know about all feature in google translate.

Here some result of the interview about the feature in google translate. The first case is about kind of the features that the students knews. The interviews extract regarding it can be seen below.

> *"fitur yang saya ketahui di google translate ada tulisan atau salin, foto dan percakapan atau voice.*
>
> "The features that I know on Google Translate are writing or copying, photos and conversations or voice.
>
> *"adapun fitur google translate yang saya ketahui yaitu terjemahan teks, kemudian terjemahan suara, kemudian terjemahan kamera, terjemahan tulis dan google translate offline"*
>
> "As for the google translate feature that I know of, namely text translation, then voice translation, then camera translation, written translation and offline google translate"

Second question was talking about the features that students most use to translate. Here's their perception below:

> *"saya sering menggunakan fitur tulis atau salin karena bagi saya lebih mudah dan cepat"*

> “I often use the write or copy feature because it is easier and faster for me”
>
> *“ee..saya mengetahui tiga fitur yaitu dengan cara merekam suara, ee..mengetik dan lee..lewat foto atau kamera”*
>
> “ee..i know three features, namely by recording voice, ee..typing and lee..via photo or camera”

More specific the researcher asking about the students perception about the camera mode in google translate. The students perception was provide as follows:

> *“pertanyaan ke-3 saya biasanya menggunakan fitur kamera mode yang terdapat di Google Translate”*
>
> "My 3rd question sometimes I used to using the camera mode feature found in Google Translate"
>
> *“saya biasa menggunakan fitur kamera mode dalam menerjemahkan sesuatu di Google Translate”*
>
> "I' used to using the camera mode feature to translate things in Google Translate"

Next case was talking about the students perception when they translating by using camera mode. The interviews extract regarding can be seen below.

> *“bagus ji kalo ee mode kameranya itu pake buku yang diprinter ataukah tulisan yang dari komputer tapi kalo misalnya tulisan pribadi biasa ndak terdeteksi jadi itu biasa kata-kata yang ditengah..ditengah kalimat ndak terdeteksi jadi terpotong ki ceritanya”*
>
> "It's good if the camera mode uses a printed book or writing from a computer, but for example personal writing is usually not detected, so it's usually the words in the middle... in the middle of a sentence it's not detected, so the story is cut off"
>
> *“ee sangat bagus karena sekali jepret sekali potrek kitab isa menerjemahkan satu paragraph atau dua paragraph yang ada di tulisan tersebut”*
>
> “ee, it's very good because it takes a photo to translate one paragraph or two paragraphs in the article"

After camera mode, the researcher also asking about their perception about the use of the voice mode in google translate. The students interview transcript as follows:

> *"eee..saya sangat jarang menggunakan ee..voice translate menggunakan google translate"*
>
> "eee..i rarely use ee..voice translate using google translate"
>
> *"saya juga pernah menggunakan fitur suara ee.. yang ada di google tran..diiii google translate mckhh"*
>
> "I've also used the voice feature ee..which is on google tran.. diiii google translate mckhh"

Most of the students was not satisfied with the result of voice mode in translate, because when the students did mispronunciation it would be showed irrelevant meaning. It was accordance with the following transcript below.

> *"saya juga pernah menggunakan fitur suara ee.. yang ada di google tran..diiii google translate mckhh"*
>
> "Mmm feature number six is unsatisfactory because when we say... sometimes it doesn't match the answer"
>
> *"menurut ssaya ketika sese..ketika kita menggunakan fitur suara inii meskipun cukup mudah dengan mengucapkan kata atau kalimat secara langsung namun, ketika salah penyebutan saja maka hasilnya akan berbeda. Setahu saya dengan fitur suara ini eee ketika kita ingin menggunakannya setidaknya tidak terdapat gangguan disekeliling kita karena itu akan mempengaru…mempengaruhi arti dari Bahasa yang digunakan."*
>
> "According to me, when someone... when we use this voice feature, although it's quite easy to say a word or sentence directly, however, when you pronounce it wrong, the results will be different. As far as I know, with this sound feature, when we want to use it, at least there will be no disturbance around us because it will affect the meaning of the language used."

After all, the students stated that they were like all the features in google translate. But, they said that it was depend for the user which features that they easy to use to translate. The interview extract regarding below.

> *"untuk semua fitur saya suka karena kita bisa memilih mana lebih mudah untuk menerjemahkan kata atau kalimat"*
>
> "for all the features I like because we can choose which one is easier to translate words or sentences"

> *"Ya tentu saya sangat merasa terbantu makanya itu saya sangat suka dengan mode kamera"*
>
> "Yes, of course I really feel helped that's why I really like the camera mode"
>
> (September, 2021)

Based on the interviews result it showed that google translate was really help the participants in learning. Eventhough, there were some students felt not satisfied with some of the variety featurethat google translate has. Likethe voice translate feature some participants said that when they tried to translate what they say or the audio they try to know the translation was broken. Because sometimes when they used the audio or voice translation google translate wrong in detected what they said or what the audio played, and the result of the translate getting weird and wrong.

The researcher also found that there were several participant did not know all the feature such as camera translation and voice translation. Almost all the participant used to use the ordinary way like typing the word or the sentences that they want to translate and also doing something like copying and pasted the word or the sentences they want to know the translation and the result make them lazy to find out the other feature of the google translate they already enjoy the way they used the google translate.

c. Students perception about the facilities of Google Translate in supporting English learning procces

Here is the students perception about the facilities of the google translate based on the interview result.

No.	Students perception about the facilities on Google Translate
1	Google translate was available in online and offline mode that easier to student to use it in every situation specially in English learning process.
2	Many languages in Google translate was one of useful things that helped students in translating a tasks.
3	The students feel comfortable with the display menu of Google translate
4	Still has a limit word characters that students be can translate
5	The students difficult when they do not have quota or internet data

Table 4. 3 The Students perception about the facilities of GT

In this next session researcher conducted the interview to the participants about facilities that google translate has. The researcher found that there some participants just used the google translate, and it makes them did know more about what actually they were used. Here some result of the interview:

> *"eee, untuk fasilitas sendiri untuk google translate itu sangat membantu dan memudahkan kami dalam mengerjakan tugas bahasa inggris seperti halnya ketika tugas yang di berikan dalam bentuk kalimat cerita yang harus di terjemahkan lalu di rangkum"*
>
> "eee, for its own facility for google translate it is very helpful and makes it easier for us to do English assignments as well as when the tasks given are in the form of story sentences that must be translated and then summarized"
>
> *"jadi, menurut sayaaa, google translate ini tidak hanya tersedia secara online saja melainkan google translate itu tersedia secara offline sehingga ini sangat membantu kita ketikaa kita tidak memiliki jaringan data atau koneksi internet maka dengan menggunakan aplikasi google translate offline ini akan sangat membantu kita dalam mencari terjemahan dari suatu kalimat atau kata yang ingin kita dapatkan"*
>
> "So, in my opinion, google translate is not only available online but google translate is available offline so this is very helpful for us when we don't have a data network or internet connection then using the offline google translate

> application will really help us in finding translation of a sentence or word that we want to get”

The students like to use google translate because there was many languages that available. It was accordance with the students reault interview as follows:

> *“pandangan saya mengenai banyaknya Bahasa yang tersedia disana ituu eee memberikan dampak positif ee seperti yang saya katakana sebelumnya Ketika kita menemui Bahasa asing (kalimat berbahasa inggris) kitabisa langsung mengetahui apa maksud dari Bahasa itu”*
>
> "My view on the many languages available there is that it has a positive impact, as I said before. When we meet a foreign language (English), we can immediately knows what the language means"
>
> *“pendapat saya, hal itu ter..hal tersebut sangat baik atau sangat baik untuk orang-orang yang ingin belajar berbagai Bahasa maupun seperti kami yang memiliki mata kuliah bahasa inggris, pokoknya”*
>
> “In my opinion, it is..it is very good or very good for people who want to learn different languagesas well as like us who have English courses, as well”

Most of students also feel comfortable with the display menu of google translate. The interview extract regarding below.

> *“ saya tidak merasa terganggu karena menurutnya tampilannya oke-oke saja”*
>
> “I don't feel bothered because he thinks it looks okay"
>
> *“saya sangat nyaman tentang menu tampilan pada Google translate karena membantu dalam pencarian dan pemahaman maksud dari kalimat yang di rerjemahkan baik itu cara penyebutannya ee,, penulisannya serta susunan katanya “*
>
> “I am very comfortable about the display menu on Google translate because it helps in searchingand understanding the meaning of the translated sentence, whether it's the way it's pronaunce, how it's written, and the wording”

Furthemore, There was several complaints of the students about the facilities. The interview extract regarding can be seen below.

> *“nomor empat yaitu ketika kita menggunakan google translate ehh kita harus menggunakan kuota atau mode onlinedan juga ketika kita menggunakan mode voice note kita sering terjadi masalah atau kata katanya salah”*
>
> **“**number four is when we use google translate ehh we have to use quota or online mode and also when we use voice note mode we often have problems or the words are wrong"
>
> *“pertanyaan keempat yang saya keluhkan pada fasilitas yang ada di luar Translate mungkin pada penerjemahan Bahasa yang bahasa asing yang kita tidak tahu penyebutannya kan kalua kita mau menerjemahkan bahasa Indonesia dalam bahasa Korea tapi terjemahan itu dalam tulisan huruf Korea sedangkan kita tidak tahu arti dari kita tidak tahu penyebutan dari huruf-huruf Korea itu”*
>
> **“**The fourth question I complain about is the facilities outside of Translate, maybe it's about translating a foreign language that we don't know the name of, right, if we want to translate Indonesian into Korean, but the translation is written in Korean letters, while we don't know what it means, we don't. know the pronunciation of those Korean letters”
>
> (September, 2021)

From the interview result researcher found that the participants mostly just used this tools without understand what they actually use. Most of them always use the google translate in ordinary way like copy and then paste. It makes the students still confuse about how they want to said if there was an question like “is google translate was the best choice in translated?”. .Beside that there several participants who already know well the google translate, and makes them confident to said google translate was the best choice. So about the facilities of the google translate was really helpful as a assistance tools in learning especially language learning like English.

d. Student perception about the services of Google Translate in assisting English learning

Here is the perception of the students about the services of google translate, as follows:

No.	Services on Google translate
1	Students used online translation mode in learning English
2	Several students also knew that there was offline translation services
3	The offline translation enough to help the students when learning English and they do not have a internet data(quota)
4	Online translation more effective than offline translation
5	Google translate was free to download in Appstore made students was easy to access

Table 4. 4 The students perception about the services of GT

Based on the previous table,the focuses were about the services from the google translate. It was like how the way in using google translate, the translation result, and also how to get access it.

The first thing of this case was how often the students use google translate. After all, most of students stated that they often use it on online mode. It was accordance with the students result interview as follows:

> *"saya pada umumnya sering menggunakan google translate secara online baik dalam mengerjakan tugas ataupun saya ingin mencari beberapa kosakata baru yang butuh terjemahan"*
>
> "I generally often use google translate online either in doing assignments or I want to find some new vocabulary that needs translation"

> *"kalo secara online tergantung dari tugasnya kalo misalnya ada tugas digunakan tapi ee.. ck..gogle translate offline jarang saya gunakan, saya beralih ke penerjemah online karena lebih simple dalam mengartuikan tugas "*
>
> "If it's online, it depends on the task, if for example there is an assignment to use but eh..tsk..Irarely use google translate in, I switch to online mode because its more simple in translating a subject "

Most of students also knew that google translate can access in offline mode. The interview extract regarding can be seen below.

> *"eee..saya juga tahu bahwa di google translate itu dapat diakses secara offline"*
>
> "eee..i also know that in google translate it can be accessed offline"
>
> *"ya saya tahu bahwa memang disediakan juga atau secara offline untuk menerjemahkan"*
>
> "yes I know that it is provided too or offline to translate"

Some of students didn't know about offline mode in google translate. But, they stated that it would be helpful specially if they were not have a internet data. Here is their perception below.

> *"jika dulu saya tahu, mungkin saya bisa menghemat penggunaan data internet saya lagi.*
>
> "If I had known, maybe I could save my internet data usage again.
>
> *"eee..saya tidak pernah menggunakan google translate secara offline ee jka hal itu ada hal tersebut sangat membantu saya pribadi karena kitab isa hemat data atau kuota"*
>
> **"**eee..i never use google translate offline, if there is it is very helpful for me personally because the isa book saves data or quota"

The researcher asked for the students to choose which was better between online and offline mode in google translate. Most of students stated that online mode was better. It was accordance for the students interview result, as follows:

> *"jika membandingkan antara mode online dan offline sya sangat memilih online, mengapa karena online ituu.. sangat sangat muuudahh!"*

> "If I compare between online and offline modes, I really choose online, why because it's online... it's very, very easy!"
>
> *"jika saya disuruh memabndingkan, mungkin saya lebih memilih eee on..online karena ee dapat..kita dapat emm mentranslate dengan cepat"*
>
> **"**If I was asked to compare, maybe I would prefer eee on..online because ee can.. we can translate quickly"

The las question, the researcher asked for the students perception about google translate that have been available in playstore and it could be download for free. The students respond showed that it made them easy to access that useful application. Here is the students perception about it.

> *"jadi menurut saya ini..sangat baguss dan melihat kemajuan teknologi juga semakin kesini semakin meningkat jadiii perlu memang eee.. pihak google translate ini ee menyiapkan layanan penerjemahan di playstore sehingga kita juga dapat mengunduh secara gratis. Selain itu, perlu juga diperhatikan bahwa sebaiknya juga layanan penerjemahan tersebut itu di update sehingga menjadikan akuras penerjemahannya itu diberbagai Bahasa lebih baik. Mungkin itu saja yang sempat saya sampaikan….terima kasiiihhh"*
>
> "So in my opinion this is very good and seeing technological advances here is also increasing, so it's really necessary eee..this google translate party has prepared a translation service on the playstore so that we can also download it for free. In addition, it should also be noted that the translation service should also be updated so that the accuracy of the translation in various languages is better. Maybe that's all I could say….thank you"
>
> *"pertanyaan kelima Tanggapan saya tentulah sangat baik karena layanan penerjemah yang tersedia di playstore yang dapat diunduh secara gratis dapat diakses oleh seluruh kalangan*
>
> "the fifth quaestion, my response is certainly very good because the translation service available on the playstore which can be downloaded for free can be accessed by all people"
>
> (September, 2021)

From the data in interview about the facilities of google translate researcher found some of the participants did know about facilities that google translate served for them. There was participant said that she did know that google

translate have an offline access. From the interview result researcher found almost all the participants was access the google translate always by online access. Beside that for the participants who already know about this offline access said that it still useable when we access it offline, and also it was more saving the money to buying kouta to access the online access. Another answer from the participants said that it was better if we accessed it online the result was better than we accessed it offline. The access to google translate was the easy job, with common display and free access to download in phone. That why the participants need to more understand what the used as assistance tools in learning for make them easier in learning.

Based on the description above about the fourth main idea from the interview, researcher concluded that google translate was very useful as a tool assistance in learning English for non-English students. In content the students felt really helpful with the sentence translation, where they can translate a long sentence instantly. There also manymore useful content from Google Translate for helping students.Meanwhile for the others like fitur, facilities, and service of the Google Translate also have good feedback from the students. The fiture of the google translate like camera translation, and voice translation became the most favorite fiture in the Google Translate. Beside the use of that fiture the students also felt comfort with that fiture, because easy to use it also because it more simple to used that typing translation.

Further for the facilities in Google Translate like the many language available to translate, the interface of the Google Translate also became the good

point from the students. Besides that the Google Translate service based on the students answer in interview, the students mostly use Google Translate when they need it, while the offline service that Google Translate serve was very help students. Because not every time the network of the students available with this offline service students felt very helful especially when have task from the lecturers in campus.

However there was some trouble could happened when we used it like, irrelevant result with what we actually mean, wrong detected in the voice translation, and still need internet access to use all the more useful feature like camera and voice translation. In addition google translate also still in progress to be upgraded, so whose know maybe in the next year the developer add or fix the features in google translate.

Finally as final conclusion the use of google translate as assistance in learning still worth it.Beside the bug and some troubles that can happened, the use of google translate in helping students especially students non-English as a assistance tool in learning English was really useful.

B. Discussion

In this stage, the researcher reviewsthe results of his research by explaining various things during the research process such as problem statement, research objects, research methods, research results and the others, andthen comparing with some previews studies that have been done before.There wasfour researches related to this research that focused on Google translate as learning tool assistance for the various students.

The first research was coming fromHabeeba, L(2020) in his research findings showed that students realised that Google Translate had both benefits and drawbacks. They had positive attitudes towards Google Translate as it was convenient to use, and it was helpful for all students in learning English, especially in learning new vocabulary, but sometimes it is also bad for their study because it sometimes produces inaccurate or inappropriate meanings of words. This study from habeeba has some related and also differences things with the researcher study such as research design. Habeeba used quantitative approach to determine the using of google translate in English learning process while the researcher used qualitative approach by only collecting the students perception about the using of google translate. However, both of these study has same positive result that stated that google translate was a useful and helpful media for students and beside that, based on both study these translation tool has a some weakness things as a media to translate such as irrelevant translating of a words.

Second related research finding was discovered byJin & Deifell, (2013)in their research about the use of online dictionaries found that respondents used online dictionaries to understand the meaning, pronunciation, grammar and context of the language and students praised the help of the Wordreference site. The differences placed on the researcher research method which was Jin and Deifell used mix method while the researcher used case-study method. The different could be seen on the variable both of the research that was online dictionaries and google translate.

The last related finding was coming from Dagiline, I. (2012)in his research findings of the survey suggest that translation is a good tool in the English language learning course aimed at enhancement of students' foreign languageskills.When integrated into daily classroom activities translation can help students develop and improve reading, speaking, writing skills, grammar and vocabulary. Translation in foreign language classes enhances better understanding of structures of the two languages and also strengthens students' translation skills. There was related result between dagiline and the researcher findings that stated translation tool such a google translate was an effective, valid tool in the foreign language learning and can be used in the university classroom to improve knowledge in Englishespecially for the students vocabulary, pronunciation, speaking, and their listening ability with some supporting futures of that translation tool.

Among those researches, most of themwasspecifically focuses on the use or benefits of translation as a supporting tool in learning English learning process. Especially in this study, the researcher collected the studentsperception about Google translate as assistance tool in learning English process for non-English department. There were ten students became a respondent that choosen by using cluster random sampling technique.

The data was collected by three steps which was observation, interview and documentation. However, the researcher gathered the datain interviewing section by giving them an instrument which was some questionnaires about google translateby using WhatsApp as interviewing media

with voicenote features. The questionnaires consisted four main point that was features, content, facilities, and services of google translate.There were many expressions of the student perception about google translate in learning English process at their own department surely.Each of those findings was described in the following below:

1. **Content**

   In this first main point, there was four questions that have been answeredof the respondents based on their own opinion and their experienced as long as their used google translate in English learning process. The researcher can take resume from the respondent perception stated that the content ofgoogle translate as tool assistance in English learning process was helpful for them. Especially for translating a word or sentences in English to Indonesian and Indonesian to English language that they don't know.

   They have a good rate for the content as far their experience because google translate has many features that useful to translating a words or sentences. However, some of them said that google translate has a weakness when translating the sentences, sometimes there was irrelevant meaning. Then, to solve the weakness that irrelevant meaning, many respondentssaid that they would belooking for another references of translation tools.

   For the content, the researcher concluded that google translate was very useful specially for non-English Department, as an example they found

some new words that they do not know the meaning of the words even if in Indonesian or English language. It would be make the students has more new vocabulary. This case also found in Habeeba L(2020) research findings stated that the students had positive attitudes towards google translate as it was convenient to use and it was helpful for all students in learning English, specially in learning new vocabulary.

2. Features

The next main point was the features of google translate that consisted of seven questions that have been answered by the respondent. The respondent said that there was three kinds of features in google translate such as direct typing, camera mode and voice mode. But, most of them was always using direct typing to translate a words or sentence. Because, direct typing mode has a good result and more appropriate in translating a words or sentences.For camera mode,many of them lack of interest in using camera mode, some even said that they never used it at all with a reason that in using camera mode, at sometimes unable to translate all the words or sentences that taking the picture.

The camera mode also can not translate a handwriting.While for voice mode, some respondent said were rarely to using this mode. Many of respondents stated that if we have theincorrect pronunciation, the words or sentences that we want to translate cannot be found or the words what we said was different in what the google translate catch or its called mistranslation.

So, all of the features that available in google translate which was camera mode, voice mode and direct typingwere useful.Each features of google translate has utility for the user itself such as they could translating a sentence or paragraph and also they could understand the meaning and how to pronoun the words. It was also found in Jin and Deifell(2013) result research thar showed the respondent used non-online dictionaries to understand the meaning, pronunciation, grammar and the context of the language.Although, there was a several difficulties in using every mode. Sometimes, it's depend on the every user needed.

3. Facilities

This main point consisted of four questions about the facilities of google translate. Based on the research result interview, several participants said they didn't know about facilities in google translate. But the participants mostly stated that they were very excited with google translate facilities which was there was many languages could be translate of this translation tool.As tool of translation, google translate could improve the students knowledge language skills. Digiline I(2012) stated in his research that translation in foreign language classes enhances better understanding of structures of the two language and also strengthens students translation skills.

Besides that, 90% of participants also has a good respond about display menu of google translate. They were felt comfortable with the display look and graphic screen.However, there were also participant stated that they did not like the display menu of google translate because there was nothing

changing of the display screen of google translate time by time. Therefore, the developer of google translate should be upgrade the display menu of the google translate. While talking about the complains of the participants regarding on the interviewing result there was two outstanding complains about the facilities in google translate.

The first complain, there was a limitation when the participants translate a word or sentence. Google translate only support 5000 words to translate. If more than that, the translation would be unrecognized. The second complain, there were the difficulties when we using camera and voice mode because sometimes the translation was mostly hadirrelevant translating.

3. Services

There were four questions of this last main point which was talking about the use of google translate in online and offline ways to translate. According on interview result, most of the participants said they already used online mode to translating a words or sentences in google translate because several of them did not know that there was the offline mode in google translate. Mode online has moregood result in translating than offline mode and they stated that to translate the sentences we should use the online mode of google translate.

However, the existence of the offline mode in google translate, the participants stated that they were very helpful specially when they did not have the internet connection or internet data.Furthermore, if there was a consideration between the online mode gets good rate that the offline mode.

> Besides that, google translate was available application in Appstore that students can download it on a free scale. It was positive aspects of using particular technology. Furthermore, Google translate is free and easy to use and may help translators and students in various ways(Carl et al., 2014).

From the interview result that has been described for the four main point above, the researchershowedastatement that google translate was a useful as a tool assistance in English learning specially for Non-English Department. Google translate can help them to search any new words or easy to know the meaning of the sentences. It was supported from several features that available in google translate such as camera mode, voice mode and direct typing although there was a weaknesses from each features. Based on the participants perception that there was a difficulties when they used the variety features of google translate. Some complains appeared that the result of translating would be inappropriate, irrelevant meaning and mistranslation specially in camera and voice mode. But, it was depend to the user needed.

Furthermore, google translate should be update on display menu to making the user more comfortable and more wide when the user wants to translate a sentences in a lot of words. But, beside all of the complains, google translate was easier to access because it’s freely download in Appstore even it has been supporting with two mode that was online and offline mode in translating. Once again, the researcher can stated that google translate specially in English learning for non-English department was very useful as tool assistancein translation.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two section. The first section is conclusion, which is based on the research findings. The second is suggestion based on the conclusion.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher can concludethat most of the participants perception stated that google translate is a useful tool assistance for the non-English department studentsin translation even a words or sentences. As the result interview by the four main points that was content, features, facilities and services.

There was advantages which was google translate can help them to search any new words or easy to know the meaning of the sentences, It was supported from several features that available in google translate such as camera mode, voice mode and direct typing, and also there wasdisadvantages whichwas a difficulties when they used the variety features of google translate,some complains appeared that the result of translating would be inappropriate, irrelevant meaning and mistranslation specially in camera and voice mode.

In addition, based on the findings of the researcher, it is recommended to use google translate online to further maximize its performance. Because some features can be accessed if connected to the internet, especially in using the camera translation feature, voice translation and when translating long sentences the translation results will be better when connected to the internet.

Therefore it is better for google translation to be used online.

Overall, Google translate can be useful learning tool assistance in learning English for non-English department students. The diverse features of Google translate offers many convenience for the students, such as direct typing translator which is very easy to use and can also enrich students' vocabulary in learning English, then there is also a camera mode which is very simple and saves a lot of time in its use and also trains students in reading and writing sentences correctly because it contains automatic correction, then there is also a voice transslator feature where this feature is very helpful for students on how to pronounce English words correctly, and finally with the Google translate feature that can be accessed offline, it really helps students in learning English even in situations that are not have access to the internet.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestions as follows:

1. Fornon-English department students should know more about the use of google translate specially for the variety things such as content, features, facilities and services in order to make it easy to use it.
2. For the teacher or lecturer who was teaching specially for non-English department or at different major,they should provide more explanation about the use of google translate as a tool assistance in learning English process.
3. For the next researcher,this study is possible to be a reference because

google translate is one oftranslation application that will be always upgrade, as well as the limitation of researches in implementing this research such was the sampling are participants who were limited in number,which consists of only 10 peoples, it is hoped that further researchers can take participants in larger numbers.

BIBLIOGRAPHY

Andreou. (2014). *Learning styles and critical thinking relationship in baccalaureate nursing education: a systematic review*. Nurse education today.

Arsyad. (2013). *A Genre-Based Analysis on Discussion Section of Research Articles in Indonesian Written by Indonesian Speakers*. Online Submission.

Brown , H. D. (1994). *Teaching by principles: an interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents,.

Brown, H. (2001). *Language assessment principles and classroom practices.*London:Longman, .

Burns , A., & Joyce , H. (1997). *Focus on speaking*. Sydney*:* National Center for English Language Teaching and Research.

Dagilienė, I. (2012). *Translation as a learning method in English language teaching*. Studies about Languages.

Djamarah. (2008). Pengaruh kecerdasan sosial terhadap prestasi belajar siswa di SMK Negeri 2 Kota Jambi. *Jurnal Ilmiah Universitas Batanghari Jambi*.

D Kent. (2001). Korean university freshmen's dictionary use and perceptions regarding dictionaries. *The Korea TESOL Journal*.

Fatimah, (2017). Teaching in 21st century: Students-teachers' perceptions of technology use in the classroom. *Script Journal: Journal of Linguistic and English Teaching*

Gebhard, G. (2000). *Teaching English as a Foreign or Second Language*. USA: The University of Michigan Press.

Gerlach&Ely (2002).Pemanfaatan Teknologi Informasi Dan Komunikasi Sebagai Media Pembelajaran. *Civic-Culture: Jurnal Ilmu Pendidikan PKn dan Sosial Budaya.*

Gofur, A. (2008). *Error Analysis On Students' Speaking Performance*. State Islamic University Syarif Hidayatullah, Jakarta.

Habeeba, L, (2020). Investigating the Effectiveness of Google Translate Among Iraqi Students. *International Journal of Innovation, Creativity, and Change.*

Husnawati. (2017). *Students' Speaking Performance*: *Some Challenging Factors*. Universitas Islam Negeri Ar-Raniry Darussalam, Banda Aceh .

James, S. (1980). *Participant Observation*, . Holt, Rinehart and Winston.

L Jin , & E Deifell. (2013). Foreign language learners' use and perception of online dictionaries: A survey study. *Journal of Online Learning and Teaching*.

Luoma, S. (2004). *Assessing speaking*. . Cambridge: Cambridge University Press.

Miles Matthew B., H. M. (1984). *Qualitative Data Analysis*; . A 52 Sourccebook of New Methods; Sage Publications, Beverly Hills, London.

Moleong Lexy, J. (2002.). *Metode Penelitian Kualitatif;* . PT Remaja Rosdakarya, Bandung.

Munadi, M. (2008). Partisipasi Masyarakat dalam Pengambilan Kebijakan Publik Bidang Pendidikan di Kota Surakarta. *Jurnal Penelitian dan Evaluasi Pendidikan*.

Nasution. (1988). *Metode Naturalistik Kualitatif,*. Tarsito, Bandung .

Nunan, D. (1991). *Language teaching methodology*: . A textbook for teachers (9th ed.). New York: Prentice Hall, .

Nunan, D. (2003.). *Practical English Language Teaching*, . New York: McGraw-Hill,.

Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction.* . New York, NY: Routledge.

Padmowihardjo, S. (2014). *Pengertian dan Konsep Pendidikan Orang Dewasa*.

Pramestiya, A. (2013). *Students' perception on the use of PowerPoint in public speaking classes*. Universitas Kristen Satya Wacana, Salatiga.

Rahmatullah, (2014).*A preliminary evaluation of antihyperglycemic and analgesic activity of Alternanthera sessilis aerial parts*.BMC complementary and alternative medicine.

Reigeluth, C. M., & Carr-Chellman, A. (2009). *Instructional-design theories and models, volume III: Building a common knowledge base* (Vol. 3). Routledge.

Richards, J. C. (2008). *Teaching listening and speking: From theory to practice*. Cambridge: Cambridge University Press,.

Romlah, S. (2009). *Analysis On the Problems Faced by English Teachers in Teaching Speaking* . State Islamic University Syarif Hidayatullah, Jakarta.

Sadiman (2006). Pengembangan media pembelajaran berbasis teknologi informasi.*Jurnal pendidikan akuntansi indonesia*.

Sugiyono. 2007. Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.

Sugiyono. 2013. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

Trianto. (2010). Pengembangan media pembelajaran IPA Dengan animasi macromedia flash berbasis model pengajaran langsung (direct instruction) di Sekolah Dasar. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*.

Winarno.(2013). *Bimbingan Belajar Efektif untuk Meningkatkan Kebiasaan Belajar pada Siswa Kelas VII*. PREDIKSI, 2(1), 1.