



SCOPE

Journal of English Language Teaching

| p-ISSN 2541-0326 | e-ISSN 2541-0334 |
<https://journal.lppmunindra.ac.id/index.php/SCOPE/>



Research Article

Students' Perceptions Toward The Use Of Google Translate In English Writing Activity

Theadora Roxane Afitha Tanasale¹, Pratnyawati Nuridi Suwarso²

^{1,2} Univesitas Brawijaya, Malang, Indonesia

KEYWORDS

Students' perceptions
 English writing activity
 Google Translate

A B S T R A C T

This research investigates the use of Google Translate in English writing activities among EFL junior high school students. Mastering English writing skills is quite difficult for most EFL students. Therefore, many EFL students use technological assistance such as machine translation to help them in their writing process nowadays. Although technology has rapidly developed and is widely used in language learning, the effectiveness of machine translation tools is still a matter of debate. This research aims to explore the extent to which Google Translate can be used as a tool to support English writing activities, focusing on middle school students' perceptions on its potential benefits and limitations. Applying quantitative research using survey design, questionnaire was used to 66 of 8 graders from a Junior High School in Malang Regency, Indonesia. These findings suggest that Google Translate is frequently used by students Translate to look up the meaning and check the spelling of some words. However, this research also highlights the importance of critical thinking to ensure the accuracy and quality of the output.

CORRESPONDING AUTHOR(S):

E-mail: thearoxane@student.ub.ac.id*

INTRODUCTION

There are two types of skills in language learning, namely receptive skills and productive skills. Receptive skills involve understanding the language, while productive skills involve the production of the language itself (Yuzar and Rezeki, 2020). In order to become fluent in a language, students need to develop both skills. There are 4 basic skills that must be mastered in learning English. Those four skills are listening, speaking, reading and writing. Listening and reading skills are included as receptive skills, while speaking and writing skills are productive skills. Because the main goal of language learning (including English) is to communicate using that language, productive skills must be emphasized more in language learning.

However, in reality, many EFL students still face some difficulties in mastering these productive skills, especially writing skills. This is because writing skills need the integration of three other skills (listening, reading, and speaking). More than just a matter of mechanics, writing also requires complex cognitive skills. Starting from generating inspiration to careful revision (Alisha et al., 2019). This is not easy for EFL students. For non-native English speakers, mastering English writing is challenging. This is because English is not their mother tongue or second language, so they rarely use English in their daily lives. Apart from that, sometimes English learning in the class also does not support students to master the writing skills. Most English learning only focuses on achieving test scores rather than developing writing skills (Toba et al., 2019). The psychological aspect of students cannot be

ignored. Fear of making mistakes and lack of confidence with their language skills can cause difficulties in writing. They may feel burdened when asked to do writing activities because they think that their English skills are not good enough (Sabti et al., 2019). The fact that the grammar errors will reduce the scores they will get can also decrease their confidence. In addition, mastering vocabulary and grammar rules can add another complexity to the process of carrying out writing activities. In her research, Hidayati (2018) states that internal factors of students such as native language interference, their English competence, motivation, and reading habit can be challenges for them to use English. Sometimes students also find it difficult to find the right words to be written because they lack vocabulary.

Technological advances made by humans are increasingly advanced and developing over time. Currently, we live in the era of society 5.0 which means we live side by side with technology. In this digital era, students (especially generation Z) are very dependent on the use of technology. It is confirmed by Gentina (2020) who claimed that Gen Z are digital natives. Technology can be a basic need for everyone nowadays (Othman & Rashid, 2018). Technology can make it easier for people to carry out their activities or more efficiently and quickly. Discussing the benefits of technology, there are many positive benefits that humans get from technological advances. One example is the use of the internet in education. The integration of the internet in education can prepare the youth generation to play an important role in modern society and contribute to knowledge development (Chakraborty et al., 2018). Since the era of Covid-19 pandemic, education in Indonesia has begun to change over using the internet. This gives more exposure to Indonesian people about the use of the internet.

In the writing process, students sometimes need to find the meaning of some words from one language to another. In this case, they need a reference to find the meaning of the words. To find the meaning of the words they need, students usually use a printed dictionary in their writing process. Due to the massive use of technology, nowadays students use digital dictionaries or machine translations (MT) more than the conventional dictionaries (Setiawan & Axelina, 2022). The use of machine translations (MT) is increasing as technology advances because MT can help students who need to work with other languages to translate content to and from their native language (Gally, 2018).

One of the translation machines that is widely used by EFL students is Google Translate. Google Translate is a multilingual machine translation service developed by Google that has a function to translate text or documents from one language to another. Since English is studied as

a foreign language in Indonesia, many Indonesian students use Google Translate to help them in their writing process (Chandra & Yuyun, 2018). Most EFL students use Google Translate in their writing process to translate word by word, even short paragraphs (Nas, 2022).

The use of Google Translate in the English writing process has been a controversial topic that is widely debated. Therefore, many researchers use this case as their research topic. Some researchers say that using Google Translate can help students in their writing process. The proponents of Google Translate argue that Google Translate can help non-native writers overcome their limited vocabulary. This is supported by research findings from Wirantaka & Fijanah (2021) that the use of Google Translate in students' writing process could have several positive impacts such as increasing students' vocabulary and students knowing the correct spelling of some words. Google Translate can also function as a grammar checker, identifying potential errors and helping writers to write grammatically correct sentences. This is confirmed by research from Lee (2020), Google Translate can reduce grammatical errors in student writing. Besides that, students feel that using Google Translate can make them faster in doing their writing process rather than having to open a printed dictionary (Maulidiyah, 2018). In addition, students use Google Translate a lot because Google Translate is easy to access anytime and anywhere.

Apart from the advantages above, there are also some researchers who state that using Google Translate in the writing process is not an effective way. As a medium developed by humans, Google Translate also has several weaknesses. These machine translations can sometimes be inaccurate, misinterpret context, or produce awkward sentence structures. This is proven by the results of research from Kol et al. (2018) which states that the writing results of students who use Google Translate and those who do not use Google Translate are not much different in terms of grammatical errors. Relying on Google Translate without careful review can lead to grammatical errors. In their research, Murtisari et al. (2019) found that the use of Google Translate in learning English can make students become dependent on Google Translate so that they will have difficulty when they have to translate without using Google Translate.

Most Indonesian students are familiar with Google, so they choose to use Google Translate to support their learning process. The ease of accessing Google Translate due to its free availability for all people is the main reason for EFL students to use Google Translate in the English learning process (Alsalem, 2019). Not only because of the ease of access, many EFL students used Google Translate because they are not confident in their English skills. Sometimes they still make mistakes in writing English, so they use

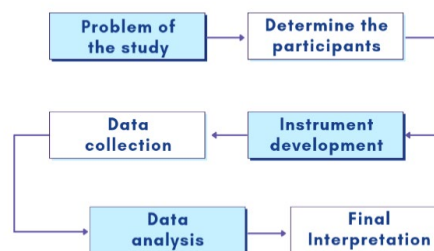
Google Translate to help them correct those mistakes. In their research, Alisha et al. (2019) argue that students usually use Google Translate because they often make mistakes in spelling some words. The use of technology in the education field can help students and teachers' work become more effective and efficient. Students nowadays are used to everything being instantaneous, so they bring this habit into their education process. Therefore, students use Google Translate as an instant printed dictionary that can provide translations quickly (Yanti & Meka, 2019).

Many researchers have conducted a research about students' perceptions towards the use of Google Translate for supporting English writing activity (Wirantaka & Fijanah, 2021; Cancino & Panes, 2021; Chandra & Yuyun, 2018). Those three studies showed that this tool can enhance student learning outcomes in several aspects such as improving vocabulary, becoming spelling checker and providing a greater syntactic complexity and accuracy in their writing. Despite this, studies focused on the middle school students' perception on using Google Translate for writing activity remains insufficient. Therefore, to fill this research gap, this study intends to explore middle school students' perceptions of the potential benefits and limitations of Google Translate as a tool to support English writing activity, by involving 8 graders from two classes as purposive samples at a Public Junior High School in Malang Regency, Indonesia. According to the background study above, the research question of this study is as follow: What are EFL Junior High School Students perceptions towards the use of Google Translate for English writing activity?

METHOD

Quantitative approach with descriptive research design is applied in this study since the focus of this research is the students' perceptions. According to Dulock (1993), descriptive research design intends to accurately depict or describe a particular individual, circumstance, or group; this study aims to discover new understandings, portray existing states, quantify occurrences, or classify information. Since this research used descriptive research design, the data were obtained from the results of the closed-ended questionnaire. The questionnaires were adapted from two questionnaires from articles entitled "Students' Perception of Google Translate in Online English Learning" (Khotimah, et al., 2021) and "The Students' Attitude Towards Google Translate" (Mulyani & Afina, 2021). It was done to gain the data on how Google Translate can help students in their writing activities, students' perceptions related to the ease of using Google Translate, accuracy of Google Translate translations, dependency on Google Translate, obstacles in carrying out English writing activities and the reasons why students use Google Translate. Since the participants of this study were

middle school students, the researcher translated the questionnaire into Indonesian so that participants could understand the questions well.



Picture 1. Figure of Research Procedures

Source: Swanson & Holton (32:2005)

The source of the data is the research that conducted in a public Junior High School in Malang Regency, Indonesia.

Table 1. The purposive sample came from two classes (8G & 8J) with a total of 66 students.

Class	Male	Female	Total
8G	13	19	32
8J	14	20	34
Total	27	39	66

The students were chosen as participants in this research because they had experienced using Google Translate when they were learning to write a recount text.

The survey process was conducted face to face in order to gain the optimal data. The researcher distributed a questionnaire that consisted of 26 questions with the likert scale 4-1: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with Strongly Agree received 4 scale. The questionnaire was adapted from Khotimah, et.al. (2021) and Mulyani & Afina (2021). Questions number 1-11 of the questionnaire are related to students' perceptions on the use of Google Translate to support their writing activity. While questions number 12-18 and 24-26 are related to students' dependency on the use of Google Translate in their writing process. Questions number 19-23 are related to the obstacle that students may face while they are doing their writing activity. The researcher distributed the questionnaire in the form of Google Form.

In the process of data analysis, the results of the questionnaire were analyzed using the descriptive statistics. The process of calculating the statistics was supported by SPSS version 26.0 software. After all the calculations were done, the researcher analysed the calculation results to find the statements that received the highest and lowest scores. After getting some points from the participants' responses, the researcher drew the conclusions from the data obtained.

RESULTS AND DISCUSSION

In this section, the author presents and explains the results obtained from the questionnaire to answer the research problem. The questionnaire distributed focuses on students' perceptions regarding the use of Google Translate in the English writing process. Student perceptions are divided into 6 sections (questionnaire dimensions) which will be explained further below.

Google Translate Helps Students in Their Writing Activity

Based on students' perceptions on the use of Google Translate, it was found that students find Google Translate is helpful for them. It can be seen in the table below that students use Google Translate to help them learn English, translate the unknown words, improve their translation skills, and make them faster in doing the writing activities. All the data obtained can be found in table 1.

Table 2. Google Translate helps students in their writing activity

No.	Statements	SA	A	D	SD	Mean
1	Google Translate can help me in learning English.	8	44	13	1	2.89
		12.1 %	66.7 %	19.7 %	1.5 %	
2	I use Google Translate to check the meaning of unknown words.	22	38	5	1	3.23
		33.3 %	57.6 %	7.6 %	1.5 %	
3	Google Translate can help me to improve my translation skills.	16	44	5	1	3.14
		24.2 %	66.7 %	7.6 %	1.5 %	
4	Google Translate is helpful to my writing process.	18	40	6	2	3.12
		27.3 %	60.6 %	9.1 %	3.0 %	
5	Google Translate makes me faster when doing the writing activity.	15	37	13	1	3.0
		22.7 %	56.1 %	19.7 %	1.5 %	

As it can be seen in table 2, the data shows that Google Translate can help students in their writing activity. From the results seen, the statement that got the highest mean (3.23), shows that most students (57.6%) agree that Google Translate is helpful for them to check the meaning of unknown words. This statement is in accordance with previous research by Mulyani & Afina (2021) which states that students usually translate the unknown words into Google Translate. In research conducted by Ahmed (2019),

the data shows that most students have difficulty in mastering English writing skills because they do not have much vocabulary. Students can increase their vocabulary mastery if they often look up the meaning of words they don't know. If students have a good vocabulary mastery, they will be able to produce a good writing. So it can be seen that Google Translate can help students in their writing activities. This is reinforced by the research result from Cancino & Panes (2021) which states that Google Translate can help students to produce writing with a greater number of words and in accordance with the context.

Besides that, there is also a statement that got the lowest mean (2.89). There are 13 students (19.7%) who are disagree and one (1.5%) student who are strongly disagree with the statement that Google Translate can help them to learn English. This means that some students feel that Google Translate cannot help them learn English. The ease of translating text using Google Translate can sometimes make students lazy to learn. They only rely on Google Translate so that their English skills do not develop. In their research, Murtisari et al. (2019) found that the use of Google Translate in learning English can make students become dependent on Google Translate so that their English skills are stagnant.

Ease of Using Google Translate

According to the responses of the participants regarding the ease of using Google Translate, the author found that students feel that Google Translate is easy to use. This is proven by the table below which shows the high percentage of students who agree that Google Translate is easy to access, could translate text effectively and can help the students to translate faster. All the evidence can be seen in table 3.

Table 3. Ease of using google translate

No.	Statements	SA	A	D	SD	Mean
1	Google Translate is easy to access (every time & everywhere).	18	33	14	1	3.03
		27.3 %	50.0 %	21.2 %	1.5 %	
2	Google Translate could translate text effectively.	11	30	23	2	2.76
		16.7 %	45.5 %	34.8 %	3.0 %	
3	Using Google Translate can help me to translate faster than using a printed dictionary.	20	37	8	1	3.15
		30.3 %	56.1 %	12.1 %	1.5 %	

Table 3 above displays students' perceptions related to the ease of using Google Translate. The statement that got the highest mean score (3.15) shows that translating text using Google Translate is faster than using printed dictionary. 56.1% of the participants felt that Google Translate could translate English texts instantly. This is because Google Translate can provide translation results faster than having to open a printed dictionary and look for the meaning of each word one by one. This statement is in line with the research results from Yanti & Meka (2019) that students use Google Translate as a shortcut because it can help them more quickly to find the meaning of some vocabularies. Therefore, many students use Google Translate to help them in the English learning process so they can save time.

On the other hand, the second statement got the lowest mean score (2.76). Some students (34.8%) disagree with this statement. It indicates that Google Translate could not translate English text effectively. As a medium developed by humans, Google Translate also has several weaknesses. These machine translations can sometimes be inaccurate, misinterpret context, or produce awkward sentence structures. This is proven by the results of research from Kol et al. (2018) which states that the writing results of students who used Google Translate and those who did not use Google Translate were not much different in terms of grammatical errors. Google Translate lacks the ability to provide feedback on grammatical accuracy or sentence formation, both of which are vital for language learning. Relying on Google Translate without careful review can lead to grammatical errors (Dahmash, 2020). So, it can be concluded that the use of Google Translate must also be accompanied by adequate knowledge of grammar.

Accuracy of google translate translations

This section consists of three statements related to the accuracy of Google Translate translations. This section explores students' perceptions related to the results of the Google Translate translations (exactly the same as in the printed dictionary, the sentence structure is messy, not translating the English text correctly).

Table 4. Accuracy of google translate translations

No.	Statements	SA	A	D	SD	Mean
1	Google Translate results are exactly the same as in the printed dictionary.	4	28	30	4	2.48
		6.1 %	42.4 %	45.5 %	6.0 %	
2	Google Translate makes the sentence structure messy.	6	25	31	4	2.5
		9.0 %	37.9 %	47.0 %	6.1 %	

3	Google Translate does not translate correctly in English text.	5	27	27	7	2.45
		7.6 %	40.9 %	40.9 %	10.6 %	

Table 4 presents students' perceptions according to the accuracy of Google Translate translations. The data obtained shows that the three statements got the low level of agreement from the participants. This shows that most students consider Google Translate translation results to be inaccurate. The statement that got the highest mean value (2.5) is Google Translate makes the sentence structure messy. This is in line with the research done by Wei (2021) which states that most students who often use Google Translate admit that Google Translate has limitations in translating complex sentences, paragraphs and longer texts accurately. It is proven by the results of Google Translate translations which produce sentences with a messy structure. Since languages have distinct sentence structures, Google Translate may not always produce accurate translations. Sometimes it can make students' writing awkward or even confusing. This is strengthened by research from Sitorus, T. (2020) which states that sometimes the translation results from Google Translate are inaccurate or inappropriate, so students have to re-match the translation results with the topic or context. Thus, it's crucial to re-check the translated text.

Apart from the general negative view towards the accuracy of Google Translate translation results, 51.5% of participants disagreed with the statement Google Translate does not translate correctly in English text. Therefore, this statement got the lowest mean score (2.45). This means that most students feel that Google Translate can translate English text correctly. The result is inversely proportional with the research results from Bouguelmouna & Bouhenni (2023) which states that due to linguistic nuances and cultural references, Google Translate may produce inaccurate or awkward translations, especially for idiomatic expressions and colloquialisms. Moreover, unlike human translators, Google Translate cannot always convey the exact meaning of a text. It often fails to grasp the context of complex words and phrases, causing Google Translate to either provide inaccurate translations or obvious errors.

Dependency on using google translate

Based on students' perceptions on the use of Google Translate in the writing process, it was found that students have a dependency on Google Translate. From the data in the table below, it can be seen that students often translate some words, sentences, even paragraphs using Google Translate. The dependency on Google Translate can make students lazy to open the printed dictionary and to learn

grammar. In addition, some students become unable to translate without using Google Translate.

Table 5. Dependency on using google translate.

No.	Statements	SA	A	D	SD	Mean
1	I often translate English text into Google Translate.	17	37	11	1	3.06
		25.8%	56.1%	16.7%	1.5%	
2	I use Google Translate for translating word by word.	6	45	13	2	2.83
		9.1%	68.2%	19.7%	3.0%	
3	I use Google Translate for translating sentence by sentence.	9	48	8	1	2.98
		13.6%	72.7%	12.1%	1.5%	
4	I use Google Translate for translating paragraph by paragraph.	6	50	9	1	2.92
		9.1%	75.8%	13.6%	1.5%	
5	Google Translate makes me lazy to open the conventional printed dictionary.	13	28	18	7	2.71
		19.7%	42.4%	27.3%	10.6%	
6	Google Translate makes me lazy to learn structure (Grammar/tenses)	2	24	32	8	2.3
		3.0%	36.4%	48.5%	12.1%	
7	I can't translate without using Google Translate.	5	25	26	10	2.38
		7.6%	37.9%	39.4%	15.2%	

Table 5 describes students' dependency on using Google Translate. The data shows that some students have a dependency on Google Translate. The statement that got the highest mean score (3.06) is that students often translate English text into Google Translate. In her research, Putri (2021) believes that Google Translate can provide translation results instantly, so it makes students prefer to use Google Translate rather than having to open a traditional thick printed dictionary. It proven by 37 students (56.1%) and 17 students (25.8%) which agree with the statement that they often use Google Translate to translate the English text. It is because students feel that using Google Translate can make them faster in translating English text rather than having to open a dictionary (Maulidiyah, 2018). In addition, students use Google Translate a lot because Google Translate is easy to access anytime and anywhere. This is in accordance with research results from Arjulayana (2019) which stated that Google

Translate as a digital translation tool can really help students because of its accessibility.

Meanwhile, the lowest mean (2.3) is the statement that Google Translate makes students lazy to learn structure (grammar/tenses). Most students (48.5%) disagree with this statement. This indicates that students are still willing to learn structure even though they use Google Translate as a tool in English language learning. The result is in contrast to the research conducted by Murtisari et al. (2019) which states that that the use of Google Translate in learning English can make students become dependent on Google Translate so that they will have difficulty when they have to translate without using Google Translate. It is necessary for students to understand the basic knowledge of grammar rules when they are utilizing Google Translate for English writing (Ducar & Schocket, 2018). This is because sometimes Google Translate provides translations with grammatical inaccuracy. If students master the basic grammar knowledge, students can review and correct inaccurate Google Translate translations. In addition, students will still be able to do writing activities even without the help of Google Translate.

Obstacles in English Writing Activities

According to the responses from the participants regarding the obstacles in English writing activity, it is found that some students have faced some difficulties in their writing process. Those obstacles include lack of vocabulary, taking a long time to think about the meaning of some words, cannot implement the vocabularies in their writing, and often make grammatical mistakes. These obstacles led the students to use Google Translate in their writing process.

Table 6. Obstacles in English writing activities

No.	Statements	SA	A	D	SD	Mean
1	I don't know much vocabulary.	5	31	19	11	2.45
		7.6%	47.7%	28.8%	16.7%	
2	I take a long time to think about the meaning of some words.	9	40	11	6	2.79
		13.6%	60.6%	16.7%	9.1%	
3	I take a long time to think about some words while I am writing in English.	10	43	8	5	2.88
		15.2%	65.2%	12.1%	7.6%	
4	I cannot implement the vocabularies I have in the writing activity.	5	30	24	7	2.5
		7.6%	45.5%	36.4%	10.6%	
5	I often make mistakes in grammatical aspects.	8	41	14	3	2.82
		12.1%	62.1%	21.2%	4.5%	

For EFL students, writing texts in English can be a big challenge. Because they are non-native speakers of English, they may face many obstacles when they are writing in English. Some of the obstacles can be seen from the data obtained in table 6. From the result, it can be seen that the statement that got the highest mean value (2.88) is that students take a long time to think about some words while they are writing in English. Most students (65.2%) agree with this statement. This is not easy for EFL students. This is because English is not their mother tongue or second language, so they rarely use English in their daily lives. Sometimes, translating thoughts directly from the native language to English can produce unnatural sentence structures and awkward phrasing. The psychological aspect of students cannot be ignored. Fear of making mistakes and lack of confidence with their language skills can cause difficulties in writing (Sabti et al., 2019). The fact that the grammar errors will reduce the scores they will get can also decrease their confidence. Sometimes students also find it difficult to find the right words to be written because they lack vocabulary. Some students may have sufficient vocabulary, but they have difficulty in implementing the vocabularies they have in their writing activities.

The most basic obstacle that students often face is a lack of vocabulary. Mastering vocabulary can add another complexity to the process of carrying out writing activities. The first statement, "I don't know much vocabulary", got the lowest mean score (2.45). This means that most students (47.7%) do not have a good vocabulary mastery, so they may feel burdened when they are asked to do writing activities. This is confirmed with the research done by Muamaroh et al. (2020) which states that the most basic factors that can hinder EFL students in writing English is because they do not have good grammar and vocabulary mastery. Since the lack of vocabulary is a barrier for EFL students, it certainly means that EFL students need help (in this case from Google Translate) to be able to produce good writing.

Uncertain with the choice of words and the correct spelling

This section consists of some statements related to the reasons why students use Google Translate in their writing process. This section focuses on the choice of words and spelling aspects. The researcher found that Google Translate is useful for students to help them in their writing process. It is proven by the data below which shows that most students use Google Translate as a spelling checker tool and to get suitable words for their writing.

Table 7. Uncertain with the choice of words and the correct spelling

No.	Statements	SA	A	D	SD	Mean
1	I use Google Translate to get suitable words for my writing.	10	46	9	1	2.98
		15.2 %	69.7 %	13.6 %	1.5 %	
2	I use Google Translate because I want to make sure that the spelling of the words I write is correct.	15	44	5	2	3.09
		22.7 %	66.7 %	7.6 %	3.0 %	
3	I use Google Translate because I want to find out the correct spelling of some words.	14	47	3	2	3.11
		21.2 %	71.2 %	4.5 %	3.0 %	

Table 7 presents some statements related to the reasons why are students using Google Translate for English writing activity. According to the data in table 6, the three statements above got a high level of agreement from the participants. The statement that got the highest mean value (3.11) is students use Google Translate to find out the correct spelling of some words. Most students (71.2%) agree with this statement. Sometimes there are some students that do not know the correct spelling of some words. Then, they may feel worried about the scores they will get because they do not know how to spell the words correctly. So they use Google Translate to look for the correct spelling of the words. This is supported by research findings from Wirantaka & Fijanah (2021) that the use of Google Translate in students' writing process could help students knowing the correct spelling of some words. From this, it can be concluded that most students use Google Translate as a spelling checker tool.

CONCLUSION

This current research aims to explore students' perceptions of the use of Google Translate to help them in the writing process. The findings reveal that Google Translate can significantly help students in learning English, especially in the writing process. Google Translate can support their writing process in various aspects such as vocabulary building, spell checking, speed in carrying out the writing activities and overall writing results. Students also find Google Translate to be a valuable tool for learning English due to its ease of use, accessibility, and efficiency in translating texts. Although Google Translate offers

convenience and can help students with some aspects of English learning, its translations are sometimes inaccurate, out of context and it can make students confused. The frequent use of Google Translate in the learning process can make students dependent on Google Translate. It can be concluded that Google Translate has several positive and negative impacts for students. Hence, Google Translate must be used wisely and carefully. While conducting this research, the researcher found that the third statement in the third dimension which states “Google Translate does not translate correctly in English text.” received responses that did not match the author's expectations. It seems that this statement is not well understood by students so that many students gave negative responses (disagree or strongly disagree). From here, it is hoped that the future researchers can conduct a further research about this topic.

REFERENCE

- Ahmed, P. (2019). Major Writing Challenges Experienced by EFL Learners in Soran University. *JUHD: Journal of University of Human Development*, 120-126.
- Alisha, F., Safitri, N., & Santoso, I. (2019). Students' Difficulties in Writing EFL. *PROJECT: Professional Journal of English Education*, 20-25.
- Alsalem, R. (2019). The Effects of the Use of Google Translate on Translation Students' Learning Outcomes. *AWEJ: Arab World English Journal*, 46-60.
- Arjulayana. (2019). Google Translate as an Alternative Tool to Assist EFL Undergraduate's Students' Assignment. *CLLENT Journal Of Culture, Literature, Linguistics and English Teaching*, 190-197.
- Axelina, & Setiawan. (2022). The English Students' Perception in Using Google Translate and U – Printed dictionary at Translation Class. *International Social Sciences and Humanities* (pp. 1-6). Jember: UMJember Proceeding Series.
- Cancino, & Panes. (2021). The impact of Google Translate on L2 writing quality measures: Evidence from Chilean EFL high school learners. Elsevier.
- Chandra, O., & Yuyun, I. (2018). The Use of Google Translate in EFL Essay Writing. *LLT Journal: A Journal on Language and Language Teaching*, 228-238.
- Chakraborty, S., Chakraborty, B., Dahiya, V., & Timajo, L. (2018). Education as an instrument of social change and enhancing teaching-learning process with the help of technological development. *Research Gate*.
- Dahmash, N. (2020). 'I Can't Live Without Google Translate': A Closer Look at the Use of Google Translate App by Second Language Learners in Saudi Arabia. *Arab World English Journal (AWEJ)*, 226 – 240.
- Ducar, C., & Schocket, D. (2018). Machine translation and the L2 classroom: Pedagogical solutions for making peace with Google translate. *Foreign Language Annals*, 779 - 795.
- Dulock, H. (1993). *Research Design: Descriptive Research*. Sage Journal, 154-157.
- Gally, T. (2018). Machine Translation and English Education in Japan. *Komaba Journal of English Education*, 43-55.
- Hidayati, K. H. (2018). Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers. *LANGKAWI: Journal of The Association for Arabic and English*, 21-31.
- Khusnul Khotimah, W. W. (2021). Students' Perception of Google Translate in Online English Learning. *JELTS: Journal of English Language Teaching and Cultural Studies*, 78-85.
- Kol, S., Schcolnik, M., & Spector, E. (2018). Google Translate in Academic Writing Courses? *The EUROCALL Review*, 50-57.
- Maulidiyah, F. (2018). To Use or Not To Use Google Translate. *JLT – Jurnal Linguistik Terapan*, 1-6.
- Mulyani, M., Afina, F. (2021). The Students' Attitude Towards Google Translate. *JELA: The Journal of English Language Teaching, Literature, and Applied Linguistics*, 1-13.
- Muamaroh, Mukti, V. C., & Haryanti, D. (2020). The Process and Problems of EFL Learners in English Writing: A Case Study in International Class. *Ethical Lingua*, 405-418.
- Murtisari, Widiningrum, Branata, & Susanto. (2019). Google Translate in Language Learning: Indonesian EFL Students' Attitudes. *The Journal of Asia TEFL*, 978-986.
- Nas, T. W. (2022). An Analysis on Students' Dependency in Using Google Translate Application of The Fifth Semester at English Language Education Study Program of FKIP UIR. *Repository UIR*.
- Othman, M., & Rashid, M. (2018). Technology intimacy: The extent of Malaysian generation Z dependency on technology. *COMRAP*, 20 - 33.

- Putri, A. E. (2021, January 12). Students Dependence on Using Google Translate: A Case Study at Three Universities in Semarang. Retrieved from eprints.walisongo.ac.id: <https://eprints.walisongo.ac.id/id/eprint/15580>
- Sabti, A., & Sabariah Rashid, R. D. (2019). The Impact of Writing Anxiety, Writing Achievement Motivation, and Writing Self-Efficacy on Writing Performance: A Correlational Study of Iraqi Tertiary EFL Learners. Sage Journals.
- Sitorus, T. (2020). Utilization of Google translate as a Translation Media for English Language Materials. ResearchGate, 1-4.
- Swanson & Holton. (2005). *Research in Organizations: Foundations and Methods in Inquiry*. California: Berret-Koehler Publishers, Inc.
- Wei, L. K. (2021). The Use of Google Translate in English Language Learning: How Students View It. *International Journal of Advanced Research in Education and Society*, 47-53.
- Wirantaka, A., & Fijanah, M. (2021). Effective Use of Google Translate in Writing. *International Conference on Sustainable Innovation Track Humanities Education and Social Sciences (ICSIHES 2021)* (pp. 15-23). Atlantis Press SARL.
- Yanti, M., & Meka, L. (2019). The Students' Perception in Using Google Translate as a Media in Translation Class. *INACELT: International Conference on English Language Teaching*, 128-146.
- Yuzar, E., & Rejeki, S. (2020). Correlation between Productive and Receptive Language Skills: An Examination on ADFELPS Test Scores. *SALEE: Study of Applied Linguistics and English Education*, 99-113