The students' perception in using Google Translate as a media in translation class

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Abstract

This Research describes students' perception in using Google Translate as a media in Translation class. Perception in this research was what students think about Google Translate and how it affects them in translating process. The research was focused on the advantages and disadvantages, solution and problem found in using Google Translate. The method used in this research was descriptive method. The researcher analyzed the role of Google Translate for translating process in class. The subject was the sixth semester students and there were 64 students. In collecting the data needed, this research used questionnaire, translation task and interview as the instruments. It was 96% students used Google Translate frequently. The results of this research showed that mostly students used Google Translate as a fast dictionary. The use of Google Translate frequently was for translating sentence by sentence, and enriching students' vocabulary. Almost all students realized that Google Translate could not be good media without rechecking. The students' translation task score showed that the translation quality assisted by Google Translate was not good but also not bad. Additionally, the accuracy of Google Translate made students kept learning and practicing grammar and also improving their translation skill.

Keywords: Google translate, translation, media

INTRODUCTION

Being able to understand other languages is becoming our need today. People could understand them by translating in various ways. In this era, people are able to learn many things easily using smartphone. The existence of smartphone helps people to get information easier. Nowadays, one of the improvements of technology is Machine Translation (MT). According to Yamamoto, cited in Sukkhwan, (2014) it is said that Machine Translation is computer software used to translate texts from one language to another. One of popular Machine Translate commonly used is Google Translate. Translation service, Google Translate, offered by Google is highly visited online by users around the world. (Sharma: 2018:223) As a machine Translation, Google Translate is easy and fast to be used. It is better than using dictionary. It takes a long time for translating a text from source language to target language. In the English

Education Study Program, the use of Google Translate has been familiar. Based on researcher's experience, there were three classes that are frequently used Google Translate as well, Writing class, Reading Comprehension class and Translation class. Based on the preliminary research in Translation class, the role of Google Translate is more dominant rather than other classes. It is necessary to know whether or not the using of Google Translate gives good effect as a learning media for the sixth semester student in Translation class of English Education Study Program of the Faculty of Teacher Training and Education of Palangka Raya University. Understanding the research problem, the researcher was interested in describing the perceptions of English Education Students in Translation class.

METHOD

This research used Descriptive-Qualitative method. The researcher gained the data in the English Campus. The subject of the research was the Sixth semester students of English Education Study Program who had taken Translation class. The data needed in this was 64 students. This research used Questionnaire, Interview and Translation Task to collect the data. The researcher took the data in one meeting for giving questionnaire, one meeting for giving translation task and 2-3 meeting for interviewing. The data collecting had been divided into three main steps. In the first step the researcher gave questionnaire. The participant completed the questionnaire asking about the use of Google Translate focusing on purposes, perception, problem, solution and drawbacks. The next step, in order to analyze students' translation result using Google Translate, the researcher gave translation task for students. Students' translation tasks were analyzed and assessed using Nababan's scale based on Shuttleworth and Cowie's theory of translation quality by rater. Then, the last step was interviewing. The researcher selected and interviewed 14 students who had been selected based on their responses in the questionnaire.

FINDINGS

The data in this research were gained from students' translation task result, questionnaire and students' response in interview. Since the research objectives are to find out and to describe the Sixth semester students' perception in using Google Translate in Translation class, especially in translating text, advantages and disadvantages of Google Translate, and the problem in using Google Translate.

a. Close-ended Question

The researcher divided the questionnaire into 2 parts in order to present the data clearly. The parts were: (1) General Information (2) Students' Perception in Using Google Translate. From the close-ended questionnaire, the researcher used Yes/No question. The first part has 3 questions. The table 1 showed the data from part 1.

Table 1. General Information

Questions	Yes	No
Do you like Translating English Text	86%	14%
Do you use Google Translate?	96%	4%
Do you use other machine translator?	56%	44%

As presented in table 4.1, the result of statement 1 was 86% yes. It means 55 of 64 students stated that they like Translating English text, and there were 9 students dislike Translating English text. Next, the result of statement 2 was 96% positive using Google Translate in Translation class. It showed that most of students used Google Translate as media in Translation class. There were only 2 students did not use Google Translate as media in the class. The result of statement number 3 was 56% yes. There were 36 students used other machine translations and 28 students did not use other machine translations. It could be concluded that other machine translation was used in Translation class not only Google Translate. Nearly half of students used more than one machine translation.

The Part 2 of close-ended questionnaire has 3 indicators. There were (1) Translating, (2) The Use of Google Translate, (3) Google Translate Application. These tables below showed the students' response according to three indicators mentioned.

Students' Translating Basic Knowledge

Table 2. Students' Translating Basic Knowledge

No.	STATEMENT	YES	NO
1	I often translate English material in the class	92%	8%
2	I get difficulty to comprehend translation in the class	62.5%	37.5%
3	I use machine translation in class	86%	14%
4	I use Google Translate as a media in the class	89%	11%

The question number 1-4 showed the result of students' interest and the difficulty in Translation class. The statement number 1 was 92% students often translated English-Indonesian text (vice versa) in the class. Next statement found out that 62,5% students had difficulty to comprehend Translation in the class. Meanwhile, 37,5% had not any difficulty. Most of them got difficulty because of the lack of vocabulary. As the result of statement number 3 was 86% students chose Yes and 14%

chose No. According to the result, most of students used machine translation in translating process. In Addition, statement number 4 showed that 89% or 57 of 64 students used Google Translate. Based on that result, it showed that Google Translate was highly used by almost all students in the class.

The use of Google Translate in class

Table 3. Students' Perception about the Use of Google Translate

No.	STATEMENT	YES	NO
5	I have Google Translate application in my gadget.	73,5%	26,5%
6	I could translate text easier using Google Translate as a media	87,5%	12,5%
7	Google Translate is helpful for improving my translation skill	80%	20%
8	Google translate could not be a good media in translation class	42%	58%
9	Google Translate could translate text effectively	17%	83%
10	Google Translate's result is as exact as in dictionary	25%	75%
11	I use Google Translate for translating word by word	53%	47%
12	I use Google Translate for translating sentence by sentence	83%	17%
13	I use Google Translate for translating paragraph by paragraph	48%	52%
14	I could not comprehend text without Google Translate	19%	81%
15	Google Translate makes me lazy open the dictionary	73%	27%
16	Google Translate makes me lazy to learn Structure (Grammar/tenses)	28%	72%

Table 4. Students' Perception As presented in table 3. The result of students' perception about Google Translate was 73% students had Google Translate in their gadget. Google translate was used for translating text easier 87,5%, improving students' translation skill 80%, being a good media for translating process 58%. The use of Google Translate in the translation class showed that students used Google Translate for translating sentence by sentence was much more than translating word by word or paragraph by paragraph. The statement number 11, 53% students used Google Translate for translating word by word. Meanwhile, the use of Google Translate for translating sentence by sentence was 83%, and only 48% for translating paragraph by paragraph. It could be concluded that students used Google Translate most frequently for getting meaning of sentence.

Even though, Google Translate was a useful media in translation class, the effectiveness and Google Translate meaning was still inaccurate enough for students. The effectiveness of Google Translate was 17%. It showed that students still could not translate effectively by using Google Translate. Furthermore, the meaning of Google Translation result was sometimes not accurate. It was only 25% students chose Yes for stating that Google Translate gave same meaning as in dictionary. The Sixth Semester students also stated that they were still able to comprehend the text without Google Translate. As a result of statement number 14, it was only 19% students that used Google Translate to comprehend the text. In addition, the use of Google Translate made 73% students lazy to open dictionary. It was caused by Google translate was easy and fast dictionary to find difficult or unfamiliar words. The last statement in number 16 showed that 78% students did not feel lazy to learn grammar because of Google Translate. Google translate results must be rechecked by students. The accuracy of Google Translate was still not trusted at all. It made students keep learning grammar. The rest of it was 28% students felt lazy to learn Grammar because of Google Translate.

Google Translate as a Media

Table 4. Google Translate application

No.	STATEMENT	YES	NO
17	Google Translate is faster than other machine translations	78%	22%
18	Google Translate could translate word by word well	67%	33%
19	Google Translate could translate sentence by sentence well	33%	67%
20	Google Translate could translate paragraph by paragraph well	18,75%	81,25%
21	Google Translate enriches my vocabularies	91%	9%
22	Google Translate changes the origin meaning	61%	39%

23	I always recheck the Google Translate's result before I submit it.	95%	5%
24	I always ask my friend to recheck my Google Translate's result before I submit it.	55%	45%
25	I feel more confident using Google Translate in producing a text in class	47%	53%

Table 4 showed that students realized that Google Translate had both benefits and drawbacks. The result of statement number 17 was 78% students could translate faster using Google Translate rather than other Machine Translations. In other hand, by analyzing 64 students' views, 67% students stated that the translation result of word by word was well. 33% for translating sentence by sentence and only 18,75% for translating paragraph by paragraph. Medvedev (2016) found that Google Translate translations are not accurate when it comes to long text. It means that Google Translate was better used for translating word by word. The previous results supported students' view at statement number 21. Almost all of students, 91% students mentioned that Google Translate could help them enriching vocabulary. Sukkhwan (2014) stated that Google Translate commonly used for vocabulary learning.

The accuracy of Google Translate was quite doubtful for students. It caused 61% student stated that Google Translate changes the origin meaning. Therefore, students did some strategies while using Google Translate in class. There were 95% students that rechecking Google Translate result. It indicated that although a large number of students used Google Translate in class, they always rechecked it. Some of students also asked help to their friends for rechecking the Google Translate results. It was 55% students did it. The last statement showed that 47% students felt confident to use Google Translate in class. The students found some grammatical error when translating using Google Translate, it made students must recheck the result. Even though the meaning was still comprehendible, but the accuracy of translation result was so important. So that, some of students did not feel confident using Google Translation.

b. Open-ended Questionnaire

In this questionnaire, the researcher gave two open-ended questions in order to gather the data more clearly. An open-ended question is designed to encourage a full, meaningful answer using the subject's own knowledge and feelings. It is the opposite of a close-ended question, which encourage a short or single-word answer. Open-ended question also tend to be more objective and less leading than close-ended question. Open-ended Questionnaire helped students to state their interpretation about Google Translate in detail.

The first question (part 3.) asked about students' perception of the advantages and disadvantages of using Google Translate as a media in Translation class, and the second question (part 4.) asked about the problems when using Google Translate.

Students' response of the Advantages of Google Translate

In the questionnaire Part 3, there were 2 indicators that students need to answer. There were advantages and disadvantages. Based on data analysis, there were 2 advantages mentioned of using Google Translate written by students.

The first advantage was easy and fast. Translation process takes a long time and it could be more difficult when the students had a lack of vocabulary. The role of Google Translate as a media in translation class was for saving students time. Google Translate could display the meaning of words, sentences even paragraph in a very short time. It only took a few seconds. So, students did not need to open dictionary to look for unknown meaning. The followings were the example of students' answer;

Table 5. The Advantages of Google Translate

Student ID	Answer
#13	It saves my time than using traditional dictionary
#25	The feature of translating text from images really helps. So that, I did not need to retype everything, and the translating process is fast.
#37	We can use Google Translate for translating sentence by sentence and paragraph by paragraph and more. It is faster than other machine translation.
#47	Fast, easy, simple and effective to use. Efficient and saving time.
#50	In my opinion, Google Translate is easy and more practical to use. Besides that, the application can also be used for various languages, not only English.

Next, the second advantage was Enriching Vocabulary. One of important component in translating process is Vocabulary. Vocabulary helps students to translate easily. The use of Google Translate automatically gave many new vocabularies for students when they were translating. There were some examples of students' answer.

Table 6. The Advantages of Google Translate

Student ID	Answer
#16	Google Translate helps us to easier translate that we don't familiar about the vocabulary
#31	Google Translate as a media in Translation class help the students to translate word, sentence, or paragraph easily, it also increases my vocabulary.
#46	Google Translate improves my vocabulary"
#48	It helps me to translate the words that I don't know and it enriches my vocabulary.
#62	Google Translate makes me easier to translate the text and can improve our vocabularies.

It could be concluded that students got some good impacts of using Google Translate in class. They could do the translation task given by lecturer faster and easier. Josefsson (2011) found that 90% students in his research used Google Translate as a dictionary in the classroom because it is fast and easy to use.

Students' response about Disadvantages of Google Translate

Moreover, Google Translate also had some disadvantages. There were 3 disadvantages of Google Translate. As follows:

First disadvantage was making student lazy to open dictionary. In this modern era, the role of dictionary is getting low. Because opening dictionary takes a long time, most of people did not need dictionary anymore. Manual dictionary had been replaced by machine translation or online dictionary. It is faster than dictionary. So that, student was getting lazy to utilize the manual dictionary.

Table 7. The Disadvantages of Google Translate

Student ID	Answer
#1	We can be lazy open dictionary than Google Translate.
#9	Google Translate makes me lazy to open dictionary

Second disadvantage was inaccurate and some grammatical error. Google Translate sometimes did not translate accurately. The translation result needs rechecking. Pena (2011) stated that the disadvantage of Google Translate in learning

English, which the students have to fix the translations made by Google Translate because it is not always correct. The followings were the example of students' answer;

Table 8. The Disadvantages of Google Translate

Student ID	Answer
#2	Sometimes the meaning could be confusing, so we need to check it manual.
#18	It doesn't give a good target language in grammar. So, I have to check it carefully.
#25	Not every translation result is grammatically correct, especially when we translate paragraph or long text.
#39	Sometimes, the grammar is bad. So, I have to check it before submit it.

The last disadvantage of using Google Translate in translation class was internet connection. Google Translate is an online application. This is a weakness of using it. People could not use Google Translate offline.

Table 9. The Disadvantages of Google Translate

Student ID	Answer
#45	Need data or Wi-Fi to use
#64	It is difficult to connect on Internet Connection

According to the result of first question was Google Translate had both benefits and drawbacks. All students realized that Google Translate result could be not totally good. They must be wise when used it.

The Problem and Solution in Using Google Translate

Second Question asked about the problem when student used Google Translate. Google Translate could be a good or bad media in class. It depends on how students utilize Google Translate while translating process. Students had stated some disadvantages of Google Translate in the previous question. The Problem or some disadvantages in using Google Translate could be well solved by students. Furthermore, this second open-ended question was made for investigating students' problem and its solution in using Google Translate.

According to the students' answer, students wrote 3 main problems in using Google Translate, there were (1) Internet Connection (2) Wrong meaning from Source Language to Target Language (3) Grammar Error. These were the following example of students' answer;

Table 10. Problem and Solution in Using Google Translate

Student ID	Answer
#13	The Problem: Cannot correct my grammatical. Solution: Using my background knowledge.
#15	The Problem: Meaning in Text often incorrect. Solution: Increase grammar knowledge.
#17	The Problem: Getting used to with the app to translate text. Solution: Trying to translate the text by your-self first. Then use the app when find some difficulties.
#18	The Problem: Some grammatical error. Solution: Know the grammar of the target language well.
#29	The Problem: Google Translate can't be used offline. Solution: You have to connect by Wi-Fi or buy internet quota.
#31	The Problem: The structure is not good. Solution: Study more about structure.
#32	The Problem: Google Translate changes the origin meaning. Solution: I always check Google Translate result.
#41	The Problem: The words sometimes are difficult to understand. Solution: Open the dictionary to find another word that easy to understand.
#46	The Problem: Google Translate has a bad structure. Solution: Fix the structure, so students could use it more.
#57	The Problem: The result is not correct and effective Solution: Recheck it first, and make sure it arranged well.

As presented in Table 10, students knew the functions of Google Translation well and they realized the weakness of Google Translate as well. It indicated that translating process must be done properly. Students did not only rely on Machine Translation such as Google Translate but also English Language skill to produce a good translation result. This result was supported by Sukkhwan research (2014), the research showed that the four most-frequently performed behaviors in translating process by EFL students were the behaviors of reading sentences and texts before using Google Translate, Translating one sentence at a time, looking for and replacing more suitable words from Google Translate Word Functions, and editing Google Translate output. Sixth semester students in this research also did the same when translating text assisted by Google Translate. They were aware of errors produced by Google Translate and tried not to put the errors in their translation results.

The researcher had divided the students into two categories: Positive users and Negative users. Positive users were defined as students who thought that Google Translate completely are helpful for students, and they feel confident when using Google Translate in the class. Negative users were defined as the students who did not feel confident when using Google Translate, even though they kept using Google Translate and somehow it helped them as a fast dictionary in class. Based on response of 64 students in the questionnaire, the result showed that there were 30 positive users, and 34 negative users in Translation class. Based on that result, the researcher took 25% of 64 students to be interviewed. Then, 14 students were selected to be interviewed. The students were selected based on their response in the questionnaire. The researcher took 7 students from positive users and 7 students from negative users.

The research result on the interview showed that every single meeting, students did translating process in class and most of students said that translating English-Indonesia is easier than translating Indonesia-English. They also added that the difficulty in Translation class were following translating procedures to produce good translation result and lacking of vocabulary. All of 14 Students said that vocabulary was very important. The text will be easily translated when the students have many vocabularies. Vocabulary was a necessary component in translating process. In this case, students agreed using Google Translate as a media to help them to translate the text easier. In interview step, there were 13 students who frequently used Google Translate in class. They also explained that Google Translate was better used to look for word meaning. Google Translate cannot translate all words correctly. Google Translate sometimes gives inappropriate meaning. Most of students realized that Google Translate had some mistakes such as vocabulary word use, word order, and some tenses. Students added that Google Translate could not contextually and accurately translate all the words in a paragraph. It made students always rechecked the Google Translate result from dictionary or they asked for their friend's help. Dealing with problem using Google Translate, 13 students agreed that Google Translate was helpful as a media in translating process, and there was one student disagreed with that statement. He felt that translating process could be done without any help from Google Translate. This finding also was supported by Sukkhwan research (2014), Google Translate could help students' English learning. Students viewed Google Translate as a good learning tool,

but it could be problematic for their study because it sometimes produces inaccurate or inappropriate meaning of words.

a. English-Indonesian Translation Task

Students' translation was various in order to improve the accuracy, readability, and acceptability of their translation, they checked and changed some dictions and improve the grammar of the Google Translate result. These are the examples of students' translation which compared to Google Translate result.

Table 11. Students' Translation English-Indo Analysis

No.	Text	Google Translate Result	Students' Translation
1	We Gossip about 52 minutes a day	**Kami bergosip sekitar 52 menit sehari**	• **Kami bergosip sekitar 52 menit per hari** • Kita menggosip 52 menit per hari • Kita bergunjing sekitar 52 menit per hari • Kita membicarakan tentang orang lain sekitar 52 menit
2	That may not be as toxic as it sounds	**Itu mungkin tidak beracun seperti kedengarannya**	• **Yang mungkin tidak beracun seperti kedengarannya** • Yang mungkin tidak seburuk seperti yang terdengar • Gosip belum tentu benar seperti kedengarannya • Hal itu mungkin tidak semengerikan yang kita kira • Itu tidak merugikan seperti kedengarannya
3	And a new study finds	**Dan sebuah penelitian baru menemukan**	• **Dan sebuah penelitian baru menemukan** • Dan sebuah studi baru menemukan
4	Talking to someone about someone else who is not present	**Berbicara dengan seseorang tentang orang lain yang tidak hadir**	• **Berbicara dengan seseorang tentang orang lain yang tidak hadir di situ** • Berbicara dengan seseorang tentang orang lain yang sedang tidak bersama mereka • Berbicara kepada seseorang tentang orang lain yang tidak datang

			• Membicarakan orang yang tidak ikut hadir dalam pembicaraan • Membicarakan orang yang tidak ada di sana kepada orang lain • Berbicara dengan seseorang tentang orang lain yang tidak ada di tempat
5	We actually found that the overwhelming majority of gossip was neutral	**Kami sebenarnya menemukan bahwa sebagian besar gosip bersifat netral**	• **Kami sebenarnya menemukan bahwa sebagian besar gosip bersifat netral** • Kami benar benar menemukan bahwa sebagian besar gosip adalah netral • Kami menemukan sebenarnya bahwa mayoritas gosip yang beredar adalah tidak memihak • Kami benar benar menemukan bahwa sebagian besar gosip itu tidak berpihak pada siapapun.

Based on students' translation analysis, it could be concluded that mostly, students checked Google Translate result and translate the text by their interpretation. Google Translate was frequently used as a media to look up difficult vocabulary.

b. Indonesian-English Translation Task Score

In interview section, most students agreed that translating Indo-English text was more difficult. The analysis of students' translation task showed that Students checked, changed some diction and improved the grammar of the Google Translate result. These are the examples of students' translation which compared to Google Translate result.

Table 13. Students' Translation Indo-English Analysis

No.	Text	Google Translate Result	Students' Translation
1	10 Negara	10 countries that	• 10 countries that highly respect the teaching profession • 10 countries so respectful of teacher profession • 10 nations that respect teacher profession • 10 countries which very

	yang sangat menghormati profesi guru	highly respect the teaching profession	respectful toward teacher profession • There are 10 countries that highly respect teacher as a profession
2	Studi terbaru dilakukan Varkey Foundation	The latest study was conducted by the Varkey Foundation	• Latest study was conducted by Varkey Foundation • Latest research was conducted by Varkey Foundation • Recent study was conducted by Varkey Foundation • Newest study was conducted by Varkey Foundation
3	Dengan meminta pendapat leboh dari 1000 orang	By asking for opinions from more than 1000 people	• By asking for opinions from more than 1000 people • By ask for opinions from more than 1000 people • To asking opinions from more than 1000 people
4	Organisasi tersebut meminta lebih dari 1000 orang di setiap negara	The organization asked for more than 1,000 people in each country	• The organization asked for more than 1000 people in each country • The organization asks more than 1000 people every countries • The organization interviewed more than 1000 people every countries
5	Berdasarkan survey ini berikut pemeringkatan 10 negara	Based on this survey the following ranking of 10 countries	• Based on this survey the following ranking of 10 countries • Based on the survey, these are the ranking of 10 countries • According to survey, there are 10 countries • Based on this survey, those are the rank of 10 countries

Based on students' translation analysis, it could be concluded that mostly, students checked Google Translate result and translate the text by their interpretation. Google Translate was frequently used as a media to look up difficult vocabulary.

DISCUSSION

According to the students' response, it could be concluded that students kept using Google Translate although it had some weaknesses. Students viewed Google Translate was more advantageous than disadvantageous for their learning in Translation class. In this section the researcher discussed about the students' Perception in using Google Translate as a media in Translation class based on Questionnaire, interview and students' translation given. Students had different perception in translating text using Google Translate.

1. Questionnaire

The results showed that:

1. There were 30 positive users and 34 negative users. Mostly student got benefit using Google Translate as a media to translate text given by lecturer in class, but most of student still did not feel confident when using Google Translate without rechecking the result first.
2. There were many advantages from Google Translate for students. It could save students' time, enrich students' vocabulary.
3. On the other hand, students realized the disadvantages of using Google Translate in Translation class. Google Translate results were still less accurate, there were some errors in grammar and sometimes the meaning was inappropriate.
4. Sixth semester students in Translation class always had rechecked Google Translates results before they submitted it. There were few of student used additional application for rechecking grammar while translating text used Google Translate.

2. Interview

Next, for investigating students' perception deeper, researcher had selected 14 students to be interviewed. The result showed that:

1. 13 interviewed-students stated that Google Translate was very helpful in class. Especially, in Translation class, students only had short time for translating text in class. They also stated that translating English-Bahasa Indonesia text was easier than Bahasa Indonesia-English Text. Selecting diction of the source language into target language was one of difficult part to do.
2. In Translation class, students added that lecturer highly allowed students to use Google Translate for translation task. Even though, students had some problems and found some advantages from Google Translate, they still keep using it. It was 72% students stated that they did not feel lazy to learn structure or grammar because of Google Translate. It proved that Sixth Semester student tried to use Google Translate as much as they need.

3. Students' Translation Task

According to students' translation task results showed that:

1. Students' translation was readable enough to understand. The mostly mistakes in students' translation was the diction.
2. The accuracy and acceptability of students translation quality was less.

Additionally, Josefsson (2011) found that 90% students in his research used Google Translate as a dictionary in the classroom because it is fast and easy to use. In addition Sukkhwan (2014) stated that students had a positive attitude toward Google Translate as it was convenient to use and it was helpful for all students in learning English especially in learning vocabulary. This result also was supported by Clifford (2013), he stated that the use Google Translate benefits in Vocabulary learning. Students could access it easily. Therefore, Medvedev (2016) also found that Google Translate often lost grammar and accuracy when it comes to long texts. Pena (2011) added that her survey indicated the disadvantages of Google Translate in language learning, which the students need to be fixing the translation made by Google Translate in language learning because it is not always correct. The theory from some studies above could be concluded that the result of this finding was related following of the previous studies.

CONCLUSION

Based on the result of this research that has been described previously, the researcher concluded that: The students' perception in using Google Translate as a media in Translation class that Google Translate was more advantageous than disadvantageous. Students used Google Translate as a fast dictionary to help them look up the vocabulary meaning faster. It was so easy to access. Google Translate helped student in enriching vocabulary. In addition, Google Translate was highly used for translating sentences by sentences by students. The high weakness of Google Translate was its inaccuracy. Google Translate could not translate contextually and accurately all the words in paragraph. It made most of students used a dictionary or other resources to confirm the meaning. Some of them asked their friend's help. Additionally, the errors and inappropriate word order produced by Google Translate could be possibly be source for student learning, practicing grammar, and translation skill.

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