

Students' Perceptions on Using Google Translate toward Their Motivations in Learning English (A Case Study at SMA Negeri 6 Kupang)

Diana Rifda Hanifa ^{a,1,*},
Alexander H. Kabelen ^{b,2},
Gupuh Rahayu ^{c,3},
Santri E. P. Djahimo ^{d,4}

^{a,b,c,d} English Education Study Program, Faculty of Teacher Training and Education, Nusa Cendana University, Kupang, Indonesia

¹drhanifa2013@gmail.com;

²alexkabelen63@gmail.com;

³gupuh.rahayu@staf.undana.ac.id;

⁴sunthree_dj@yahoo.com

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ABSTRACT

This research aims to find out the reasons as to why students use Google Translate to learn English and the method to which students use that influence their motivation of using Google Translate to learn English at SMA Negeri 6 Kupang. Method used in this research was descriptive qualitative with qualitative analysis for the questionnaire and for the interview. Translation of Google Translate is considered as a source of learning motivation with a very high level of value for students as 3.59 in average or 89.75% out of eighteen students for further learning of English. The main reason of students in using Google Translate to learn English was easy access in learning meaning of English words through spelling and translation using Image Translation as the most preferred method and learn pronunciation of new words based on the valid pronunciation from Google Translate feature using Speak to Translate as the second most preferred method according to the students interviewed. Students claimed more intrinsically motivated through consideration of the value toward the practicality and accessible tool of Google Translate itself in using the tool to learn English without the need to find alphabetical word order such as in a conventional dictionary.

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INTRODUCTION

English is one of the languages used in the world by people as a form of communication. As an international language, English is used also taught in many countries around the globe (Fibriana *et al.*, 2021). Around 96% of multinational companies in Indonesia require English language skills for prospective employees (Sahputra, 2023). Technological advances in education, especially in learning a language, create convenience in educational learning activities including online language applications (Nas, 2022). Browsing services for material through online search engines are often used by students in higher education, including for translating purposes which one in common is Google Translate with accessibility in any time or any place once connected to the network (Pham *et al.*, 2021). The practice of "opening a conventional dictionary" becomes less common compared to the practice of "opening Google Translate". Fibriana *et al.* (2021) stated that different written texts from ninety languages are able to be translated by Google Translate as understated by Maulidiyah (2018) with various adapted functions of word and phrase combination.

Agustin and Siswana (2022) defined that translation is the activity to interpret meaning of a text in one source language into a target language. In academic fields, students translate written text to understand the main idea of a text and obtain the information from the text as progressive learning starting from translating words into sentences including in communication. McDonald (2020) classified three requirements in a translation quality assessment which includes accuracy, readability and acceptability without any unauthorized additions, deletions or alternations which could influence the meaning. Despite the deficiency discussed in Maulida (2017) about the grammatical mistakes less consistent toward original meaning in translation, students are able to enhance their

comprehension in learning vocabulary, writing and reading in English through utilizing Google Translate with 80% percentage of accurate translation including for online communication (Sumiati *et al.*, 2022; Alhaisoni and Alhaysony, 2017).

Perception is the process or result of awareness toward an object, relation or event involving activities such as recognizing, observing, selecting, organizing and interpreting a phenomenon or event experienced by a person (Siahaan *et al.*, 2022). Motivation in learning English is the internal or external drive that influences in succeeding in learning the language. Availability in the service of Google Translate could influence toward the students' internal and external motivation in learning English with different perceptions by students of whether the utilization of Google Translate in learning English provide positive motivation or negative motivation. Motivation is divided into two types including intrinsic motivation and extrinsic motivation. Intrinsic motivation is related to the learners' self-desire or interest in learning (Putri, 2019). Extrinsic motivation is related to the environmental factors that affect interest in learning such as to pass an exam, the hope of financial reward, or the possibility for future travel (Richard and Edward, 2000 cited in Laeli, 2019; Harmer, 2001 cited in Laeli, 2019).

Factors of intrinsic motivation for learning includes: 1) a belief to master a situation with a positive outcome (self-efficacy); 2) high efforts for doing the tasks with positive behaviour in learning (control of learning); 3) high performance in learning build interest toward learning (high level of interest); 4) learners consider the importance of doing well in the tasks increasing the overall confidence in the performance (high level of value); and 5) setting clear goals in learning building confidence in the curiosity to achieve the goals with more effort in the performance (goal orientation and curiosity). Factors of extrinsic motivation for learning includes: 1) stimulus toward the effort and interest of learners in the learning performance from reward and punishment; 2) comfortable learning environment between the teacher and students (classroom environment); 3) no restriction of learners in learning such as using English in conversations in society; 4) teachers in the role as a facilitator and study peer assisting the learning process of students; and 5) method that is engaging and fun to increase the interest of learners in learning (Laeli, 2019).

Learning is the process of acquiring knowledge or behavior through several ways such as experience, recall, mastering the experience, get information or find information from studying, teaching or instruction (Qvortrup *et al.*, 2016). Characteristics of motivated learners in learning includes: 1) positive task orientation that learners display with confidence in doing learning tasks; 2) by understanding the importance to learn; 3) learners display in understanding the need to succeed in overcoming difficult tasks; 4) to achieve high grades and high proficiency; 5) learners display in understanding the effort to achieve goals in the learning tasks; 6) by giving effort with no discouragement by setbacks; 7) with tolerance of ambiguity (Ur, 2009).

One of the theories for learning process is the information processing theory developed by George A. Miller in 1956 that can be adapted for language learning as described by Srivastava and Srivastava (2019) which represents the process of information that are received, processed and stored in the brain in two types of memory storage of short term memory and long term memory. Short term memory stores any information for shorter duration that will be more permanent and placed in the long term memory if repeated and repeated again. Any information stored in the long term memory can be retrieved when needed. Sudarma *et al.* (2022) discovered that information processing theory has been applied for learning digital content through audio or video that facilitates toward the students' ability in processing information to re-expression of the information. In the digital era of learning English, Google Translate is an electronic platform that is widely used by students for assisting in English learning. The purposes of this study are to find out the reasons of why students use Google Translate to learn English, to find out how students become motivated to learn English using Google Translate and to find out the level of extent of students that become motivated to learn English using Google Translate.

METHOD

The method used in this research was qualitative method. Qualitative research aimed to convey the aspect of *why* people have thoughts and feelings that might affect the way of the behaviour. Descriptive study aimed to describe a phenomenon and its characteristics through explaining the value of the variable without comparing or establishing a connection between each variable (Khoiri, 2018; Sugiyono, 2003 cited in Sobian, 2021). The qualitative method in this research was used for the analysis of the result of the questionnaire in relevance to the research questions to find out the average number of agree statements in motivation level. Data collected for qualitative analysis was analyzed to find out the method used in applying Google Translate for learning English with also analyzed to find out the level of extent in motivation of students for learning English with the reasons of students in using Google Translate.

This research was conducted in SMA Negeri 6 Kota Kupang on the 10th of February 2025. SMA Negeri 6 Kupang located at Jl. H. R. Koroh, RT 23/RW 09, Sikumana, Maulafa District, Kupang, East Nusa Tenggara. The school was chosen because the participants in SMA Negeri 6 Kota Kupang often used Google Translate. The subjects of this study were eighteen tenth grade students that were distributed into six parallel classes of which the researcher took class E as the subjects of this study. Five from the total subjects of study was interviewed through numerical order of purposive sampling method to which the questionnaire was completed in the classroom. Questionnaire was used to collect the data related to students' motivations in using Google Translate. According to Ranganatahan and Caduff (2023), a research questionnaire consisted of a series of items or questions for collecting information about knowledge, opinion, attitude, beliefs, or behavior from respondents. The type of questionnaire used in this study was a structured questionnaire known as Likert Scale of four-point Likert scale ranging from 'strongly disagree' to 'strongly agree'. A semi-structured interview was also used which consists of nine questions and while the interview was taken place, the researcher records the interview using recording application on the smartphone. In analyzing the data of the questionnaire, the subjects' responses were shown in number and was analyzed the average of the responses based on statements, subcategories, and main categories. There were five subsections of each main category.

Each response from the four-point Likert Scale (Toomnan and Putsayainunt, 2022) of the statement was calculated to state the percentage from total subjects using the formula below.

$$\text{Option Percentage} = (\text{Total item} / \text{Total subjects}) \times 100\%$$

Option percentage: percentage of subjects choosing item;
 total item is total option chosen;
 total subjects is total subjects of study

(Bento, 2023).

Then, the mean of the responses from subjects of study in each statement of the questionnaire was calculated using the formula:

$$\bar{x} = \sum x / N$$

\bar{x} : mean score of each statement;
 $\sum x$: is sum of all score from subjects in the statement;
 N is total number of subjects

(Sukardi, 2004 cited in Sandi, 2021).

The researcher calculated the mean of the responses from subjects of study in each subsection of intrinsic motivation including self-efficacy, control of learning, high level of interest, high level of value, goals orientation and curiosity, and extrinsic motivation including reward and punishment, classroom environment, society and significant of others (sources of motivation), teacher (sources of motivation) and method (sources of motivation) of the questionnaire with the main sections of intrinsic motivation and extrinsic motivation using the formula:

$$\bar{x} = (\sum x_1 + x_2 + x_3 + \dots x_n) / N$$

\bar{X} : mean score of each subsection or section;
 $\sum X_1 + X_2 + X_3 + \dots + X_n$: sum of all score in the subsection or section;
N: is total number of items

(Asari *et al.*, 2023).

The four-point Likert Scale was used to measure the learning motivation level of the subjects of study. The level of learning motivation was specified to determine the level of agreement or disagreement of answers from the subjects of study based on the following criteria:

Table 1. Motivation Level

Main Range	Interpretation
3.50 – 4.00	Very High Degree of Motivation
2.50 – 3.49	High Degree of Motivation
1.50 – 2.49	Moderate Degree of Motivation
1.00 – 1.49	Low Degree of Motivation

(Toomnan and Putsayainunt, 2022)

Finally, the final score of mean from the questionnaire was analyzed using percentage formula below.

$$\text{Mean Percentage} = (\text{Mean Score} / \text{Total mean score}) \times 100\%$$

Mean percentage: percentage of final mean score;
mean score: final mean score;
total mean score total score of mean

(Bento, 2023).

The data gained from the interview was analyzed and interpreted based on the characteristics of the data and the relevancy of the data to the research questions which was answered in this study. In the analysis of the interview, audio recordings were transferred into transcripts to be read and reread. Each response for each question from the subjects of study in the interview was classified based on the similarity and difference of the responses. The conclusion and suggestion were drawn based on the result of the questionnaire and interview.

FINDINGS AND DISCUSSION

Research Findings

Results of the questionnaire were used to determine the perception of students about the level in extent of using Google Translate toward their motivation to learn English. The results of the interviews were analyzed to find out more depth about the statements and the reasoning toward motivational influence of using Google Translate to learn English. Results of the interviews were analyzed to explore the method to which students use Google Translate that motivated the students to learn English. The results of the questionnaire are described in table 1 and table 2.

Table 2. Intrinsic Motivation Statement Result

INTRINSIC MOTIVATION							
No.	Statement	Scale				Total	Mean
		SD	D	A	SA		
SELF-EFFICACY							
1.	Using Google Translate allows me to be at more ease and more confident in learning to understand English texts.	1	2	7	8	18	3.22
Percentages (%)		5.6	11.1	38.9	44.4	100	-
CONTROL OF LEARNING							
2.	I use Google Translate every time I need to find meaning of new words and sentences in an English text.	0	0	10	8	18	3.55
Percentages (%)		0	0	55.6	44.4	100	-
3.	I use Google Translate to practice my pronunciation when I find new English words.	1	2	11	4	18	3
Percentages (%)		5.6	11.1	61.1	22.2	100	-
LEVEL OF INTEREST							

4.	Using Google Translate allows me to participate more easily in using English in group discussions.	0	3	10	5	18	3.11
Percentages (%)		0	16.6	55.6	27.8	100	-
5.	Using Google Translate allows me to produce better quality of English writing.	2	4	7	5	18	2.83
Percentages (%)		11.1	22.2	38.9	27.8	100	-
LEVEL OF INTEREST							
6.	Using Google Translate allows me to read more English texts that have not been read before.	0	1	4	13	18	3.66
Percentages (%)		0	5.6	22.2	72.2	100	-
LEVEL OF VALUE							
7.	I use Google Translate because of its practicality for learning English with quick and efficient translation than using a dictionary.	0	2	2	14	18	3.66
Percentages (%)		0	11.1	11.1	77.8	100	-
8.	I use Google Translate because it can be accessed in many places and at any time.	0	3	3	12	18	3.5
Percentages (%)		0	16.7	16.7	66.6	100	-
GOALS ORIENTATION AND CURIOSITY							
9.	I use Google Translate to help me learn words or sentences in English from digital media such as Facebook, YouTube, Spotify or Netflix.	1	1	3	13	18	3.56
Percentages (%)		5.6	5.6	16.6	72.2	100	-

Note : SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; and Mean = Average value

Intrinsic motivation was classified as high based on the average value with statements of each motivational factor being graded as “high degree of motivation”. The total average of intrinsic motivation was 3.37. The statement with the highest average value of intrinsic motivation was 3.66 in statement six of level of interest motivational factor and statement seven of level of value motivational factor. The statement with the lowest average value of intrinsic motivation was 2.83 in statement 5 of the interest motivational factor level (Table 1).

Table 3. Extrinsic Motivation Statement Result

Table 3: Extrinsic Motivation Statement Result

EXTRINSIC MOTIVATION							
No.	Statement	Scale				Total	Mean
		SD	D	A	SA		
REWARD AND PUNISHMENT							
1.	I use Google Translate to help me do my English assignments and prepare for English examinations.	1	3	10	4	18	2.94
Percentages (%)		5.6	16.6	55.6	22.2	100	-
CLASSROOM ENVIRONMENT							
2.	I use Google Translate to become more confident to communicate with the teacher or friends in class using English.	1	3	9	5	18	3
Percentages (%)		5.6	16.6	50	27.8	100	-
SOURCES OF MOTIVATION (Society and Significant of Others)							
3.	I use Google Translate because my friends and people around me support me to improve my English by learning using it.	2	5	8	3	18	2.66
Percentages (%)		11.1	27.8	44.4	16.7	100	-
SOURCES OF MOTIVATION (Teacher)							
4.	I use Google Translate in learning English because of my teacher's advice.	1	4	10	3	18	2.83
Percentages (%)		5.6	22.2	55.6	16.6	100	-
SOURCES OF MOTIVATION (Method)							
5.	I use Google Translate as a learning media for English	1	3	9	5	18	2.72

learning because it teaches to learn English in many ways such as speaking, listening, typing and reading.						
Percentages (%)	5.6	16.6	50	27.8	100	-

Note : SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; and Mean = Average value

Extrinsic motivation was classified as high based on the average value with statements of each motivational factor being graded as “high degree of motivation”. The total average of intrinsic motivation was 2.83. The statement with the highest average value of intrinsic motivation was 3 in statement two of classroom environment motivational factor. The statement with the lowest average value of intrinsic motivation was 2.66 in statement 3 of society and significant of others motivational factor (Table 2).

Table 4. Average Score of Motivational Level

Type of Motivation	Average Score	Classification of Motivational Level
Intrinsic Motivation	3.37	High Degree of Motivation
Extrinsic Motivation	2.83	High Degree of Motivation

The final mean score of motivational level showed that both the intrinsic motivation and extrinsic motivation was classified as “high degree of motivation”. However, intrinsic motivation was 0.54 higher than the extrinsic motivation (Table 3) indicating that most students had intrinsic motivation in learning English using Google Translate. Students who were intrinsically motivated were also rather similarly extrinsically motivated in learning English using Google Translate.

Table 5. Average Score of Intrinsic Motivation Factor

Intrinsic Motivational Factor	Average Score	Classification of Motivational Level
Self-Efficacy	3.22	High Degree of Motivation
Control of Learning	3.28	High Degree of Motivation
Level of Interest	3.2	High Degree of Motivation
Level of Value	3.59	Very High Degree of Motivation
Goal Orientation and Curiosity	3.56	Very High Degree of Motivation

The influence of self-efficacy on students had an average score of 3.22 which was classified as high degree of motivation. The influence of control of learning on students had an average score of 3.28 which was classified as high degree of motivation. The influence of level of interest had an average score of 3.2 which was classified as high degree of motivation (Table 4). This showed that most students were similarly influenced in self-efficacy, learning control and interest toward learning English using Google Translate. The influence of level of value in using Google Translate for learning English had an average score of 3.59. The influence of goal orientation and curiosity in using Google Translate to learn English had an average score of 3.56 while indicating that student level of value in using Google Translate to learn English intrinsically motivated them in the learning process.

Table 5. Average Score of Extrinsic Motivation Factor

Extrinsic Motivational Factor	Average Score	Classification of Motivational Level
Reward and Punishment	2.94	High
Classroom Environment	3	High
Source of Motivation (Society and Significant of Others)	2.66	High
Source of Motivation (Teacher)	2.83	High
Source of Motivation (Method)	2.72	High

The extrinsic motivational factors of using Google Translate in learning English showed not significant difference for each factor (Table 5). The influence of reward and punishment factor on students had an average score of 2.94 while the classroom environment factor on students had an average score of 3. The influence of society and significant of others on students, teacher toward students, method in learning English using Google Translate had average scores of 2.66, 2.83 and 2.72. This showed that extrinsic motivational factors of using Google Translate to learn English had a

rather similar influence toward students. Findings of the interview referred to the second research question of the method of students in using Google Translate toward being motivated to learn English.

Discussion

The perception of tenth grade students on the self-efficacy of intrinsic motivation using Google Translate to learn English is 80.5% out of eighteen students which is classified as a high motivational level with positive perception. Based on the interview, the reason for this is easy access to translation that eases student confidence in learning an easier way. This was confirmed by the interviewed student MLD as, "It was easier to search for the meaning for example in English word meaning faster." Google Translate is regarded as a valuable resource that contributed to the vocabulary learning process of students. Students learn the meaning of words in English through an easier process using Typing to Translate feature of Google Translate with quicker translation that allows students to become more motivated in learning new vocabulary than using a conventional dictionary. This was supported by the interviewed student FRS as, "It was easier to use Google Translate than using a dictionary because of its effectivity and simplicity."

The perception of tenth grade students on the control of learning in intrinsic motivation to learn English using Google Translate is positive in total of 82% out of eighteen students which is classified as a high degree of motivation. Based on the interview, the reason is that students were motivated to learn further about spelling and pronunciation of words in English using Google Translate when translating words as an interest of learning. This was confirmed by the interviewed student FRS as, "The reason for using Google Translate was to learn more about how to write and how to pronounce correctly when translating new words." Google Translate offers pronunciation feature other than translating features which are applied by students to read, speak and write in English that provided access to easier method of learning pronunciation of new words. Three interviewed students (MLD, FRS and DHK) stated that Google Translate pronunciation was clear whereas one student who was CIT did not agree. All interviewed students agreed that pronunciation of voice translation in Google Translate was identifiable. Khasanah *et al.* (2022) confirmed that clear pronunciation in voice translation facilitates students in learning pronunciation of any word that is translated.

The perception of tenth grade students on the level of interest in intrinsic motivation to learn English is positive in total of 80% which is classified as a high degree of motivation. From the interview, the reason for this is that students were motivated in completing assignments inside an English class for producing better writing quality and reading more English texts which allows students to become more engaged in learning. This was confirmed by the interviewed student MLD that, "It was easier to understand texts by looking at the questions that were searched using Google Translate." Most students used Google Translate to translate assignments sentence by sentence and some to translate the entire text (Iswara *et al.*, 2024). Students translated shorter pieces of texts using Google Translate to produce more accurate output through evaluation of the output by translating paragraphs or whole texts before refining the grammar and logical translation. Google Translate is useful in making students become more motivated to learn written assignments. This reason was encouraged by student DAP in the interview as said as, "It was easier to search for answers from difficult texts such as the narrative texts taught by the English teacher."

The perception of tenth grade students on the level of value in intrinsic motivation to learn English is positive in total of 89.75% out of eighteen students which is classified as very high degree of motivation being the highest score of average from intrinsic and extrinsic motivational factors. From the interview, the reason is that students agreed to the practicality of using Google Translate than using a dictionary that functions as a spell checker and as a thesaurus. This was confirmed by student FRS in the interview as said as, "It was easier to type using Google Translate than using a dictionary as in a dictionary must be searched for the first letter of the word." Students became more motivated to learn spelling of words in English using Typing to Translate in Google Translate feature

that provided practical access than searching in a conventional dictionary by typing instead of searching letter by letter for the translated word. Practicality in learning process became a source of motivation to learn English further.

The perception of tenth grade students on the goal orientation and curiosity of intrinsic motivation to learn English using Google Translate is positive in total of 89% out of eighteen students which is classified as a very high degree of motivation. Based on the interview, the reason for this is that Google Translate was a useful learning media for learning English as a digital media of translation tool. This reason was confirmed by the interviewed student MLD that, "I often listen to songs in YouTube in repetition by searching through Google Translate to listen clearly to the pronunciation." Voice Translation from Google Translate is beneficial for learning pronunciation by students in pronouncing correctly as if was not pronounced correctly the words would not be recognized. Students agreed that voice translation was clear to be listened. This reason was supported by another the interviewed student FRS as, "In my experience, the pronunciation of Google Translate was clear."

Google Translate provided valid pronunciation based on the phonetic transcription of many languages including English. This allowed students to be assisted in differing how each word was pronounced. Students were able to identify spelling of English words by interpretation of the pronunciation. Pronunciation of which needed valid pronunciation as an exemplary teaching for students to learn to was assisted using voice translation of Google Translate. Students were assisted in learning new words by using social media such as listening to songs in YouTube before translating the unknown words, sentences or phrases using voice translation of Google Translate which motivated the students to learn English further.

The perception of tenth grade students on the reward and punishment of extrinsic motivation using Google Translate to learn English is positive in total of 73.5% which is classified as high degree of motivation. The reason, based on the interview, is that Google Translate facilitated for students in translating assignments during English class. This was confirmed by student CIT in the interview as said as, "Yes. It was easier to find new words from English texts using Google Translate." Student CIT continued as, "This was because it was easier to understand words that were searched." Students agreed to Google Translate as a translation tool which assisted in the learning process of English assignments. Students that were facilitated for the translation process were motivated to learn meaning of words using Google Translate. The result of the interview shows that students in the class understood their assignments by using Google Translate as a translation tool. Students who were assisted in finding and understanding new words by using Google Translate were more motivated to learn meaning of new words. Students learned in class with the assistance of Google Translate as a form of reward for completing the assignments in class toward their effort in learning meaning of new words.

The perception of tenth grade students for extrinsic motivation in classroom environment toward learning English using Google Translate is positive in total of 75% out of eighteen students which is classified as a high degree of motivation. From the interview, the reason is that Google Translate facilitated students in searching for meaning of words in English from questions that were asked in the English class. This was proved by student DHK in the interview as said as, "Words that could be remembered from searching using Google Translate could still be remembered until the week after such as the word "left" from the teacher's question in class." Students were able to remember meaning of words learnt to be stored in short term memory before processed to be stored in long term memory by repetition more effectively in completing English assignment during class by using Google Translate as a translation tool. Google Translate was used by students to determine meaning of unknown words in English (Samir, *et al.*, 2023). Communicative class discussion as presented by student DHK in the interview were easier for the students to follow by using Google Translate to discover the meaning new words taught by the English teacher. Students were able to

have more trust when communicating in class using English enabling to be more confident to use English in class which motivated the students to learn better English communication in class.

The perception of tenth grade students for extrinsic motivation of society and significant of others is positive in total of 66.5% which is classified as high degree of motivation. This factor has the lowest score of average out of both the intrinsic motivational factors and extrinsic motivational factors. Most students agreed that learning Google Translate as a learning media was mostly during class with the teacher and classmates. The reason, based on the interview, is that students were supported to learn meaning of words and pronunciation using Google Translate as applied in classroom teaching when learning narrative text by classmates and the teacher for more innovative method of teaching. This was confirmed by student FRS in the interview as stated as, "Yes. Words from the questions in narrative text using game with friends in class were needed to be written again after searching using Google Translate.

Classmates which were involved in the learning English process provided support to learn inside the class as a team work building based on the class teaching taught by the teacher. Students inside the group learned to discuss each different meaning of word to be repeated and understood as discovering more new words from the assignment. According to student FRS, learning of new words were completed from questions in narrative text. This shows that students were able to understand questions to complete the narrative text assignment while improving the English learning process in class.

The perception of tenth grade students for extrinsic motivation of teacher as the source of motivation is positive with a total of 70.75% that is classified as a high degree of motivation. Based on the interview, the reason is that students were able to search the meaning of new words during class teaching as advised by the teacher to participate in class discussions. This reason was confirmed by student MLD in the interview as said as, "It was easier to see texts and questions in class assignments then searching for the meaning." Google Translate was advised by the teacher to be used during the first semester teaching of tenth grade students at the school in class X E as a learning media. Students gained experience of learning to complete assignments using Google Translate as advised to practice learning word meaning from assignments. As a translation tool, Google Translate maintained features which were more complete than a dictionary which allowed students to choose from which words were translated.

The perception of tenth grade students for extrinsic motivation of method in learning English using Google Translate is positive in total of 68% that is classified as high degree of motivation. The reason from the interview is that students were able to choose which way of learning to translate word meaning using six different features of Google Translate. Students preferred three main features based on the result of the interview which were Typing to Translate, Speak to Translate and Image to Translate. The most common feature used from the interview of five students is voice translation. This was confirmed by student MLD in the interview as said as, "Google Translate provided easier access to voice translate words that were heard such as the word "colourful". Students were learning English through audio learning to practice pronunciation by listening to pronunciation from Google Translate during completing English class assignments. Google Translate provides students access to explore word meaning in an advanced feature that requires students to pronounce the word correctly to be identified as correct pronunciation. Students were motivated to speak by learning the correct pronunciation of new words that were translated.

According to the result of the interview, there were three features which were applied by students in learning English using Google Translate which were Typing to Translate, Speak to Translate and Image to Translate. There were two students who agreed that Image to Translate feature was easier to use than Typing to Translate feature who were student FRS and student CIT. There were three students who agreed that Speak to Translate feature was easier to use than Typing to Translate feature who were student MLD, student FRS and student DHK. There was one

student who agreed that Typing to Translate feature was easier to use than Speak to Translate and Image to Translate features who was student DAP.

1. Image to Translate

The process of student FRS and student CIT in using Image to Translate feature to learn English was the students took a scanned picture of a text in a narrative text lesson using Image to Translate feature before the image was translated into Indonesian from English. Unknown words that were translated were written after being translated to make the words easier to be understood and memorized. A scanned picture of Image to Translate feature showed translation of the text with the original text. The translation of the text was located below the original text.

There are two language skills applied by student FRS. The first language skill was reading translated words with the original translation. The second skill was writing translated words to complete the English assignment. The practice by student FRS allowed the student to reprocess meaning of words from being stored in the short term memory into the long term memory. The act of scanning a picture to show translation of a text allowed student FRS to link to the words read from the assignment to the words scanned in the Image to Translate feature. This allowed more effective process of memory transition into memory retention. This was confirmed by student FRS in the interview as said as, "As an example, in a group or individual assignment in class, I took an image of a text to be scanned in Google Translate for the text to be translated into Indonesian as an easier method to understand the text." Student CIT confirmed that new words were able to be memorized four times after pronouncing words from a text that was scanned using Image to Translate feature.

2. Speak to Translate

The process of student MLD, student FRS and student DHK in using Speak to Translate feature in learning English was to listen to a word before pronouncing clearly from watching film in English using Speak to Translate feature to repeat the pronunciation. Speak to Translate feature provides translated text with automated translation with clear and valid pronunciation. There are two language skills that were applied by these students which were reading and speaking. These two language skills that were practiced in learning new words allowed the students to recognize new words through application of different skill learning. Knowledge of new words were able to be processed easier from the short-term memory into the long-term memory that was enhanced through repetition of listening and pronouncing the new words. This method of using Speak to Translate feature shows that students were motivated in utilizing Google Translate as a learning media for exploring pronunciation and translation of new words.

This was stated by student MLD, student FRS and student DHK in the interview regarding the theory. Student MLD said as, "I often listened to songs in YouTube repeatedly before listening to the pronunciation using Google Translate to search for pronunciation of new words such as "colorful." Student FRS said as, "I watched English movies often and translated new words using Speak to Translate feature to know about the pronunciation which helped in my writing ability." Student DHK said as, "The purpose of using Google Translate was to listen to unknown words heard to be understood when listening again using Google Translate. There were few words that needed to be repeated to be understood of the pronunciation."

3. Typing to Translate

The process of student DAP in using Typing to Translate feature to learn English was to search meaning of words using Typing to Translate feature to answer questions from a narrative text. Student DAP applied two language skills in learning meaning of words using the feature which were writing by typing in the feature and reading. Typing words to be searched in Typing to Translate feature was similar to writing words such as note taking that was similar to writing on paper as improving attention to learn English words and enhance the retention of understanding new words.

The act of typing new words to search for meaning likely allowed student DAP to link the written form of words to words that were read. Student DAP applied two language skills of writing and reading to allow more effective process of understanding words that were typed to be read to be linked to the meaning of words understood from the short term memory to the long term memory. Processing of knowledge of meaning of words read was easier by applying both language skills during the learning. This was confirmed by student DAP in the interview regarding this theory as said as, "It was easier to read words that were typed to be memorized from five to ten minutes of using Google Translate such as the word 'remaining'."

CONCLUSION

Based on the results of data analysis, the conclusion was drawn based on the research question of the perception of students to why and how students were motivated to use Google Translate to learn English. There were two points concluded in the first research question. First, students were facilitated with automated features that provided easy access to learn meaning of English words while learning spelling and translation through Image to Translate feature and Typing to Translate feature. Second, students were facilitated with automated feature to learn pronunciation of new words that were searched for meaning with clear and valid pronunciation. These main reasons were the reasons to why students preferred to learn English using Google Translate.

There were three points concluded in the second research question. Third, students who learned spelling and translation through Image to Translate feature also learned to link meaning of words that were read in a text toward the text translated. Fourth, students who learned pronunciation through Speak to Translate feature also learned to link pronunciation of words translated toward meaning of words in a text. Fifth, students who learned translation of new words using Typing to Translate feature also learned to link the reading of a text toward the note taking in the form of typing to learn meaning of new words. These different features allowed students to be more motivated in using the facilitation of automated, easy access, practical and effective web-based application to learn English easier according to the convenience of students or users. There was one main point concluded in the third research question. Students of 89.75% were motivated in learning English using Google Translate from the value in practicality and effectivity of Google Translate as a language learning tool.

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