

Analysis of Students Perceptions of the Utility of Google Translate in Assisting Comprehension of English Texts at Muhammadiyah 3 Jember

Mohammad Slamet Hamdani¹, Henri Fatkurochman², Muhlisin Rasuki³

¹English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember, Indonesia

²English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember, Indonesia

³English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember, Indonesia

Article Info

Keywords:

Keyword 1; Students Perceptions

Keyword 2; Google Translate

Keyword 3; English Texts Comprehension

Article History:

Received : 25/03/2025

Revised : 25/11/2025

Accepted : 30/11/2025

Available Online:

31/01/2026

Abstract

This study examines students' perceptions of Google Translate in assisting English texts comprehension at Muhammadiyah 3 Jember Senior High School, in Indonesia. The study had two focuses namely evaluating the benefits and limitations of GT as a learning tool. Using a descriptive quantitative method, data was collected through a Likert scale questionnaire to eleventh-grade students and analyzed using SPSS 27. The results showed that 91.4% of students viewed GT positively due to its accessibility, time efficiency, and practicality compared to traditional dictionaries. Key benefits included vocabulary enrichment, assistance in understanding word and sentence meaning, and better pronunciation through audio features. However, there were some limitations that emerged: 25.9% doubted the accuracy of paragraph levels, 80.2% acknowledging the risk of changing the meaning of the text, 69.2% criticized the unorganized sentence structure, and 30.8% expressed concerns about over-reliance hindering critical thinking. The study concludes that while GT effectively support comprehension, teacher-guided translation verification is important to reduce inaccuracies and dependency. This research contributes to technology-enhanced language learning by advocating a balanced and wise use of translation tools. Future research is recommended using mixed methods and a wider range of educational contexts.

Introduction

The rapid development of artificial intelligence (AI) has extended to various fields, including education, particularly in language learning. One tool that increasingly becoming an important part of educational practice is Google Translate. Since its launch in 2006, the tool was designed as a cross-language communication solution, as explained by (Turovsky, 2016). Over time, Google Translate has evolved into a free translation tool that is accessible

to many people and used daily to translate written content, papers, and entire websites, as (Caswell, 2020) points out.

Its ease of access, user-friendly interface, and ability to translate more than 100 languages make Google Translate a tool that plays an important role in language learning, as stated by (Wei, 2021). This is in line with the research conducted by (Axelina & Setiawan, 2021), which shows that in Indonesia, many students have difficulty understanding complex English vocabulary and sentence structures. Therefore, as explained in the study conducted by (Chan & Ang, 2017), students often rely on tools such as Google Translate to help them understand English texts while learning.

While Google Translate makes it easy to translate words and short phrases, its accuracy tends to decrease when used to translate longer texts or complex sentences. As a result, students may experience grammatical errors and potential misunderstandings of the text. Despite these limitations, students still choose to use Google Translate due to its high accessibility and speed in providing translation results.

The tendency for students to continue to rely on Google Translate raises debate regarding its effectiveness in improving language comprehension, especially when compared its impact on critical thinking, as described in the study by (Rakhmanina et al., 2024). From a theoretical point of view, models such as the Technology Acceptance Model (TAM) emphasize that perceptions of usefulness and ease of use are the main factors in technology adoption, as explained by (Davis, 1989). In a study conducted by (Gabriella & Febria, 2022), it was found that students appreciate Google Translate for its time efficiency and high accessibility. However, on the other hand, the issue of contextual accuracy in translating long texts is still a main concern, as described by (Kai & Hua, 2021).

In addition, research by (Prahdia et al., 2023) showed that Google Translate can help enrich vocabulary and improve students' pronunciation skills. However, as highlighted in (Maghsoudi & Mirzaeian, 2020) study, the use of this tool can also lead to dependency and increase the risk of grammatical errors. These conflicting perspectives suggest that utilization of technology in language learning should be balanced with proper guidance from an educator so as not to hinder deep language acquisition.

Given the widespread impact of using Google Translate in language learning, it is important to understand how students assess its advantages and limitations in an educational context. According to (Muyassar, 2023), the use of Google Translate in education brings up various views among educators. Some argue that the tool encourages independent learning

and increases students' engagement with English texts. Besides that, other are concerned that reliance on this technology may reduce critical thinking skills in language learning.

Despite this ongoing debate, research specifically highlighting high school students' perceptions of Google Translate as an aid in understanding English texts is still limited. Therefore, this study aims to fill that gap by analyzing the perceptions of students at Muhammadiyah 3 Jember Senior High School regarding the utility of Google Translate in assisting their comprehension of English texts. The main objective of this study is to determine the level of students' perceptions of the utility of Google Translate by identifying the benefits and limitations they feel when using this tool.

In addition, this study is expected to contribute both theoretically and practically. From a theoretical aspect, this research will expand the understanding of Google Translate as a tool in English language learning. Meanwhile, from a practical aspect, the results of this research are expected to provide guidance for teachers and students in using Google Translate more wisely improving students' ability to understand texts and developing their language skills.

Method

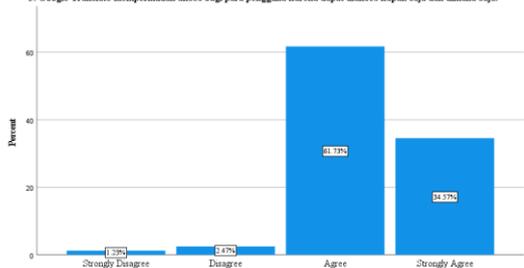
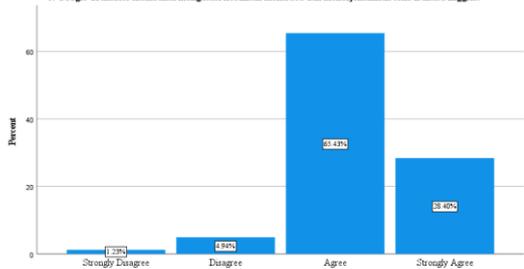
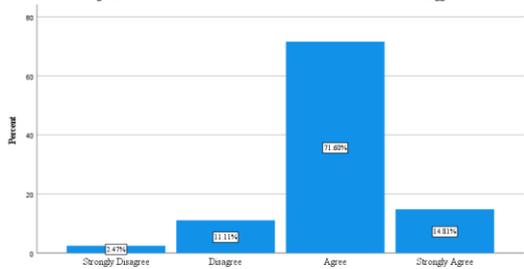
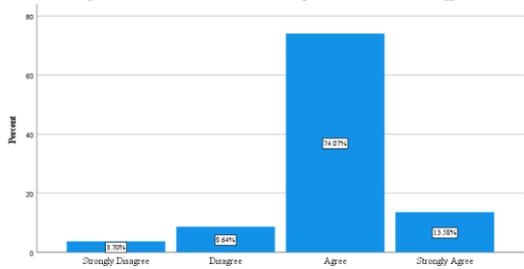
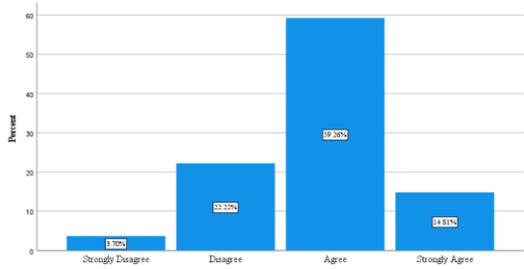
The research method used in this study is descriptive quantitative research with a survey approach, which aims to determine students' perceptions of the utility of Google Translate in assisting comprehension of English texts. The main instrument used was a Likert scale questionnaire, which was prepared by adapting instruments from previous research (Agustin & Siswana, 2022; Suseno, 2023) and was reviewed by the advisor to ensure alignment with the research objectives. Data collection was done directly by visiting each class and distributing questionnaires through Google Forms, which facilitated the distribution of questionnaires to respondents, namely eleventh-grade students at Muhammadiyah 3 Jember Senior High School. All data collected then when through a filtering process to eliminate answers that did not follow the instructions. The data that had been checked and sorted was then analyzed using SPSS version 27 software by applying descriptive statistical analysis techniques in the form of frequency and percentage. The results of the analysis are presented in tables and graphs to provide a clear picture of students' perceptions of the utility of Google Translate in assisting comprehension of English texts. This systematic research procedure is designed to produce valid findings that can be used as a foundation for developing English learning strategies that integrate technology effectively.

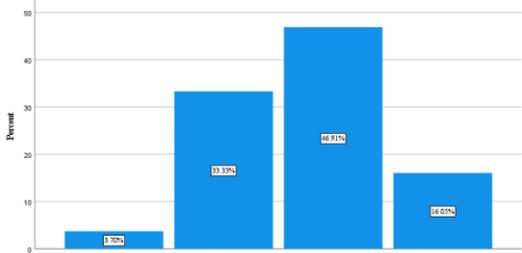
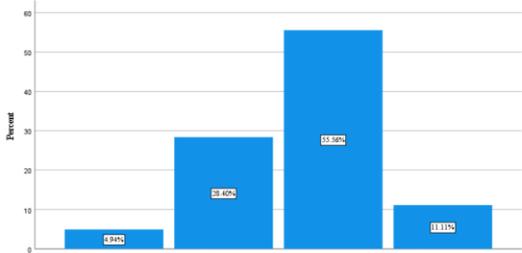
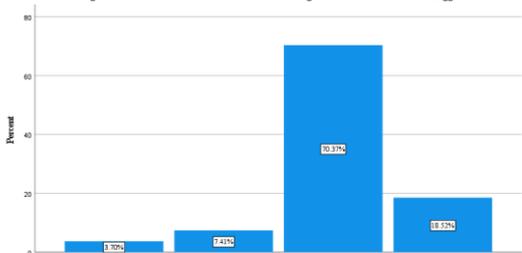
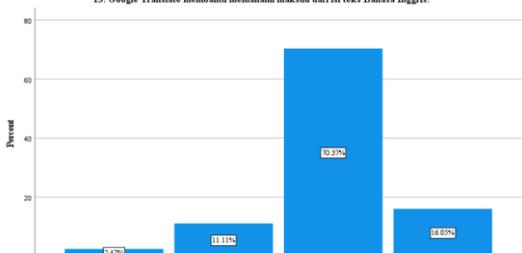
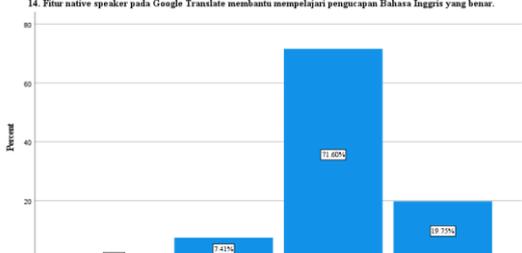
Findings and Discussion

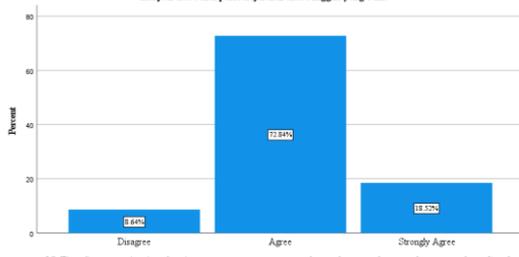
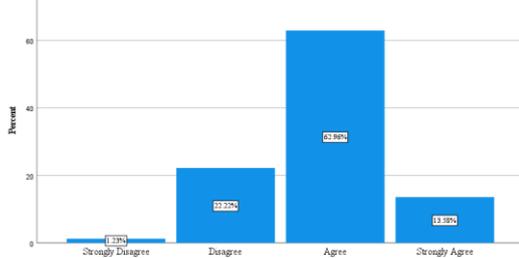
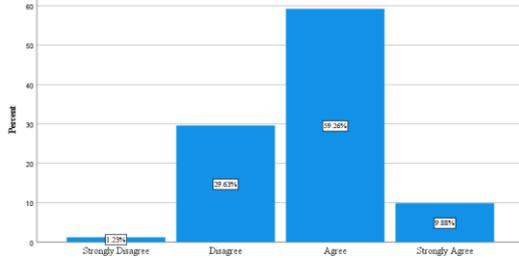
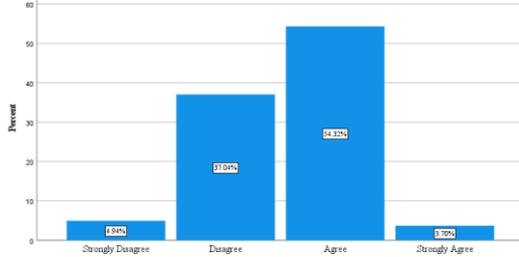
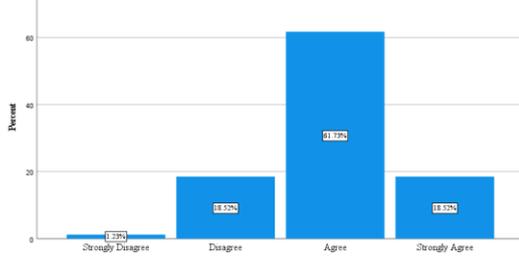
From a total of 97 respondents collected, after the data screening process, 81 responses were obtained that were suitable for further analysis. The participants were eleventh-grade students from Muhammadiyah 3 Jember Senior High School, and the analysis resulted in the following findings:

Table 1. Questionnaire Results

No.	Statement	Graph										
1.	Google Translate merupakan mesin terjemahan yang sering digunakan pada pembelajaran Bahasa Inggris.	<p>1. Google Translate merupakan mesin terjemahan yang sering digunakan pada pembelajaran Bahasa Inggris.</p> <table border="1"> <caption>Data for Graph 1</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2.0%</td> </tr> <tr> <td>Disagree</td> <td>2.0%</td> </tr> <tr> <td>Agree</td> <td>65.4%</td> </tr> <tr> <td>Strongly Agree</td> <td>28.6%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	2.0%	Disagree	2.0%	Agree	65.4%	Strongly Agree	28.6%
Response	Percentage											
Strongly Disagree	2.0%											
Disagree	2.0%											
Agree	65.4%											
Strongly Agree	28.6%											
2.	Google Translate merupakan mesin terjemahan yang mudah digunakan.	<p>2. Google Translate merupakan mesin terjemahan yang mudah digunakan.</p> <table border="1"> <caption>Data for Graph 2</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1.2%</td> </tr> <tr> <td>Disagree</td> <td>1.2%</td> </tr> <tr> <td>Agree</td> <td>59.3%</td> </tr> <tr> <td>Strongly Agree</td> <td>38.3%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	1.2%	Disagree	1.2%	Agree	59.3%	Strongly Agree	38.3%
Response	Percentage											
Strongly Disagree	1.2%											
Disagree	1.2%											
Agree	59.3%											
Strongly Agree	38.3%											
3.	Google Translate membantu memahami teks Bahasa Inggris dengan lebih cepat dan menghemat waktu.	<p>3. Google Translate membantu memahami teks Bahasa Inggris dengan lebih cepat dan menghemat waktu.</p> <table border="1"> <caption>Data for Graph 3</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1.2%</td> </tr> <tr> <td>Disagree</td> <td>7.4%</td> </tr> <tr> <td>Agree</td> <td>66.6%</td> </tr> <tr> <td>Strongly Agree</td> <td>24.8%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Disagree	1.2%	Disagree	7.4%	Agree	66.6%	Strongly Agree	24.8%
Response	Percentage											
Strongly Disagree	1.2%											
Disagree	7.4%											
Agree	66.6%											
Strongly Agree	24.8%											
4.	Google Translate adalah alat yang lebih praktis untuk digunakan daripada harus membawa buku kamus ke sekolah.	<p>4. Google Translate adalah alat yang lebih praktis untuk digunakan daripada harus membawa buku kamus ke sekolah.</p> <table border="1"> <caption>Data for Graph 4</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>7.4%</td> </tr> <tr> <td>Agree</td> <td>58.0%</td> </tr> <tr> <td>Strongly Agree</td> <td>34.5%</td> </tr> </tbody> </table>	Response	Percentage	Disagree	7.4%	Agree	58.0%	Strongly Agree	34.5%		
Response	Percentage											
Disagree	7.4%											
Agree	58.0%											
Strongly Agree	34.5%											

No.	Statement	Graph										
5.	Google Translate mempermudah akses bagi para pengguna karena dapat diakses kapan saja dan dimana saja.	<p>Graph</p> <p>5. Google Translate mempermudah akses bagi para pengguna karena dapat diakses kapan saja dan dimana saja.</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1.52%</td> </tr> <tr> <td>Disagree</td> <td>2.47%</td> </tr> <tr> <td>Agree</td> <td>61.31%</td> </tr> <tr> <td>Strongly Agree</td> <td>34.57%</td> </tr> </tbody> </table> <p>5. Google Translate mempermudah akses bagi para pengguna karena dapat diakses kapan saja dan dimana saja.</p>	Response	Percent	Strongly Disagree	1.52%	Disagree	2.47%	Agree	61.31%	Strongly Agree	34.57%
Response	Percent											
Strongly Disagree	1.52%											
Disagree	2.47%											
Agree	61.31%											
Strongly Agree	34.57%											
6.	Google Translate membantu mengatasi kesulitan membaca dan menerjemahkan teks Bahasa Inggris.	<p>6. Google Translate membantu mengatasi kesulitan membaca dan menerjemahkan teks Bahasa Inggris.</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1.23%</td> </tr> <tr> <td>Disagree</td> <td>4.54%</td> </tr> <tr> <td>Agree</td> <td>65.43%</td> </tr> <tr> <td>Strongly Agree</td> <td>28.80%</td> </tr> </tbody> </table> <p>6. Google Translate membantu mengatasi kesulitan membaca dan menerjemahkan teks Bahasa Inggris.</p>	Response	Percent	Strongly Disagree	1.23%	Disagree	4.54%	Agree	65.43%	Strongly Agree	28.80%
Response	Percent											
Strongly Disagree	1.23%											
Disagree	4.54%											
Agree	65.43%											
Strongly Agree	28.80%											
7.	Google Translate membantu memahami makna kata demi kata dalam teks Bahasa Inggris.	<p>7. Google Translate membantu memahami makna kata demi kata dalam teks Bahasa Inggris.</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2.47%</td> </tr> <tr> <td>Disagree</td> <td>11.11%</td> </tr> <tr> <td>Agree</td> <td>71.60%</td> </tr> <tr> <td>Strongly Agree</td> <td>14.82%</td> </tr> </tbody> </table> <p>7. Google Translate membantu memahami makna kata demi kata dalam teks Bahasa Inggris.</p>	Response	Percent	Strongly Disagree	2.47%	Disagree	11.11%	Agree	71.60%	Strongly Agree	14.82%
Response	Percent											
Strongly Disagree	2.47%											
Disagree	11.11%											
Agree	71.60%											
Strongly Agree	14.82%											
8.	Google Translate membantu memahami makna kalimat per kalimat dalam teks Bahasa Inggris.	<p>8. Google Translate membantu memahami makna kalimat per kalimat dalam teks Bahasa Inggris.</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>3.70%</td> </tr> <tr> <td>Disagree</td> <td>9.64%</td> </tr> <tr> <td>Agree</td> <td>74.07%</td> </tr> <tr> <td>Strongly Agree</td> <td>13.59%</td> </tr> </tbody> </table> <p>8. Google Translate membantu memahami makna kalimat per kalimat dalam teks Bahasa Inggris.</p>	Response	Percent	Strongly Disagree	3.70%	Disagree	9.64%	Agree	74.07%	Strongly Agree	13.59%
Response	Percent											
Strongly Disagree	3.70%											
Disagree	9.64%											
Agree	74.07%											
Strongly Agree	13.59%											
9.	Google Translate mempermudah pemahaman keseluruhan makna paragraf dalam teks Bahasa Inggris.	<p>9. Google Translate mempermudah pemahaman keseluruhan makna paragraf dalam teks Bahasa Inggris.</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>3.70%</td> </tr> <tr> <td>Disagree</td> <td>22.22%</td> </tr> <tr> <td>Agree</td> <td>59.26%</td> </tr> <tr> <td>Strongly Agree</td> <td>14.81%</td> </tr> </tbody> </table> <p>9. Google Translate mempermudah pemahaman keseluruhan makna paragraf dalam teks Bahasa Inggris.</p>	Response	Percent	Strongly Disagree	3.70%	Disagree	22.22%	Agree	59.26%	Strongly Agree	14.81%
Response	Percent											
Strongly Disagree	3.70%											
Disagree	22.22%											
Agree	59.26%											
Strongly Agree	14.81%											

No.	Statement	Graph										
10.	Google Translate membantu memperoleh informasi lebih rinci pada teks Bahasa Inggris.	<p data-bbox="1075 230 1169 264">Graph</p> <p data-bbox="932 271 1315 286">10. Google Translate membantu memperoleh informasi lebih rinci pada teks Bahasa Inggris.</p>  <table border="1" data-bbox="863 286 1385 539"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>4.50%</td> </tr> <tr> <td>Disagree</td> <td>33.33%</td> </tr> <tr> <td>Agree</td> <td>46.91%</td> </tr> <tr> <td>Strongly Agree</td> <td>8.00%</td> </tr> </tbody> </table> <p data-bbox="948 551 1331 566">10. Google Translate membantu memperoleh informasi lebih rinci pada teks Bahasa Inggris.</p>	Response	Percent	Strongly Disagree	4.50%	Disagree	33.33%	Agree	46.91%	Strongly Agree	8.00%
Response	Percent											
Strongly Disagree	4.50%											
Disagree	33.33%											
Agree	46.91%											
Strongly Agree	8.00%											
11.	Google Translate memudahkan pemahaman informasi tersirat pada teks Bahasa Inggris.	<p data-bbox="932 582 1315 598">11. Google Translate memudahkan pemahaman informasi tersirat pada teks Bahasa Inggris.</p>  <table border="1" data-bbox="863 598 1385 851"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>4.50%</td> </tr> <tr> <td>Disagree</td> <td>28.00%</td> </tr> <tr> <td>Agree</td> <td>55.56%</td> </tr> <tr> <td>Strongly Agree</td> <td>11.11%</td> </tr> </tbody> </table> <p data-bbox="948 862 1331 878">11. Google Translate memudahkan pemahaman informasi tersirat pada teks Bahasa Inggris.</p>	Response	Percent	Strongly Disagree	4.50%	Disagree	28.00%	Agree	55.56%	Strongly Agree	11.11%
Response	Percent											
Strongly Disagree	4.50%											
Disagree	28.00%											
Agree	55.56%											
Strongly Agree	11.11%											
12.	Google Translate membantu mencari arti kata-kata asing dan sulit dalam teks Bahasa Inggris.	<p data-bbox="932 891 1315 907">12. Google Translate membantu mencari arti kata-kata asing dan sulit dalam teks Bahasa Inggris.</p>  <table border="1" data-bbox="863 907 1385 1160"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>3.00%</td> </tr> <tr> <td>Disagree</td> <td>7.41%</td> </tr> <tr> <td>Agree</td> <td>69.37%</td> </tr> <tr> <td>Strongly Agree</td> <td>18.52%</td> </tr> </tbody> </table> <p data-bbox="948 1171 1331 1187">12. Google Translate membantu mencari arti kata-kata asing dan sulit dalam teks Bahasa Inggris.</p>	Response	Percent	Strongly Disagree	3.00%	Disagree	7.41%	Agree	69.37%	Strongly Agree	18.52%
Response	Percent											
Strongly Disagree	3.00%											
Disagree	7.41%											
Agree	69.37%											
Strongly Agree	18.52%											
13.	Google Translate membantu memahami maksud dari isi teks Bahasa Inggris.	<p data-bbox="932 1200 1315 1216">13. Google Translate membantu memahami maksud dari isi teks Bahasa Inggris.</p>  <table border="1" data-bbox="863 1216 1385 1469"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2.47%</td> </tr> <tr> <td>Disagree</td> <td>11.11%</td> </tr> <tr> <td>Agree</td> <td>69.37%</td> </tr> <tr> <td>Strongly Agree</td> <td>16.93%</td> </tr> </tbody> </table> <p data-bbox="948 1480 1331 1496">13. Google Translate membantu memahami maksud dari isi teks Bahasa Inggris.</p>	Response	Percent	Strongly Disagree	2.47%	Disagree	11.11%	Agree	69.37%	Strongly Agree	16.93%
Response	Percent											
Strongly Disagree	2.47%											
Disagree	11.11%											
Agree	69.37%											
Strongly Agree	16.93%											
14.	Fitur native speaker pada Google Translate membantu mempelajari pengucapan Bahasa Inggris yang benar.	<p data-bbox="932 1509 1315 1525">14. Fitur native speaker pada Google Translate membantu mempelajari pengucapan Bahasa Inggris yang benar.</p>  <table border="1" data-bbox="863 1525 1385 1778"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>2.50%</td> </tr> <tr> <td>Disagree</td> <td>7.41%</td> </tr> <tr> <td>Agree</td> <td>71.69%</td> </tr> <tr> <td>Strongly Agree</td> <td>18.15%</td> </tr> </tbody> </table> <p data-bbox="948 1794 1331 1809">14. Fitur native speaker pada Google Translate membantu mempelajari pengucapan Bahasa Inggris yang benar.</p>	Response	Percent	Strongly Disagree	2.50%	Disagree	7.41%	Agree	71.69%	Strongly Agree	18.15%
Response	Percent											
Strongly Disagree	2.50%											
Disagree	7.41%											
Agree	71.69%											
Strongly Agree	18.15%											

No.	Statement	Graph										
15.	Fitur-fitur seperti terjemahan instan, cara pengucapan yang benar, kamera, dan percakapan membuat Google Translate menjadi alat bantu pembelajaran Bahasa Inggris yang baik.	<p>Graph</p> <p>15. Fitur-fitur seperti terjemahan instan, cara pengucapan yang benar, kamera, dan percakapan membuat Google Translate menjadi alat bantu pembelajaran Bahasa Inggris yang baik.</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>8.64%</td> </tr> <tr> <td>Agree</td> <td>73.84%</td> </tr> <tr> <td>Strongly Agree</td> <td>18.52%</td> </tr> </tbody> </table>	Response	Percent	Disagree	8.64%	Agree	73.84%	Strongly Agree	18.52%		
Response	Percent											
Disagree	8.64%											
Agree	73.84%											
Strongly Agree	18.52%											
16.	Google Translate membantu meningkatkan skill reading (membaca) menjadi lebih baik.	<p>16. Google Translate membantu meningkatkan skill reading (membaca) menjadi lebih baik.</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1.33%</td> </tr> <tr> <td>Disagree</td> <td>23.33%</td> </tr> <tr> <td>Agree</td> <td>62.96%</td> </tr> <tr> <td>Strongly Agree</td> <td>13.38%</td> </tr> </tbody> </table>	Response	Percent	Strongly Disagree	1.33%	Disagree	23.33%	Agree	62.96%	Strongly Agree	13.38%
Response	Percent											
Strongly Disagree	1.33%											
Disagree	23.33%											
Agree	62.96%											
Strongly Agree	13.38%											
17.	Google Translate membantu meningkatkan kepercayaan diri dalam mempelajari Bahasa Inggris.	<p>17. Google Translate membantu meningkatkan kepercayaan diri dalam mempelajari Bahasa Inggris.</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1.33%</td> </tr> <tr> <td>Disagree</td> <td>29.43%</td> </tr> <tr> <td>Agree</td> <td>59.36%</td> </tr> <tr> <td>Strongly Agree</td> <td>9.88%</td> </tr> </tbody> </table>	Response	Percent	Strongly Disagree	1.33%	Disagree	29.43%	Agree	59.36%	Strongly Agree	9.88%
Response	Percent											
Strongly Disagree	1.33%											
Disagree	29.43%											
Agree	59.36%											
Strongly Agree	9.88%											
18.	Google Translate sering lama memunculkan hasil terjemahan.	<p>18. Google Translate sering lama memunculkan hasil terjemahan.</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>4.94%</td> </tr> <tr> <td>Disagree</td> <td>37.04%</td> </tr> <tr> <td>Agree</td> <td>44.32%</td> </tr> <tr> <td>Strongly Agree</td> <td>3.70%</td> </tr> </tbody> </table>	Response	Percent	Strongly Disagree	4.94%	Disagree	37.04%	Agree	44.32%	Strongly Agree	3.70%
Response	Percent											
Strongly Disagree	4.94%											
Disagree	37.04%											
Agree	44.32%											
Strongly Agree	3.70%											
19.	Google Translate dapat merubah maksud dari teks asli.	<p>19. Google Translate dapat merubah maksud dari teks asli.</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>1.33%</td> </tr> <tr> <td>Disagree</td> <td>18.52%</td> </tr> <tr> <td>Agree</td> <td>61.37%</td> </tr> <tr> <td>Strongly Agree</td> <td>18.78%</td> </tr> </tbody> </table>	Response	Percent	Strongly Disagree	1.33%	Disagree	18.52%	Agree	61.37%	Strongly Agree	18.78%
Response	Percent											
Strongly Disagree	1.33%											
Disagree	18.52%											
Agree	61.37%											
Strongly Agree	18.78%											

No.	Statement	Graph										
20.	Google Translate dapat membuat susunan kalimat menjadi berantakan sehingga sulit dipahami.	<p>20. Google Translate dapat membuat susunan kalimat menjadi berantakan sehingga sulit dipahami.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>3.52%</td> </tr> <tr> <td>Disagree</td> <td>27.62%</td> </tr> <tr> <td>Agree</td> <td>69.30%</td> </tr> <tr> <td>Strongly Agree</td> <td>9.56%</td> </tr> </tbody> </table> <p>20. Google Translate dapat membuat susunan kalimat menjadi berantakan sehingga sulit dipahami.</p>	Response	Percentage	Strongly Disagree	3.52%	Disagree	27.62%	Agree	69.30%	Strongly Agree	9.56%
Response	Percentage											
Strongly Disagree	3.52%											
Disagree	27.62%											
Agree	69.30%											
Strongly Agree	9.56%											

The data collection results found that 91.4% of eleventh-grade students at Muhammadiyah 3 Jember Senior High School have a positive perception of Google Translate as a tool that can assist the students in understanding English texts. The majority of students agree that Google Translate could help improve accessibility 96.3%, time efficiency 91.4%, practicality compared to physical dictionaries 92.6%. In particular, 89% of respondents found Google Translate effective for enriching vocabulary, while 86.4% and 87.7% recognized its usefulness in translating word-by-word and sentence-by-sentence meanings. The native speaker pronunciation feature was also rated well by the majority of students, with 91.4% confirming its role in improving pronunciation skills in English. This finding aligns with the Technology Acceptance Model (TAM) by (Davis, 1989), which states that perception of usefulness and ease of use encourage technology adoption. Students' positive perceptions reflect Google Translate attachment to these factors, especially its instant translation capabilities and user friendly interface, as (Gabriella & Febria, 2022) highlighted in their study on the impact of Google Translate on classroom performance

However, the data also showed some limitations of Google Translate. 25.9% of students expressed doubts about the accuracy of Google Translate in assisting in understanding the paragraph's overall meaning, while 80.2% recognized the risk of changing the meaning of the original text, and 69.2% reported that Google Translate can change the structure of the sentence. These issues mirror the concerns raised by (Kai & Hua, 2021), who note that Google Translate often finds difficult to capture contextual meaning in longer texts.

In addition, 30.8% of respondents did not feel that Google Translate could help them increase their confidence in learning English, raising the concern that the tool could lead to over reliance and reduce students' efforts to think critically, which would reinforce (Rakhmanina et al., 2024) warning about dependency hindering independent language learning. These limitations underline the role of Google Translate as a tool that can complement English learning activities, so guidelines are needed to reduce inaccuracies and mistakes in understanding English texts.

The dilemma between the benefits and limitations of Google Translate is in line with the findings of (Kai & Hua, 2021), who observed that although Google Translate helps beginners, advanced learners require human assistance for complex texts. This study reinforces the need for a balanced integration of Google Translate, as (Manasi & Tanasale, 2023) recommended. For example, students should not fully rely on Google Translate results. Students need to double check the translated text, revise, and adjust it to the context contained in the text. Such strategies align with Technology Acceptance Model (TAM), which emphasizes optimizing perceived benefits while overcoming technological limitations through structured guidance.

Conclusions

From the results of this study, most of the eleventh-grade students at Muhammadiyah 3 Jember Senior High School feel the existence of Google Translate is very helpful in understanding English texts. This tool is practical, easy to access, and accelerates learning, especially for translating words or short sentences. In addition, students also feel that the existence of pronunciation features by native speakers is very useful for practicing correct pronunciation in English. Not only that, this research also found some limitations of Google Translate. Some students recognized that the translation for long paragraphs was often inaccurate and could even change the text's original meaning. Moreover, the structure of the translated sentences can also be messy, which may cause confusion or misunderstanding. The results of this study can be a reminder to users, especially students, that Google Translate should be used as an aid, not a replacement or the main source of reference. Collaboration between teachers and students is very important in this situation to ensure that the translation results must be checked for compatibility with the context, so this technology can still support the development of English language skills without reducing students' critical thinking skills.

REFERENCES

- Agustin, S. N., & Siswana. (2022). Students' Perception on the Use of Google Translate for English Learning. *UICELL: UHAMKA International Conference on ELT and Call*, 6, 346–357. <https://journal.uhamka.ac.id/index.php/uicell/article/view/11058>
- Axelina, M., & Setiawan, A. (2021). Students' Perception on The Use of Google Translate. *BEGGINER EDUCATION JOURNAL (BEJo)*, 1(1), 1–14. <https://unimuda.e-journal.id/JurnalPAUD/article/view/1667>
- Caswell, I. (2020). *Google Translate adds five languages*. Blog.Google. <https://blog.google/products/translate/five-new-languages/>
- Chan, N. N., & Ang, C.-S. (2017). Investigating the Use of Mobile Applications in Everyday Language Learning. *International Journal of Mobile Learning and Organisation*, 11(4), 378–394. <https://doi.org/http://dx.doi.org/10.1504/IJMLO.2017.10007389>
- Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly: Management Information Systems*, 13(3), 319–340. <https://doi.org/http://dx.doi.org/10.2307/249008>
- Gabriella, Z. R., & Febria, D. (2022). The Effectiveness of Using Google Translate as a Tool for Assisting Students in Doing Exercises in English Subject Classroom. *EJI (English Journal of Indragiri): Studies in Education, Literature, and Linguistics*, 6(2), 233–245. <https://doi.org/https://doi.org/10.32520/eji.v6i2.1979>
- Kai, T. F., & Hua, T. K. (2021). Enhancing English Language Vocabulary Learning Among Indigenous Learners Through Google Translate. *Journal of Education and E-Learning Research*, 8(2), 143–148. <https://doi.org/http://dx.doi.org/10.20448/journal.509.2021.82.143.148>
- Maghsoudi, M., & Mirzaeian, V. (2020). Machine Versus Human Translation Outputs: Which One Results in Better Reading Comprehension Among EFL Learners? *Jaltcall Journal*, 16(2), 69–84. <https://doi.org/http://dx.doi.org/10.29140/jaltcall.v16n2.342>
- Manasi, A. U., & Tanasale, I. O. (2023). Persepsi Siswa Bahasa Inggris Sebagai Bahasa Asing Terhadap Penggunaan Google Translate Dalam Praktik Literasi (EFL Students' Perception of Google Translate in Their L2 Literacy Practice). *Jurnal Ilmiah Kebahasaan Dan Kesastraan Totobuang*, 11(2), 189–202. <https://doi.org/https://doi.org/10.26499/totobuang.v11i2.457>
- Muyassar, S. F. (2023). Students' Perception of Google Translate as a Media For Translating English Material (A Study in Bilingual Class Islamic Junior High School AL-AZHAR 29 BSB Semarang). *WALISONGO Institutional Repository*, 1–101. <https://eprints.walisongo.ac.id/id/eprint/23795>
- Prahdiah, I., Rizqullah, R., & Nurcholis, I. A. (2023). Analyzing The Use of Google Translate Among Students and Students (SMA). *Jurnal Review Pendidikan Dan Pengajaran*, 6(2), 307–310. <https://doi.org/https://doi.org/10.31004/jrpp.v6i2.18122>
- Rakhmanina, L., Melati, Marita, Y., & Masitah, S. (2024). Google Translate as a Learning Tool Assistance for Non-English Department Students : Student Perspectives. *Edu-*

Ling Journal of English Education and Linguistics, 7(2), 245–255.
<https://doi.org/https://doi.org/10.32663/edu-ling.v7i2.4608>

Suseno, G. (2023). Students' Perceptions of Using Google Translate in Learning English on Reading Skills in the Eleventh Grade at SMA N 1 Nogosari [UIN Raden Mas Said Surakarta]. In *Iain Surakarta*. <https://eprints.iain-surakarta.ac.id/id/eprint/5854>

Turovsky, B. (2016). *Ten years of Google Translate*. Blog.Google.
<https://blog.google/products/translate/ten-years-of-google-translate/>

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*, 3(1), 47–53. <http://myjms.mohe.gov.my/index.php/ijares>