# STUDENTS' PERCEPTIONS OF USING GOOGLE TRANSLATE IN LEARNING ENGLISH ON READING SKILLS IN THE ELEVENTH GRADE AT SMA N 1 NOGOSARI

## THESIS

Submitted as A Partial Requirements

for Undergraduate Degree



**UNIVERSITAS ISLAM NEGERI**
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*Assalamu'alaikum Wr. Wb*

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      Thank you for the attention

*Wassalamu'alaikum Wr. Wb.*

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# RATIFICATION

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# DEDICATION

The thesis is dedicated to:

1. My beloved late mother Sanikem who motivated me to finish this study.
2. My father Misman who I want to be proud of.
3. Myself who has been working hard, trying to stay consistent and discipline.
4. My stepfather Hadi Prasetyo who takes care of me like my real father.
5. My brothers and sisters.

# MOTTO

*"God believes in you more than you believe in yourself"*

*(Jentezen)*

*"Apa yang kau rasakan saat ini adalah Anugerah dari Tuhan, „Penderitaan  yang sedang kau alami membuat kebahagiaanmu lebih berarti, dan „Ketidaksempurnaan yang kau miliki hari ini adalah hal yang menyempurnakan hidupmu"*

*(Utopia Paradox)*

*"Bukan Tuhan yang jahat, bukan pula semesta yang keras kepadamu, tapi memang dirimu ditakdirkan menjadi manusia yang kuat"*

*(Guruh Suseno)*

# PRONOUNCEMENT

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         I hereby sincerely state that the thesis titled *"Students' Perception of Using Google Translate in Learning English on Reading Skills in the Eleventh-Grade at SMA N 1 Nogosari"* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

         If I later proven that my thesis as discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, March 29th 2023

Stated by,

Guruh Suseno

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, March 29<sup>th</sup> 2023

The Researcher,

Guruh Suseno

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# ABSTRACT

Guruh Suseno. 2023. *Students Perception of Using Google Translate in Learning English on Reading skills in the Eleventh-Grade at SMA N 1 Nogosari.* Thesis. English Language Education. Cultures and Language Faculty.

This research is about students' perception of using Google Translate in learning English on reading skills in the eleventh grade at SMA N 1 Nogosari. The objective of the study is to find out the students' perceptions about using Google Translate in learning English on reading skills in the eleventh grade at SMA N 1 Nogosari.

The researcher uses qualitative research with a survey method. The respondent of this research was the eleventh-grade social studies classes. The data collection techniques used closed-ended questionnaires, open-ended interviews and documentation. In this research, the interviews were conducted with six respondents, while the questionnaires were filled in by 101 respondents from 107 students. Data analysis in this study uses data reduction, data display, and conclusion drawing. The researcher used triangulation of data collection techniques to validate the data.

This research found that 72% of students have difficulties reading, and 75% have difficulties understanding English texts. Therefore, 88% of students use Google Translate to overcome difficulties in reading and understanding English texts. Moreover, 67% of students agree that Google Translate could be a learning tool for learning English, and 62% of students felt that Google Translate could improve students' reading skills. The advantages of Google Translate were that it was easy to use and had several advanced features. Features that students often use are the photo scan text feature and the native speaker feature. The weaknesses of Google Translate were only can be used in online mode and less accuracy when translating long sentences. The researcher concluded that almost all students have positive perceptions when Google Translate is used in learning English on reading skills.

**Keywords:** Students' Perception, Google Translate, Learning English, Reading Skills

# CHAPTER I

# INTRODUCTION

## A. Background of the Study

      Consciously or not, a person has many perceptions through the five senses due to too many stimuli that enter through the five senses, especially since a person has a different focus in his or her activities. Therefore, perception and sensing represent unique sources of how to experience something (Démuth, 2012). People consider perception to be something normal and natural. However, the process of perception is not as simple things. Perception is a process that begins with the sensing process, namely the process of receiving a stimulus by the individual through the senses or often also called the sensory process (Saleh, 2018). However, the process does not end there, but the stimulus still continues to the perception process.

      The process of perception cannot be separated from the process of sensing. This sensing process will take place at any time when the individual receives a stimulus through the senses from outside the individual, starting from the eyes as an instrument of vision, the ear as an instrument of hearing, the nose as a means of smell, the tongue as a means of tasting, and the skin as a means of touch. Various kinds of stimuli that enter through the five senses make a person unaware of the process perception. For example, when humans focus on seeing the environment around them, perception works through the many stimuli received by the

five senses. This also applies to the students at school, when students are asked to think whether learning English is something fun? students must have an opinion according to their respective perceptions because people receive a stimulus and then interpret it into something relevant to them based on their previous experiences (Axelina & Setiawan, 2017).

This study explores students' perceptions for English academic purposes especially about students' perceptions of using Google translate in learning English. English learning is divided into several skills, including speaking, listening, reading, and writing. Apart from these skills, one important thing that is missed given is translation. Even though translation is not included in English skills, but translation indirectly also becomes a part of learning English. This is none other than because translation skills have not been explicitly taught in senior high school, but are taught in universities in the field of English. However, according to Leonardi in (Dagilien , 2012), translation as a pedagogical tool may be effectively used at any level of competence, at school or university, as a beneficial and innovative teaching aid to assist, integrate, and further enhance the four basic language skills: reading, writing, speaking, and listening.

The translation is changing the  form (words, phrases, clauses, sentences, or paragraphs) and transferring the meaning from the originating language to the target language (Amilia & Yuwono, 2020). The translation transfer written or spoken source language texts to equivalent written or spoken target language texts (Ordudari, 2007).

Translation is an activity to understand the word's meaning in English, but it will be complicated and confusing for students who do not understand it. For that reason, in an English classroom, a teacher usually allows his students to bring a dictionary book when learning English, to make it easier for students when getting words. Meanwhile, finding a word that lies among the thousands of words in the dictionary takes much time. Moreover, it shifts the concentration of students, especially when the dictionary does not have the required words because the dictionary cannot cover the entire English vocabulary.

Moreover, globalization and localization have become a worldwide trend, resulting in a rapid increase in international demand for translation (Beikian et al., 2021). The need for translation, technology development, and the internet became an answer to these challenges. The presence of translation machine technology makes translation activities much easier, time-saving, not much space-consuming, and even much lighter. Machine translation, or MT, is customized software to assist the translation process (Baihaqi & Mulyana, 2021). Now a person can easily use the translation machine through the website and translator application on smartphones or computers. The machine translation also provides a more practical version of the electronic dictionary and can be accessed offline and online.

There are many websites can be used for translating source language into a target language, besides being easy to find and free, accessing machine translation through the website can save storage space on smartphone devices and computers. There are various online Machine

Translation services, such as Google Translate, Bing Translator, and Yahoo Babel Fish (Sukkhwan, 2014). However, translation applications are also easy to find and use. There are three translation applications that can translate foreign languages, namely Duolingo, U-Dictionary, and Google Translate. According to Luis Von Ahn and Severin Hacker in (Anisa Dwi Tiara et al., 2021), Duolingo is a free online language-learning tool, primarily based on translation available on websites, Android/iOS phones, and tablets. Meanwhile, U-Dictionary is dictionary application was released on March 24, 2016, offered by Youdao, Hong Kong and can be install on smartphone iOS and Android devic es (Juwita et al., 2020). The last, one of the most well-known foreign language translation applications is Google Translate.

Google Translate is a very popular and commonly used engine by people all over the world (Amilia & Yuwono, 2020). *Google Translate* is a Google development service that functions as a free multilingual machine translator and can be accessed from websites, computers, mobile applications, IOS to android. According to the official site, Google translate was launched on April 28, 2006, as a statistical machine translation and developed into neural machine translation from November 15, 2016, until now. It is a free multilingual machine translation service developed by Google to translate text, speech, images, sites or real-time video from one language into another (Alhaisoni & Alhaysony, 2017). In addition, there is a system that allows to translate specific phrases or

idioms that will adjust the quality of the translation (Amilia & Yuwono, 2020).

One of the advantages of technology in the world of education is that learning a foreign language in schools is increasingly assisted by the Google translate machine translator. Google Translate is one of the most widely used digital learning application (Lawa et al., 2022). It is much simpler and more effective than carrying a dictionary (Ramdhani, 2021). It is a free translation service that can be accessed anywhere. Apart from its primary or main function as a word translator, there are also site, image, and document translation features. It also provides word or sentence pronunciation features and spells check to know how to pronounce correctly in English (Maulida, 2017).

However, the convenience of this machine translation creates pros and cons because Google translate is only a machine. That was confirmed by a statement from Herlina et al. (2019) that the use of Google Translate is only as a tool and has limitations because not everything can be translated correctly by machine translation. The disadvantages of Google translate is the results of the translation can provide an overview of a text. However, it has not been able to provide accurate translation results in phrases or sentences (Maulida, 2017). In addition, there are also concerns about the negative impact on students' language lessons in using machine translation. According to Harris in (Murtisari et al., 2019), one of the concerns in using machine translation is that it causes dishonest behavior and cheats to complete academic tasks.

Several researchers have conducted previous related research, including research from Amanda (2019) entitled "Students' Perception of Using Google Translate as a Medium of Translating English." This study investigated students' perception and accurate translation of English into Indonesia at SMP Tamansiswa Medan. This study and previous studies both aimed to discover students' perceptions of using Google Translate. The second research was conducted by Hidayat (2021), entitled "Students' perceptions on the use of Google translate in learning English." This study aims to determine how students' perceive using Google translate in the English Education department at the UIN Antasari, Banjarmasin. This study and previous studies aim to determine students' perceptions of using Google translate in learning English.

The following research was conducted by Andari et al. (2021) entitled "The Teachers' Perception towards the use of Google Translate as a Translation Tool." This study explains the teachers' perception of Google translate as a translation tool at Hikmatul Fadhillah. This study and previous studies used qualitative methods and aimed to discover perceptions about using Google translate. The other research was conducted by Zulkifli (2019) entitled "A Qualitative Study: The Use of Google Translate among English Education Department Students." This study focused on finding out the problems and strategies of students when using Google Translate in the learning process in the English Language Education Department at the University of Muhammadiyah Yogyakarta. In addition, this study examines the use of Google translate in learning

English. The last research was conducted by Wei, (2021), entitled "The Use of Google Translate in English Language Learning: How Students View It." This study aims to discover students' perceptions of using Google Translate to help English learning at General Studies Department, Polytechnic Sultan Azlan Shah Perak, Malaysia. This and previous studies used a survey technique to reveal students' perceptions. From several previous studies above, the researchers think that it will not be enough if do not know senior high school students' perceptions of using Google translate in learning English.

The researcher decided to conduct research at SMA N 1 Nogosari in the academic year 2022/2023. It is located on Jl. Simo-Kalioso, Kilometer 10, Glonggong, Nogosari, Boyolali, Central Java, 57378, Indonesia. The researcher chose the research location at SMA 1 Nogosari because it is one of the favorite schools. It needs to be known whether the students also need Google translate help in learning English and how students' perception of google translate in learning English. Meanwhile, the researcher chose the eleventh-grade so that the results of this study can be used as a provision for tenth and twelfth-grade students.

The results of the observations show that there are six classes in eleventh-grade divided into three science classes (IPA) and three social studies classes (IPS). However, the researcher only choose the social studies class because there were homogeneous similarities between social studies and science classes in using Google Translate as an English learning tool, so it was sufficient for the researcher to only take one major

class. On the other hand, because this research is not a comparative research and considering the research time is at the end of an odd semester. In order to shorten research time, researchers do not want to compare research subjects more, but only focus on one major and limit research subjects only to social studies classes. The social studies class is divided into three classes: IPS 1, IPS 2, and IPS 3 with a total of 107 students.

The pre-research also found several results that made the researcher want to further discuss students' perceptions of using Google translate. Pre-research was collected using a Google form and shared through the Whatsapp group class with the total number of students who filled out the form was 70 students. As a result, it was found that 64,3% of students knew about Google translate, 31,4% knew it very well, 65,7% of students have the Google translate application on their smartphones and 64,3% do not know other translation machines except Google translate. It was also found that almost all of the students used Google translate when learning English, while 65,7% accessed it through the website and 38,6% used it through the application. Not only that, it was found that 45% of students stated that Google translate is suitable for reading skills. Reading skill is the most choice for skill suitability in the use of Google Translate, for this reason reading skill also discussed in this study.

There are only two English teachers at SMA N 1 Nogosari, one male teacher as compulsory English teacher, and one female teacher as specialization English teacher. The researcher only interviewed the

compulsory English teacher, Mr. Sriyanto, because this study only focused on using compulsory English classes. Through interviews with Mr. Sriyanto, the use of smartphones as learning aids in the classroom has been allowed since the 2013 curriculum, and many students access Google translate via smartphones. He argued that the use of Google Translate is actually not recommended, because the results of the translations are not in accordance with the structure and rules in English, which is feared to lead to misunderstandings of meaning. However, when Google Translate is used properly as a translation tool to translate word for word, it can help students understand the meaning of a word. The teacher also suggests the use of Google translate not only used to translate sentences or paragraphs, but can also be used to assist students in composing sentences while still paying attention to the correct rules, pattern and structure of the English language.

Google translate is use by almost all students in learning English, both through websites and applications. However, according to Maulida (2017), students in English subjects usually have difficulty understanding some of the words they encounter in the material or on their practice assignments. From this concern, Google translate is present as a learning tool for students to translate foreign words especially in English into Indonesia or vice versa. This is in line with Siregar (2020) statement, which stated that Google Translate significantly benefits students' English learning process in translating texts. This encourages researchers to find out more about students' perceptions of using Google Translate in learning

English. From the explanations above, the researcher will conduct a research entitled Students' Perceptions of Using Google Translate in Learning English on Reading Skills in the Eleventh grade at SMA N 1 Nogosari.

## B. Identification of the Problem

The researchers identified several problems in this study, including:

1. Students are increasingly rarely bringing dictionaries to school, but students use smartphones to access Google Translate as a translation tool.

2. Google translate is one of the most popular translation tools and most often used by students to translate text from the source language to the target language.

3. Students used Google Translate as a tool in learning English on reading skills.

4. The advantages and disadvantages of using Google Translate are interesting to confirm through students' perceptions, especially for English learning tools.

## C. Limitation of the Problem

The limitations of Google translate as a translation machine in learning English become an interesting and exciting problem to be studied through students' perceptions. According to Herlina et al. (2019) the use of Google Translate is only a tool and has limitations because not everything can be translated correctly by a translation machine. Moreover,

it is just a machine and less natural, it has various advantages and disadvantages. However, Google Translate has become more powerful and not only use to instantly translate typed words, but also for listening, speaking and reading (Ducar & Schocket, 2018). Therefore, the researcher limits the scope to students' perceptions about using Google Translate in learning English on reading skills. The researchers choose the research subjects in class XI IPS at SMA N 1 Nogosari, especially because many students use Google Translate as a translator tool.

According to Pratiwi (2020), Google Translate is most often used by senior high school students, especially Language majors, to help translate from English to Indonesia. On the other hand, because it is not comparative research and considering the research time is at the end of an odd semester. In order to shorten the time of the research, the researchers do not want to compare research subjects more but only focus on one major and limit research subjects only to social studies classes. The researcher limits the research to compulsory English subjects in the odd semester and is only concerned with students' reading skills. The researchers conducted pre-research from August to September 2022 by interviewing teachers as informants and distributing questionnaires to students via Google Forms. The research was conducted from October to November 2022.

## D. Research Question

Based on the background above, the researcher concluded the formulation of the problem as follows:

"How are the students' perceptions of the use of Google Translate in learning English on reading skills in the eleventh grade at SMA N 1 Nogosari?"

**E. Objectives of the Study**

The objective of this study is to answer the research problem above.

"To find out the students' perceptions about the use of Google Translate in learning English on reading skills in the eleventh grade at SMA N 1 Nogosari."

**F. Benefit of the Study**

1. Theoretical benefits of the study

Google translate as an English learning tool is expected to contribute to helping and making it easier for students when they have difficulties in learning English. Although there are pros and cons, it also has advantages and disadvantages. Students often use the advantages to make it easier for them to learn English. At the same time, the weakness can give knowledge so that in the future, students can use Google translate correctly and wisely.

2. Practical benefits of the study

   a. For Students

   Students can improve the understanding of Google Translate. So, this research provides knowledge as well as an evaluation for students in the use of Google Translate as a wiser and better translation medium.

b.  For Teachers

This research helps a teacher recognize student behavior in the use of Google translate. Make it easier for teachers to make rules regarding access to the use of Google translate for students at SMA N 1 Nogosari, both in online, offline, and blended learning.

c.  For Researchers

The research provides new knowledge about the students' perception of SMA N 1 Nogosari in using Google Translate in learning English. At the same time, this research can be used as a reference for other researchers who want to research about this topic.

## G.  Definition of Key Terms

1.  Students' Perception

Perception is a way to comment on sensory impressions, what and how individuals are sensitive, and evaluate them. This is closely related to knowledge and life experiences (Sahan, 2016). Perception can be interpreted as a process of receiving sensory input which will be interpreted into something meaningful. Each of humans has felt various objects, patterns, people, to events in this world. Through these various things, a person unconsciously has been able to perceive some of these things. Students' perception is the perception of students regarding things in the scope of education, ranging from facilities to students' experiences in learning. In this case, the researcher wants to

find out more about students' perceptions of using Google translate in learning English on reading skills.

2. Google Translate

   Google translate is one of the most popular foreign language translation machines (Yanti & Meka, 2019). It can be accessed through websites and applications and can translate words, sentences, and paragraphs of text in more than 100 languages. In the digital era like now, the presence of Google translate also helps in the world of education, one of which is a foreign language translator tool, especially in learning English to replace traditional dictionaries.

3. Learning English

   Learning is often associated with achievement tests or scores, some provable result, or some measure of cognitive ability, to scholastic aptitude (Jorg et al., 2007). English is one of the subjects have been studying at the senior high school education level in Indonesia, as well as at SMA N 1 Nogosari. Learning English is one of the essential foreign language subjects to learn. Considering that English is an international language used to communicate with people from abroad, either directly or through social media. However, in this study, the researcher limits learning English only in the context of English Academic Purpose or EAP. EAP refers to teaching English to students living in non-English speaking countries, and it is not enough know English. Students are also expected to be able to complete certain academic tasks by using academic skills in English (Solikhah, 2015).

# CHAPTER II
# LITERATURE REVIEW

## A. Theoretical Review

### 1. Concept of Perception

#### a. Definition of Perception

Perception is a direct response to something or the process of someone knowing something through his or her five senses. According to Brown in (Amanda, 2019) explains that perception is the identification and interpretation of our sensory information. It enables the transformation of sensory information into something meaningful. Meanwhile, perception is described in more detail as the process by which people sense, organize, select, and interpret information to form subjectively meaningful pictures of the world to retrieve, identify, and respond to the information (Broadbent, 2008). Perception is a process initiated by sensing in the form of a stimulus the individual receives through receptors, namely the senses (Tumbal et al., 2018). Through the senses, humans can explain what or how they have seen, touched, smelled and heard.

Every human has a perception of something around them. Each person's perception can be the same or even very different from one person to another because a person has different feelings and interpretations from experience. Perception and sensing are unique sources of how to experience something. Since cognition was originally also the domain of philosophy, it is clear that philosophers were the first

group to study this problem of perception. In Lang (1987), the transactional theory proposed by Mead in 1903, Dewey and Bentley in 1949, and Ames in 1960 emphasizes the role of experience in perception. It focuses on the dynamic relationship between humans and the environment. Therefore, perception is often considered a relationship between the environment and the observer, dependent on each other. This theory makes the following assumptions:

1) Perception is multimodal.

2) Perception is something active and not a passive process.

3) Perception cannot be explained by the behavior division into the perceiver and felt.

4) Perception cannot be explained relating to the response conditioned to stimuli.

5) The relationship between people and the environment is something dynamic.

6) The image of the environment owned by the observer depends on experience, present motivation and attitude.

7) Experience is projected into the present situation about one's needs.

Referring to the above theory, a description of the perception starts from the active process to the relationship of experience with the present situation. It happens because people who digest information from the environment manage to adjust their attitudes, behaviours, or thoughts to the information based on their experiences. So, it is possible to conclude that sensory information collection, recognition, and interpretation

provide an overview and comprehension of the world. Perception is the scope of all nervous system impulses resulting from physical or chemical stimuli from the sense organs.

b. **Types of Perception**

The perception results can be known after the individual interacts with the perceived object or something, and these perceptions can be divided into two categories (Rahayu, 2021).

1) Positive Perception

Positive perception is a perception that describes all knowledge and responses followed by efforts to use it. Positive perceptions can also be characterized by not focusing on themselves but outside themselves.

2) Negative Perception

Negative perception is a perception which describes all knowledge and responses that are not in harmony with the perceived object. Negative perceptions can also be characterized by tending to focus on their desires.

From the type of perception above, a person's perception will always affect how they take action. Whether a person has a positive or negative perception depends entirely on how he or she describes all his or her knowledge of a perceived thing.

c. **Process of Perception**

Perception is the process of taking sensory input and then interpreting it into something meaningful. In simple language, each

person has experienced various patterns, objects, people, and events in this world, which often considered normal because a person can do it in daily activities. However, it is different from the image that the computer scientists who created artificial intelligence have discovered how complicated the process of perception (Galotti, 2013). According to Qiong (2017), the perception process has three stages there are selection, organization, and interpretation.

1) Selection

   Selection is the first stage in the perceptual process, this process converts environmental stimuli into meaningful experiences. In daily activities, a person gets various kinds of information continuously so that in an instant can find these stimuli; the words hear, witnesses to accidents, the ticking of the clock, and others. Since our world is all-encompassing, countless stimuli arrive at sensory organs simultaneously and are waiting to be processed. However, a person needs help understanding all the available information because by doing so, people will experience information overload and disorder. For that reason a person only perceives part of the information from the environment through a selective process.

2) Organization

   The second stage in the perception process is organization. After selecting information from the outside world, organize it in some way by identifying some meaningful patterns. This organization stage is accomplished by putting things or people into categories, and that is

why it is also termed categorization by some researchers. In this stage of perception, the social and physical events or objects that are encountered will immediately have shape, colour, texture, size, and others. For instance, when asked what a human being is, some people may describe it from the perspective of skin colour, race or nationality.

Perception at this stage enjoys two characteristics. First, the organizing process gives human perception structure. A person always puts raw stimuli from the outside world into structured, meaningful experiences. Second, the process shows that human perception possesses stability. So, after selecting stimuli and putting them into categories, the selected stimuli become durable.

3) Interpretation

The third stage in perception is interpretation. This stage refers to the process of attaching meaning to the selected stimuli. After a stimulus is selected, it is categorized into a structured and stable pattern. However, different people may give different interpretations of the same stimulus. For example, the arrival of a police officer at the scene of a crime can be interpreted differently, it will be security and relief for the victim. While for the criminal, it will surely frighten and panic. When person are faced with a physical object or event, almost all of us agree with its objective meaning, however it can be different in meaning for each unique individual due to differences in past experiences and cultural background. Different experiences and

backgrounds will cause someone to attribute different meanings to the same stimulus, resulting in a various of perceptions.

**d. Factors of Perception**

According to Toha in (Fuady et al., 2017), the factors that influence a person's perception are as follows:

1) Internal factors

Feelings, attitudes and individual characteristics, prejudices, desires or expectations, attention (focus), the learning process, physical conditions, psychiatric disorders, values and needs, as well as interests and motivations.

2) External factors

Family background, information obtained, knowledge and needs, intensity, size, opposites, repetition of motion, new and familiar things or unfamiliar objects.

**e. Factors that Influence Perception**

According to Robbins & Judge (2013), three factors that influence perception, namely:

1) Factors in the Perceiver

In this case, the perceivers are students. Factors that influence students are attitudes, motives, interests, experience, and expectations.

2) Factors in the Target

In this case, the target is Google Translate. Factors that influence Google Translate are novelty, motion, sounds, size, background, proximity, and similarity.

3) Factors in the Situation

In this case, the situation is learning English. Factors that influence learning English are time, work setting, and social setting.

**f. Indicators of Perception**

According to Bimo Walgito in (Akbar, 2015), indicators of perception are as follows:

1) Reception of stimuli or objects from outside the individual

Stimuli or objects are received by the five senses, including sight, hearing, touch, smell, and taste, separately or simultaneously. From the results of reception by the senses, an image, response, or impression is obtained in the brain. The image can be singular or plural, depending on the object of perception seen and observed. The brain collects images to impressions, from old to newly formed. Whether the picture is clear or not depends on the stimulus, the normality of the senses and the time, recently or long ago.

2) Understanding

After the image or impression in the brain is formed, the image is processed, starting from organizing, classifying, comparing, and interpreting until an understanding is formed. The process of understanding or understanding is unique and fast. The understanding

that is formed also depends on the old image that the individual has had before (called apperception).

3) Assessment or evaluation

After the understanding is formed, there is an assessment of the individual. Individuals compare the newly acquired understanding with the criteria or norms that the individual has subjectively. Therefore, individual assessment can be different even though the object is the same, and from this perception is considered to be individual.

**g. Students Perception**

Perception is the end product of the interaction between stimuli and internal hypotheses, expectations and knowledge of the observer, while motivation and emotions play an important role in this process (Démuth, 2012). As a result, perception is the combined effect of the information received by the sensory system, experience, and knowledge a person learn about the world. The main objective of this research is to find out the students' perceptions of using Google Translate in learning English on Reading Skills. In a learning environment, students are important in a lesson because they directly experience how it affects learning. Therefore, students and perceptions have an important role as a reference in designing and developing a lesson (Könings, 2007).

Students' perceptions are important factors in student behaviour and can be the basis for designing teaching models by optimizing training outcomes. Students' perceptions also reflect what, why, and how students

learn (Tumbal et al., 2018). According to Meraleu-Ponty in (Iswan, 2016), students' perceptions could be understood as their ability to justify their beliefs and distinguish them from the research discussed in the class. Looking for information through students' perceptions will also be found as a reflection of how, why, and what the students learn. Students' perceptions are based on experience, which in this study is based on their experience when using Google Translate in learning English on reading skills.

2.  **Concept of Google Translate**

   a.  **Definition Neural Machine Translation**

   Machine translation is a system-based machine. According to Abdelaal & Alazzawie (2020), machine translation systems can be classified into three different types there are Neural Machine Translation (NMT), Rule-Based Machine Translation (RBMT), and Statistical Machine Translation system (SMT). Google translate initially used the SMT system. It is because Google translate can make an intelligent guess as to what translation is suitable and appropriate for the target language. This process of looking for a large number of patterns is called "statistical machine translation" because a machine drives this translation, so not all translations will be perfect (Amar, 2013). However, when SMT is compared to NMT systems, NMT produces much better translation output in many language pairs.

   For that reason, since 2016, Google Translate has moved from the SMT to the NMT system. According to Kuzman et al., (2019), NMT is

the quickest system and saves time, not only that the NMT system produces more fluent and more adequate translations than the SMT system. NMT system uses an artificial neural network to predict the probability of an array of words, typically modelling entire sentences in a single integrated model (Abdelaal & Alazzawie, 2020). The advantage of NMT is that it uses artificial intelligence to represent all the sentences in the target language at once instead of breaking them into small chunks such as phrases or words. Another advantage of this system is that it does not require large space ion memory. According to Wu et al. (2016) NMT system is close to the average accuracy of a bilingual human translator, and when compared to previous phrase-based production systems, the NMT system can reduce 60% in translation errors.

**b. Definition of Google Translate**

In this era, almost every student uses the Google Translate application to assist in learning foreign languages, especially English. Especially with the presence of smartphones through all the services brings much convenience in helping students learn (Khotimah et al., 2021). According to Bahri (2016), the use of Google Translate in class is an additional tool for learning, as well as a strategy to improve student's learning experience. Macduff Hughes, Director of the Google Translation Engineering compilation conference in Jakarta, stated that Indonesia was included in the list of one of the ten countries that use the Google Translate application, which is also very popular among students (Yana Munthe, 2019). Google Translate is a free multilingual machine

translation service developed by Google to translate text, speech, images, sites, or real-time video from one language into another language (Maulida, 2017).

Google Translate is a language translation machine that can be used via computers/PCs, and smartphones. It can be accessed in two ways, namely through the website and through the application. Through a smartphone the Google translate application can be downloaded and installed on Android and IOS devices. It is a free translation service that provides instant translation, when translating Google Translate will look for patterns in hundreds of millions of documents which will help decide the best translation for its users. Meanwhile, Google Translate cannot compete with a human translator for nuance, context, or accuracy, but it is free, fast, and might be good enough for some uses in the field (Jolanda, 2016).

c. **Advantages of Google Translate**

The main benefit and function of Google translate is as a language translator machine, especially for English-Indonesian translation and vice versa. According to Ducar & Schocket (2018), Google Translate has become more powerful and not only use to instantly translate typed words, but also for listening, speaking and reading. Through some of its features a person can type or draw letters and characters, have bilingual conversations, say a word or phrase and see its translation, hear how it is pronounced, translate text images into another language, and make instant translations of Web pages. The use of Google translate in the

classroom is also very helpful for teachers to translate text in books and also accelerates vocabulary mastery, because the translation results can be known directly and practically without the need to carry a thick English dictionary (Andari, 2021). However, to increase the network area of its users, Google Translate has added a lot of features and innovations in its development, starting from adding languages to free features that can be used directly through Google Translate. There are some of the benefits of Google translate in (Maulida, 2017) as follow:

1) As an Online Dictionary

The benefits that are often used in Google Translate is as an online dictionary (or sometimes also called "Online", In the Network). In this way, machine translation users can translate word by word or phrase, which automatically, Google Translate will display the translation results of the source word in question, in the target language.

2) As an Online Thesaurus

Apart from being an online translator and dictionary, Google Translate can also be useful as a thesaurus or reference for choices of meanings of the same word or synonyms, these methods are available online. Not only does it display a variety of synonym word choices, but also displays the level of use and word frequency (indicating how often translated words appear in public documents).

3) As Spell Check

Another function that can be used from Google Translate is the spell check function for words that appear due to typos. When Google translate detects an error in a word, or maybe the word in question is not in the English vocabulary, then Google translate will display the closest reference to the word in question, of course with these advantages, it will be very useful and makes it easier when want to spell check English, either because of typing errors, or forgetting vocabulary.

4) Pronunciation of Words in Foreign Languages

Another benefit that can be used for free is the foreign language pronunciation feature. This feature is very beneficial for foreign language learners, besides free, this feature can tell them how to pronounce words in a foreign language correctly. As a result, it is easier for a person to read and pronounce foreign languages, especially English correctly, without having to guess how students are pronounced.

5) Show Phonology of Words

There is another feature of Google translate that users often do not realize, that Google translate also provides word phonology under the word or phrase that you want to know the translation of. This is intended to make it easier for users to read the word in its original language, even though there is already a word pronunciation feature in a foreign language, but the word phonology in Google translate

also helps in understanding vowels and consonants, especially in English.

Based on the benefits and advantages of Google translate above, the author believes that there are users of Google translate who are not aware of or even do not know some of the advantages, because in general most of users only know its main function, just as a foreign language translator.

**d. Disadvantages of Google Translate**

Based on a survey conducted by Pujiati (2017), there are several disadvantages and problems faced by students when using the Google translate application, there are:

1) Word by Word Translation

   Google translate often uses word for word translation, so students are often fooled by the translation.

2) Differences in Structure of English and Indonesian

   Confusing for students who do not have a good understanding of the two languages.

3) Not Searching for Equivalents in Target Language

   In this case, students often do not look for the right equivalent in the target language so that the resulting meaning becomes ambiguous and unclear.

On the other hand, Yanti & Meka (2019) stated students wrote 3 main problems in using Google Translate, there are internet connection, wrong meaning from source language to target language, and grammar error.

**3. Concept of Learning English**

    **a. Definition of Learning English**

Every day humans learn and continue to learn, even though may not realize when learning occurs. Humans are designed to learn so that under the right conditions, a person can do very well through complex interactions between other people. Through various environmental stimuli, activities and various coincidences a person can also absorb a lot of information through senses. In the context of education, learning is generally considered as an outcome or goal that shows some changes in students. Learning is often associated with achievement tests or scores, some provable results, or some measure of cognitive ability, to scholastic aptitude.

Learning is often thought of as a complex enterprise that involves more than just the cognitive attributes of the mind or is limited to test scores or grades. Learning is not only something that happens through the transmission of knowledge from one person to another. Because not all learning has to be measured or numbered, while a person is still able to learn without measurement, besides there are many things that can affect a person learning (Jorg et al., 2007). In other words, learning can also be defined as a process that brings together experiences, personal influences and the environment to acquire, enrich, or modify one's knowledge, behavior, attitudes, skills, values, and views.

Learning English is very important in this modern era, especially in terms of education. Considering that English is an international

language that is taught and used in almost every country. At this time, learning English has also been widely used by internet technology to facilitate teaching and learning activities for both students and teachers. The use of the internet in the classroom provides several benefits, those are motivating students, improving the quality of teaching and learning processes, reducing the misunderstanding among students, increasing the students' curiosity and increasing the students' competitiveness to achieve their goals (Sudiran, 2015).

In learning English, there are skills that can be learned, starting from listening, reading, writing, to speaking (Rupidara, 2019). These skills are taught and shared through several stages and strategies according to the learning design in order to get results according to the goals that have been determined. In English language learning, especially in senior high school, the material and assignments given use full English, as a foreign language learner of course every student will encounter obstacles and difficulties. However, the difficulties that are usually faced by students are the lack of vocabulary, how to read and pronounce words in English correctly.

b. **Definition of Reading Skills**

Reading is a way to get information or meaning from a written text, both from print media and digital media. According to Furaidah et al. (2011) reading is a complex processing skill that combines physical and mental activities to create meaning and interpret information from written language in a text. Through this explanation, it can be seen that

reading activities are not just reading aloud or silently, but about information, meaning and understanding. On the other hand, understanding the text is not easy. It can happen because sometimes students need clarification or to learn the meaning of the text, especially in English. Reading will be useless without understanding the text and it is essential to be achieved by students because reading is not only about mechanical skills (Pais, 2020).

According to Siregar et al. (2022) the basic skill of reading as follow; (1) Pronunciation is the utterance of any sound or word symbols. It is important to recognize a word because the correct pronunciation of the word will make the reader remember its meaning of it. (2) Structural system is the part of a word that form unit of meaning or sound. The unit maybe past of an inflectional ending, a compound word, prefix, and syllable. (3) Vocabulary is a list of words in which the reader can find words to express meaning and purposes.

Reading is an activity while reading skill is ability of reciting and understanding a text. According to Bojovic (2010) reading skill is a person's cognitive ability when interacting with written text. When a person interacts with the text through reading, there are several things that become the focus or attention of the reader. Therefore, Gustadevi et al. (2012) explained the indicators of reading skills include; identifying main idea, identifying stated detail information, identifying implied information, guessing the meaning of unfamiliar words based on contexts, identifying referents, and identifying the purpose of the

text. It was used as indicators for students' perception statements of using Google Translate in learning English especially on reading skills.

Referring to the pre-research, it was found that many students stated that Google Translate was suitable for reading skills. It can be an indication that students have reading difficulties and students using Google translate to overcome these problems. From there, the role of Google translate is to become an English learning tool, through some of its features it is hoped that it can help and facilitate students in learning English on reading skills. Google Translate can be alternative for students who are not skilled in English to understand English text (Herlina et al., 2019). So, the researcher also wants to know how students perceive when using Google Translate in learning English on reading skills.

## B. Previous Related Study

Several researchers have conducted previous related Google Translate including research from Amanda (2019)  entitled *"Students' Perception of Using Google Translate as a Medium of Translating English."* This study investigated students' perception and accurate translation of English into Indonesia at SMP Tamansiswa Medan. The findings show that most students know about Google Translate, it can be seen from many students answering "appropriately and very appropriate." From the results of the questionnaire, it is proven that they like Google Translate in translating languages, especially English into Bahasa. The researcher concluded that the students' perception of using Google Translate was good.

The second previous study was entitled *"Students' perceptions on the use of Google translate in learning English."* This research was conducted by Hidayat (2021), from UIN Antasari, Banjarmasin, who also used UIN Antasari respondents in his research. The findings in this study relate to the extent of their knowledge of Google translate. The result of this study shows that Google translate is an application that aims to help English students translate words, to texts that students do not know about the meaning of the word, and saves more time than using a dictionary so it is very helpful for those who need assistance in translating English text or phrases into Indonesian.

The third previous study was conducted by Zulkifli (2019) from University Muhammadiyah, Yogyakarta, entitled *"A Qualitative Study: The Use of Google Translate among English Education Department Students."* The finding showed that there are two aspect problems and strategies when using GT are related to language competence and technology. The result of this study including the problems related to language competence include, the difficulty to follow the speaker's speaking, the difficulty in appropriate translation results, and the difficulties in the first language. The problems related to technology of GT include no facilities to set the GT speaker, inability to translate English slang, inability to translate idiom language, low grammar accuracy in translating the result, limited word for translating (5000 words) and size file for translating 1 MB.

The next previous study entitled *"The Teachers' Perception towards the Use of Google Translate as a Translation Tool."* The research was

conducted by Andari et al. (2021), from the University of North Sumatera. The purpose of this study was to determine the teacher's perception of the use of Google Translate as a translation tool. Based on the results of research on 23 teacher respondents of Hikmatul Fadhilah, it was found that the teacher's goal was to use Google Translate to translate spoken and written texts. According to respondents, Google Translate cannot translate text perfectly, for that reason respondents only use it to translate word by word into a text. On the other hand, the teacher still has a positive perception of its use. It was found that all respondents stated that they had a positive perception of the use of Google translate as a translation tool. Although according to them Google translate is not a recommended application, it is still included in alternative foreign language translation applications.

The last previous study entitled *"The Use of Google Translate in English Language Learning: How Students View It."* This research was conducted by Wei (2021) from the General Studies Department, Sultan Azlan Shah Polytechnic, Perak, Malaysia in 2021, while the research subjects were Malaysian Polytechnic students. The findings revealed that the students are generally positive towards the use of Google Translate in their language learning. The results of this study indicate that most students often use Google Translate by taking into account the convenience and usefulness of Google Translate in their language learning process. However, students remain aware of the limitations of using Google Translate when translating longer sentences, paragraphs, and text.

**Table 2.1 Previous Study**

| No | Name | Affiliation | Title | Similarities | Differences |
|---|---|---|---|---|---|
| 1. | Ajeng Pratiwi Tri Amanda | Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan 2019 | Students' Perception of Using Google Translate as a Medium of Translating English | This study and previous studies both aimed to find out about students' perceptions of using Google Translate. | Previous research revealed the perceptions of junior high school students, while in this study the perceptions of senior high school students. Therefore, the subjects of the two studies had different levels of education. |
| 2. | Alfian Hidayat | Department of Tadris English, Faculty of Tarbiyah and Teacher Ness, UIN Antasari, Banjarmasin 2021 | Students' Perceptions on the Use of Google Translate in Learning English | This study and previous studies both aim to determine students' perceptions of using Google translate in learning English. | This study uses senior high school students as the subject, while the previous study used English students at UIN Antasari, Banjarmasin |
| 3. | Sayida Ralia Mawallia Zulkifli | English Language Education Department, Faculty of Language Education, University Muhammadiyah, Yogyakarta 2019 | A Qualitative Study: The Use of Google Translate among English Education Department Students | This study both examines the use of Google translate in learning English. This study also uses qualitative methods to more clearly describe its findings. | Previous research focused on finding out the problems and strategies of students when using Google Translate. While this study aims to find out students' perceptions of using Google Translate in learning English |

| No | Name | Affiliation | Title | Similarities | Differences |
|---|---|---|---|---|---|
| **4.** | Alviola Zhafirah Andari, Rudy Sofyan, Muhammad Yusuf | University of North Sumatra, Dr. T. Mansyur Street, Medan, Indonesia 2021 | The Teachers' Perception towards the Use of Google Translate as a Translation Tool | This study and previous studies both used qualitative methods, and aimed to find out about perceptions about the use of Google translate. | This study used high school students as respondents, while previous studies used teachers at Hikmatul Fadhillah as respondents. |
| **5.** | Lam Kok Wei | General Studies Department, Polytechnic Sultan Azlan Shah, Perak, Malaysia 2021 | The Use of Google Translate in English Language Learning: How Students View It | This study seeks to find out about students' perceptions and the use of Google Translate in helping English learning. | This study uses a descriptive qualitative, while the previous research used a survey study. Meanwhile, the subjects of these two studies are also at different levels of education. |

# CHAPTER III

# RESEARCH METHOD

## A. Research Design

Qualitative research is a type of study that examines and comprehends the significance of a group or person affected by a social issue. The foundation of qualitative research is an interpretative or theoretical framework that serves as a framework for the analysis of a research problem that focuses on the meanings that individuals or groups attribute to social or human problems (Creswell, 2013). In this case, the researchers used qualitative survey methods to make it easier to describe students' perceptions of the use of Google Translate in learning English on reading skills in the eleventh grade of SMA N 1 Nogosari.

The survey method is a research method that uses a questionnaire as the main instrument for collecting data in the field (Samsu, 2017). In this study, the technique of collecting the data questionnaire used Google forms. The researcher sent the form link to the class leader, then he forwarded it to the class WhatsApp group, and the students filled in form. Then, the interview was conducted directly with students by recording students' perceptions using the researcher's smartphone. It was conducted after the end of the lesson and on the sidelines of changing the lesson hours. Meanwhile, documentation is used to capture students' conditions, classes, and material directly when Google Translate is used in learning English.

Questionnaire data was processed into percentage form and explained narratively through an interpretation scale. In qualitative research the results of the percentages obtained are transformed into words that have an evaluative meaning (Djajanegara, 2020). The questionnaire data was also displayed through charts and bar chart to facilitate data analysis. While the interview data was processed into transcripts and then analyzed and concluded narratively.

## B. Research Setting

### 1. Place of Research

This research was conducted at SMA N 1 Nogosari. It is located on Jl. Simo-Kalioso, Kilometer 10, Glonggong, Nogosari, Boyolali, Central Java, 57378, Indonesia. This research was conducted in the academic year 2022/2023 by selecting three social studies classes in the eleventh-grade. The researchers conducted research through online and offline. Data collection was distributed through a questionnaire filled out by students via Google form (online), while interviews and documentations were conducted directly with students in each class (offline).

### 2. Time of Research

The researcher conducted the research from August 2022 to February 2023. Starting from pre-research, collecting the data, data analysis, until drawing the conclusion the final thesis. To make the time briefly, the researchers made the table as follows:

**Table 3.1 Research Schedule**

| No | Schedule | 2022 | | | | | | | | | | | | | | | | | | | | 2023 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Aug | | | | Sep | | | | Oct | | | | Nov | | | | Des | | | | Jan | | | | Feb | | | |
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1. | Pre Research | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | | | | | | | | | | | | | | | |
| 2. | Proposal Seminar | | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | |
| 3. | Data Collection | | | | | | | | | | ■ | ■ | ■ | ■ | | | | | | | | | | | | | | | |
| 4. | Data Analysis | | | | | | | | | | | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | | |
| 5. | Final Thesis | | | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | | |

## C. Research Subject

In this qualitative research, the researcher used the concept of purposive sampling, which means that the subject selection is based on several considerations to target the goal. In this study, the research objects are students in the eleventh-grade social studies classes (IPS) at SMA 1 N Nogosari who use Google Translate in learning English on reading skills.

## D. Data and Source of the Data

1. Data

In qualitative research, data were descriptive and reported more in words or pictures rather than numbers (Creswell, 2014). The data in this study was obtained from the results of questionnaires and interviews. Questionnaire data were obtained by filling out the G-form

by students, while interview data were obtained from recordings of students' perceptions and then transcribed into text. The questionnaire results are processed into percentage data and explained in a narrative. In contrast, the results of the interviews are processed by analyzing and concluding the respondents' perceptions.

2. Source of the Data

Data sources in this study were obtained from students, especially those in the eleventh-grade social studies class at SMA N 1 Nogosari. The researcher only used respondents in 3 social studies classes (XI IPS 1, XI IPS 2, and XI IPS 3) to fill out the questionnaire and six students as the interviewers, specifically male and female, in each class. There are two students in IPS 1, two in IPS 2, and two in IPS 3.

E. **Research Instrument**

The main instrument in this qualitative research is the researcher himself. A good instrument in qualitative research is someone knowledgeable and deep in theory; from there, he will also be more professional. Not only that, research instruments must also have theoretical insight and insight into the social context that takes place and develops in that social context, starting from customs, beliefs, laws, values, and culture (Sugiyono, 2013). In this study, researchers used questionnaires and interviews as data collection techniques. The questionnaire consists of 27 closed-ended statements, with 24 positive statements and three negative statements. Meanwhile, the interview consisted of 5 open-ended questions. Based on the following blueprint:

**Table 3.2 Blueprint of Questionnaire and Interview**

| No. | Dimension | Indicators | Interview Questions | Questionnaire Statements |
|---|---|---|---|---|
| 1. | The factors that influenced in the perceiver are attitudes, motives, interests, past experiences, and expectation (Robbins & Judge, 2013). In this case, the perceivers are students. | Attitude | 1 | 1, 2, 16, 7, 8, 9 |
| | | Motive | 4 | 6 |
| | | Interests | 2 | 24 |
| | | Experience | 5 | 12, 13, 14, 15, 17, 18, 5, 21 |
| | | Expectation | | 20 |
| 2. | The factors that influenced target namely novelty, motion, sound, size, background, proximity, and similarity Target can be defined as the object or particular thing which being or will be interpreted. In this case, the target is Google Translate. | Novelty | | 26 |
| | | Sound | | 19 |
| | | Size | | 11 |
| | | Motion | | 23 |
| | | Background | | 3 |
| | | Proximity | | 22 |
| | | Similarity | | 27 |
| 3. | The factors that influenced individual in the situation namely time, work setting, and social setting. The situation is in learning English. | Time | 3 | 10 |
| | | Work setting | | 4 |
| | | Social Setting | | 25 |

**F. Techniques of Collecting the Data**

1. Questionnaire

   Questionnaires are frequently used instruments that function to collect information on structured data, and can be administered without the presence of the researcher, and are often relatively easy to analyze (Cohen et al., 2018). A questionnaire is one of the data collection techniques that provides a set of questions or written questions that will be answered by respondents directly or via the internet (Sugiyono, 2013).

   In this study, the researcher used the scale questions included in the closed-ended questionnaire with positive and negative perception statements. There are 24 positive statements and three negative statements. One of the popular types of scaled questions is the Likert scale. The Likert scale is a psychometric scale usually used in research that uses questionnaires to measure social attitudes (Roopa & Rani, 2012). According to Djajanegara (2020), the Likert scale is a measuring tool used to detect interests, attitudes, and habits.

**Table 3.3 Likert Scale**

| Levels | | Scale | |
|---|---|---|---|
| | | Positive | Negative |
| Strongly Disagree | SD | 1 | 5 |
| Disagree | D | 2 | 4 |
| Neutral | N | 3 | 3 |
| Agree | A | 4 | 2 |
| Strongly Agree | SA | 5 | 1 |

2. Interview

   Interviews are data collection technique used by researchers to find out much deeper things about the respondents, especially for a small number of respondents (Sugiyono, 2013). It is a method of gathering data that allows for asking quantitative and qualitative questions (Doody & Noonan, 2013). The goal of the qualitative research interview is to explain the importance of significant topics in the life of the participants. The most crucial aspect of conducting interviews is comprehending the value of what participants say. In order to get detailed information, the researcher conducted open-ended questions with students to obtain their perception of the use of Google Translate in learning English on reading skills.

3. Documentation

   Documents are original evidence that is useful for supporting the truth or authenticity of a statement, which can be in the form of letters, books, photos, or videos. According to Purwono (2017), documentation is written, or printed documents that can be used as evidence of a statement. Documents that have the strongest legal value are original documents. In document research, the problems that usually surface relate to materials, often in remote locations, and require permission to use those materials (Creswell, 2013). Meanwhile, This study also used documentation techniques to strengthen questionnaire data and interviews. Researchers added students' handbooks used in learning English.

**G. Trustworthiness of the Data**

Trustworthiness is used to obtain scientifically recognized and accountable data. In qualitative research, validation is the way the researchers use a recognized strategy to prove the "accuracy" of the research. To strengthen the validity of the data, the researchers used a triangulation technique. The choice of triangulation technique, besides being easy to use, is also more cost-effective (Creswell, 2013). Triangulation is a credibility test by checking data through various sources, techniques, and times. Triangulation is divided into three types, source triangulation, data collection technique triangulation, and time triangulation (Sugiyono, 2013). In this study, the researchers used triangulation of data collection techniques. This technique is done by checking data from the same source but using three different techniques; documentation, questionnaire, and interviews.

**H. Techniques of Analyzing the Data**

Data analysis is the next stage after data collection. According to Abdussamad (2021), data analysis is a systematic process of compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing it into units, synthesizing, compiling data into patterns, sorting important things, and making conclusions so that writers and readers easily understand it. According to Miles dan Hubermen in (Sugiyono, 2013), qualitative data analysis includes data reduction, data display, and conclusion drawing or verification.

1. Data reduction

   Obtaining data from the field is quite a lot, primarily when the longer the researcher conducts research, the more complex the data obtained. Therefore, it is necessary to record carefully and in detail, which is then analyzed through data reduction. Reducing data means summarizing, choosing the main things, focusing on the essential things, and finding themes and patterns. At this stage, the researcher calculated the results of the questionnaire data and transcribed the interview results, and marked essential points on students' perceptions. The results of students' perceptions through the questionnaire are categorized into numbers according to the Likert scale guidelines and then calculated using the percentage formula.

   a. Coding

      Coding is a symbol or summary built into a particular structure and level of detail. It is built in an integrative system. In qualitative research, data coding plays an important role in the data analysis process and determines the quality of the research data abstractions. To make it easier for the researchers to process the data, researchers sort and classify respondents and their perceptions through coding.

      IN      : Initial name

      S        : Statement

      F        : Frequency

      %        : Percentage

b. Objectives Notes

Researchers need to classify and edit answers or real situations, factual or objective-descriptive. At this stage, the researcher compiled questionnaire data based on the actual Google form results. Meanwhile, for the interview results, the researcher transcribed according to the audio recording results, then marked the main points on the respondent's perception.

c. Percentage Calculation

At this stage the researcher calculated the students' perceptions of the questionnaire data using the percentage formula (Khayati, 2021):

$$P = \frac{f}{n} \; x \; 100\%$$

Information:

P        : percentage

f        : frequency of each selected answer

n        : number or total of respondent

100%   : constant value

2. Data Display

In qualitative research, data display aims to facilitate and understand what happened in the research. It can be in brief descriptions, relationships between categories, flowcharts and other similar things. In addition to using narrative text, the data display can usually be in the form of graphs, matrices, networks and charts. In this

step, the researcher tries to compile relevant data so that it becomes information that can be concluded and has meaning.

At this stage, the results of the questionnaire calculations are explained based on interpretation criteria to facilitate the process of categorizing and concluding the questionnaire data. The results percentage of questionnaires and interviews is presented in a narrative. In some categories, bar charts are also used to illustrate and compare the findings of the data. With the step after calculating the respondent's answers with the formula, the researcher interprets the result in the table below:

**Table 3.4 Interpretation Criteria Percentage**

| No. | Score Percentage | Criteria |
|-----|------------------|----------|
| 1. | 0% | None of |
| 2. | 1% - 24% | Some |
| 3. | 25% - 49% | Less than half |
| 4. | 50% | Half of |
| 5. | 51% - 74% | Almost |
| 6. | 75% - 99% | Mostly |
| 7. | 100% | All of |

Source: (Arikunto, 2006)

3. Conclusion drawing or verification

      The final stage is drawing conclusions based on the findings and verifying the data. Initial conclusions that are still temporary will change if strong evidence is found to support the next stage of data collection. The process of obtaining this evidence is known as data verification. The verification step was carried out by the researcher as a filter for meaningful and non-significant data. Conclusions in qualitative research are new findings that have never existed before. Findings in research can be in the form of a description of an object that was previously abstract, dim or dark so that when examined it becomes clear, and can be in the form of causal or interactive relationships, hypotheses or theories.

# CHAPTER IV

# FINDINGS AND DISCUSSION

## A. Research Findings

The research finding was used to answer the research problem. The research problem in this study is to reveal how students' perceptions of using Google Translate in learning English on reading skills. In this section, the researcher reports the findings of the questionnaire, interview, and documentation data obtained from eleventh-grade students of social studies classes at SMA N 1 Nogosari.

## 1. Finding of Questionnaire

The first technique in data collection in this study was used questionnaire. The questionnaire consisted of 27 closed-ended statements, with a total of 101 subjects that filled out the questionnaire. In this section, the researcher presents data on student perceptions in each statement after calculating the Likert scale and percentage formula. The results of the questionnaire findings are presented in table form to make it easier to arrange the frequency and percentage of answers from students. Frequency is the number of each selected answers, while percentage is the result of calculation between frequency divided by the number of students multiplied by 100%. After knowing the frequency and percentage of the questionnaire, the researcher interpreted the findings based on the percentage interpretation criteria.

**Statement 1**

4% — 1% 14%

- ■ Strongly Agree
- ■ Agree
- ■ Neutral
- ■ Disagree
- ■ Strongly Disagree

23%

58%
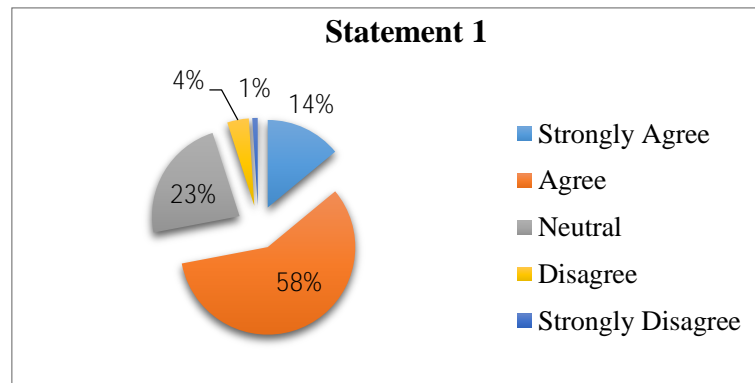
**Chart. 4.1 Statement 1**

The first statement was in cognitive aspect *"Saya sering menemui kesulitan dalam membaca teks bahasa Inggris."* It was revealed that almost all students or 72% of students had difficulties reading English texts on learning English. Specifically, 14% of students strongly agree, 58% of students almost agree, 23% of students are neutral, 4% disagree, and 1% strongly disagree.

**Statement 2**

2% — 0% 14%

- ■ Strongly Agree
- ■ Agree
- ■ Neutral
- ■ Disagree
- ■ Strongly Disagree

23%

61%

**Chart. 4.2 Statement 2**

The second statement was still in cognitive aspect, *"Saya sering mengalami kesulitan dalam memahami teks bahasa Inggris."* It was confirmed that 75% of students or most of students had difficulties understanding English texts on learning English. Specifically, 14% of students strongly agree, 61% of students almost agree, 23% of students are neutral, 2% disagree, and 0% strongly disagree.

**Statement 3**



**Chart. 4.3 Statement 3**

The third statement was the affective aspect, *"Saya merasa sangat senang dan terbantu dengan hadirnya mesin Google Translate."* It was revealed that most of students or 76% of students stated very happy and helped by the presence of the Google Translate translation machine in learning English. Specifically, 17% of students strongly agree, 59% of students agree, 22% of students are neutral, 1% disagree, and 1% strongly disagree.

**Statement 4**



**Chart. 4.4 Statement 4**

The fourth statement was in behavioral aspect, *"Saya menggunakan Google Translate untuk memahami makna kata per kata pada teks bahasa Inggris."* It was revealed almost all students or 60% of students stated using Google Translate to understand the meaning word for word in English text. Specifically, 10% of students strongly

agree, 50% of students almost agree, 36% of students are neutral, 4% disagree and 0% strongly disagree.

**Statement 5**



**Chart. 4.5 Statement 5**

The next statement was still in behavioral aspect, *"Saya menggunakan Google Translate untuk memahami makna kalimat per Kalimat pada teks bahasa Inggris."* It was revealed that almost all students or 56% of students stated that using Google Translate to understand the meaning of sentence per sentence in English text. Specifically, 8% of students strongly agree, 48% of students almost agree, 42% of students are neutral, 2% disagree, and 0% strongly disagree.
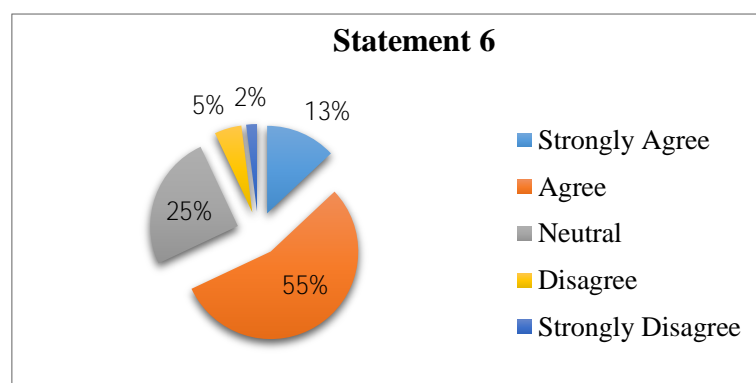
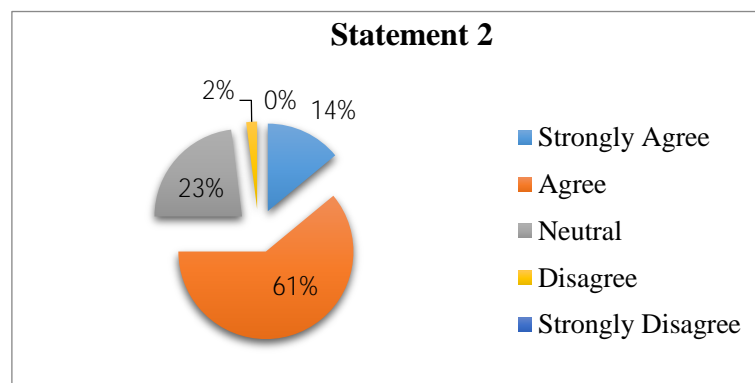**Statement 6**



**Chart. 4.6 Statement 6**

The next statement was still in behavioral aspect, *"Saya menggunakan Google Translate untuk memahami makna keseluruhan*

*paragraph pada teks Inggris."* It was revealed that almost all students or 68% of students stated using Google Translate to understanding the meaning of the entire paragraph in the English text. Specifically, 13% of students strongly agree, 55% of students almost agree, 25% of students are neutral, 5% disagree, and 2% strongly disagree.
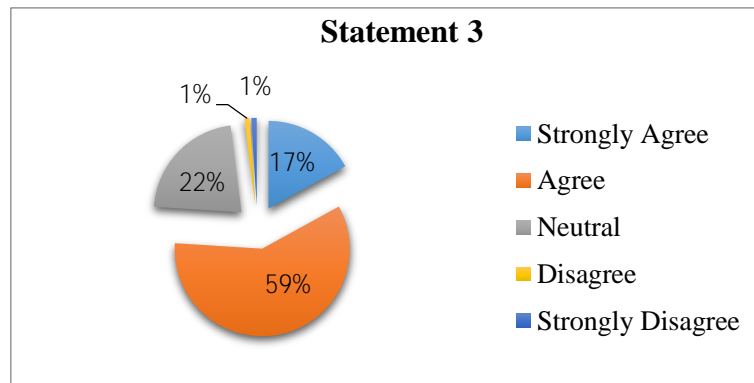
**Statement 7**

1%
0% 5%
47%
47%

■ Strongly Agree
■ Agree
■ Neutral
■ Disagree
■ Strongly Disagree

**Chart. 4.7 Statement 7**

The next statement was the experience aspect in reading text, *"Saya menggunakan Google Translate untuk menemukan gagasan utama pada sebuah teks bahasa Inggris."* It was revealed that almost all students or 52% of students stated using Google Translate to find the main idea in an English text. Specifically, 5% of students strongly agree, 47% of students agree, 47% of students are neutral, 0% disagree, and 1% strongly disagree.
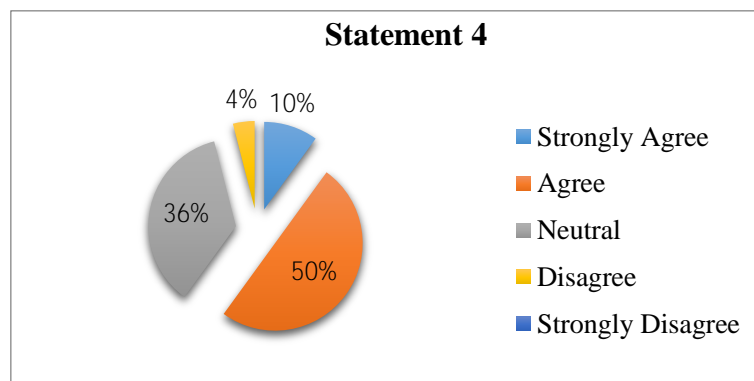
**Statement 8**

3% 0%
23%
26%
48%

■ Strongly Agree
■ Agree
■ Neutral
■ Disagree
■ Strongly Disagree

**Chart. 4.8 Statement 8**

The next statement was still the experience aspect in reading text, *"Saya menggunakan Google Translate untuk memperoleh informasi lebih rinci pada teks bahasa Inggris."* It was revealed that almost all students or 71% of students stated using Google Translate to get more detailed information on the English text. Specifically, 23% of students strongly agree, 48% of students agree, 26% of students are neutral, 3% disagree, and 0% strongly disagree.
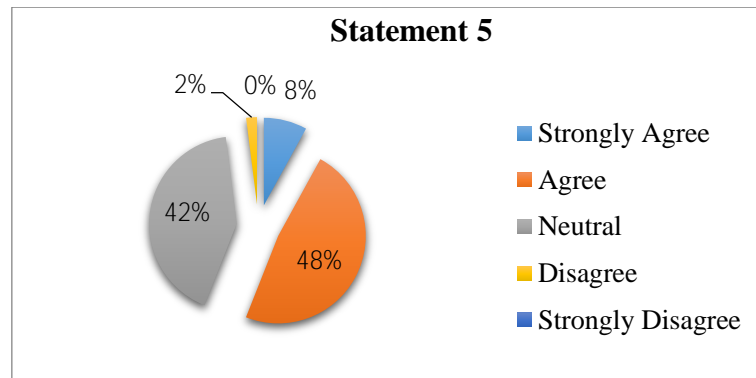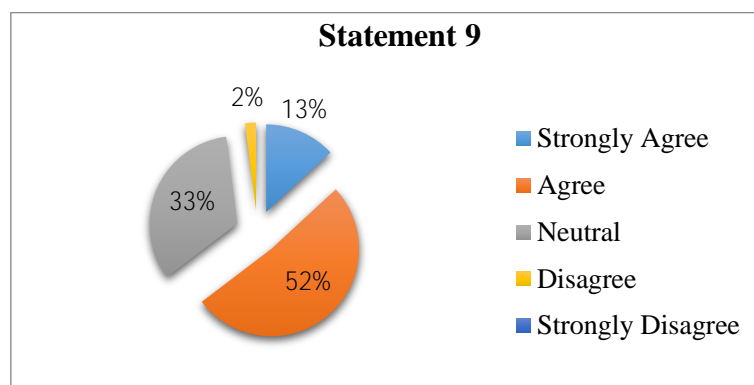


**Chart. 4.9 Statement 9**

The next statement was still the experience aspect in reading text, *"Saya menggunakan Google Translate untuk mempermudah memahami informasi tersirat pada teks bahasa Inggris."* It was revealed that almost all student or 64% of students stated using Google Translate to make it easier to understand implied information in English text. Specifically, 13% of students strongly agree, 51% of students agree, 33% of students are neutral, 2% disagree, and 1% strongly disagree. Students use Google Translate to understand information implied in reading text or long materials, such as explanation text materials.

**Statement 10**

1%

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

20%

28%

51%
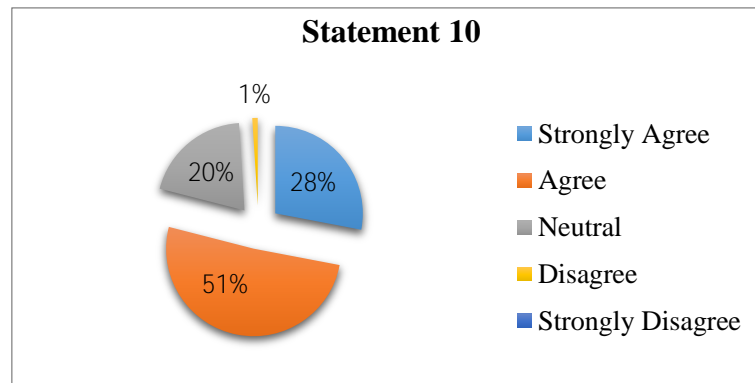
**Chart. 4.10 Statement 10**

The next statement was still the experience aspect in reading text, *"Saya menggunakan Google Translate untuk mencari arti dari kata-kata asing dan sulit pada teks bahasa Inggris."* It was revealed that most of students or 79% of students stated using Google Translate to find foreign and difficult words in English texts. Specifically, 28% of students strongly agree, 51% of students agree, 20% of students are neutral, 1% dissagree, and 0% strongly disagree.

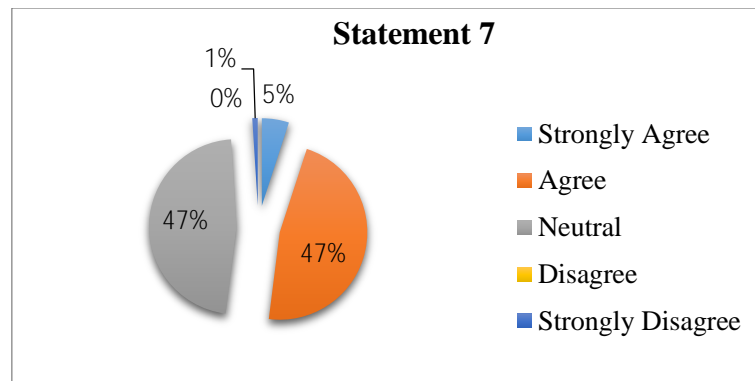**Statement 11**

1%

0%

10%

37%

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

52%

**Chart. 4.11 Statement 11**

The next statement was still the experience aspect in reading text, *"Saya menggunakan Google Translate untuk mengetahui tujuan inti dari isi sebuah teks bahasa Inggris."* It was revealed that almost all students or 62% of students stated using Google Translate to find out

the main goal or purpose of the contents of an English text. Specifically, 10% of students strongly agree, 52% of students agree, 37% of students are neutral, 0% disagree, and 1% strongly disagree.
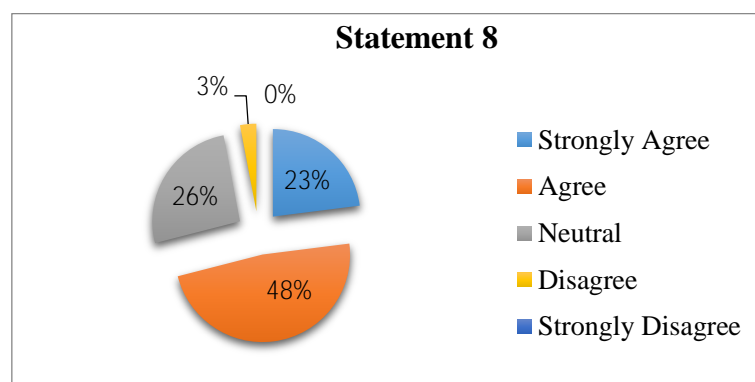
**Statement 12**

3% 0% 6%

Strongly Agree

Agree

45%

46%

Neutral

Disagree

Strongly Disagree

**Chart. 4.12 Statement 12**

The next statement was still the experience aspect in reading text, *"Saya menggunakan Google Translate untuk mengidentifikasi sumber bacaan dari sebuah teks bahasa Inggris."* It was revealed that almost all students or 52% of students stated that using Google Translate to identify reading sources from an English text. In this case, students usually browse subject matter on search engines, and translate material text in English into Indonesian. Specifically, 6% of students strongly agree, 46% of students agree, 45% of students are neutral, 3% disagree, and 0% strongly disagree.

**Statement 13**

1% 2%

15%

Strongly Agree

21%

Agree

Neutral

61%

Disagree

Strongly Disgree
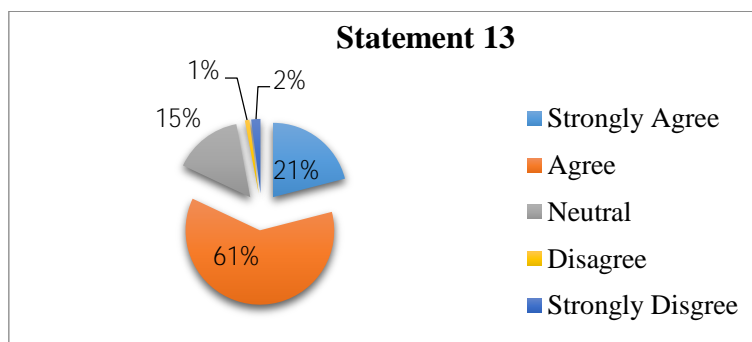
**Chart. 4.13 Statement 13**

The next statement was the experience aspect in seeing, *"Saya melihat Google Translate sebagai mesin terjemahan yang mudah digunakan."* It was comfirmed that 82% of students, or most of the students, stated that students see Google Translate as a translation machine that is easy to use. Specifically, 21% of students strongly agree, 61% of students almost agree, 15% of students are neutral, 1% disagree, and 2% strongly disagree.



**Chart. 4.14 Statement 14**

The next statement was the experience aspect in feeling, *"Saya merasa lebih percaya diri ketika melalui pembelajaran bahasa Inggris dengan bantuan Google Translate daripada tidak menggunakan."* It was revealed that less than half of the students or 48% of students stated that Google Translate making more confident when learning English with the help of Google Translate than not using it. This data shows that students are divided into two groups, the first group who become confident because they use Google Translate and the second group who do not want to depend on Google Translate by choosing neutral. Specifically, 6% of students strongly agree, 42% of students agree, 47% of students are neutral, 4% disagree, and 1% strongly disagree.

**Statement 15**



**Chart. 4.15 Statement 15**

The next statement was the expectation aspect, *"Saya merasa Google Translate dapat meningkatkan skill reading saya lebih baik lagi."* It was revealed that almost all students or 62% of students felt that Google Translate can improve students' reading skills. Specifically, 18% of students strongly agree, 44% of students agree, 37% of students are neutral, 1% disagree, and 0% strongly disagree.
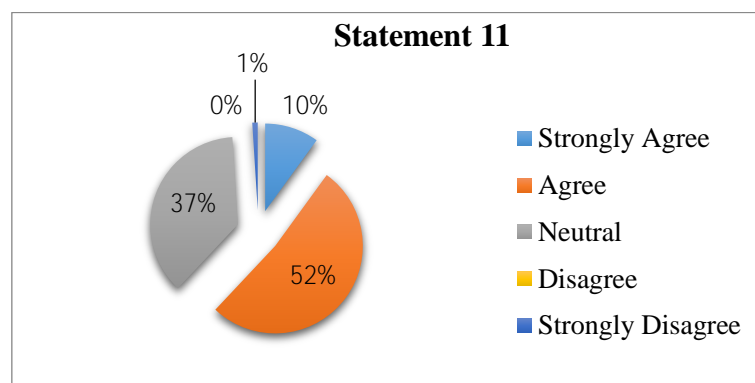
**Statement 16**



**Chart. 4.16 Statement 16**

The next statement was the interest aspect with a negative statement, *"Saya tidak begitu tertarik menggunakan Google translate dalam pembelajaran bahasa Inggris."* It was revealed that 52% of students or almost all students disagreed with the statement that students were not interested when using Google Translate in learning

English. In this case, it also means that students are interested in using Google Translate in learning English. In other words, in the negative statements students still have a positive interest when Google Translate is used in learning English. Specifically, 41% of students disagree, 1% of students strongly disagree, 32% of students are neutral, 15% agree, and 1% strongly agree.
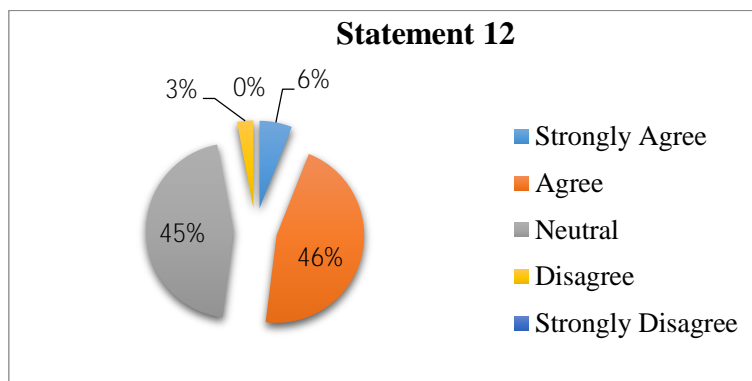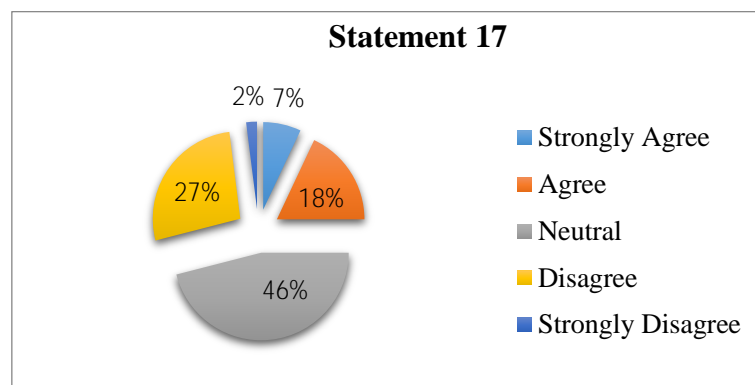


**Chart. 4.17 Statement 17**

The next statement was the motive aspect with a negative statement, *"Saya dapat menterjemahkan dan memahami teks bahasa Inggris dengan mudah tanpa bantuan Google Translate."* It was revealed that 46% of students, or less than half of students, stated neutral with the statement could translate and understand English text easily without the help of Google Translate. In this statement most of the students prefer neutral, because they are not completely sure they can translate and understand text without the help of Google Translate. Specifically, 46% of students are neutral, 27% disagree, 2% strongly disagree, 18% agree, and 7% strongly agree.
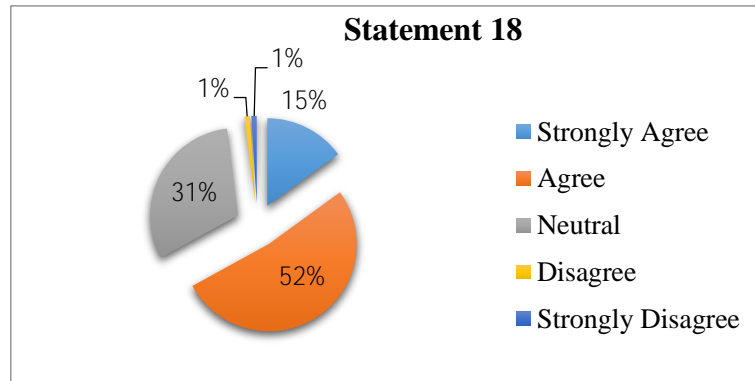
**Statement 18**



**Chart. 4.18 Statement 18**

The next statement was the novelty aspect, *"Saya pikir Google Translate dapat menjadi alat bantu pembelajaran bahasa inggris yang baik, terlebih telah didukung oleh fitur-fitur canggih didalamnya."* It was comfirmed that 67% of students or almost all of students stated that Google Translate can be a good tool for learning English because it is supports by advance features in it. Specifically, 15% of students strongly agree, 52% of students agree, 31% of students are neutral, 1% disagree, and 1% strongly disagree.
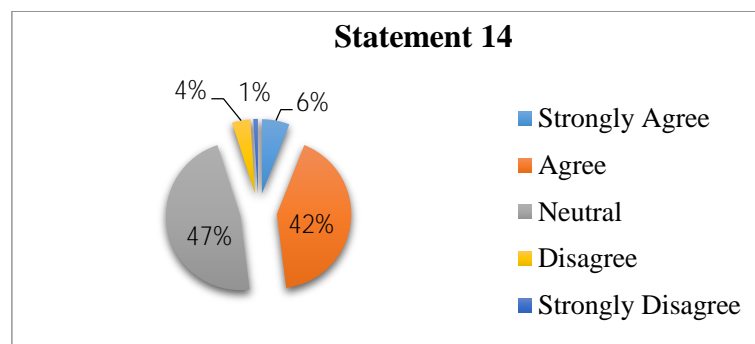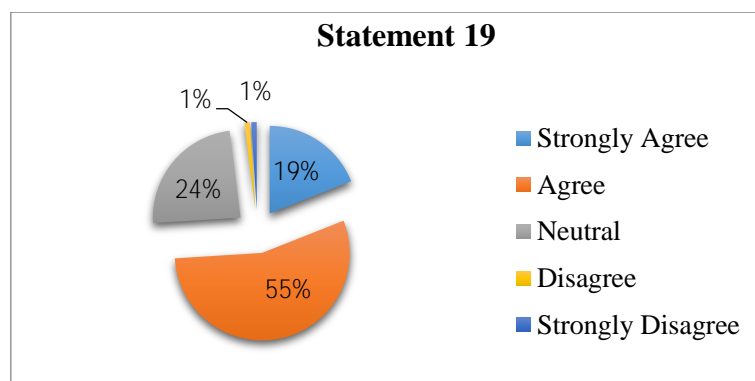
**Statement 19**



**Chart. 4.19 Statement 19**

The next statement was the motion aspect, *"Saya sangat terbantu dengan Google Translate karena dapat diakses kapanpun dan dimanapun."* It was confirmed that 74% of students or almost all

students stated that Google Translate is very helpful because it can be accessed anytime and anywhere. Specifically, 19% of students strongly agree, 55% of students agree, 24% of students are neutral, 1% disagree, and 1% strongly disagree.
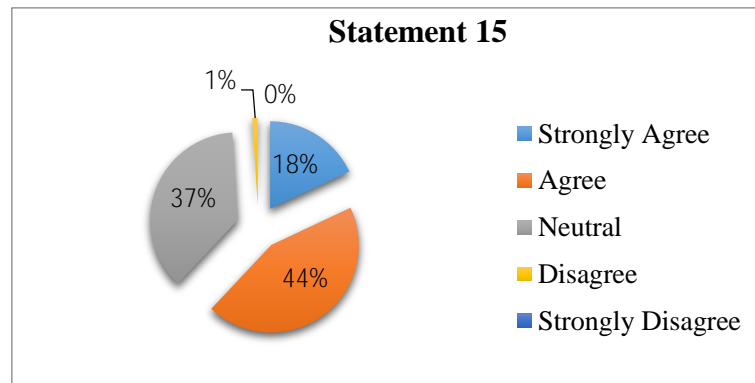
**Statement 20**

3% 2%
3%
21% 32%
42%

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**Chart. 4.20 Statement 20**

The next statement was the sound aspect, *"Saya terbantu dengan adanya fitur native speaker pada Google Translate, sehingga dapat mengajarkan saya bagaimana cara membaca teks bahasa Inggris yang benar."* It was revealed that 74% of students, or almost all students, stated that it was helped by the native speaker feature on Google Translate, which can teach how to read and pronounce English text correctly. Specifically, 32% of students strongly agree, 42% agree, 21% are neutral, 3% disagree, and 2% strongly disagree.

**Statement 21**

7% 2% 10%
45% 36%

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
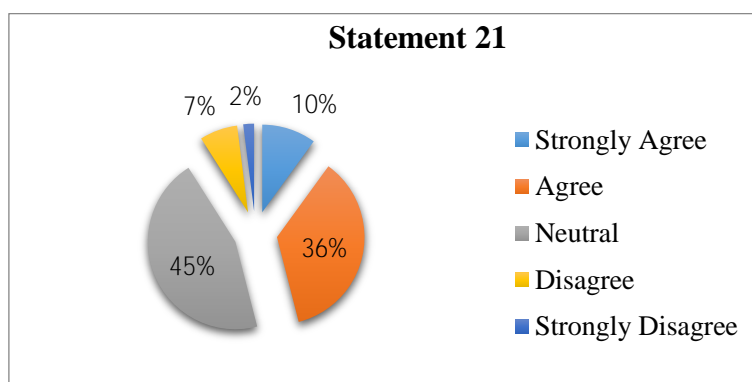
**Chart. 4.21 Statement 21**

The next statement was the size aspect, *"Saya merasa Google Translate lebih simple dan praktis digunakan daripada harus membawa buku kamus ke sekolah."* It was revealed that 46% of students, or less than half of students stated that Google Translate was simpler and more practical to use than having to bring a dictionary to school. Specifically, 10% of students strongly agree, 36% of students agree, 45% of students are neutral, 7% disagree, and 2% strongly disagree.
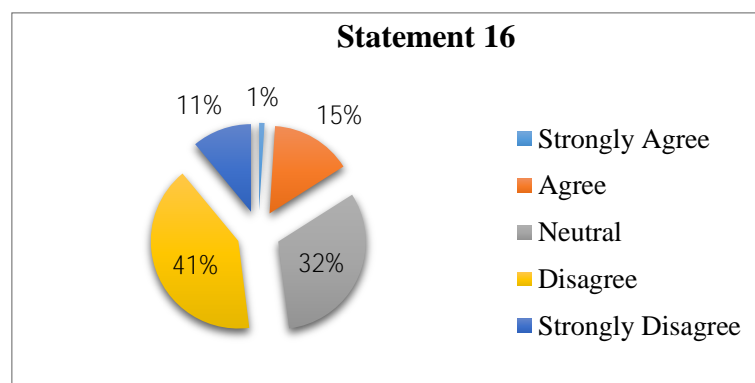
**Statement 22**

| | |
|---|---|
| 2% | 1% |
| 9% | |
| 21% | ■ Strongly Agree |
| 67% | ■ Agree |
| | ■ Neutral |
| | ■ Disagree |
| | ■ Strongly Disagree |
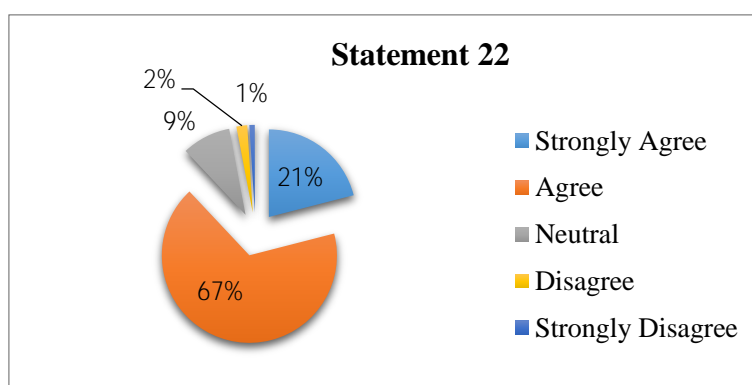
**Chart. 4.22 Statement 22**

The next statement was the background aspect, *"Saya menggunakan Google Translate agar dapat mengatasi kesulitan pemahaman membaca dan penerjemahan pada teks bahasa Inggris."* It was revealed that 88% of students or most of students stated using Google Translate to overcome difficulties in reading and understanding English texts. Specifically, 21% of students strongly agree, 67% of students almost agree, 9% of students are neutral, 2% disagree, and 1% strongly disagree. This finding data shows that students experience difficulties in reading skills, for that problem the students use Google Translate to overcome these problems.
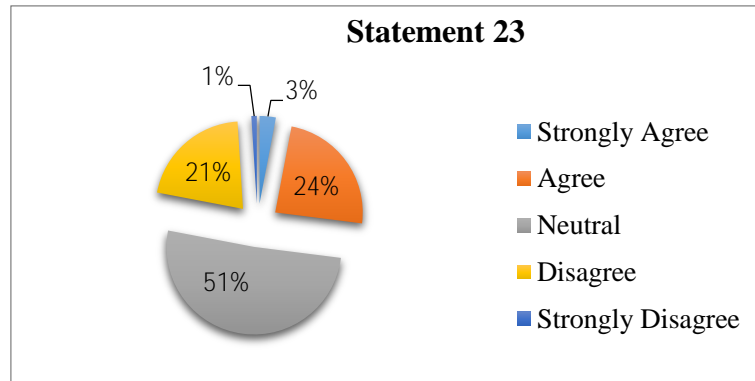
**Statement 23**



**Chart. 4.23 Statement 23**

The next statement was the proximity aspect with negative statement, *"Saya tidak dapat melalui pembelajaran bahasa Inggris tanpa bantuan Google Translate."* It was revealed that 51% of students or less than half of the students stated neutral with the statement students could not learn English without the help of Google Translate. Specifically, 3% of students strongly agree, 24% of students agree, 51% of students are neutral, 21% disagree, and 1% strongly disagree. In other words, students don't have a problem, and they can still go through learning with or without the help of Google Translate.
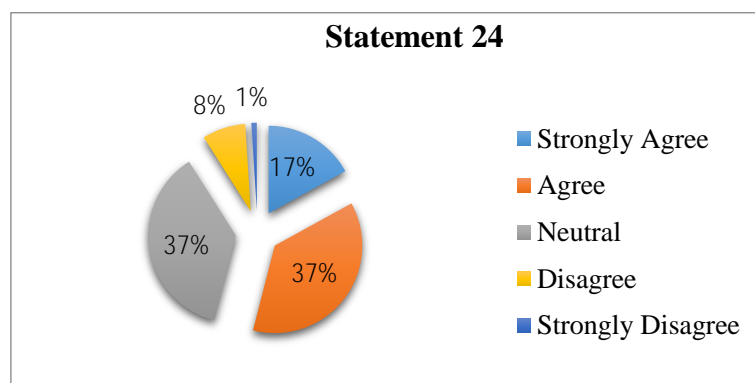
**Statement 24**



**Chart. 4.24 Statement 24**

The next statement was the similarity aspect, *"Sejauh ini, saya pikir Google Translate lebih baik daripada mesin terjemahan yang*

*lain."* It was confirmed that 54% of students or almost all students stated Google Translate is better than other translation machines. Specifically, 17% of students strongly agree, 37% of students agree, 37% of students are neutral, 8% disagree, and 1% strongly disagree.
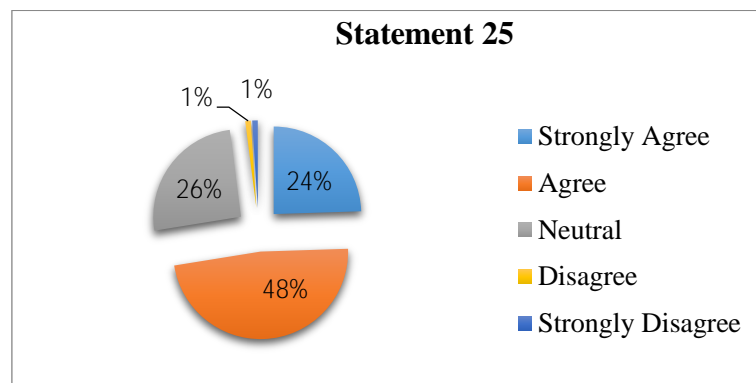


**Chart. 4.25 Statement 25**

The next statement was the time aspect, *"Saya merasa Google Translate lebih cepat dan menghemat waktu untuk memahami isi teks bahasa Inggris."* It was revealed that 71% of students or almost all students stated that Google Translate is faster and saves time to understand English text content. Specifically, 24% of students strongly agree, 47% of students less than half agree, 25% of students are neutral, 3% disagree, and 1% strongly disagree.
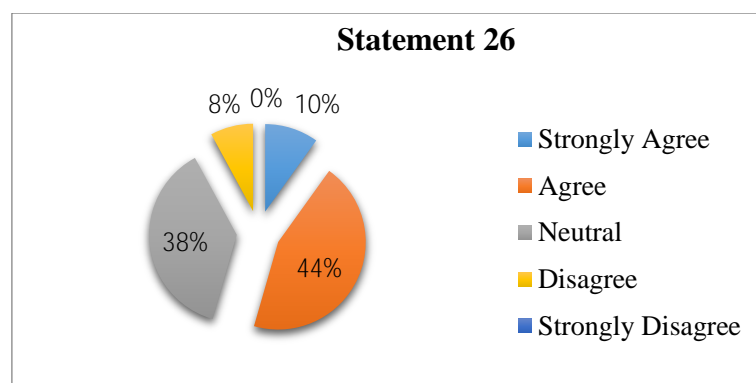


**Chart. 4.26 Statement 26**

The next statement was the setting aspect, *"Saya selalu menggunakan Google Translate pada pembelajaran bahasa Inggris."* It was confirmed that 55% of students or almost all students stated that they always use Google Translate in learning English. Specifically, 10% of students strongly agree, 45% of students almost agree, 38% of students are neutral, 8% disagree, and 0% strongly disagree.
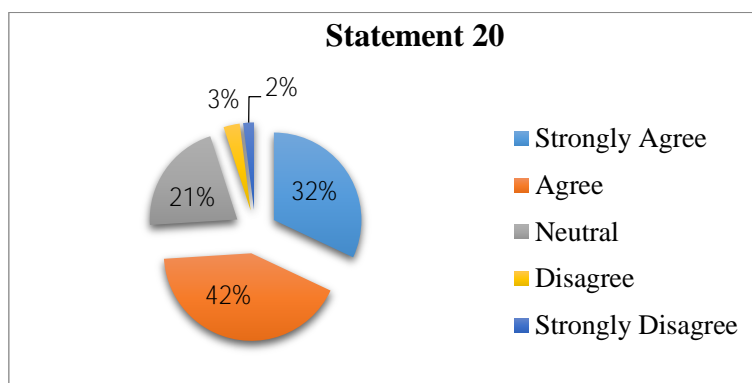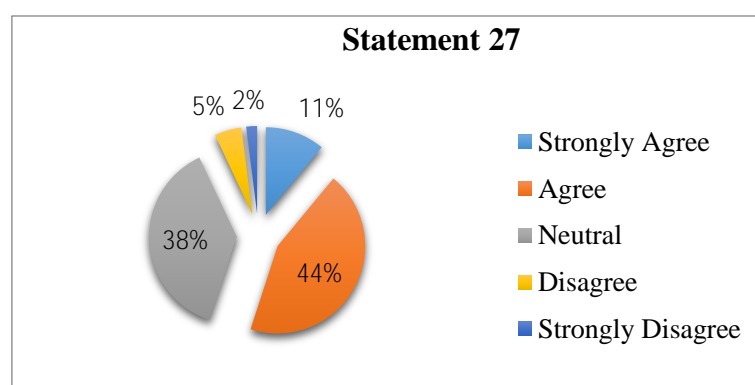
**Statement 27**



**Chart. 4.27 Statement 27**

The last statement was the social setting aspect, *"Teman-teman saya banyak yang menggunakan Google Translate, sehingga turut mempengaruhi saya untuk menggunakan."* It was confirmed that 55% of students or almost all students are influenced by their friends because they also use Google Translate in learning English. Specifically, 11% of students strongly agree, 44% agree, 38% are neutral because they are unsure whether their decision to choose Google translate is influenced by their friends or because of their own decisions, while the remaining 5% disagree, and 2% strongly disagree. From these findings, the role of friends is very influential in using Google Translate to learn English.

## 2. Finding of Interview

The second data collection technique in this study was used interview technique. The interview has five questions with open-ended question types. It was conducted with six students taking, one male and one female, in each eleventh-grade social study class. The findings of the interview data are shown by transcribing the voice recording results into the written text as follows.

### a. Interview of Question 1

Do you use Google Translate and how do you use Google Translate in learning English? *("Apakah anda menggunakan Google Translate? dan bagaimanakah anda menggunakannya pada pembelajaran bahasa Inggris?")*

1) Student 2; *"Iya saya menggunakan Google Translate... Dan saya menggunakannya dengan cara menscan materi yang ada di buku paket."* (Female IPS 1)

2) Students 4; *"Iya saya menggunakan Google Translate... Eee... menggunakannya tergantung kesulitan yang saya alami, kalau hanya beberapa kata yang tidak saya pahami saya hanya mengetik kata itu, tapi kalau ada banyak yang tidak saya pahami atau berupa teks panjang, saya menggunakan Google Foto terus di translate mas, saya biasanya menggunakan Google translate melalui website."* (Female IPS 2)

The interview results on the first question stated that all respondents used Google translate on learning English. Two

students accessed the website, and four students through the application. These results also show that four students stated that they used Google Translate by utilizing the photo scan or scan text feature, while two respondents chose to type word for word when they did not understand the meaning. From the above opinion, students use the photo scan feature when many words in the text are difficult to understand, especially in long sentences. Meanwhile, when students do not understand a few words, they only translate word-by-word.

**b. Interview of Question 2**

Why are you interested using Google Translate on learning English? *("Mengapa anda tertarik menggunakan Google Translate pada pembelajaran bahasa Inggris?")*

1) Students 1; *"Saya tertarik menggunakan Google Translate karena itu adalah cara paling mudah atau praktis untuk mengetahui bahasa Inggris yang tidak kita ketahui."*(Male IPS 1)

2) Students 4; *"Saya lebih tertarik menggunakan Google Translate karena menurut saya Google Translate itu lebih mudah untuk di akses daripada…. Eeee aplikasi atau website translate yang lain."* (Female IPS 2)

The interview results on the second question show that all respondents expressed interest when using Google Translate because it is easily accessible and used in learning English. Not only that,

students also stated that Google translate was easier to access than other translation applications and made learning easier.

c. **Interview of Question 3**

When and how often do you usually use Google Translate in learning English? *("Kapan dan seberapa sering biasanya anda menggunakan Google Translate pada pembelajaran bahasa Inggris?")*

1) Students 1; *"Saya biasanya menggunakan aplikasi Google Translate pada saat pembelajaran bahasa Inggris dan sastra Inggris, dan saya cukup sering untuk menggunakan aplikasi Google Translate itu."* (Male IPS 1)

2) Students 2; *"Saya... paling seminggu menggunakan Google Transalte tiga kali dalam pembelajaran, dua kali pada pembelajaran sastra inggris, dan satu kali pada pembelajaran bahasa inggris, dan mungkin saya sering menggunakannya ya karena untuk memudahkan saya dalam memahami materi."* (Female IPS 1)

The interview results on the third question showed that in using Google Translate in learning English, one student said it was very often, four students said it was often, and one student said it was not too often. Students use Google Translate not only in compulsory English lessons but also in English literature lessons. Through these questions, it can be concluded that Google Translate is often used by students. Not only that but it was also found that Google Translate

was used to overcome difficulties in understanding some vocabulary and to understand the material.

**d. Interview of Question 4**

In your opinion, can Google Translate help improve students' reading skills? *("Menurut anda apakah Google Translate dapat membantu meningkatkan skill reading siswa?")*

1) Students 2; *"Iya Google Translate dapat membantu meningkatkan skill reading siswa, karena ada fitur native speaker yang dapat memudahkan siswa dalam membaca teks bahasa inggris dengan benar."* (Female IPS 1)

2) *Students 6; "Bisa karena dengan mengetahui artinya dapat mempermudah siswa dalam membaca dan memahami teks yang dikerjakan."* (Female IPS 3)

The results of the interview on the fourth question showed that three students stated that Google Translate could improve reading skills because it was supported by the native speaker feature making it easier for students to read English with the correct pronunciation. In comparison, three other students stated that Google Translate could improve reading skills because it made it easier for students to understand English text. From these questions, students also admitted that they used Google Translate because they did not know how to pronounce certain words in English. Not only to find out the correct pronunciation, the use of Google Translate in reading skills by students is intended to understand the contents of text or

material quickly and easily, find implied information, to find more detailed information.

e. **Interview of Question 5**

Based on your experience, what are the advantages and disadvantages of Google Translate when used in learning English? *("Berdasarkan pengalaman anda, apa saja kekurangan dan kelebihan Google Translate ketika digunakan pada pembelajaran bahasa Inggris?")*

1) Students 1; *"Kelebihannya yaitu Google Translate dapat dengan cepat menterjemahkan bahasa yang kita inginkan, namun tapi kekurangannya yaitu... eee jika tidak ada sinyal maka kita akan terkendala jadi tidak bisa menterjemahkan."* (Male IPS 1)

2) Students 6; *"Menurut saya kekurangan dalam menggunakan Google Translate ketika pada pembelajaran bahasa Inggris adalah untuk menerjemahkan kosa kata dalam satu kalimat dan banyak paragraph, Google Translate akan memberikan hasil yang cukup membingungkan dan kelebihannya adalah mempunyai banyak fitur yang sangat berguna dan berbeda dari penerjemahan lainnya."* (Female IPS 3)

The interview results on the fifth question showed that one student stated that the disadvantages of Google Translate were limited to signal access, making students lazy to use a dictionary, and four students stated that Google Translate was inaccurate when

used for translating long sentences and paragraphs. Meanwhile the advantages of Google Translate, three students stated that Google Translate had features that made it easier to learn English, and three students stated that Google Translate was easy to use. From these questions, it was found that Google Translate still has advantages and disadvantages when learning English.

## 3. Interpretation of Finding Questionnaire and Interview

### a. Students' Difficulties in Learning English

Based on the results of the questionnaire, almost all students or 72% students had difficulties reading English texts on learning English and mostly of students or 75% have difficulties when understanding English texts on learning English. In the interview, the students also stated that Google Translate makes it easier to understand and interpret English words when students cannot translate into Indonesian, through statements; "*…memudahkan saya untuk mengerti sesuatu ataupun mengartikan kata pada bahasa inggris yang saya tidak bisa menerjemahkannya kedalam bahasa Indonesia."* Therefore, mostly of students or 88% stated that the use of Google Translate can overcome difficulties in reading and understanding English texts.

### b. The Use of Google Translate on Reading Skills

Based on the results of the questionnaire, almost all students or 67% stated that Google Translate can be a good tool for learning English because it is supports by advance features in it. The findings

of the questionnaire are the same as the findings of the interview, the students explained that Google Translate has advanced features that can help on learning English. With the following statement; *"aplikasi Google translate terdapat fitur-fitur canggih yang membuat para siswa dapat belajar dengan baik."* One of the features of Google Translate that helps students, especially in reading skills is the native speaker feature. Almost all students or 74% stated that was helped by the native speaker feature on Google Translate, so that it can teach how to read and pronounce English text correctly. The result questionnaires are reinforced by statements in the following interviews: "…*karena di Google Translate juga ada sound of text, jadi siswa dapat mengerti cara pengucapan bahasa inggris yang benar."*

This is an image of the Native Speaker feature from Google Translate.



**Figure 4.1 Native Speaker Feature**

That is of course continuous with students' reading skills, almost all students or 62% stated that Google Translate can improve students' reading skills much better. In the interview results, students also stated that Google Translate has a native speaker feature that makes it easier for students to read texts correctly and helps improve students' reading skills. With the following statement; *"Iya, Google Translate dapat membantu meningkatkan skill reading siswa, karena ada fitur native speaker yang dapat memudahkan siswa dalam membaca teks bahasa inggris dengan benar."*

The questionnaire result was the same as the results of interview which stated that using Google Translate could improve the quality of reading and comprehension. With the following statement; *"Iya karena otomatis ketika kita menggunakan Google translate kita juga bisa membacanya karena dengan eee... Google translate kita bisa memahaminya dan kita bisa meningkatkan kualitas membaca... seseorang atau... eem individu."*

c.  **Student Behavior when Using Google Translate**

The research was conducted on learning English, coincided with the material in chapter 8 with the theme *"Explain This."* At the beginning of learning, students are asked to read and understand a reading text in a textbook about explanation text. This activity can indirectly show student behavior when using Google Translate on learning English, which in this study can be seen and explained through the results of the questionnaire. Pre-activity reading of

students based on textbooks can be seen in the image below, the reading text contains "Earthquake."



**Figure 4.2 Pre-Reading Activity**

Through the questionnaire it can be seen that almost all students or 60% stated using Google Translate to understand the meaning word for word in English text. Almost all of students or 56% stated that Google Translate is used to understand the meaning of sentence per sentence in English text and almost all of students or 68% stated using Google Translate to understand the meaning of the entire paragraph in the English text.
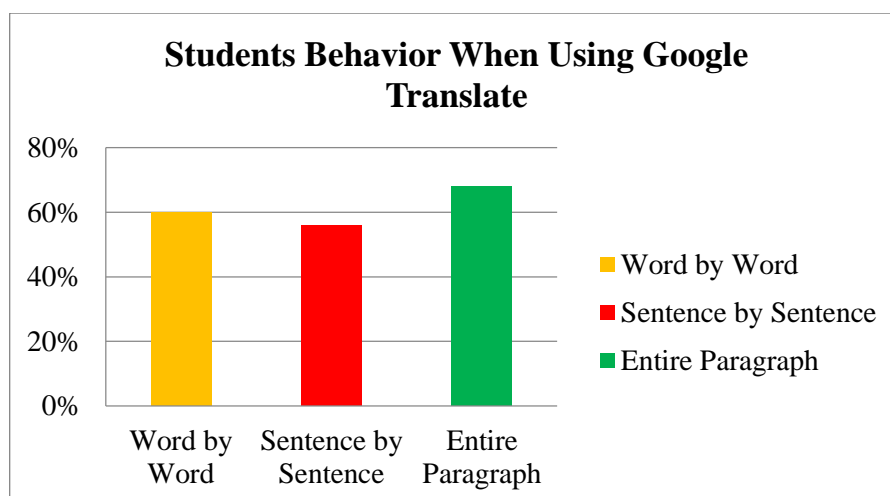


**Bar Chart 4.1 Students Behavior of Using Google Translate**

From these results it can be seen that students used Google Translate more to understand the meaning text as a whole paragraph. The results of questionnaire are in line with the results of the interview which stated that students tend to use Google Translate to understand the entire text by utilizing the photo scan text feature when encountering a lot of text material. With the following statement: *"Ketika kita tidak mengerti satu lembar ataupun tidak mengerti bahasanya satu lembar dalam bahasa inggris maupun dalam bahasa apapun itu bisa langsung difoto dan bisa langsung diterjemahkan."* Another statement stated that *"Saya menggunakannya dengan cara menscan materi yang ada di buku paket."* The image below is the Google Translate scan photo feature, from this feature the target language text will be automatically converted into the target language in the photo. The image on the left is a feature display, and the image on the right is text material translated using a scanned photo.
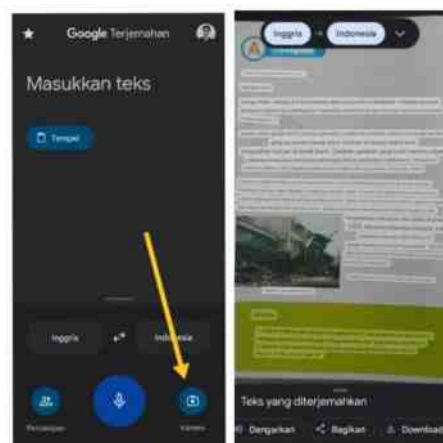


**Figure 4.3 Photo Scan Feature**

On the other hand, some students also pay attention to using Google Translate by considering their difficulties. How to use it depends on the difficulty experienced, if there are only a few words that the student cannot understand, they just translate the word, but when many cannot be understand or the text is long, students use the photo scan feature. It reinforced by statement; "*menggunakannya tergantung kesulitan yang saya alami, kalau hanya beberapa kata yang tidak saya pahami saya hanya mengetik kata itu, tapi kalau ada banyak yang tidak saya pahami atau berupa teks panjang, saya menggunakan Google Foto terus di translate mas."* Students usually have difficulty in a few foreign and difficult words that they don't know the meaning of. This is supported and can be seen in the image of the explanation text material below.



**Figure 4.4 Explanation Text Materials**

**d. Students Experience when Using Google Translate**

After pre-reading activity, the teacher conducted a brief discussion based on questions in the book, as well as to find out the extent to which students understand the reading text in the pre-reading activity. The discussion can show how students experience when using Google Translate in understanding an English text material.
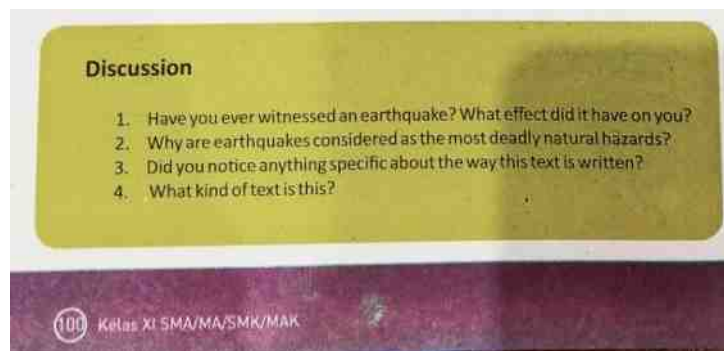


**Figure 4.5 Discussion about Text Material**

Through the questionnaire it was found that, almost all students or 52% stated using Google Translate to find the main idea in an English text. Almost all student or 64% stated use Google Translate to make it easier to understand implied information in English text. Almost all students or 62% stated using Google Translate to find out the main goal or purpose of the contents of an English text. Almost all students or 52% stated that using Google Translate to identify reading sources from an English text. Almost all students or 71% stated using Google Translate to get more detailed information on the English text. Mostly of students stated or 79% using Google Translate to look up the meaning of foreign and difficult words in English texts.

**Students Experience of Using Google Translate**

| | Forei gn and Diffic ult Word s | Detail ed Infor matio n | Impli ed Infor matio n | Main Purpo se the Conte nt | Main Ideas of the Text | Readi ng Sourc es |
|---|---|---|---|---|---|---|
| ◼ Students Experience of Using Google Translate | 79% | 71% | 64% | 62% | 52% | 52% |
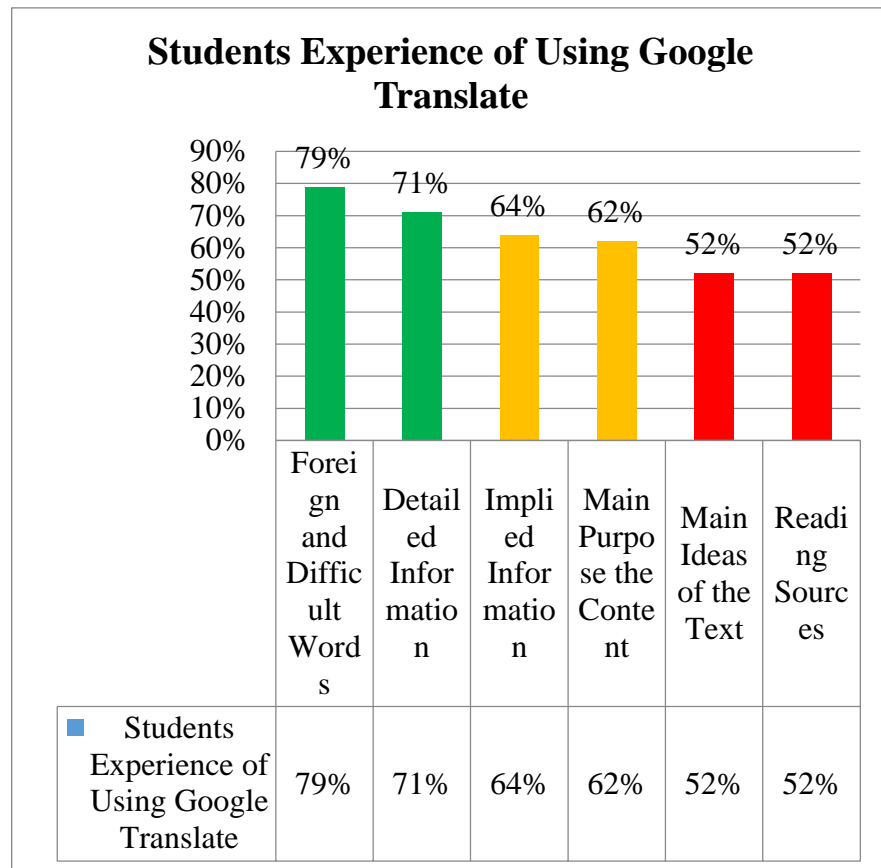
**Bar Chart 4.2 Students Experience of Using Google Translate**

From that result, it can be seen that students mostly use Google Translate to find foreign and difficult words, this is in line with the results of interviews which stated that students use Google Translate when they encounter problems with the words they don't understand. With the statement; "*masalahnya saya menggunakan Google Translate ketika menemui masalah pada kosa kata yang tidak mengerti, sangat sering saya menggunakan Google Translate.*"

e. **Frequency of using Google Translate**

The frequency of using Google Translate on learning English can be known through a questionnaire. Almost all students or 55% stated that they always use Google Translate in learning English. This is in

line with the findings of interview, students stated that they often use it in learning English. With the following statement; "*Saya biasanya menggunakan aplikasi Google Translate pada saat pembelajaran bahasa Inggris dan sastra Inggris Saya cukup sering menggunakan aplikasi Google Translate itu.*"

Less than half of the students or 27% said they could not learn English without the help of Google Translate and 51% stated neutral, this means that students can still learn English without fully relying on the help of Google Translate. On the other hand, less than half of the students or 46% could translate and understand English text easily without the help of Google Translate. This can be interpreted that less than 50% of students do not rely on Google Translate in learning English. Reinforced by interview which stated that; "*Saya menggunakan Google Translate saat saya tidak paham beberapa kata atau tidak paham cara pembacaan kata tersebut dan kalau ada teks yang panjang, tapi tidak terlalu sering karena biasanya teks yang ada di pembelajaran bahasa inggris kata-katanya ee... familiar menurut saya jadi gampang untuk dipahami.*"

f.  **Feeling of using Google Translate**

Most of students or 76% stated students felt very happy and helped by the presence of the Google Translate translation machine in learning English. Almost all students or 52% stated that they did not agree with the statement that students did not interest when using Google translate in learning English. So, that means students agree

and interested when Google Translate used in learning English. The results are the same as the findings in the interview which stated that student was interested when using Google Translate in learning English. Reinforced by the statement; *"Saya tertarik menggunakan Google Translate pada pembelajaran bahasa Inggris karena mempermudah dalam mengartikan saat pembelajaran."*

On the other hand, some students lack confidence when learning English, for this reason Google Translate is also used by some students to be more confident when learning English. From the questionnaire it was found that less than half of the students or 48% stated that Google Translate making more confident when learning English with the help of Google Translate than not using it. The choice in using Google Translate is also influenced by friends. Almost all students or 55% students are influenced by their friends because also use Google Translate in learning English. Through this percentage it can be interpreted that more than half of the students influence other students to using Google Translate.

g. **Advantages and Disadvantages**

Through the questionnaire, it was found that the advantages of Google Translate are easy to use, faster and saves time to understand English text content. Specifically, almost all or 71% students stated that Google Translate is faster and saves time to understand English text content. Not only that, almost all students or 82% of students stated that Google Translate is easy to use. The results of the

questionnaire are continuous with the results of the interview, students stated that Google Translate was fast and easy to use. Reinforced by the following statement; *"kelebihannya pada penggunaan Google Translate ini lebih mudah dan lebih cepat dalam penggunaanya"* and another statement *"untuk kelebihannya menurut saya lebih gampang ya cara pengaplikasiannya atau penggunaannya."*

Another advantage of Google Translate is it can be accessed anytime and anywhere. Through the questionnaire, it was found that 74% of students stated that they felt helped by Google Translate because it could be accessed anytime and anywhere. However, Google Translate still has weakness, even though it can be accessed anytime and anywhere, but with the condition always connected to the internet network. Because Google translate is not yet accessible offline. This also was confirmed by interviews which stated that another disadvantage of Google Translate is the limited signal access. With the following statement; *"namun tapi kekurangannya yaitu... eee jika tidak ada sinyal maka kita akan terkendala jadi tidak bisa menterjemahkan."*

Compared with conventional dictionaries, it is found that less than half of students, or 46% stated that Google Translate was more straightforward and more practical to use than having to bring a dictionary to school. Even though students know Google Translate is more practical than a dictionary, some students still realize that using

Google Translate makes them lazier than using a conventional dictionary. Some students are still aware of this and do not want to depend on Google translate all the time. This was confirmed in the interview data which stated that; *"kekurangan dari Google Translate tapi ya mungkin membuat kita malas untuk membuka kamus."*

On the other hand, when Google Translate is compared to other translation engines, almost all students or 54% stated Google Translate is better than other translation machines. The results of the questionnaire were comparable to the findings of the interview, students stated that Google Translate was more accessible, and had different features from other translation machines. With the following statement; *"karena menurut saya Google Translate itu lebih mudah untuk di akses daripada... eee aplikasi atau website translate yang lain"* and another statement *"kelebihannya adalah mempunyai banyak fitur yang sangat berguna dan berbeda dari penerjemahan lainnya."*

From the data findings above, it can be seen that Google Translate still has advantages and disadvantages when used by students. On the other hand students have also realized the weaknesses of Google Translate and still to use Google Translate by considering the advantages of its features to overcome the problems faced by students in learning English, especially on reading skills. By paying attention to these weaknesses, it will help students reduce errors in using Google Translate, in order to get appropriate translation results.

**B. Discussion**

This chapter aims to discuss and identify students' perceptions of using Google Translate in learning English reading skills. It contains representations of theories from experts compared to facts in the field. The researcher discussed students' perceptions of using Google Translate based on questionnaires and interviews. Students' perceptions are known through factors that influence the perception itself. In this case, students' perceptions when using Google Translate to learn English reading skills are influenced by three factors. According to Robbins & Judge (2013), three factors that influence perception: factors in the perceiver, factors in the target, and factors in the situation.

1.  **Factors in the Perceiver**

    In this case, the perceivers are students in the eleventh grade social studies classes of SMA N 1 Nogosari. Factors that influence students are attitudes, motives, interests, experience, and expectations.

    a.  Attitudes of Students

        Attitudes have three components namely cognitive (evaluation), affective (feeling), and behavioral (action). In cognitive aspect, the questionnaire data shows that most students had difficulty reading and understanding English texts. In feeling aspect, most students very happy and helped by Google Translate. Meanwhile, in behavioral aspect 68% almost of students use it for understanding the whole paragraph. According to Amilia & Yuwono (2020) Google Translate can translate hundreds of languages, from word to word, sentence to

sentence even paragraphs and documents. However, students remain aware of the limitations of using Google Translate when translating longer sentences, paragraphs, and text (Wei, 2021).

Even though students know that Google translate is unsuitable for translating entire paragraphs, some students still pay attention to it, followed by 60% or almost of students using it to understand and translate word by word. At the same time, this is a rejection of the statement Pujiati (2017) that stated Google translate often uses a word-for-word translation, so the translation often fools students. As seen from the behavioral aspect, students use Google Translate according to their needs and problems in learning English, not just in one way, word for word, or a whole paragraph.

Interview data shows that students more often use the photo scan feature to understand material or text. So it is much faster and easier than typing words. It is reinforced by the statement Amilia & Yuwono (2020), which stated that Google Translate also offers to translate text printed on paper by taking a picture of a document.

b. Motives of Students

In the motives aspect, less than 30% of students are stated to be able to understand and translate English text easily without the help of Google Translate. Meanwhile, almost a half of the students prefer neutral, because they are not completely sure they can translate and understand text without the help of Google Translate. In this case, the students were still taking their answers into account because at the

beginning of the statement, 88% or almost all students agreed that they had difficulty understanding and translating English texts.

c. Interest of Students

In the interest aspect, almost all of students were interested using Google Translate in learning English. Even with the negative statements of the questionnaire, students still have a positive interest when using Google Translate to learn English. Through the interview also found the same results.

d. Experience of Students

Experience has three components, namely, seeing, doing, and feeling. According to Ramdhani (2021), Google translate is very easy and effective. It is in accordance with field data that 82% or most of the students see Google translate as an easy tool to use. Meanwhile, almost half, or 48%, of students feel more confident when learning English with Google Translate than not using it. The finding data of this research was the same as the findings from Hardini & Dewi (2021) that the students felt lack of confident if did not use Google Translate in class.

According to Bahri (2016), the use of Google Translate in class is an additional tool for learning, as well as a strategy to improve student's learning experience. Based on the student's experience using Google Translate in learning English, students have positive perceptions on reading skill indicators. Researchers used six indicators of reading skills from Gustadevi et al. (2012) to find out

students' perceptions when Google Translate was used to help reading skills. More than 50% of students or almost all students agree that Google Translate can help on every reading skills indicator. The highest percentage is 79% of students use it to find foreign and difficult words, followed by 71% of students use it to find more detailed information. Meanwhile, 62% of students use it to find out the main goal or purpose of the contents of an English text. Moreover, according to Siregar et al. (2022) the third of the basic skill of reading is Vocabulary. It is a list of words in which the reader can find words to express meaning and purposes. Therefore, the use of Google Translate also can help students' basic reading skills in vocabulary to find meaning and purpose. In other words, through students' perceptions on experience, Google Translate has fulfilled the reading skill indicator and affects students' reading skills.

e.  Expectations of Students

In expectations aspect, almost all students or 62% of students believe that Google Translate can improve students' reading skills. According to Herlina et al. (2019) Google Translate is a technology that helped students to develop language learning skills, specifically the language students use it for language learning purposes. Google Translate can be alternative for students who are not skilled in English to understand English text.

2. **Factors in the Target**

In this case, the target is Google Translate. Factors that influence Google Translate are novelty, motion, sounds, size, background, proximity, and similarity.

   a. Novelty of Google Translate

   In novelty aspect of Google Translate, 67% of students agree that Google Translate can be a good tool for learning English because it is supports by advance features in it. According to Maulida (2017) Google Translate is a free multilingual machine translation service developed by Google to translate text, speech, images, sites, or real-time video from one language into another language. Moreover, the features that can help students reading skills in learning English, including the native speaker feature and the photo scan feature.

   b. Motion of Google Translate

   In motion aspect of Google Translate, 74% of students agree that Google Translate is very helpful because it can be accessed anytime and anywhere. It is support by  Sagita et al. (2021) that Google translation can use everywhere and every time as long as the network is available. Even though it can be used anytime and anywhere, Google Translate still has to stay connected to the internet, because Google Translate is not yet available in offline mode. According to Yanti & Meka (2019), internet connection is one of the main problems with using Google Translate. This is the main weakness of google translate.

c. Sounds of Google Translate

In sound aspect of Google Translate, almost all students or 74% of students agree that was helped by the native speaker feature on Google Translate. It is confirmed by Maulida (2017), that stated this feature is very beneficial for foreign language learners, besides free, it can teach how to pronounce words in a foreign language correctly. Moreover, according to Siregar et al. (2022) the first of the basic skill of reading is Pronunciation. It is the utterance of any sound or word symbols. It is important to recognize a word because the correct pronunciation of the word will make the reader remember the meaning of it. In other words, Google Translate can help the students' basic reading skills through its native speaker feature.

d. Size of Google Translate

In size aspect of Google Translate, almost half of students or 46% of students stated that Google Translate was simpler and more practical to use than having to bring a dictionary to school. It is confirmed by Ramdhani (2021), that stated Google Translate much simpler and more effective than carrying a dictionary.

e. Background of Using Google Translate

According to Ramdhani (2021) Google Translate has a positive and significant effect on improving students' abilities in reading and understanding English texts. In background aspect, most of students or 88% of students use Google Translate to overcome difficulties in reading and understanding English texts. This finding reinforces that

Google Translate is still relevant when used to understanding and reading English text.

f.  Proximity of Google Translate

In proximity aspect of Google Translate, 51% of students stated neutral with the statement students could not learn English without the help of Google Translate. This can be good because it can be indicated that students are not completely dependent on using Google Translate. On the other hand, students also realize that the massive use of Google Translate will also make students lazier. According to Hardini & Dewi (2021) Google Translate made students feel lazy to learn and memorize new words.

g.  Similarity of Google Translate

In similarity aspect of Google Translate, almost all students or 54% of students stated Google Translate is better than other translation machines. The many advanced features that support Google Translate make it superior to other translation engines. Moreover, Google is a big and well-known company, making it more quickly recognized by its users. It is reinforced with Amilia & Yuwono (2020) that stated Google Translate is a very popular and commonly used engine by people all over the world. Meanwhile, Google Translate can not compete with a human translator for nuance, context, or accuracy, but it's free, fast, and might be good enough for some uses in the field (Jolanda, 2016).

3. **Factors in the Situation**

In this case, the situation is learning English on reading skills. Factors that influence learning English are time, work setting, and social setting

a. Time

When Google Translate is used in learning English, almost all students or 71% of students agree that Google Translate is faster and saves time to understand English text content. It is the same as Axelina & Setiawan (2017) that stated one of advantages of using Google Translate is that it is easier and saves time.

b. Work setting

Google Translate is one of the most widely used digital learning application (Lawa et al., 2022). This is the same as the data found in the eleventh grade of SMA Nogosari, almost all students or 55% of students always use Google Translate in learning English.

c. Social Setting

Macduff Hughes, Director of the Google Translation Engineering compilation conference in Jakarta, stated that Indonesia was included in the list of one of the ten countries that use the Google Translate application, which is also very popular among students (Yana Munthe, 2019). The data findings are consistent with the data findings in this study, that most of eleventh grade students at SMA N 1 Nogosari use Google Translate, and almost all students or 55% of students are influenced by their friends.

# CHAPTER V

## CONCLUSSIONS AND SUGGESTIONS

### A. Conclussions

Based on the results of the study, the researcher concluded that almost all students had positive perceptions when Google Translate was used in learning English on reading skills. Google Translate can be a learning tool for learning English, especially for reading skills. Google translate still has advantages and disadvantages when used by students in learning English. Even though it has several weaknesses, the students still choose and use Google Translate to help overcome difficulties in learning English. The difficulties experienced by students are difficulties in reading and understanding English texts. Therefore, 88% of students stated that Google Translate was used to solve the problem.

Through students' perceptions, Google Translate can help achieve basic reading skill indicators, so the researcher concludes that it can help students to improve their reading skills in learning English on reading skills. That was also supported by 62% of students stating that Google translate could improve their reading skills, and 67% stated that it could be a learning tool for learning English. From these findings, the researcher concluded that Google Translate could be a learning tool in English classes, significantly helping and improving students' English reading skills.

Based on the behavior aspect, 68% of students prefer to use Google Translate to translate and understand the entire paragraph in English. Based on experience, 79% of students use Google Translate to find the meaning of foreign and difficult words in English texts, followed by 71% of students using

it to obtain more detailed information. Based on the feeling aspect, 77% of students felt happy and helped when using Google translate, and 73% were interested in using Google translate in learning English.

Students perceive Google Translate as a machine translation which is beneficial when used in learning English. It is supported that 71% of students stated that Google Translate is faster and saves time to understand English text, 83% of students stated that Google Translate is easy to use, and 75% of students stated Google Translate could be used anytime and anywhere. Furthermore, Google translate has been supported by several advanced features. Features that students often use are the photo scan text feature and the native speaker feature. It was supported by 74% of students who stated that the native speaker feature could help teach students how to read English texts correctly.

The weaknesses of Google Translate were only can be used in online mode and its inaccuracy when used in long sentences. Referring to the data, the percentage of students using Google Translate for the whole paragraph was higher. However, under certain conditions, students only translate word by word. In addition, errors and inappropriate word order from the translation results in the target language on Google Translate can be a learning resource for students to practice grammar skills. It is also intended that students in the future will not only rely on or trust Google Translate completely. However, keep checking and re-checking before accepting the raw translation results.

**B. Suggestions**

**1. The Next Researcher**

Based on the research results, Google Translate has fulfilled the reading skills indicator. Therefore, the next researchers are advised to conduct research and further examine the role of Google Translate in learning English in other skills, such as writing, speaking, or listening. The next researchers can also discuss the advantages and disadvantages of Google Translate when used in these other skills. In addition, the many kinds of translation machines can also be interesting to compare the role of Google Translate with other translation machines in helping students to overcome difficulties in learning English on reading skills.

**2. The Reader**

The results of this study can provide additional knowledge and perspectives for readers, especially in understanding the use of Google Translate in learning English. Through this research, the researcher also hopes readers will be wiser, primarily when a student uses Google Translate as an English learning tool. Readers also get knowledge about the advantages and disadvantages of Google Translate through students' perceptions. Readers can also take advantage of the benefits of Google Translate through its features that students often use, so it also helps improve readers' reading skills.

**3. The Institution**

The results of this study can be helpful for institutions to know students' behavior and improve students' reading skills in learning English through

using Google Translate. Furthermore, through this research, institutions can inovate learning strategies by maximizing using Google Translate to learn English. It can be done with the hope that students can use and utilize Google Translate correctly and wisely.

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# APPENDICES

**APPENDIX I**

**Blueprint of Questionnaire**

| No. | Dimension | Indicators | Statements |
|-----|-----------|------------|------------|
| 1. | The factors that influenced in the perceiver are attitudes, motives, interests, past experiences, and expectation (Robbins & Judge, 2013). | Attitude | 1, 2, 16, 7, 8, 9 |
| | | Motive | 6 |
| | | Interests | 24 |
| | | Experience | 12, 13, 14, 15, 17, 18, 5, 21 |
| | | Expectation | 20 |
| 2. | The factors that influenced target namely novelty, motion, sound, size, background, proximity, and similarity. Target can be defined as the object or particular thing which being or will be interpreted. | Novelty | 26 |
| | | Sound | 19 |
| | | Motion | 23 |
| | | Size | 11 |
| | | Background | 3 |
| | | Proximity | 22 |
| | | Similarity | 27 |
| 3. | The factors that influenced individual in the situation namely time, work setting, and social setting. | Time | 10 |
| | | Work setting | 4 |
| | | Social Setting | 2 |

| No. | Dimension | Indicators | Statements |
|-----|-----------|------------|------------|
| 1. | The factors that influenced in the perceiver are attitudes, motives, interests, past experiences, and expectation (Robbins & Judge, 2013). | **Attitude**<br>Attitudes are evaluative statements either favorable or unfavorable about objects, people, or events. It has three components namely cognitive (evaluation), affective (feeling), and behavioral (action). | 1. Cognitive (Evaluation)<br>*Saya sering menemui kesulitan dalam membaca teks bahasa Inggris*<br><br>*Saya sering mengalami kesulitan dalam memahami teks bahasa Inggris*<br><br>2. Affective (Feeling)<br>*Saya merasa sangat senang dan terbantu dengan hadirnya mesin terjemahan Google Translate*<br><br>3. Behavioral (Action)<br>*Saya menggunakan Google Translate untuk memahami kata per kata pada teks bahasa inggris*<br><br>*Saya menggunakan Google Translate untuk memahami kalimat per-kalimat pada teks bahasa inggris*<br><br>*Saya menggunakan Google Translate untuk memahami paragraph pada teks bahasa inggris* |
| | | **Motive**<br>Motive is an action to achieve a goal based on needs. In this section, the statement focus on using Google translate. | *Saya dapat menterjemahkan dan memahami teks bahasa inggris dengan mudah tanpa bantuan Google Translate.* |

| | | | |
|---|---|---|---|
| | | **Interests**<br>Interests are a person's desire to learn, know, and do something. In this case it relates to students' interest in using Google Translate on learning English. | *Saya tidak begitu tertarik menggunakan Google Translate dalam pembelajaran bahasa Inggris* |
| | | **Experience**<br>Experience is projected into the present situation about one's needs. It is through three stages namely doing, seeing, and feeling about the situation. In this case it relates to students' experiences of using Google Translate on learning English when it is used in reading skills. | Doing<br>*Saya menggunakan Google Translate untuk menemukan* ***gagasan utama*** *pada sebuah teks bahasa Inggris*<br><br>*Saya menggunakan Google Translate untuk memperoleh* ***informasi lebih rinci*** *pada teks bahasa Inggris*<br><br>*Saya menggunakan Google Translate untuk mempermudah memahami* ***informasi tersirat*** *pada teks bahasa Inggris*<br><br>*Saya menggunakan Google Translate untuk mencari arti dari* ***kata-kata asing dan sulit*** *pada teks bahasa Inggris*<br><br>*Saya menggunakan Google Translate untuk mengetahui* ***tujuan inti*** *dari isi sebuah teks bahasa Inggris*<br><br>*Saya menggunakan Google Translate untuk* ***mengidentifikasi sumber bacaan*** *dari sebuah teks bahasa Inggris* |

| | | | Seeing<br>*Saya melihat Google Translate sebagai mesin terjemahan yang mudah digunakan.*<br><br>Feeling<br>*Saya merasa lebih percaya diri ketika melalui pembelajaran bahasa Inggris dengan bantuan Google Translate daripada tidak menggunakannya.* |
|---|---|---|---|
| | | **Expectation**<br>Expectation is a belief about hope and what will happen. In this case, there is an expectation that students can be helped and improve their reading skills with the help of Google Translate | *Saya merasa Google Translate dapat meningkatkan skill reading saya lebih baik lagi.* |
| 2. | The factors that influenced target namely novelty, motion, sound, size, background, proximity, and similarity<br>Target can be defined as the object or particular thing which being or will be interpreted. | **Novelty**<br>Novelty is something original, new and unusual that experienced by individuals when interpreting an object perception. In this study, researchers investigated students' perceptions of the novelty of Google Translate when used on learning English. | *Saya pikir Google Translate dapat menjadi alat bantu pembelajaran bahasa inggris yang baik, terlebih telah didukung oleh fitur-fitur canggih didalamnya.* |

| | | **Motion** Motion is the ability to perform an action either with or without an object perception. In this case Google Translate is an object, so motion can be interpreted as the extent to which Google Translate can be used by students. | *Saya sangat terbantu dengan Google Translate karena dapat diakses kapanpun dan dimanapun.* |
| --- | --- | --- | --- |
| | | **Sound** Sound is something that is caught by a person's sense of hearing, and can be heard. In this case, Google Translate has a feature that can produce a native speaker's voice which can produce various languages according to the source and target languages. | *Saya terbantu dengan adanya fitur native speaker pada Google Translate, sehingga mengajarkan saya bagaimana cara membaca teks bahasa inggris yang benar.* |
| | | **Size** Size is the proportion of target perception. It is used as a comparison between conventional translation or dictionary books and machine-based translation or Google Translate. | *Saya merasa Google Translate lebih simple dan praktis digunakan daripada harus membawa kamus pada mata pelajaran bahasa Inggris.* |

| | | **Background**<br>Background is a situation or circumstance that causes or supports certain things that happen at this time. In this case, specifying the reasons why students use Google Translate on learning English | *Saya menggunakan Google Translate agar dapat membantu mengatasi kesulitan pemahaman membaca dan penerjemahan teks pada pembelajaran bahasa Inggris.* |
|---|---|---|---|
| | | **Proximity**<br>Proximity is how close the perception object attached to the perceiver. In this study, it relates to the closeness or how dependent students are with Google translate on learning English | *Saya tidak dapat melalui pembelajaran bahasa inggris tanpa bantuan Google Translate.* |
| | | **Similarity**<br>Similarity is a particular thing that basically looks the same, but consists of several different components. In this case, comparing students' perceptions with other translation machines, because there are various translation machines that have the same function but have different systems and developers. | *Sejauh ini, saya pikir Google translate masih lebih baik daripada mesin terjemahan yang lain.* |

| 3. | The factors that influenced individual in the situation namely time, work setting, and social setting | **Time** Time is range allocation of time when the individual interprets the object of perception. In this case related to the efficiency of Google Translate in order to maximize time on learning English. | Saya merasa Google Translate lebih cepat dan menghemat waktu untuk memahami isi teks bahasa inggris. |
|----|----|----|----|
| | | **Work setting** Work setting is an environment that plays a role in influencing individuals in doing something. The work setting in this case is the classroom. | *Saya selalu menggunakan Google Translate pada pembelajaran bahasa Inggris.* |
| | | **Social Setting** Social Setting is atmosphere that plays a role in influencing individuals to try, determine, and do something. Social setting in this study is a social condition among students or with social relations with their friends. | *Teman-teman saya banyak yang menggunakan Google Translate, sehingga turut mempengaruhi saya untuk menggunakannya.* |

# APPENDIX 2

## Blueprint of Interview

| No. | Dimension | Indicators | Statements |
|-----|-----------|------------|------------|
| 1. | The factors that influenced in the perceiver are attitudes, motives, interests, past experiences, and expectation (Robbins & Judge, 2013). | Attitude | 1 |
| | | Motive | 4 |
| | | Interests | 2 |
| | | Experience | 5 |
| | | Expectation | |
| 2. | The factors that influenced target namely novelty, motion, sound, size, background, proximity, and similarity. Target can be defined as the object or particular thing which being or will be interpreted. | Novelty | |
| | | Sound | |
| | | Size | |
| | | Background | |
| | | Proximity | |
| | | Similarity | |
| 3. | The factors that influenced individual in the situation namely time, work setting, and social setting. | Time | 3 |
| | | Work setting | |
| | | Social Setting | |

| No. | Dimension | Indicators | Statements |
|---|---|---|---|
| 1. | The factors that influenced in the perceiver are attitudes, motives, interests, past experiences, and expectation(Robbins & Judge, 2013) | **Attitude** Attitudes are evaluative statements either favorable or unfavorable about objects, people, or events. It has three components namely cognitive (evaluation), affective (feeling), and behavioral (action). | *Apakah anda menggunakan Google Translate? Bagaimanakah anda menggunakan Google Translate pada pembelajaran Bahasa inggris?* |
| | | **Motive** Motive is an action to achieve a goal based on needs. In this section, the statement focus on using Google translate | *Menurut anda, apakah Google Translate dapat membantu meningkatkan skill reading siswa? Jelaskan alasannya* |
| | | **Interests** Interests are a person's desire to learn, know, and do something. In this case it relates to students' interest in using Google Translate on learning English. | *Mengapa anda tertarik menggunakan Google Translate pada pembelajaran bahasa Inggris?* |
| | | **Experience** Experience is projected into the present situation about one's needs. It is through three stages namely doing, seeing, and feeling about the situation. In this case it relates to students' experiences of using Google Translate on learning English when it is used in reading skills. | *Berdasarkan pengalaman anda, apa saja kekurangan dan kelebihan dari Google Translate pada pembelajaran bahasa Inggris?* |
| | | **Expectation** Expectation is a belief about hope and what will | |

| | | | |
|---|---|---|---|
| | | happen. In this case, there is an expectation that students can be helped and improve their reading skills with the help of Google Translate | |
| 2. | The factors that influenced target are novelty, motion, sound, size, background, proximity, and similarity Target can be defined as the object or particular thing which being or will be interpreted. | **Novelty** Novelty is something original, new and unusual that experienced by individuals when interpreting an object perception. In this study, researchers investigated students' perceptions of the novelty of Google Translate when used on learning English. | |
| | | **Motion** Motion is the ability to perform an action either with or without an object perception. In this case Google Translate is an object, so motion can be interpreted as the extent to which Google Translate can be used by students. | |
| | | **Sound** Sound is something that is caught by a person's sense of hearing, and can be heard. In this case, Google Translate has a feature that can produce a native speaker's voice which can produce various languages according to the source and target languages. | |

| | | **Size**<br>Size is the proportion of target perception. It is used as a comparison between conventional translation or dictionary books and machine-based translation or Google Translate. | |
| --- | --- | --- | --- |
| | | **Background**<br>Background is a situation or circumstance that causes or supports certain things that happen at this time. In this case, specifying the reasons why students use Google Translate on learning English | |
| | | **Proximity**<br>Proximity is how close the perception object attached to the perceiver. In this study, it relates to the closeness or how dependent students are with Google translate on learning English | |
| | | **Similarity**<br>Similarity is a particular thing that basically looks the same, but consists of several different components. In this case, comparing students' perceptions with other translation machines, because there are various translation machines that have the same function but | |

| | | have different systems and developers. | |
|---|---|---|---|
| 3. | The factors that influenced individual in the situation are time, work setting, and social setting | **Time** Time is range allocation of time when the individual interprets the object of perception. In this case related to the efficiency of Google Translate in order to maximize time on learning English. | *Kapan dan seberapa sering biasanya anda menggunakan Google translate pada pembelajaran bahasa inggris?* |
| | | **Work setting** Work setting is an environment that plays a role in influencing individuals in doing something. The work setting in this case is the classroom. | |
| | | **Social Setting** Social Setting is atmosphere that plays a role in influencing individuals to try, determine, and do something. Social setting in this study is a social condition among students or with social relations with their friends. | |

**APPENDIX 3**

**QUESTIONNAIRE FORM**

**ANGKET PERSEPSI SISWA TENTANG PENGGUNAAN GOOGLE TRANSLATE**

Angket ini sama sekali tidak mempengaruhi nilai atau skor akademik pada mata pelajaran bahasa Inggris. Jawablah pernyataan dibawah ini dengan memilih salah satu kriteria berikut, SS (Sangat Setuju), S (Setuju), N (Neutral), TS (Tidak Setuju), atau STS (Sangat Tidak Setuju) berdasarkan yang paling sesuai dengan anda.

| No | Pernyataan | SS | S | N | TS | STS |
|----|-----------|----|----|----|----|-----|
| 1. | Saya sering menemui kesulitan dalam membaca teks bahasa Inggris | | | | | |
| 2. | Saya sering mengalami kesulitan dalam memahami teks bahasa Inggris | | | | | |
| 3. | Saya menggunakan Google Translate agar dapat mengatasi kesulitan pemahaman membaca dan penerjemahan pada teks bahasa Inggris | | | | | |
| 4. | Saya selalu menggunakan Google Translate pada pembelajaran bahasa Inggris | | | | | |
| 5. | Saya melihat Google Translate sebagai mesin terjemahan yang mudah digunakan | | | | | |
| 6. | Saya dapat menterjemahkan dan memahami teks bahasa Inggris dengan mudah tanpa bantuan Google Translate | | | | | |
| 7. | Saya menggunakan Google Translate untuk memahami makna kata per kata pada teks bahasa Inggris | | | | | |
| 8. | Saya menggunakan Google Translate untuk memahami makna kalimat per Kalimat pada teks bahasa Inggris | | | | | |
| 9. | Saya menggunakan Google Translate untuk memahami makna keseluruhan paragraph pada teks bahasa Inggris | | | | | |
| 10. | Saya merasa Google Translate lebih cepat dan menghemat waktu untuk memahami isi teks bahasa Inggris | | | | | |
| 11. | Saya merasa Google Translate lebih simple dan praktis digunakan daripada harus membawa buku kamus ke sekolah | | | | | |
| 12. | Saya menggunakan Google Translate untuk menemukan gagasan utama pada sebuah teks | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | bahasa Inggris | | | | | |
| 13. | Saya menggunakan Google Translate untuk memperoleh informasi lebih rinci pada teks bahasa Inggris | | | | | |
| 14. | Saya menggunakan Google Translate untuk mempermudah memahami informasi tersirat pada teks bahasa Inggris | | | | | |
| 15. | Saya menggunakan Google Translate untuk mencari arti dari kata-kata asing dan sulit pada teks bahasa Inggris | | | | | |
| 16. | Saya merasa sangat senang dan terbantu dengan hadirnya mesin terjemahan Google Translate | | | | | |
| 17. | Saya menggunakan Google Translate untuk mengetahui tujuan inti dari isi sebuah teks bahasa Inggris | | | | | |
| 18. | Saya menggunakan Google Translate untuk mengidentifikasi sumber bacaan dari sebuah teks bahasa Inggris | | | | | |
| 19. | Saya terbantu dengan adanya fitur native speaker pada Google Translate, sehingga dapat mengajarkan saya bagaimana cara membaca teks *bahasa inggris yang benar* | | | | | |
| 20. | Saya merasa Google Translate dapat meningkatkan skill reading (membaca) saya lebih baik lagi | | | | | |
| 21. | Saya merasa lebih percaya diri ketika melalui pembelajaran bahasa Inggris dengan bantuan Google Translate daripada tidak menggunakannya | | | | | |
| 22. | Saya tidak dapat melalui pembelajaran bahasa Inggris tanpa bantuan Google Translate | | | | | |
| 23. | Saya sangat terbantu dengan Google Translate karena dapat diakses kapanpun dan dimanapun | | | | | |
| 24. | Saya tidak begitu tertarik menggunakan Google translate dalam pembelajaran bahasa Inggris | | | | | |
| 25. | Teman-teman saya banyak yang menggunakan Google Translate, sehingga turut mempengaruhi saya untuk menggunakannya | | | | | |
| 26. | Saya pikir Google Translate dapat menjadi alat bantu pembelajaran bahasa inggris yang baik, terlebih telah didukung oleh fitur-fitur canggih didalamnya. | | | | | |
| 27. | Sejauh ini, saya pikir Google Translate lebih baik daripada mesin terjemahan yang lain. | | | | | |

# APPENDIX 4

## Google Form Questionnaire Result

| Tanggal | Nama | JK | Kelas | No |
|---|---|---|---|---|
| 2022/11/1 | Nafisa Isa | Perempua | XI IPS 3 | 24 |
| 2022/11/1 | Syeikha Ta | Perempua | XI IPS 3 | 33 |
| 2022/11/1 | Jelita elma | Perempua | XI IPS 3 | 18 |
| 2022/11/1 | CICI SURN | Perempua | XI IPS 3 | 7 |
| 2022/11/1 | Wahyu No | Perempua | XI IPS 3 | 36 |
| 2022/11/1 | AULIA NM | Perempua | XI IPS 3 | 6 |
| 2022/11/1 | Teohria a | Perempua | XI IPS 3 | 17 |
| 2022/11/1 | Nabila Say | Perempua | XI IPS 3 | 23 |
| 2022/11/1 | Tioga putr | Laki-laki | XI IPS 1 | 32 |
| 2022/11/1 | Raihan Mu | Laki-laki | XI IPS 1 | 28 |
| 2022/11/1 | Nabila Azz | Perempua | XI IPS 1 | 22 |
| 2022/11/1 | Nanya Eka | Perempua | XI IPS 1 | 24 |
| 2022/11/1 | Teoti Nur | Perempua | XI IPS 1 | 16 |
| 2022/11/1 | Wahyu Ro | Laki-laki | XI IPS 1 | 34 |
| 2022/11/1 | zakiya afif | Perempua | XI IPS 1 | 35 |
| 2022/11/1 | terwin cant | Laki-laki | XI IPS 2 | 14 |
| 2022/11/1 | Alina Fitoji | Perempua | XI IPS 2 | 14 |
| 2022/11/1 | ilham syafi | Laki-laki | XI IPS 2 | 35 |
| 2022/11/1 | Margi Niny | Perempua | XI IPS 2 | 16 |
| 2022/11/1 | Stefano er | Laki-laki | XI IPS 2 | 31 |
| 2022/11/1 | Diahame | Perempua | XI IPS 2 | 9 |
| 2022/11/1 | Hasan Naa | Laki-laki | XI IPS 2 | 13 |
| 2022/11/1 | M.Aww Ju | Laki-laki | XI IPS 2 | 18 |
| 2022/11/1 | DIANDRA | Laki-laki | XI IPS 2 | 28 |
| 2022/11/1 | Karisma | Perempua | XI IPS 2 | 15 |
| 2022/11/1 | Rio aah | Laki-laki | XI IPS 2 | 22 |
| 2022/11/1 | DIVA ANIS | Perempua | XI IPS 3 | 11 |
| 2022/11/1 | Revia Aumi | Perempua | XI IPS 3 | 27 |
| 2022/11/1 | Oktavian F | Laki-laki | XI IPS 3 | 24 |
| 2022/11/1 | AULIA NM | Perempua | XI IPS 3 | 6 |
| 2022/11/1 | Dutri Sal S | Perempua | XI IPS 1 | 10 |
| 2022/11/1 | MUHAMM | Laki-laki | XI IPS 3 | 21 |
| 2022/11/1 | MUHAMM | Laki-laki | XI IPS 3 | 21 |
| 2022/11/1 | Lisa Andric | Perempua | XI IPS 3 | 19 |
| 2022/11/2 | Arvin Prav | Laki-laki | XI IPS 3 | 4 |
| 2022/11/2 | Regita Isla | Perempua | XI IPS 3 | 29 |
| 2022/11/2 | Dwi Octav | Perempua | XI IPS 3 | 13 |
| 2022/11/2 | Ryansyah | Laki-laki | XI IPS 3 | 31 |
| 2022/11/2 | Gevita A | Perempua | XI IPS 1 | 17 |
| 2022/11/2 | M.Keka Ad | Laki-laki | XI IPS 2 | 19 |
| 2022/11/2 | T.m wahyu | Perempua | XI IPS 3 | 34 |
| 2022/11/2 | Emka Lima | Perempua | XI IPS 3 | 14 |
| 2022/11/2 | Devinasah | Perempua | XI IPS 1 | 9 |
| 2022/11/2 | Agrecia B | Perempua | XI IPS 1 | 1 |
| 2022/11/2 | Vima Rasit | Perempua | XI IPS 1 | 35 |
| 2022/11/2 | Miftahulla | Perempua | XI IPS 3 | 20 |

# APPENDIX 5

## Frequency and Precentages Results

| No | Statements Items | Category of Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree (SA) | | Agree (A) | | Neutral (N) | | Disagree (D) | | Strongly Disagree (SD) | |
| | | F | % | F | Prc | F | Prc | F | Prc | F | Prc |
| 1. | Saya sering menemui kesulitan dalam membaca teks bahasa Inggris | 14 | 14% | 59 | 58% | 23 | 23% | 4 | 4% | 1 | 1% |
| 2. | Saya sering mengalami kesulitan dalam memahami teks bahasa Inggris | 14 | 14% | 62 | 61% | 23 | 23% | 2 | 2% | 0 | 0% |
| 3. | Saya menggunakan Google Translate agar dapat mengatasi kesulitan pemahaman membaca dan penerjemahan pada teks bahasa Inggris | 21 | 21% | 68 | 67% | 9 | 9% | 2 | 2% | 1 | 1% |
| 4. | Saya selalu menggunakan Google Translate pada pembelajaran bahasa Inggris | 10 | 10% | 45 | 45% | 38 | 38% | 8 | 8% | 0 | 0% |
| 5. | Saya melihat Google Translate sebagai mesin terjemahan yang mudah digunakan | 21 | 21% | 62 | 61% | 15 | 15% | 1 | 1% | 2 | 2% |
| 6. | Saya dapat menterjemahkan dan memahami teks bahasa Inggris dengan mudah tanpa bantuan | 7 | 7% | 18 | 18% | 47 | 46% | 27 | 27% | 2 | 2% |

| No | Statements Items | Category of Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree (SA) | | Agree (A) | | Neutral (N) | | Disagree (D) | | Strongly Disagree (SD) | |
| | | F | % | F | Prc | F | Prc | F | Prc | F | Prc |
| | Google Translate | | | | | | | | | | |
| 7. | Saya menggunakan Google Translate untuk memahami makna kata per kata pada teks bahasa Inggris | 10 | 10% | 51 | 50% | 36 | 36% | 4 | 4% | 0 | 0% |
| 8. | Saya menggunakan Google Translate untuk memahami makna kalimat per Kalimat pada teks bahasa Inggris | 8 | 8% | 49 | 48% | 42 | 42% | 2 | 2% | 0 | 0% |
| 9. | Saya menggunakan Google Translate untuk memahami makna keseluruhan paragraph pada teks bahasa Inggris | 13 | 13% | 56 | 55% | 25 | 25% | 5 | 5% | 2 | 2% |
| 10. | Saya merasa Google Translate lebih cepat dan menghemat waktu untuk memahami isi teks bahasa Inggris | 24 | 24% | 48 | 47% | 25 | 25% | 3 | 3% | 1 | 1% |
| 11. | Saya merasa Google Translate lebih simple dan praktis digunakan daripada harus membawa buku kamus ke sekolah | 10 | 10% | 36 | 36% | 46 | 45% | 7 | 7% | 2 | 2% |

| No | Statements Items | Category of Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree (SA) | | Agree (A) | | Neutral (N) | | Disagree (D) | | Strongly Disagree (SD) | |
| | | F | % | F | Prc | F | Prc | F | Prc | F | Prc |
| 12. | Saya menggunakan Google Translate untuk menemukan gagasan utama pada teks Inggris | 5 | 5% | 48 | 47% | 47 | 47% | 0 | 0% | 1 | 1% |
| 13. | Saya menggunakan Google Translate untuk memperoleh informasi lebih rinci pada teks bahasa Inggris | 23 | 23% | 49 | 48% | 26 | 26% | 3 | 3% | 0 | 0% |
| 14. | Saya menggunakan Google Translate untuk mempermudah memahami informasi tersirat pada teks bahasa Inggris | 13 | 13% | 52 | 51% | 33 | 33% | 2 | 2% | 1 | 1% |
| 15. | Saya menggunakan Google Translate untuk mencari arti dari kata-kata asing dan sulit pada teks bahasa Inggris | 28 | 28% | 52 | 51% | 20 | 20% | 1 | 1% | 0 | 0% |
| 16. | Saya merasa sangat senang dan terbantu dengan hadirnya mesin terjemahan Google Translate | 17 | 17% | 60 | 59% | 22 | 22% | 1 | 1% | 1 | 1% |
| 17. | Saya menggunakan Google Translate untuk mengetahui tujuan inti dari isi sebuah teks bahasa Inggris | 10 | 10% | 53 | 52% | 37 | 37% | 0 | 0% | 1 | 1% |
| 18. | Saya menggunakan Google Translate untuk mengidentifikasi sumber bacaan dari sebuah teks bahasa Inggris | 6 | 6% | 47 | 46% | 45 | 45% | 3 | 3% | 0 | 0% |

| No | Statements Items | Category of Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree (SA) | | Agree (A) | | Neutral (N) | | Disagree (D) | | Strongly Disagree (SD) | |
| | | F | % | F | Prc | F | Prc | F | Prc | F | Prc |
| 19. | Saya terbantu dengan adanya fitur native speaker pada Google Translate, sehingga dapat mengajarkan bagaimana cara membaca teks *inggris yang benar* | 32 | 32% | 43 | 42% | 21 | 21% | 3 | 3% | 2 | 2% |
| 20. | Saya merasa Google Translate dapat meningkatkan skill reading (membaca) saya lebih baik lagi | 18 | 18% | 45 | 44% | 37 | 37% | 1 | 1% | 0 | 0% |
| 21. | Saya merasa lebih percaya diri ketika melalui pembelajaran bahasa Inggris dengan bantuan Google Translate daripada tidak menggunakannya | 6 | 6% | 42 | 42% | 48 | 47% | 4 | 4% | 1 | 1% |
| 22. | Saya tidak dapat melalui pembelajaran bahasa Inggris tanpa bantuan Google Translate | 3 | 3% | 24 | 24% | 52 | 51% | 21 | 21% | 1 | 1% |
| 23. | Saya sangat terbantu dengan Google Translate karena dapat diakses kapanpun dan dimanapun | 19 | 19% | 56 | 55% | 24 | 24% | 1 | 1% | 1 | 1% |

| No | Statements Items | Category of Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree (SA) | | Agree (A) | | Neutral (N) | | Disagree (D) | | Strongly Disagree (SD) | |
| | | F | % | F | Prc | F | Prc | F | Prc | F | Prc |
| 24. | Saya tidak begitu tertarik menggunakan Google translate dalam pembelajaran bahasa Inggris | 1 | 1% | 15 | 15% | 32 | 32% | 42 | 41% | 11 | 11% |
| 25. | Teman-teman saya banyak yang menggunakan Google Translate, sehingga turut mempengaruhi saya untuk menggunakannya | 11 | 11% | 45 | 44% | 38 | 38% | 5 | 5% | 2 | 2% |
| 26. | Saya pikir Google Translate dapat menjadi alat bantu pembelajaran bahasa inggris yang baik, terlebih telah didukung oleh fitur-fitur canggih didalamnya. | 15 | 15% | 53 | 52% | 31 | 31% | 1 | 1% | 1 | 1% |
| 27. | Sejauh ini, saya pikir Google Translate lebih baik daripada mesin terjemahan yang lain. | 17 | 17% | 37 | 37% | 38 | 37% | 8 | 8% | 1 | 1% |

**APPENDIX 6**

**Students Interview Transcripts**

Name   **: Arya Setya Kurniawan (Male)**

Class   **: IPS 1**

Date   **: Wednesday, 9th November 2022, 10.15 - 10.25 WIB**

A. : *"Assalamu'alaikum.wr.wb, sebelumnya maaf mengganggu waktu istirahatnya mas. Perkenalkan saya Guruh Suseno, mahasiswa semester akhir program pendidikan bahasa Inggris dari UIN Raden Mas Sa'id Surakarta. Kedatangan saya disini untuk melakukan interview terkait penggunaan Google Translate pada pembelajaran bahasa Inggris. Sebelumnya, boleh perkenalkan diri terlebih dahulu mas?"*

B. *: "Waalaikumsalam.wr.wb, perkenalkan saya Arya Setya Kurniawan, dan saya dari kelas IPS 1 SMA Nogosari mas"*

A. *; "Oke mas Arya, saya akan menanyakan beberapa hal terkait penggunaan Google Translate pada pembelajaran bahasa Inggris. Mohon berikan pendapatnya dengan berdasarkan pengalaman, perasaan, hingga kebiasaan anda ketika menggunakan Google Translate"*

B. *: "Siap mas"*

A. *: "Saya mulai dari pertanyaan pertama, "Apakah anda menggunakan Google Translate?"*

B. *: "Iya, saya menggunakan Google Translate mas"*

A. *: "Lalu bagaimanakah cara anda menggunakan Google Translate pada pembelajaran bahasa Inggris?*

B. *: "Emm... Saya menggunakannya dengan cara memfoto atau mengketik di aplikasi Google Translate"*

A.  :  *"Mengapa anda tertarik menggunakan Google Translate pada pembelajaran bahasa Inggris?"*

B.  :  *"Saya tertarik menggunakan Google Translate karena itu adalah cara paling mudah atau praktis untuk mengetahui teks bahasa Inggris yang tidak kita ketahui"*

A.  :  *"Kapan dan seberapa sering biasanya anda menggunakan Google Translate pada pembelajaran Bahasa Inggris?"*

B.  :  *"Saya biasanya menggunakan aplikasi Google Translate pada saat pembelajaran bahasa Inggris dan sastra Inggris, dan saya cukup sering untuk menggunakan aplikasi Google Translate itu"*

A.  :  *"Menurut anda, apakah Google Translate dapat membantu meningkatkan skill reading siswa?"*

B.  :  *"Menurut saya, ya dapat membantu meningkatkan reading, karena di Google Translate juga ada sound of text, jadi siswa dapat mengerti cara pengucapan bahasa inggris yang benar"*

A.  :  *"Berdasarkan pengalaman anda, apa saja kekurangan dan kelebihan Google translate ketika digunakan pada pembelajaran bahasa Inggris?"*

B.  :  *"Kalau untuk kelebihannya yaitu….Google Translate dapat dengan cepat menterjemahkan bahasa yang kita inginkan, namun tapi kekurangannya yaitu..ee jika tidak ada sinyal maka kita akan terkendala jadi tidak bisa menterjemahkan"*

A.  :  *"Oke mas Arya, terimakasih ya atas waktu dan kesediaannya dalam memberikan pendapat. Maaf mengganggu waktu istirahat dan aktifitasnya."*

B.  :  *"Iya mas ndak papa, sama-sama"*

Name    **: Vera Kurniawati Raharjo (Female)**

**Class**    **: IPS 1**

**Date**    **: Wednesday, 9th November 2022, 12.15 - 12.25 WIB**

A. **:** *"Assalamu'alaikum mbak, sebelumnya maaf mengganggu waktu istirahatnya mbak. Perkenalkan saya Guruh Suseno, mahasiswa semester akhir program pendidikan bahasa Inggris dari UIN Raden Mas Sa'id Surakarta. Kedatangan saya disini untuk melakukan interview terkait penggunaan Google Translate pada pembelajaran bahasa Inggris. Sebelumnya, boleh perkenalkan diri terlebih dahulu mbak?*

B. *:"Walaikumsalam, iya nggak apa-apa mas. Nama saya Vera Kurniawati Raharjo dari IPS 1*

A. *: "Pada kesempatan ini, saya akan menanyakan beberapa hal terkait penggunaan Google Translate pada pembelajaran bahasa Inggris. Mohon berikan pendapatnya dengan berdasarkan pengalaman, perasaan, hingga kebiasaan anda ketika menggunakan Google Translate"*

B. *:"Iya mas"*

A. *: "Saya mulai pertanyaan pertama ya mbak, Apakah anda menggunakan Google Translate?"*

B. *: "Iya mas, saya menggunakan Google Translate"*

A. *: "Bagaimanakah cara anda menggunakan Google Translate pada pembelajaran bahasa Inggris?"*

B. *: "Saya menggunakannya dengan cara menscan materi yang ada di buku paket"*

A. *: "Mengapa anda tertarik menggunakan Google Translate pada pembelajaran bahasa Inggris?"*

B. *: "Saya tertarik menggunakan Google Translate karena lebih memudahkan kita dalam memahami kalimat yang ada di buku"*

A.  :  *"Kapan dan seberapa sering biasanya anda menggunakan Google Translate pada pembelajaran Bahasa Inggris?"*

B.  :*"Saya... paling seminggu menggunakan Google Transalte tiga kali dalam pembelajaran, dua kali pada pembelajaran sastra inggris, dan satu kali pada pembelajaran bahasa inggris, dan mungkin saya sering menggunakannya ya karena untuk memudahkan saya dalam memahami materi"*

A.  :  *"Menurut anda, apakah Google Translate dapat membantu meningkatkan skill reading siswa?"*

B.  :  *"Iya mas, Google Translate dapat membantu meningkatkan skill reading siswa, karena ada fitur native speaker yang dapat memudahkan siswa dalam membaca teks bahasa inggris dengan benar"*

A.  :  *"Berdasarkan pengalaman anda, apa saja kekurangan dan kelebihan Google translate ketika digunakan pada pembelajaran bahasa Inggris?"*

B.  :*"Menurut pengalaman saya, kelebihan dari Google Translate adalah membantu saya dalam mengerjakan tugas dan dapat memahami materi dengan jelas, tapi kalau kekurangannya selama ini saya belum merasakan kekurangan dari Google Translate, tapi ya mungkin membuat kita malas untuk membuka kamus"*

A.  :  *"Oke mbak Vera, terimakasih mbak atas waktu dan kesediaannya dalam memberikan pendapat. Maaf mengganggu waktu istirahat dan aktifitasnya ya"*

B.  :  *"Oke mas, sama-sama"*

**Name**          **: Ahmad Nur Abdullah (Male)**

**Class**            **: IPS 2**

**Date**           **: Thursday, 10<sup>th</sup> November 2022, 10.15-10.25 WIB**

A. **:** *"Assalamu'alaikum.wr.wb, sebelumnya maaf mengganggu waktu istirahatnya mas. Perkenalkan saya Guruh Suseno, mahasiswa semester akhir program pendidikan bahasa Inggris dari UIN Raden Mas Sa'id Surakarta. Kedatangan saya disini untuk melakukan interview terkait penggunaan Google Translate pada pembelajaran bahasa Inggris. Sebelumnya, boleh perkenalkan diri terlebih dahulu mas?"*

B. *:"Wa'alaikumsalam.wr.wb mas, nama saya Ahmad Nur Abdullah dari kelas IPS 2"*

A. *: "Oke mas Ahmad, saya akan menanyakan beberapa hal terkait penggunaan Google Translate pada pembelajaran bahasa Inggris. Mohon berikan pendapatnya dengan berdasarkan pengalaman, perasaan, hingga kebiasaan anda ketika menggunakan Google Translate"*

B. *:"Iya mas siap"*

A. *: "Saya mulai dari pertanyaan pertama mas, apakah anda menggunakan Google Translate?"*

B. *: "Ya mas, saya menggunakan Google Translate melalui aplikasi"*

A. *: "Mengapa anda tertarik menggunakan Google Translate pada pembelajaran bahasa Inggris?*

B. *: "Emm…. Karena sangat membantu dan mudah digunakan"*

A. *: "Kapan dan seberapa sering biasanya anda menggunakan Google Translate pada pembelajaran Bahasa Inggris?"*

B. *:"Ketika ada pelajaran saya menggunakan Google Translate, di waktu ketika saya menemui kesulitan dalam pembelajaran bahasa inggris, dan masalahnya*

*saya menggunakan Google Translate ketika menemui masalah pada kosa kata yang tidak mengerti, sangat sering saya menggunakan Google Translate"*

A. : *"Menurut anda, apakah Google Translate dapat membantu meningkatkan skill reading siswa?"*

B. : *"Ya dapat membantu meningkatkan skill reading siswa karena di aplikasi Google translate terdapat fitur-fitur canggih yang membuat para siswa dapat belajar dengan baik"*

A. :*" Fitur canggih seperti apa yang dapat membantu siswa belajar dengan baik?"*

B. : *"emm...Fitur seperti kita dapat mendengarkan langsung dari Google Translate"*

A. : *"Berdasarkan pengalaman anda, apa saja kekurangan dan kelebihan Google translate ketika digunakan pada pembelajaran bahasa Inggris?"*

B. :*"Kekurangan dan kelebihan Google Translate ketika digunakan pada saat pembelajaran bahasa Inggris adalah, kekurangannya yaitu ketika kita kembali menerjemahkan kosa kata yang telah ditranslate tadi berbeda, dan kelebihannya pada penggunaan Google Translate ini lebih mudah dan lebih cepat dalam penggunaanya"*

A. : *"Oke mas Ahmad, terimakasih mas atas waktu dan kesediaannya dalam memberikan pendapat. Maaf mengganggu waktu istirahat dan aktifitasnya ya mas"*

B. : *"Iya mas, santai aja ndak apa-apa"*

**Name** : Stefani Amanda Indri (Female)

**Class** : IPS 2

**Date** : Thursday, 10<sup>th</sup> November 2022, 10.25-10.35 WIB

A. : *"Assalamu'alaikum.wr.wb, sebelumnya maaf mengganggu waktu istirahatnya mbak. Perkenalkan saya Guruh Suseno, mahasiswa semester akhir program pendidikan bahasa Inggris dari UIN Raden Mas Sa'id Surakarta. Kedatangan saya disini untuk melakukan interview terkait penggunaan Google Translate pada pembelajaran bahasa Inggris. Sebelumnya, boleh perkenalkan diri terlebih dahulu mbak?"*

B. : *"Wa'alaikumsalam mas, nama saya Stefani Amanda Indri dari kelas sebelas IPS 2*

A. : *"Hari ini saya akan menanyakan beberapa hal terkait penggunaan Google Translate pada pembelajaran bahasa Inggris mbak. Mohon berikan pendapat dengan berdasarkan pengalaman, perasaan, hingga kebiasaan anda ketika menggunakan Google Translate"*

B. : *"Oalah iya mas siap"*

A. : *"Saya akan mulai dari pertanyaan pertama, apakah anda menggunakan Google Translate?"*

B. : *"Iya saya menggunakan Google Translate"*

A. : *"Bagaimanakah cara anda menggunakan Google Translate pada pembelajaran bahasa Inggris?"*

B. : *"Eee... menggunakannya tergantung kesulitan yang saya alami, kalau hanya beberapa kata yang tidak saya pahami saya hanya mengetik kata itu, tapi kalau ada banyak yang tidak saya pahami atau berupa teks panjang, saya menggunakan Google Foto terus di translate mas"*

A. : *"Lalu bagaimana cara mbak stefani mengaksesnya?"*

B. : *"Saya biasanya menggunakan Google translate melalui website"*

A. : *"Mengapa anda tertarik menggunakan Google Translate pada pembelajaran bahasa Inggris?"*

B. : *"Saya lebih tertarik menggunakan Google Translate karena menurut saya Google Translate itu lebih mudah untuk di akses daripada …. Eeee aplikasi atau website translate yang lain"*

A. : *"Kapan dan seberapa sering biasanya anda menggunakan Google Translate pada pembelajaran Bahasa Inggris?"*

B. : *"Saya menggunakan Google Translate saat saya tidak paham beberapa kata atau tidak paham cara pembacaan kata tersebut dan kalau ada teks yang panjang ,tapi tidak terlalu sering karena biasanya teks yang ada di pembelajaran bahasa inggris kata-katanya ee.. familiar menurut saya jadi gampang untuk dipahami"*

A. : *"Menurut anda, apakah Google Translate dapat membantu meningkatkan skill reading siswa?"*

B. : *"Iya karena jika ada kata yang saya tidak tahu cara membacanya saya mencari tahunya menggunakan Google Translate"*

A. :*" Berdasarkan pengalaman anda, apa saja kekurangan dan kelebihan Google translate ketika digunakan pada pembelajaran bahasa Inggris?"*

B. : *"Kekurangannya biasanya untuk mentranslate kata yang panjang itu masih ada beberapa kata yang salah, eee... translatenya, ee... untuk kelebihannya menurut saya lebih gampang ya cara pengaplikasiannya atau penggunaannya"*

A. : *"Terimakasih ya mbak atas waktu dan kesediaannya dalam memberikan pendapat. Maaf mengganggu istirahatnya ya"*

B. : *"Iya mas, tadi juga udah jajan kok"*

**Name** : **Aditya Dafa Syahputra (Male)**

**Class** : **IPS 3**

**Date** : **Thursday, 10<sup>th</sup> November 2022, 12.15-12.25 WIB**

A. *: "Assalamu'alaikum.wr.wb, sebelumnya maaf mengganggu waktu istirahatnya mas Perkenalkan saya Guruh Suseno, mahasiswa semester akhir program pendidikan bahasa Inggris dari UIN Raden Mas Sa'id Surakarta. Kedatangan saya disini untuk melakukan interview terkait penggunaan Google Translate pada pembelajaran bahasa Inggris. Sebelumnya, boleh perkenalkan diri terlebih dahulu mas biar saling kenal?"*

B. *: "Waalakumsalam mas, iya saya Aditya Dafa Syahputra dari kelas IPS 3"*

A. *: "Siap mas adit, hari ini saya akan menanyakan beberapa hal terkait penggunaan Google Translate pada pembelajaran bahasa Inggris mas. Mohon berikan pendapat dengan berdasarkan pengalaman, perasaan, hingga kebiasaan anda ketika menggunakan Google Translate"*

B. *: "Oalah iya mas siap"*

A. *: "Mulai dari pertanyaan pertama ya mas, Apakah anda menggunakan Google Translate?*

B. *: "Iya mas saya menggunakan Google Translate"*

A. *: "Bagaimanakah cara anda menggunakan Google Translate pada pembelajaran bahasa Inggris?"*

B. *: "Saya menggunakan bahasa... eee saya menggunakan Google Translate untuk menerjemahkan sesuatu ataupun menerjemahkan kata-kata yang saya kurang pahami dan biasanya saya melalui aplikasi Google untuk eee... mengakses Google Translate tersebut"*

A. *: "Mengapa anda tertarik menggunakan Google Translate pada pembelajaran bahasa Inggris?"*

B. *: "Saya tertarik pada pem... saya tertarik pada... Google Translate karena memudahkan saya untuk mengerti sesuatu ataupun mengartikan kata pada*

bahasa inggris yang saya tidak bisa menerjemahkannya kedalam bahasa Indonesia, dan Google Translate itu sangat mudah penggunaannya atau sangat mudah pengapliasi.. pengaplikasiannya untuk teks dan pembicaraan dalam bahasa Inggris"

A. : "Kapan dan seberapa sering biasanya anda menggunakan Google Translate pada pembelajaran Bahasa Inggris?"

B. : "Kalau untuk seberapa sering saya biasanya menggunakan Google Translate pada saat pembelajaran bahasa inggris eee... ataupun dalam bahasa... ataupun dalam sastra inggris"

A. : "Menurut anda, apakah Google Translate dapat membantu meningkatkan skill reading siswa?"

B. : "Iya karena otomatis ketika kita menggunakan Google translate kita juga bisa membacanya karena dengan eee.... Google translate kita bisa memahaminya dan kita bisa meningkatkan kualitas membaca ... seseorang atau ... eem individu"

A. : "Berdasarkan pengalaman anda, apa saja kekurangan dan kelebihan Google translate ketika diguna kan pada pembelajaran bahasa Inggris?"

B. : "Kekurangan dari Google Translate adalah ketika kita eee... menggunakannya dan kata-katanya kurang tepat dengan apa yang kita pelajari dan kelebihannya itu ketika kita tidak mengerti satu lembar ataupun tidak mengerti bahasanya satu lembar dalam bahasa inggris maupun dalam bahasa apapun itu bisa langsung difoto dan bisa langsung diterjemahkan"

A. : "Sekali lagi makasih ya mas atas waktu dan kesediaannya untuk interview. Maaf mengganggu istirahatnya mas"

B. : "Siap mas, ini juga lagi longgaar kok"

**Name** : **Alvi Riva Siwi (Female)**

**Class** : **IPS 3**

**Date** : **Thursday, 10<sup>th</sup> November 2022, 12.25-12.35 WIB**

A. *: "Assalamu'alaikum.wr.wb, sebelumnya maaf mengganggu waktu istirahatnya mbak. Perkenalkan saya Guruh Suseno, mahasiswa semester akhir program pendidikan bahasa Inggris dari UIN Raden Mas Sa'id Surakarta. Kedatangan saya disini untuk melakukan interview terkait penggunaan Google Translate pada pembelajaran bahasa Inggris. Sebelumnya, boleh perkenalkan diri terlebih dahulu mbak?"*

B. *: "Waalaikumsalam mas, nama saya Alvi Riva Siwi dari kelas IPS 3"*

A. *: "Pada hari ini saya akan menanyakan beberapa hal terkait penggunaan Google Translate pada pembelajaran bahasa Inggris mbak. Mohon berikan pendapat dengan berdasarkan pengalaman, perasaan, hingga kebiasaan anda ketika menggunakan Google Translate"*

B. *:"oh, Iya mas silahkan"*

A. *:"Saya mulai dari pertanyaan pertama mbak, apakah anda menggunakan Google Translate, dan bagaimana cara anda menggunakannya?"*

B. *: "Iya, Saya menggunakan Google Translate dan saya menggunakan Google Translate pada pembelajaran bahasa inggris dengan memfoto teks yang akan di kerjakan dan saya melalui website"*

A. *: "Mengapa anda tertarik menggunakan Google Translate pada pembelajaran bahasa Inggris?"*

B. *: "Saya menggunakan Google Translate pada pembelajaran bahasa Inggris karena mempermudah dalam mengartikan saat pembelajaran mas"*

A. *: "Lalu, Kapan dan seberapa sering biasanya anda menggunakan Google Translate pada pembelajaran Bahasa Inggris?"*

B. *: "Hampir sering saat saya menggunakan Google Translate pada pembelajaran bahasa Inggris"*

A. : *"Menurut anda, apakah Google Translate dapat membantu meningkatkan skill reading siswa?"*

B. : *"Bisa karena dengan mengetahui artinya dapat mempermudah siswa dalam membaca dan memahami teks yang dikerjakan"*

A. : *"Berdasarkan pengalaman anda, apa saja kekurangan dan kelebihan Google translate ketika digunakan pada pembelajaran bahasa Inggris?"*

B. : *"Menurut saya kekurangan dalam menggunakan Google Translate ketika pada pembelajaran bahasa Inggris adalah untuk menerjemahkan kosa kata dalam satu kalimat dan banyak paragraph, Google Translate akan memberikan hasil yang cukup membingungkan dan kelebihannya adalah mempunyai banyak fitur yang sangat berguna dan berbeda dari penerjemahan lainnya"*

A. : *"Terimakasih banyak ya mbak atas waktu dan kesediaannya untuk melakukan interview.Mohon maaf mengganggu istirahatnya ya mbak"*

B. : *"Iya mas, sama-masa, nggak apa-apa"*

**APPENDIX 7**

**Lesson Plan**

**PROGRAM TAHUNAN**

**SMA NEGERI 1 NOGOSARI**

**TAHUN PELAJARAN 2022/2023**

**Mata Pelajaran**         **: Bahasa Inggris**

**Kelas**         **: XI IPA/IPS**

**Kompetensi Inti 3**

Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan keingintahuanya tetang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian spesifik yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

**Kompetensi Inti 4**

Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

| No | Kompetensi Dasar | Alokasi Waktu | Keterangan |
|---|---|---|---|
| | 3.1 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan | | |

| | | | |
|---|---|---|---|
| 1 | konteks penggunaannya. (Perhatikan unsur kebahasaan should, can) | 6 x 45 menit | |
| | 4.1 Menyusun teks interaksi transaksional, lisan, dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | | |
| 2 | 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaanya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion) | 6 x 45 menit | |
| | 4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. | | |
| | 3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan | | |

| | | | |
|---|---|---|---|
| 3 | memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaanya.<br><br>4.3  Teks undangan resmi<br>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja<br>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.<br>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya. | 6 x 45 menit | |
| 4 | 4.4.1 Teks eksposisi analitis<br>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu actual<br>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual dengan memperhatikan | 6 x 45 menit | |

| | | | |
|---|---|---|---|
| | fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | | |
| 5 | 3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi tranksaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice) | 6 x 45 menit | |
| | Jumlah ( 18 x 2 jp ) | 30 Jp | |
| 6 | 3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaann beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya sesuai dengan konteks penggunaannya. 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya. 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, | 6 x 45 menit | |

| | | | |
|---|---|---|---|
| | dan unsur kebahasaan secara benar dan sesuai konteks | | |
| 7 | 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transksaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of…, due to.., thanks to…) 4.7 Menyusun teks interaksi tranksaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. | 6 x 45 menit | |
| 8 | 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks expalanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaanya. 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksplanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup | 6 x 45 menit | |

| | dalam mata pelajaran lain di kelas XI | | |
|---|---|---|---|
| | 3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK | | |
| 9 | 4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaam lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK | 6 x 45 menit | |
| | Jumlah ( 14 x 2 jp ) | 28 jp | |
| | Jumlah semester 1 dan semester 2 | 56 jp | |

Mengetahui,                                                                Nogosari, 25 Mei 2022

Kepala Sekolah                                                         Guru Mata Pelajaran

**Aris Kusmanto, M.Pd**                                          **Sriyanto, S.Pd**

**NIP. 19690213 199403 1 006**                            **NIP. 19691225 200501**

# APPENDIX 8

## Photograph of Learning English

**APPENDIX 9**

**Photograph of Interview**

| | |
|---|---|
|  **ASK IPS 1** |  **VKR IPS 1** |
|  **ANA IPS 2** |  **SAI IPS 2** |
|  **ADS IPS 3** |  **ARS IPS 3** |