

**Exploring English Major Students' Perceptions Of Using Google
Translate (GT) In EFL Writing At STAINSAR KEPRI And
UMRAH**



THESIS

Submitted to the State Islamic College of Sultan Abdurrahman Kepulauan Riau as a
Partial Fulfillment of the Requirements for Getting an Undergraduate Degree in
Education (S.Pd)

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**STATE ISLAMIC COLLEGE OF SULTAN ABDURRAHMAN
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2026

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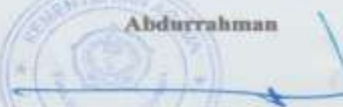

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Assalamu'alaikum Wr.Wb

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Wa'alaikumsalam Wr.Wb

Menyatakan

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ABSTRAK

Muhammmad Alan Dwi Rezeki, 2026, 22882032333, mengeksplorasi persepsi mahasiswa jurusan Bahasa Inggris terhadap penggunaan Google Translate dalam penulisan EFL di mahasiswa jurusan Pendidikan Bahasa Inggris di Universitas Maritim Raja Ali Haji Tanjungpinang dan Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman Kepulauan Riau.

Penelitian ini mengeksplorasi perkembangan teknologi digital telah mendorong penggunaan aplikasi penerjemahan otomatis, seperti Google Translate (GT), dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL), khususnya pada kegiatan menulis akademik. Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa Program Studi Pendidikan Bahasa Inggris terhadap penggunaan Google Translate dalam kegiatan EFL Writing di Tanjungpinang and Bintan. Fokus penelitian mencakup persepsi mahasiswa terhadap manfaat, keterbatasan, serta pengaruh penggunaan Google Translate terhadap proses dan pengembangan kemampuan menulis mereka.

Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus deskriptif-eksploratif. Partisipan penelitian adalah mahasiswa semester dua, empat dan enam Program Studi Pendidikan Bahasa Inggris yang memiliki pengalaman menggunakan Google Translate dalam tugas-tugas menulis bahasa Inggris. Data dikumpulkan melalui kuesioner yang mengukur dimensi kognitif, afektif, dan konatif persepsi mahasiswa, serta wawancara semi-terstruktur untuk memperoleh pemahaman yang lebih mendalam mengenai pengalaman mereka.

Data dianalisis menggunakan teknik analisis tematik untuk mengidentifikasi pola, tema, dan makna yang muncul dari data penelitian. Penelitian ini diharapkan menunjukkan bahwa Google Translate dipersepsikan sebagai alat bantu yang mendukung pengembangan kosakata, penyusunan kalimat, dan efisiensi proses menulis, meskipun masih terdapat kekhawatiran terkait akurasi terjemahan dan potensi ketergantungan pengguna. Temuan penelitian diharapkan dapat memberikan kontribusi teoritis bagi kajian Second Language Acquisition (SLA) dan teknologi pembelajaran bahasa, serta menjadi masukan praktis bagi pendidik dan pembuat kebijakan dalam mengintegrasikan teknologi penerjemahan secara efektif dan bertanggung jawab dalam pembelajaran bahasa Inggris di perguruan tinggi.

Kata Kunci: Google Translate, persepsi mahasiswa, EFL writing, pembelajaran bahasa Inggris, teknologi penerjemahan.

ABSTRACT

Muhammad Alan Dwi Rezeki, 2026, 22882032333, Exploring the perceptions of English language students towards the use of Google Translate in EFL writing students at Raja Ali Haji Maritime University Tanjungpinang and the Sultan Abdurrahman State Islamic College of the Riau Islands.

This research explores the rapid development of digital technology has encouraged the use of machine translation tools, particularly Google Translate (GT), in English as a Foreign Language (EFL) learning, especially in academic writing activities. This study aims to explore English major students' perceptions of using Google Translate in EFL writing at Tanjungpinang and Bintan. The research focuses on students' views regarding the benefits, limitations, and influence of Google Translate on their writing process and writing development.

This study employs a qualitative approach using a descriptive-exploratory case study design. The participants are second, Fourth, and sixth-semester students of the English Education Study Program who have experience using Google Translate in English writing tasks. Data were collected through questionnaires designed to examine students' perceptions from cognitive, affective, and conative dimensions, as well as semi-structured interviews to gain deeper insights into their experiences.

The data were analyzed using thematic analysis to identify recurring patterns, themes, and meanings related to the phenomenon under investigation. The findings are expected to reveal that Google Translate is perceived as a useful writing support tool that helps students expand vocabulary, construct sentences, and improve writing efficiency. However, concerns remain regarding translation accuracy, contextual appropriateness, and the risk of overreliance on the tool. This study contributes to the growing body of research on technology-assisted language learning and EFL writing by providing insights into how translation technology can be integrated effectively and critically into English language education. The findings are also expected to offer practical implications for educators in guiding students toward responsible and productive use of machine translation tools in academic writing.

Keywords: Google Translate, students' perceptions, EFL writing, English language learning, machine translation.

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In the name of Allah SWT, the most gracious and merciful, praise belongs to Allah Subhanahu Wata'ala. By the guidance and blessing, the researcher has accomplished the final research paper entitled *“Exploring English Major Students’ Perceptions of Using Google Translate (GT) in EFL writing at STAIN SAR KEPRI”*. It is a scientific writing to fulfill one of the academic requirements to finish the bachelor degree (S.Pd) English Education Department Sultan Abdurrahman State Islamic College. Then, shalawat and salaam always be presented to the Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

There is no most beautiful sheet in this thesis except the dedication sheet, here the writer dedicates this thesis to:

1. To Mr. Dr. Muhammad Faisal, M.Ag., as rector of Sultan Abdurrahman State Islamic College.
2. To Mr. Dr. Fadhila Yonata, M.Pd., as Deputy Chairperson I of Sultan Abdurrahman State Islamic Collage
3. To Mr. Dr. Almahfuz, M.Si., Deputy Chairperson II of Sultan Abdurrahman State Islamic Collage
4. Mr. H. Rahmad Budi Harto, M.M., Deputy Chairperson III of Sultan Abdurrahman State Islamic Collage
5. To Mr. Taqiyuddin. M.Pd., as Head of the English Education Department Study Program, and all the Home base Lecturers English Education Department who have provided the best.
6. To Mr. Dr. Fadhila Yonata, M.Pd., as Supervisor I for his valuable suggestion,

advice, and never ending support and motivation so the writer could accomplish and finish this thesis.

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8. To Ma'am Muslena Layla M. Si., as PA Lecturer (Academic Advisor)

9. To My Beloved father Mr. Akbar., thank you very much for all the support, love, and encourages you give me to be a strong man that you have given all this time, I promise that in the future I will make you proud of me.

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12. To all my brothers and my fellas out there, Fadil, Wahyu, Koko, Dharma, Yusuf Harun, Andika and Satria are my close friends and hangout buddies. We have been friends since high school and have remained good friends ever since. And for the good friends that be a part of my journey that I cannot mention all their names, Thank you for being my good mates and wish you all the best.

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With all humility, the writer sincerely apologizes for any mistakes or shortfalls in this thesis. The writer realizes that this thesis still far from perfect. Hopefully, the results of this research can be useful for writer himself, future readers, and the field of education in general. Billahi Taufiq Wal Hidayah, Wassalamu'alaikum Warahmatullahi Wabarakatuh



MUHAMMAD ALAN DWI REZEKI

MOTTO

"Maka sesungguhnya bersama kesulitan ada kemudahan."
(QS. Al-Insyirah: 6)

"No matter how great the talent or efforts, some things just take time."
— **Warren Buffett**

*"Kesempatan Hanya Lahir Ketika ada tantangan di dalamnya dan mereka yang bisa
memanfaatkannya Adalah mereka yang menjadi pemenang"*
— **Kalimasada**

"Fortune Favors The Bold"
— **Timothy Ronald**



DEDICATION

All gratitude is owed to Allah SWT for His blessings upon the writer, enabling the writer to successfully complete this thesis within the designated timeframe. The writer presents this thesis as an expression of love and fondness.

My Beloved Parents, Mrs. Syty Sulaiha and Mr. Akbar who always motivated me and make me proud to have kind of parents like both of you. One day i'll make you proud of me. I promise.

My big family, who always support me on everything I do.

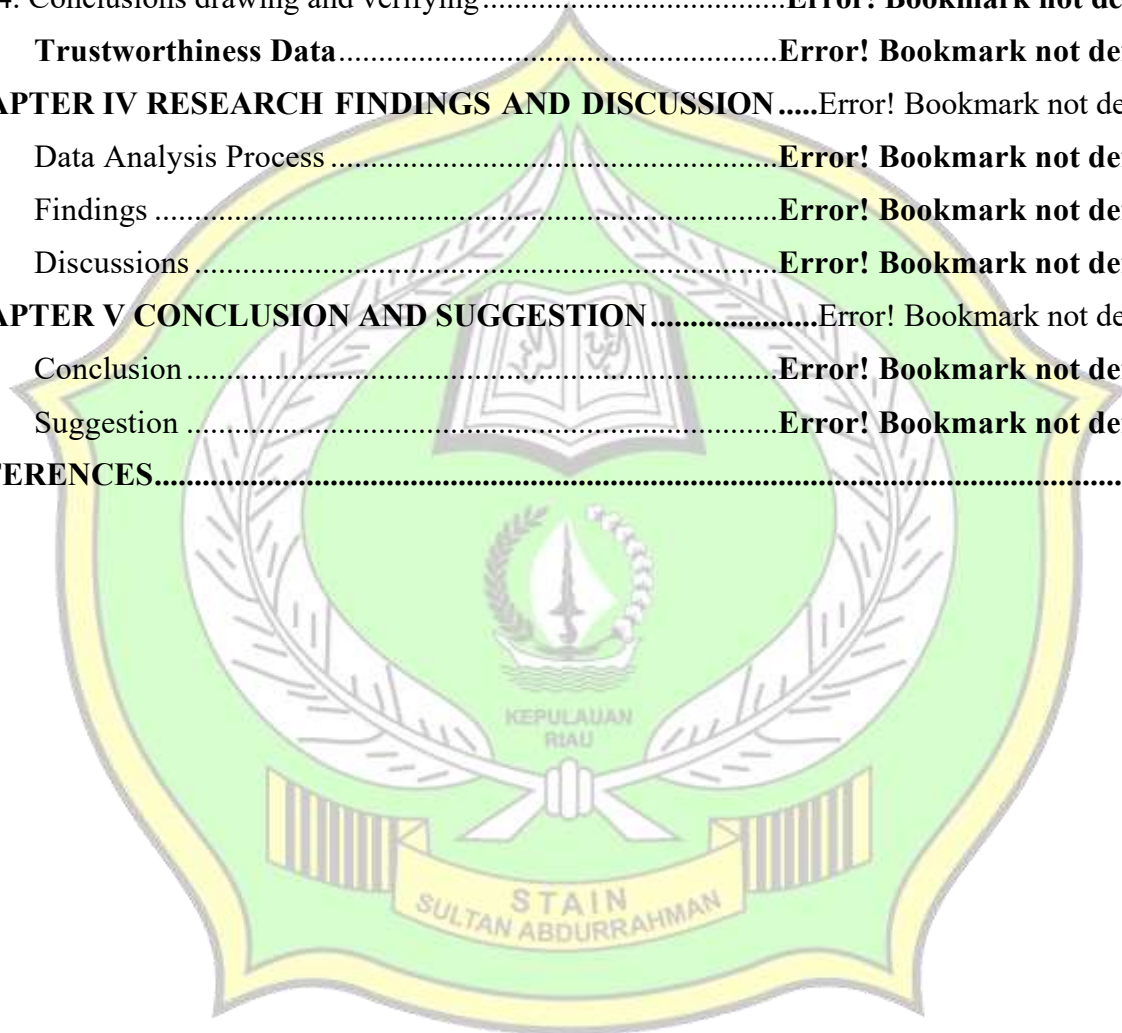
All of my awesome best friends and my cute partner who always motivated and support me to be the best version of myself.



LIST OF CONTENTS

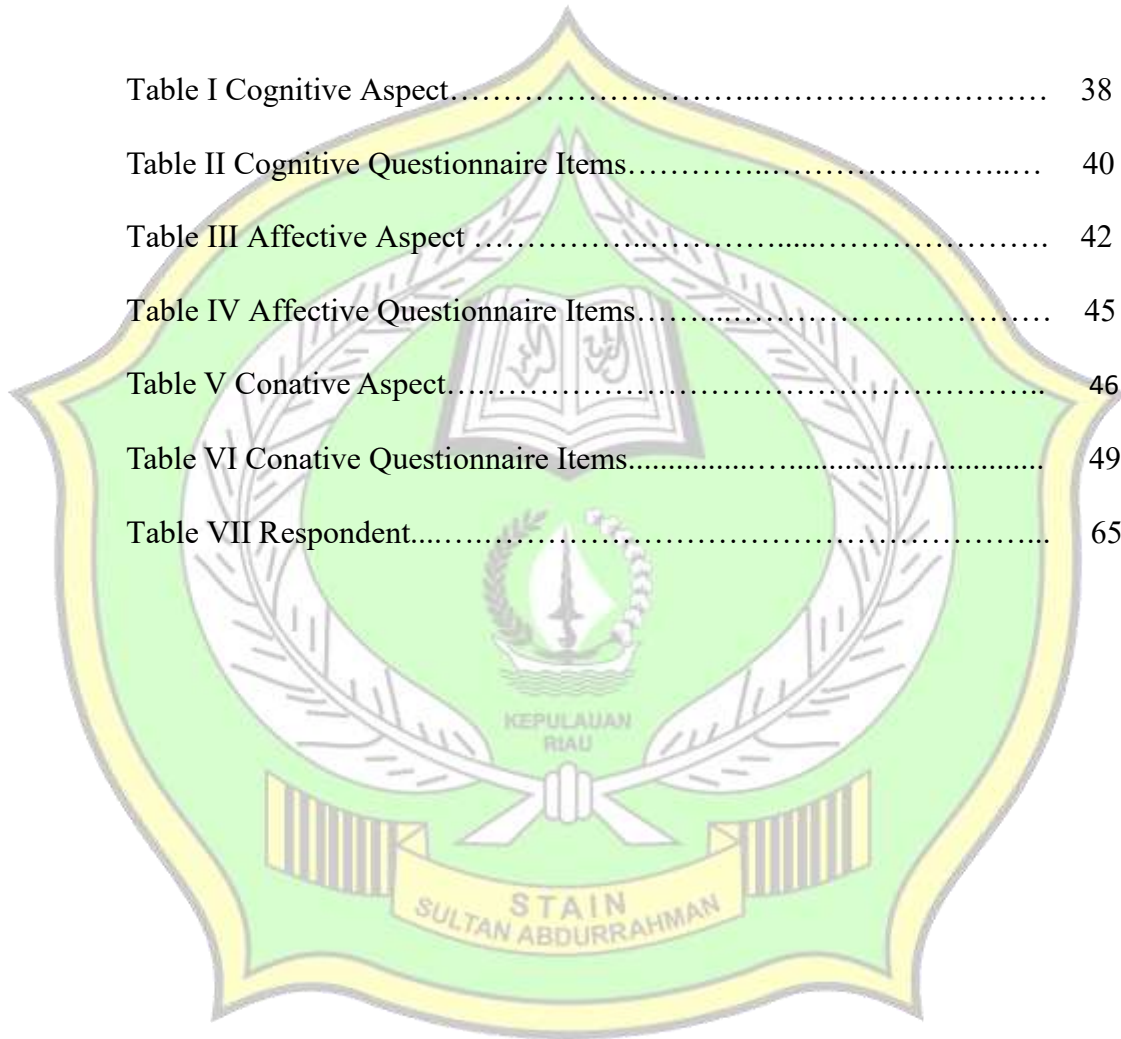
STATEMENT OF ORIGINALITY	i
EXAMINER APPROVAL	ii
ADVISOR APPROVAL LETTER.....	Error! Bookmark not defined.
SUPERVISOR STATEMENT LETTER	Error! Bookmark not defined.
ABSTRAK	Error! Bookmark not defined.
ABSTRACT	Error! Bookmark not defined.
ACKNOWLEDGEMENT.....	Error! Bookmark not defined.
MOTTO	Error! Bookmark not defined.
DEDICATION.....	Error! Bookmark not defined.
LIST OF TABLES.....	xiv
CHAPTER I INTRODUCTION	1
A. The Background Of The Research.....	1
B. The Formulation of the Research.....	6
C. Limitation of the Problem	6
1. The Objectives of the Research	7
2. The Significances of the Research.....	8
BAB II REVIEW OF RELATED LITERATURE	Error! Bookmark not defined.
A. The Theoretical Framework	Error! Bookmark not defined.
1. Students' Perceptions	Error! Bookmark not defined.
2. Google Translate as a Technology-Based Translation Tool	Error! Bookmark not defined.
3. English Foreign Language Writing (EFL Writing)	Error! Bookmark not defined.
4. Writing for English Education department students.....	Error! Bookmark not defined.
B. The Relevant Research	Error! Bookmark not defined.
C. Conceptual framework.....	Error! Bookmark not defined.
CHAPTER III THE METHOD OF THE RESEARCH	Error! Bookmark not defined.
A. Research Design.....	Error! Bookmark not defined.
B. Location of the Research	Error! Bookmark not defined.

C. Participant of the Research	Error! Bookmark not defined.
D. The Technique of Data Collection	Error! Bookmark not defined.
E. Data Analysis Technique	Error! Bookmark not defined.
1. Data Collection	Error! Bookmark not defined.
2. Data Reduction	Error! Bookmark not defined.
3. Data Display	Error! Bookmark not defined.
4. Conclusions drawing and verifying	Error! Bookmark not defined.
F. Trustworthiness Data	Error! Bookmark not defined.
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	Error! Bookmark not defined.
A. Data Analysis Process	Error! Bookmark not defined.
B. Findings	Error! Bookmark not defined.
C. Discussions	Error! Bookmark not defined.
CHAPTER V CONCLUSION AND SUGGESTION	Error! Bookmark not defined.
A. Conclusion	Error! Bookmark not defined.
B. Suggestion	Error! Bookmark not defined.
REFERENCES	96



LIST OF TABLES

Table I Cognitive Aspect.....	38
Table II Cognitive Questionnaire Items.....	40
Table III Affective Aspect	42
Table IV Affective Questionnaire Items.....	45
Table V Conative Aspect.....	46
Table VI Conative Questionnaire Items.....	49
Table VII Respondent.....	65



CHAPTER I

INTRODUCTION

A. The Background Of The Research

Over the past few decades, the rapid growth of digital technology has become a key part of foreign language learning, including the teaching and learning of English as a Foreign Language (EFL). Technology is no longer seen just as an extra tool it is now a vital part of students' daily academic activities, especially in addressing issues related to reading and writing skills. According to H. Douglas Brown in his book *Principles of Language Learning and Teaching*, language learning is strongly influenced by cognitive processes and learning strategies, including the use of technological tools that support learners in constructing meaning and developing linguistic competence.¹ This perspective highlights that digital tools such as translation applications can play a significant role in shaping how learners acquire and use language. Google Translate (GT) is one of the most popular machine translation apps that uses artificial intelligence. It is free and easy to use, and it has become a significant presence in language learning in higher education. With its ability to quickly and reliably translate texts between languages, GT helps students tackle vocabulary and grammar challenges often found in complex English writing tasks. However, the

¹ H Douglas Brown, *Principles of Language Learning and Teaching: A Course in Second Language Acquisition*, 2025.

growing use of GT also raises important questions about teaching, particularly its impact on students' ability to write independently and their overall language skills. This makes it a relevant topic for academic study.

Empirical evidence indicates that EFL students frequently perceive Google Translate as a helpful tool for overcoming vocabulary limitations and grammatical difficulties, particularly during the early stages of writing composition. A study conducted by Istiqomah and Wibowo revealed that most university students viewed Google Translate positively in writing classes, especially for assisting lexical choice, sentence construction, and speeding up the writing process. The findings demonstrated that students relied on Google Translate primarily as a supportive tool rather than a complete replacement for their own language production, although they also acknowledged the need to critically evaluate the accuracy and contextual appropriateness of the translated output. This suggests that while Google Translate facilitates initial idea development and linguistic support, its pedagogical value largely depends on students' awareness and reflective use within the writing process.²

Similarly, a study by Moelyono et al. showed that EFL students made significant use of Google Translate when doing writing assignments.³ The findings revealed that, besides using GT at the word level to expand their vocabulary, students

² Indah Istiqomah and Ari Wibowo, "Students' Perceptions of Using Google Translate as a Translation Tool in Writing Class" 1, no. 2 (2022): 70–79.

³ Timotius Pradana A Moelyono et al., "Google Translate in EFL Freshmen's Writing Assignments: Uses, Awareness of Benefits and Drawbacks, and Perceived Reliance" 12, no. 1 (2023): 47–66, <https://doi.org/10.21580/vjv12i217446>.

often turned to the tool for longer texts. They knew this could lead to reliance on technology. The benefits of GT, such as easy access and reduced mental effort during writing, were important reasons why students preferred using the tool. This was especially true for novice EFL learners who are still building their language skills.

Beyond usage patterns, other studies have looked at the teaching effects of using Google Translate in academic writing. For example, Ariyanto and Setiamunadi pointed out that while students saw GT as helpful for building vocabulary and completing writing tasks, they also noticed a strong reliance on the tool.⁴ Additionally, they felt it contributed little to mastering grammar fully. These findings show the complex relationship between the usefulness of machine translation tools and the growth of language skills, particularly academic grammar, which is essential for high-quality writing .

Other literature reviews have shown broader trends where Google Translate is part of students' digital translation skills during learning. Fahmi and Arjulayana argued that students' ability to use Google Translate not only helps with translation tasks but also shows a wider level of digital skills that affects overall English language proficiency⁵. Their study revealed that, in addition to being a writing aid, Google Translate also acts as a self-directed learning tool that indirectly expands students'

⁴ Antonina Anggraini Setiamunadi, "Google Translate in Academic Writing Class: How EFL Learners Use and Perceive It," *JEES (Journal of English Educators Society)* 8JEES (Jou, no. 2 (2023): 227–34, <https://doi.org/10.21070/jees.v8i2.1778>.

⁵ Universitas Ahmad Dahlan, Universitas Muhammadiyah Tangerang, and Kota Tangerang, "Digital Translation Literacy of Undergraduate EFL Students" 7, no. 2 (2023): 240–52, <https://doi.org/10.31002/metathesis.v7i2.561>.

vocabulary and technical writing abilities

Despite these benefits, there is increasing criticism about the heavy dependence on Google Translate in EFL writing practices. Studies that look at the link between using GT and writing accuracy have found that while the tool can lessen initial mental effort and speed up idea generation, its flaws are clear when it comes to context and expressive quality. In these situations, overusing GT may lead students to make contextually incorrect translation choices. This can ultimately slow down their growth in independent language skills if they do not receive proper instructional support ⁶.

Based on this evidence, it is clear that the views of EFL students on Google Translate in writing contexts are varied and include different aspects such as cognitive, emotional, and behavioral factors. On one hand, GT is seen as a useful and supportive tool. On the other hand, it presents new challenges, like increased dependence, issues with translation quality, and possible barriers to developing independent and creative writing skills. This situation reflects a global trend where language learning is more affected by digital technologies. It also highlights the need to understand better how students form their views of these technologies in demanding academic writing tasks. Based on these considerations, the selection of this research issue is not merely based on the widespread use of Google Translate among students, but also on the emerging academic and pedagogical dilemma associated with its use. On one hand, Google

⁶ Tanalina Arifah and Testiana Deni Wijayatiningsih, "The Relationship between Google Translate Use , Students ' Writing Accuracy , and Descriptive Text Quality among EFL Learners" 9, no. 1 (2025), <https://doi.org/10.24905/efj.v9i1.200>.

Translate offers practical benefits in supporting vocabulary development and facilitating the writing process. On the other hand, it raises concerns regarding students' overreliance, reduced critical engagement, and limited development of independent writing skills. This duality indicates that the use of technology in language learning is not only a practical phenomenon but also a conceptual issue that requires deeper investigation, particularly from the perspective of students as the primary users.

However, previous studies show significant gaps that need more research. Much of the existing work provides general insights into students' views of Google Translate but does not fully examine the factors that shape these perceptions in specific institutional or cultural settings, especially in Islamic higher education. Additionally, many studies have not explored the connection between students' views of GT and their writing strategies. They also have not looked at how these perceptions impact effective teaching practices in higher education. This gap is the main focus of the current study, which aims to explore how English major students at the Tanjung Pinang perceive the use of Google Translate in EFL writing, the factors that shape these views, and the effects on their overall writing development.

Thus, this study seeks not just to give a basic overview of students' views of Google Translate, but to reveal deeper meanings, how perceptions are formed in context, and what this means for teaching English language skills. The findings are expected to add to the theoretical understanding in Second Language Acquisition (SLA) and L2 academic writing. At the same time, they will provide practical advice

for educators and policymakers on how to use translation technologies like Google Translate more effectively and responsibly in higher education language learning.

Given this background, the researcher decided to conduct the study titled: Exploring English Major Students' Perceptions of Using Google Translate (GT) in EFL writing at the Tanjungpinang and Bintan

B. The Formulation of the Research

Based on the limitations of the problems stated above, the researcher would like to formulate the research into the following formulated research questions:

- a. To what extent does the use of *Google Translate* affect the EFL writing performance of English Education Department students at Tanjungpinang and Bintan?
- b. What is the perception of English Language Education Study Program students towards the use of Google Translate in EFL writing at Tanjungpinang and Bintan?

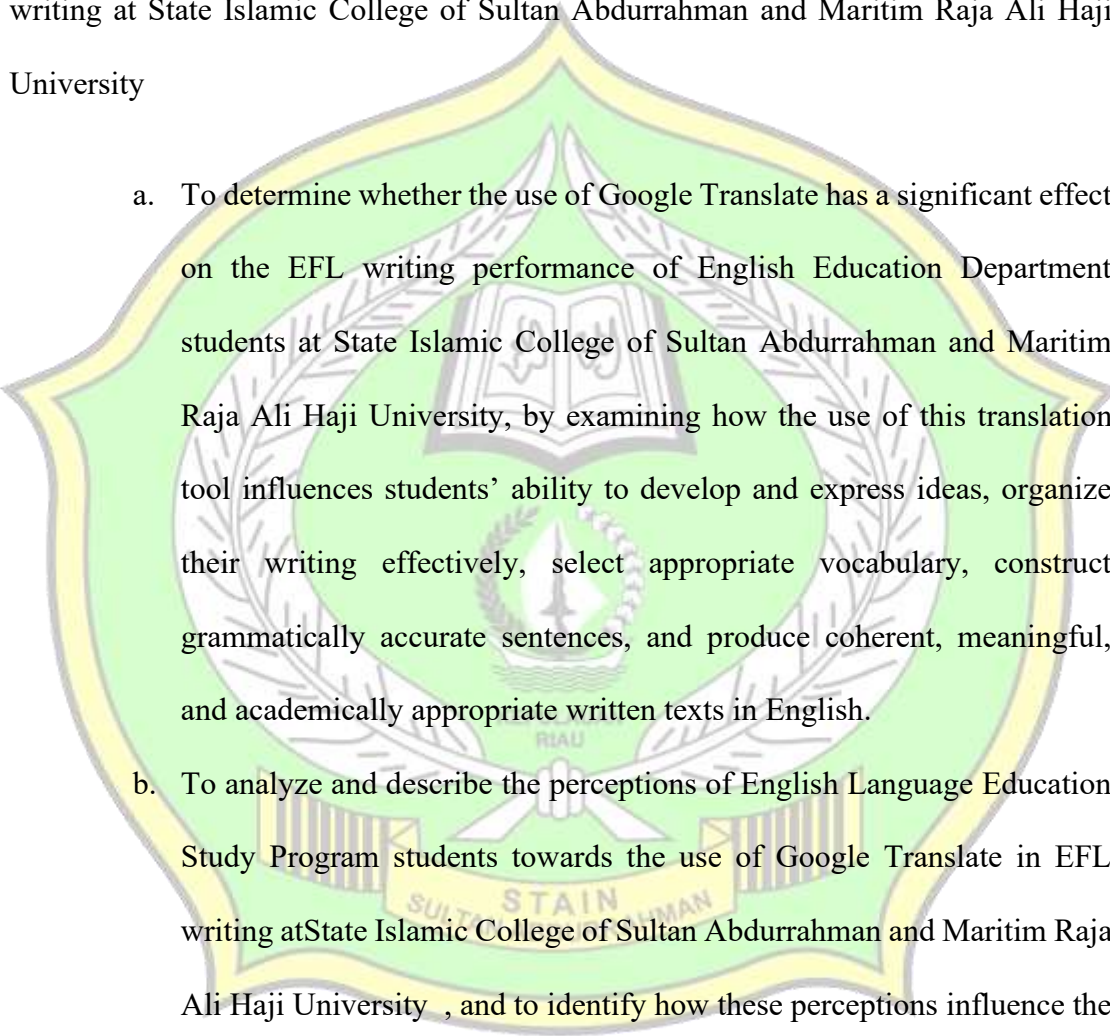
C. Limitation of the Problem

Based on the identification of the problems, it is clear that there are some problems related to the use of Google Translate (GT) in EFL writing. Therefore, this present study is intended to be a limitation, focusing on exploring English Major students' perception on the use of Google Translate (GT) in their EFL writing at Tanjungpinang and Bintan

The Objectives and the Significances of the Research

1. The Objectives of the Research

In relation to the research questions above, the general objective of this study is to explore English major students' perception of using Google Translate (GT) in EFL writing at State Islamic College of Sultan Abdurrahman and Maritim Raja Ali Haji University

- 
- a. To determine whether the use of Google Translate has a significant effect on the EFL writing performance of English Education Department students at State Islamic College of Sultan Abdurrahman and Maritim Raja Ali Haji University, by examining how the use of this translation tool influences students' ability to develop and express ideas, organize their writing effectively, select appropriate vocabulary, construct grammatically accurate sentences, and produce coherent, meaningful, and academically appropriate written texts in English.
 - b. To analyze and describe the perceptions of English Language Education Study Program students towards the use of Google Translate in EFL writing at State Islamic College of Sultan Abdurrahman and Maritim Raja Ali Haji University , and to identify how these perceptions influence the pattern of Google Translate use and the development of students' academic writing skills.

2. The Significances of the Research

a. For Researchers

This study is expected to serve as a valuable reference for future researchers who are interested in investigating the use of machine translation tools, particularly Google Translate, in English language learning. The findings provide empirical evidence regarding students' perceptions, experiences, and behaviors when using Google Translate in EFL writing. Furthermore, this research may contribute to the existing body of knowledge by offering insights into how students integrate digital translation technology into their writing process. Future researchers may also use this study as a foundation for exploring similar topics in different educational contexts, involving larger populations, different language skills, or alternative translation technologies.

b. For Lecturers and Teachers

The findings of this study can help lecturers and English teachers better understand students' perceptions and patterns of using Google Translate during writing activities. This understanding enables educators to integrate Google Translate more effectively into classroom instruction rather than simply encouraging or prohibiting its use. The results may also assist teachers in designing learning activities that promote students' critical thinking, vocabulary development, grammatical awareness, and independent

writing skills. Moreover, lecturers can guide students to evaluate translation results critically, recognize potential translation inaccuracies, and use Google Translate as a learning aid rather than as a substitute for developing their own language competence.

c. For Educational Policy Makers

This study may provide useful information for educational institutions and policy makers in developing policies regarding the responsible use of artificial intelligence (AI) and machine translation tools in higher education. As digital technologies continue to become an integral part of language learning, educational policies should focus on promoting digital literacy, academic integrity, and responsible technology use. The findings of this study may support the development of guidelines, curriculum improvements, and instructional strategies that encourage students to utilize technological tools ethically while maintaining the primary objective of improving their English language proficiency.

d. For Students

The findings of this study are expected to increase students' awareness of both the benefits and limitations of Google Translate in EFL writing. Students may gain a better understanding that Google Translate can facilitate vocabulary acquisition, sentence construction, and writing efficiency, but that its translations are not always accurate or contextually appropriate. Therefore, students are encouraged to use Google Translate critically by

reviewing, revising, and evaluating its output instead of accepting translations automatically. By using Google Translate wisely and responsibly, students can enhance their writing skills while simultaneously developing greater language awareness, independent learning habits, and confidence in producing academic writing in English



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