

The Influence of the Intensity of Using Google Translate in Learning for Students of the English Education Study Program at Universitas Tidar

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Abstract

This article evaluates the influence of using Google Translate on students' learning within the English Education study program at Universitas Tidar. Language study has been transformed by the popularity of internet translation programs like Google Translate, which give students access to quick translations in various languages. However, concerns have been raised regarding the potential adverse effects of relying heavily on such tools. This article investigates the influence of different intensity levels in using Google Translate on English education students' language acquisition, linguistic proficiency, and overall learning outcomes. To examine this influence, a qualitative research method is employed. The study involves a sample of English Education students from Universitas Tidar, utilizing a questionnaire. The research investigates the relationship between the frequency and depth of Google Translate usage and its influence on students' learning experiences. The research also explores students' perceptions and attitudes towards Google Translate, examining factors such as motivation, confidence, and self-efficacy. It aims to understand how these attitudes impact the intensity of tool usage and, subsequently, affect learning outcomes.

Keywords – Google Translate, Learning, Influence

Introduction

The advent of technology has brought about significant changes in various aspects of life, including education. In the realm of language learning, the availability of online translation tools, such as Google Translate, has revolutionized the way students engage with foreign languages. These tools provide instant translations and have become increasingly popular among English Education students seeking assistance in understanding and producing English texts. According to Roger T. Bell (1993:5) the definition of translation states that "translation" is the expression in another language (or target language) of what has been expressed in another source language, preserving semantic and stylistic equivalences. English education students will certainly not be separated from lecture material in English. Almost all courses use books or materials in English. In an effort to understand the material, students generally try to translate it into Indonesian. Google Translate is a service provided by Google Inc. to translate text or web pages from one language to another. According to Nida and Taber (1969:12), translation consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.

The influence of Google Translate on language learning is a topic of great interest and importance, considering the increasing reliance on technology in educational settings. 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. Here are some of the benefits of Google Translate:



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1. As a translator or translator this is actually its main function, namely as an online translator, especially Google Translate Indonesian English, which is indeed widely used in English to-Indonesian translation activities. However, due to the ongoing development of Google Translate, there will be lots of other free Google Translate benefits that you will get aside from being a translator.
2. As an online dictionary, another benefit of Google Translate is that it is an online dictionary (or sometimes it is also called "online", within the network). Because when a user of this translation machine does a word-by-word translation, Google Translate will automatically display several options for translating the intended source word into the target language.
3. As an online Google Translate, apart from being an online translator and dictionary, can also be useful as a thesaurus or reference for choosing the same word meaning (synonyms) online. In addition to the various choices of word synonyms, the level of use of the word is also displayed.
4. As a Spell Check Google Translate serves another purpose apart from being an online language translator, namely as a spell checker for words that appear due to typos. It is very useful when you want to do an English spell check.
5. As a Learning Tool for the Pronunciation of Foreign Languages for those who want to learn a foreign language, for example, those who want to learn English for free, especially how to pronounce words, Google Translate can be used. Based on the information above, there are several benefits of Google Translate that are not known to its users. Most users only know that its main function is to translate.

While the tool offers convenience and accessibility, it is essential to critically examine the implications of its intensive use for English education students. In addition, there are also concerns that have been raised regarding the potential influence of the intensity of using Google Translate on students' learning outcomes and language proficiency. This investigation is particularly crucial for understanding the potential benefits and drawbacks of relying on machine translation in language acquisition. Strengths and weaknesses as a service, Google Translate is made to assist in translating. Google Translate is able to translate vocabulary quickly. Many words that were not previously found in the dictionary and their meanings can be found on Google Translate. It also allows its users to translate into various languages. So, with this application, students can actually save more because they don't need to buy a dictionary to translate into a language.

Apart from translating as its main function, Google Translate also allows users to learn pronunciation. This is an advantage that greatly benefits its users when compared to using a dictionary. Google Translate also has weaknesses. The system that exists in it makes Google Translate translate word for word without considering the word structure, so that the translation of a sentence has a very different meaning compared to the original meaning. In other words, Google Translate translates vocabulary, so it is very possible for errors to occur if what is translated is in the form of sentences, let alone text.

The purpose of this study is to explore the influence of intensity in using Google Translate on English education students' learning outcomes within the context of language acquisition and linguistic proficiency. By investigating the frequency and depth of usage, this study aims to identify the potential effects on students' language skills, communicative abilities, and overall learning experiences. Through a qualitative methods approach, this research will gather data from English education students at Universitas Tidar with a questionnaire. A questionnaire will be administered to collect qualitative data on students' usage patterns and perceptions of Google Translate.



The findings of this study have implications for both language educators and students in English education programs. By understanding the influence of intensity in using Google Translate, educators can develop pedagogical strategies that effectively integrate technology while promoting active language engagement and critical thinking skills. Students, on the other hand, can benefit from insights into the appropriate and mindful use of translation tools, enabling them to make informed decisions about their learning practices. By shedding light on the influence of intensity in using Google Translate on English education students' learning, this study contributes to the existing body of knowledge on technology-mediated language learning. It offers insights into the advantages and disadvantages of machine translation tools and provides practical implications for language instruction and curriculum design. Ultimately, the findings of this research aim to promote a balanced and effective approach to incorporating technology in language education, ensuring students' linguistic growth and development.

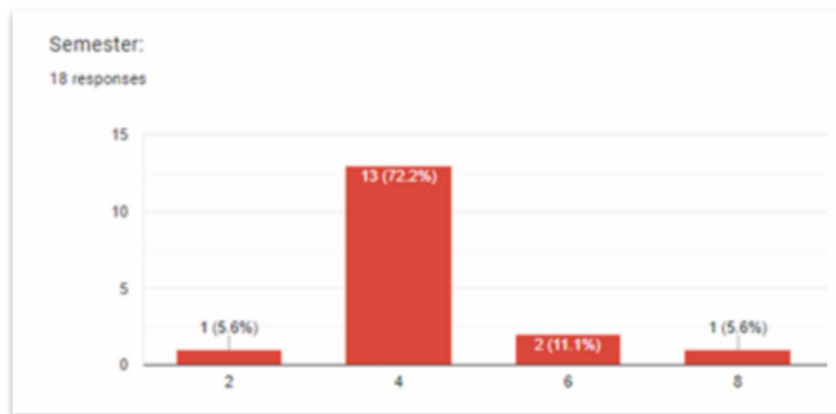
Methodology

This research study uses a qualitative method. The researcher uses a questionnaire as a data collection technique. The researcher questionnaire who was willing to participate in this research study. This research study utilizes a qualitative methodology to examine the influence of the intensity of using Google Translate on learning among students of the English Education Study Program at Universitas Tidar. The research design involves the administration of a questionnaire as the primary data collection technique. Participants were selected through purposive sampling, targeting individuals willing to engage in the study. The questionnaire consists of open-ended and closed-ended questions to gather qualitative and quantitative data. Thematic analysis will be applied to identify patterns, themes, and categories within the collected data, providing insights into the participants' experiences and perceptions. Ethical considerations included obtaining informed consent, ensuring confidentiality and anonymity, and using the data for research. The findings from this study will contribute to the existing literature on language learning and provide valuable insights for educators on the effective use of digital tools in language instruction. By understanding the students' perspectives and experiences, this research aims to inform educational practices and enhance the learning outcomes in English education.

Finding(s) and Discussion

The participants in this research study were students from the English Education Department who actively utilized Google Translate in their learning process. A total of 18 respondents completed the qualitative questionnaires, representing students across different semesters, including grades 2, 4, 6, and 8. The graphic below presents the respondents who have filled out the research questionnaire:





Graphic 1. Respondents of this research

Including participants from various semesters provides a diverse range of perspectives and experiences regarding the intensity of using Google Translate in learning. This allows for a comprehensive understanding of the impact of Google Translate across different stages of the English Education program. The study captures a broader view of the participant's perceptions and experiences of using Google Translate by including students from different academic levels. Selecting participants from the English Education Department ensures that the study focuses on individuals interested in language learning and teaching. As future educators, their insights into using Google Translate can have implications for their future teaching practices and strategies. The findings derived from this diverse participant pool can contribute to a better understanding of the role of Google Translate in language education and inform educators on how to integrate translation tools into their instructional approaches effectively.

Qualitative Result

Qualitative questionnaires are made of 10 questions. Questions 1 - 8 are filled with strongly agree, agree, do not strongly agree, and do not agree. Then questions 9 - 10 are filled with a descriptive answers. The study captures a broader view of the participant's perceptions and experiences of using Google Translate by including students from different academic levels. Selecting participants from the English Education Department ensures that the study focuses on individuals interested in language learning and teaching. As future educators, their insights into using Google Translate can have implications for their future teaching practices and strategies. The findings derived from this diverse participant pool can contribute to a better understanding of the role of Google Translate in language education and inform educators on how to integrate translation tools into their instructional approaches effectively.

The list of questions to respondents answer about "The Influence of the Intensity of Using Google Translate in Learning for Students of the English Education Study Program at Universitas Tidar"

No.	Questions
1.	<i>Does the intensity of using Google Translate affect the quality of learning English education study program students at Universitas Tidar?</i>
2.	<i>Does the intensity of using Google Translate affect the ability of English-speaking students of the English language education study program at Universitas Tidar?</i>
3.	<i>Do students of the English language education study program at Universitas Tidar feel helped by the existence of Google Translate in learning?</i>



4.	<i>Can using Google Translate in learning affect motivation to learn English education study program students at Universitas Tidar?</i>
5.	<i>Can using Google Translate in learning affect the self-confidence of students of English education study programs at Universitas Tidar who need to improve at using English?</i>
6.	<i>Do students of the English language education study program at Universitas Tidar feel used of Google Translate can hinder their ability to speak English?</i>
7.	<i>Does use Google Translate impact reading skills and help students of the English education study program at Universitas Tidar?</i>
8.	<i>Does the use of Google Translate affect students' abilities English education study program at Universitas Tidar in understanding grammar English accurately and precisely?</i>
9.	<i>What is your view as a student of the English education study program at Universitas Tidar on the use of Google Translate in language learning English?</i>
10.	<i>Can using Google Translate in learning English at Universitas Tidar help or hinder the abilities of English education study program students to use English effectively and accurately? Can you explain the reason?</i>

In the first question, the findings from the qualitative analysis of the questionnaire responses shed light on the impact of the intensity of using Google Translate on the quality of learning among students in the English education study program at Universitas Tidar. The participants' views were diverse, with a significant proportion expressing agreement with the statement. Most of the respondents agreed that the intensity of using Google Translate affects the quality of their learning, highlighting its perceived influence on their language learning experience. Furthermore, several of the respondents strongly agreed with this statement, indicating a stronger conviction in the positive influence of Google Translate. However, it is worth noting that a few respondents did not agree with the statement, suggesting differing perspectives within the student cohort. These findings highlight the need to consider individual variations in opinions and experiences when exploring the influence of Google Translate on learning outcomes.

In the second question, the findings from qualitative data analysis revealed interesting insights into the views of English-speaking students in the English language education study program at Universitas Tidar regarding the impact of the intensity of using Google Translate on their abilities. Most of the respondents agreed that the intensity of using Google Translate does affect their abilities in English. These participants believed that Google Translate could be useful for enhancing their language skills, such as vocabulary comprehension and sentence understanding. They perceived that frequent use of Google Translate positively influences their ability to navigate and engage with English language materials.

On the other hand, several of the respondents held a differing viewpoint and disagreed that the intensity of using Google Translate affects their abilities in English. These participants expressed reservations about relying too heavily on Google Translate, highlighting the importance of developing independent language skills and the potential drawbacks of over-dependence on translation tools. They emphasized the need to actively practice and engage with the language rather than rely solely on automated translation.

These findings highlight the varied perspectives among English-speaking students regarding the influence of Google Translate on their language abilities. While a majority agree that the intensity of using Google Translate positively affects their abilities, there are concerns raised about overreliance and the importance of independent language development. These diverse viewpoints emphasize the need for a balanced approach in incorporating Google Translate as a language learning tool while encouraging active practice, critical thinking, and fostering independent language proficiency.



In the third question, the qualitative analysis of the questionnaire responses revealed that a significant proportion of the participants expressed a positive perception of being helped by the existence of Google Translate in their learning journey within the English language education study program at Universitas Tidar. The participants generally agreed that Google Translate plays a supportive role in their language learning process, aiding them in understanding and translating complex words or phrases. They regarded Google Translate as a valuable resource that enhances their comprehension and learning experience, enabling them to overcome language barriers. These findings highlight the participants' belief that Google Translate positively contributes to their learning progress within the program.

In the fourth question, the qualitative analysis of the respondents' views on the impact of using Google Translate in learning on the motivation of English education study program students at Universitas Tidar revealed varying perspectives. A significant number of participants expressed agreement with the statement, indicating that they believe using Google Translate positively affects their motivation to learn English (Question 4). They perceive the tool as beneficial, providing assistance and support in their language learning journey, and enhancing their confidence and interest in mastering the language. These students appreciate the tool's ability to aid their understanding of English texts and assignments, leading to increased motivation to excel in their studies.

However, there were also participants who disagreed with the statement, suggesting that they believe the use of Google Translate does not impact their motivation to learn English. These individuals may have reservations about relying too heavily on translation tools, emphasizing the importance of developing independent language skills and critical thinking abilities. Some respondents strongly agreed with the statement, highlighting the significant impact of using Google Translate on their motivation to learn English. They emphasized that the tool not only helps in understanding complex vocabulary but also contributes to their overall language learning experience, reinforcing their dedication to improving their English proficiency.

These diverse perspectives among the respondents emphasize the need for a balanced approach when incorporating translation tools in language learning. Consideration should be given to the potential effects on motivation, critical thinking, and the development of independent language skills.

In the fifth question, the majority of participants agreed that using Google Translate in learning could have an impact on their self-confidence. They expressed that relying on Google Translate for English language improvement provided them with a sense of support and assistance, which in turn boosted their confidence in facing language challenges. These participants viewed Google Translate as a valuable resource that helped them overcome language barriers, enhancing their self-assurance in learning English.

On the other hand, some participants did not agree with the statement. Their responses suggested that using Google Translate might not significantly influence their self-confidence in improving their English proficiency. They may have concerns about the limitations or potential drawbacks of relying heavily on translation tools and preferred alternative methods or strategies for language improvement.

These qualitative findings highlight the varying perspectives among students in the English education study program at Universitas Tidar regarding the impact of using Google Translate on self-confidence. While a significant number of participants perceive a positive effect, others hold differing opinions. These findings emphasize the importance of considering individual differences and adopting a balanced approach when integrating Google Translate or similar tools to support English language improvement. It is crucial to



ensure that students' self-confidence and overall language skills development are effectively nurtured while avoiding overreliance on translation tools.

In the sixth question, the qualitative analysis of their responses indicated that a majority of the participants agreed that the use of Google Translate can hinder their ability to speak English. Some respondents strongly agreed with this statement, demonstrating a high level of conviction. Additionally, a significant number of participants expressed agreement to some extent, suggesting that they perceive the use of Google Translate as potentially hindering their English speaking abilities. However, it is worth noting that there were also respondents who did not strongly agree with the statement, indicating a different perspective or a belief that Google Translate does not significantly hinder their ability to speak English.

These findings provide valuable insights into the participants' perceptions regarding the impact of Google Translate on their English speaking skills, highlighting the importance of considering individual perspectives and adopting a balanced approach to the use of translation tools in language education.

In the seventh question, the qualitative data collected from the respondents regarding the impact of using Google Translate on reading skills and its assistance to students in the English education study program at Universitas Tidar revealed diverse perspectives. A significant number of participants expressed agreement with the notion that Google Translate has an impact on their reading skills and provides assistance in their language learning process. They believe that using Google Translate helps them understand texts and assignments more effectively by providing quick translations and facilitating comprehension. These participants view Google Translate as a valuable tool that contributes to improving their reading abilities and language acquisition.

However, there were also respondents who disagreed with the statement. Their differing opinions might stem from concerns about potential drawbacks associated with relying too heavily on Google Translate for reading skills development. These participants may hold the view that depending too much on the translation tool could hinder their ability to grasp the nuances of the English language, impede their critical thinking skills, or limit their exposure to authentic language use.

The range of perspectives expressed by the respondents emphasizes the importance of a balanced approach to the use of Google Translate. While some students perceive it as a helpful aid in improving their reading skills, others caution against overreliance on the tool. Encouraging students to develop their reading skills independently, while utilizing Google Translate judiciously for support and comprehension when necessary, emerges as a key consideration for educators in the English education study program.

In the eight question, the qualitative analysis of the questionnaire responses offers valuable insights into the perspectives of the students in the English education study program at Universitas Tidar regarding the impact of using Google Translate on their abilities to understand English grammar accurately and precisely. The findings reveal a range of opinions among the participants. Some students expressed agreement that the use of Google Translate affects their grammar comprehension, while others disagreed with this viewpoint. Additionally, a portion of the participants strongly agreed with the statement, while some did not strongly agree.

These findings highlight the diversity of perspectives among the students regarding the influence of Google Translate on their grammar understanding. While some students perceive a positive impact on their abilities to comprehend grammar accurately and precisely, others hold differing opinions. Factors such as individual learning styles, language proficiency levels, and attitudes towards technology may contribute to these varying



perspectives. It is crucial to consider these differing views and further explore the underlying reasons behind them. This underscores the importance of adopting a comprehensive approach to language learning, which takes into account the individual needs and preferences of the students, while promoting a balanced use of translation tools like Google Translate in developing their grammar understanding skills.

In the ninth question, some respondent's view as a student of the English education study program at Universitas Tidar on the use of Google Translate in learning. They give the perspective or views of two ways, there are good and bad ways.

"I think use Google translate can help student to translate from source language to English and help student to know the pronunciation so it can help them to learn."

"It helped so much on everyday activity, whenever we need a quick translate on the middle of the class it really helpful."

"In my opinion, the use of Google Translate in learning foreign languages, especially English, is very beneficial for students. Students can learn independently in acquiring new vocabularies."

"In my opinion, google translate helps to know how to pronounce a word, find the meaning of a difficult word, and so on."

"Google Translate really help us to find out the meaning of some words in quick."

The respondents from the students in the English education study program at Universitas Tidar regarding their views on the use of Google Translate in language learning English reveals a variety of perspectives. Some students believe that Google Translate can help them translate from the source language to English and assist in learning pronunciation, thus supporting their overall learning process. They find it particularly helpful during class when quick translations are needed.

The respondents also highlighted the independence that Google Translate offers in acquiring new vocabulary and expanding their language skills. They view it as a valuable resource that aids in understanding difficult words and improving overall language proficiency. Additionally, they mentioned the convenience of quickly finding the meaning of words using Google Translate.

In addition, these qualitative responses provide valuable insights into the positive perspectives of the students regarding the use of Google Translate in language learning English. They emphasize its role in translation, pronunciation learning, vocabulary acquisition, and as a quick reference tool. However, it is important to note that these views represent a subset of the student population, and there may be other students who hold differing opinions or express concerns about potential drawbacks or limitations of relying on translation tools.

On the other hand, some respondents have another perspective that Google Translate give a negative influence from the several cases.

"The use of Google Translate is actually quite helpful for students in solving problems related to vocab, but in my opinion the continuous use of Google Translate is also not good, because it makes students become dependent."



“In my opinion, the use of Google Translate is quite helpful for English education students in learning, especially during the early semester, where some of us feel that we are still very much at the basic stage. Unfortunately, the results from google translate are sometimes not really 100% accurate.”

“Google translate is help us to do assessments but we must considered and corrected again of Google translate because sometimes its has some mistakes. Google translate is also a bot, which the language can be detected easily.”

“So far, by using Google Translate for my learning it's very helpful. But I think it's not increase my English skill, because I feel addicted, and all the time use google translate which is faster.”

“It's very help us but in another way, it's can make us as the student feel lazy to thinking hardly.”

The respondents provide valuable insights into their views on using Google Translate for learning English at Universitas Tidar. Some students find Google Translate helpful for solving vocabulary-related issues, but they also express concerns about becoming too reliant on it. They believe that continuous use of Google Translate can hinder their development of independent language skills. Another perspective acknowledges the usefulness of Google Translate, especially for beginners, but notes that the translations may not always be completely accurate.

The respondents also mention the need to be cautious when using Google Translate. While it can assist in completing assessments, they emphasize the importance of verifying and correcting the translated text due to potential errors. They recognize that Google Translate is essentially a language bot and may not always produce perfectly accurate results. On the one hand, students appreciate the assistance provided, but on the other hand, they acknowledge that excessive reliance on Google Translate may hamper their English language improvement.

The respondents generally see the benefits in using Google Translate for their English learning. It aids them in vocabulary problem-solving and assessments. However, they are mindful of the potential downsides, such as overdependence and the risk of diminishing critical thinking skills. They emphasize the importance of using Google Translate as a supplementary tool rather than relying on it entirely.

These insights highlight the need for a balanced approach that combines the benefits of technology with the development of independent language proficiency.

In the last question, some respondents filled it help or hinder the abilities of English education study program students to use English effectively and accurately. They give some the reason from their opinions.

“It can be helped and can be hinder too, Google Translate can reach the ability of student to know more about the vocabulary and finished their task quickly,, but in the other side it will make students lazy and depends on instant translate so they won't increase a new vocabulary.”

“Can help especially with assignments in writing courses, because it takes a lot of new vocabulary can help especially with assignments in writing courses, because it takes a lot of new vocabulary.”



“Based on my own experience as an English Education Department student, using Google Translate is very helpful in the learning process. As a language learner, we certainly have not fully mastered the vocabulary of the language we are learning. Google Translate can help us instantly find the vocabulary we are looking for quickly, accurately and effectively.”

“Actually there are advantages and disadvantages, the advantage of google translate is that it really helps students translate sentences easily, quickly and efficiently because it can help in correct pronunciation. The drawbacks or obstacles are that students become lazy to open or study dictionaries and they tend to only rely on Google translate as a solution.”

“In my opinion, using Google Translate can both help and hinder our ability to learn English. It helps because it makes it easier for students to learn, especially with results that are not 100% correct, we can learn to check the truth. On the other hand, this usage can be a hindrance to learning because sometimes we become addicted to using it, not trying to translate it with our own minds.”

The qualitative analysis of the respondents' answers reveals diverse perspectives on the use of Google Translate in learning English at Universitas Tidar and its impact on the abilities of English education study program students to use English effectively and accurately. Some respondents view Google Translate as both helpful and hindering. They believe it can expand vocabulary and assist in completing tasks quickly, but also express concerns about laziness and overdependence on instant translations, which may hinder the development of new vocabulary and independent learning. The others emphasize the benefits of using Google Translate. They highlight its usefulness in finding vocabulary quickly and accurately, and its role in improving pronunciation and providing easy access to correct answers. However, they also acknowledge the potential drawbacks, such as a reduced reliance on dictionaries and a reliance on Google Translate as the primary solution.

Interestingly, some respondents hold a balanced perspective. They recognize the advantages of Google Translate, especially in checking the accuracy of translations, while also acknowledging the risk of overdependence on the tool. They understand that it can make learning easier, but caution against becoming too reliant on it. These varied perspectives underscore the need for guidance in using Google Translate effectively. It is important to strike a balance, leveraging the tool as a support mechanism while promoting independent learning and the acquisition of new vocabulary. By encouraging critical thinking and a comprehensive approach to language learning, students can maximize the benefits of Google Translate while avoiding the potential.

The results of the findings in the Influence of the Intensity of Using Google Translate in Learning for Students of the English Education Study Program at Universitas Tidar are:

Influenced on the Quality of Learning:

Most of English Education study program students at Universitas Tidar believe that using Google Translate intensively positively affects their learning experience. This highlights the potential benefits of incorporating translation tools in language education but also emphasizes the importance of a balanced approach and the guidance of instructors. While many students find Google Translate helpful, addressing concerns about overreliance and encouraging independent language skills development is crucial.



Influenced on English Language Proficiency:

Several respondents acknowledged that frequent use of Google Translate positively affected their English language proficiency. They found the tool helpful in expanding their vocabulary and improving their understanding of English. However, a few respondents raised concerns that heavy reliance on Google Translate might hinder their ability to think and speak in English spontaneously.

Influenced on Motivation and Self-confidence:

Most respondents strongly agreed that Google Translate aided their learning process, increasing their motivation to learn English. They highlighted how the tool simplified complex language structures and boosted their confidence in tackling English assignments. However, a few respondents voiced concerns that dependence on Google Translate could diminish their sense of accomplishment and hinder personal growth in language proficiency.

Influenced on Speaking Ability:

Opinions regarding the influence of Google Translate on speaking ability were divided. While some respondents agreed that the tool hindered their ability to speak English fluently and spontaneously, others believed it had no significant impact. These divergent views suggest that individual learning styles and how students utilize Google Translate may be crucial in shaping speaking skills.

Influenced on Reading Skills:

The influence of Google Translate on reading skills generated mixed responses. Some respondents agreed that the tool helped them comprehend complex texts by providing instant translations. However, others expressed concerns that excessive reliance on Google Translate might impede their ability to develop independent reading strategies and critically engage with English texts.

Influenced on Understanding Grammar:

Similar to reading skills, the use of Google Translate had both positive and negative effects on respondents' understanding of English grammar. While some agreed that it aided in grasping grammatical concepts, others believed it did not promote accurate and precise understanding. This suggests that Google Translate should be used judiciously, complementing grammar instruction rather than substituting it.

Views on the Use of Google Translate in Language Learning:

The qualitative data collected from respondents reflect a range of opinions regarding the use of Google Translate in language learning among students of the English Education Study Program at Universitas Tidar. Some students acknowledged the convenience and assistance provided by Google Translate in translating words and phrases quickly. They appreciated its usefulness, particularly for beginners, and in improving vocabulary and writing skills. However, concerns were raised about the accuracy of translations, the potential for laziness in thinking critically, and over-dependence on the tool. Some students felt that relying too heavily on Google Translate hindered their language development and critical thinking skills.

Influenced on English Language Proficiency:

The opinions regarding whether using Google Translate in learning English at Universitas Tidar helps or hinders the abilities of students to use English effectively and accurately were diverse. While some students believed that Google Translate hindered their language skills



and made them lazy in studying, others saw it as a helpful tool for pronunciation, finding the meaning of difficult words, and acquiring new vocabulary. Google Translate's assistance could be beneficial, especially for learners of English as a Foreign Language (EFL) who may require quick translations. However, caution was advised against excessive reliance on the tool and neglecting the development of independent language abilities.

So, the qualitative analysis research suggests that the influence of the intensity of using Google Translate in learning for students of the English Education Study Program at Universitas Tidar is multifaceted. While it can offer benefits such as facilitating translation, expanding vocabulary, and enhancing motivation, it poses potential drawbacks such as inaccuracies, overreliance, and limited development of critical thinking skills. Therefore, students must balance utilizing Google Translate as a helpful tool and actively engaging in authentic language learning experiences to foster comprehensive language proficiency. Educators can play a crucial role in guiding students to use Google Translate judiciously and encouraging them to develop their own language skills through interactive activities and authentic resources.

Conclusion(s)

The influence of the intensity of using Google Translate on English Education Study Program students at Universitas Tidar indicates both positive and negative effects. Google Translate can enhance the quality of learning, improve language proficiency, boost motivation, and aid reading comprehension. This research highlights the evaluation of the influence of Google Translate's intensity of use on students' learning within the English Education study program. While internet translation programs like Google Translate offer quick translations in various languages, concerns have arisen regarding the potential adverse effects of excessive reliance on such tools.

This study employs qualitative research methods to investigate the impact of different intensity levels in using Google Translate on English Education students' language acquisition, linguistic proficiency, and overall learning outcomes. Through the utilization of questionnaires among a sample of English Education students from Universitas Tidar, this research examines the relationship between the frequency and depth of Google Translate usage and its influence on students' learning experience. Additionally, the study explores students' perceptions and attitudes toward Google Translate, taking into account factors such as motivation, confidence, and self-efficacy. By understanding these attitudes, the researchers aim to discern how they impact the intensity of tool usage and subsequently affect learning outcomes.

The research also emphasizes the role of English language instructors in guiding students' usage of translation tools. It underscores the importance of adopting balanced pedagogical approaches to encourage active learning and critical thinking. By considering the instructor's guidance in conjunction with students' attitudes towards Google Translate, the study aims to provide insights into practical strategies for optimizing the use of translation tools in language education. This research abstract provides a foundation for further investigation into the influence of Google Translate's intensity of use on students' learning outcomes within the English Education study program. The findings from this study could inform educators and curriculum designers about the appropriate integration of translation tools in language



instruction to enhance students' language acquisition and proficiency while promoting active engagement and critical thinking skills.

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