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CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the data of the students' perception of using Google Translate in paragraph writing course at the second semester undergraduate students English Education Department of UIN Suska Riau. The questionnaire was used to know the perception of students about the use of Google Translate in paragraph writing course.

A. Data Precentation

1. Students Perception of Using Google Translate in Paragraph Writing Course

The data of the students' perception of using Google Translate in practicum in paragraph writing course are collected from the responses of the questionnaire that consist of 15 items from 3 indicators. The indicators are absorption, understanding and evaluation. The data from each items can be seen as follows:

a. Absorbstion

Table IV 1
I often use Google Translate when writing English paragraph

No	Response Category	F	P
1	Strongly Agree	0	0.00%
2	Agree	12	33.33%
3	Neutral	23	63.89%
4	Disagree	1	2.78%
5	Strongly Disagree	0	0.00%
	Total	36	100%

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Based on table IV.1, it shows that the majority of students (63.89%) chose *Neutral* in response to the statement, “I often use Google Translate when writing English paragraphs.” Meanwhile, 33.33% of students agreed with the statement, and only 2.78% disagreed. No students selected *Strongly Agree* or *Strongly Disagree*. These results suggest that most students are still unsure or hesitant in acknowledging Google Translate as a helpful tool for paragraph writing.

Table IV 2
I always rely on Google Translate to understand vocabulary and sentence structures.

No	Response Category	F	P
1	Strongly Agree	1	2.78%
2	Agree	9	25,00%
3	Neutral	25	69,44%
4	Disagree	1	2.78%
5	Strongly Disagree	0	0.00%
	Total	36	100%

Based on table IV.2, the data reveals that the majority of students (69.44%) responded *Neutral* to the statement, indicating that most of them are undecided or moderately rely on Google Translate to understand vocabulary and sentence structures. Additionally, 25.00% agreed and 2.78% strongly agreed with the statement, showing some level of dependence on the tool. Only 2.78% disagreed, and no students strongly disagreed.

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Table IV 3
I have the Google Translate app installed and frequently use it during writing assignments

No	Response Category	F	P
1	Strongly Agree	3	8,33%
2	Agree	7	19,44%
3	Neutral	23	63.89%
4	Disagree	2	5,56%
5	Strongly Disagree	1	2,78%
	Total	36	100%

Based on table IV.3, it shows that 63.88% of students responded Neutral to the statement, which suggested that while they may have the Google Translate app, its use during writing assignments was not consistent for most. A smaller portion, 19.44% Agreed and 8.33% Strongly Agreed, indicating some level of habitual use. Meanwhile, 5.56% Disagreed and 2.78% Strongly Disagreed, reflecting minimal to no use of the app in such contexts.

Table IV 4
Google Translate is very helpful in generating ideas when I get stuck in paragraph writing.

No	Response Category	F	P
1	Strongly Agree	6	16,67%
2	Agree	12	33.33%
3	Neutral	14	38.89%
4	Disagree	4	11,11%
5	Strongly Disagree	0	0.00%
	Total	36	100%

Based on table IV.4, indicates that 38.89% of students responded Neutral, while 33.33% Agreed and 16.67% Strongly Agreed that Google

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Translate helps them generate ideas during paragraph writing. This suggests that over half of the students find the tool useful when experiencing writer's block, though a significant portion (nearly 39%) remain uncertain about its effectiveness. Meanwhile, 11.11% Disagreed, and none Strongly Disagreed.

Table IV 5
I tend to copy the translation results directly into my paragraph without checking.

No	Response Category	F	P
1	Strongly Agree	0	0.00%
2	Agree	12	33.33%
3	Neutral	24	66,67%
4	Disagree	1	2.78%
5	Strongly Disagree	0	0.00%
	Total	36	100%

Based on table IV.5, it can be seen that the majority of students (66.67%) responded Neutral, and 33.33% Agreed with the statement that they tend to copy translation results directly without checking. Only one student (2.77%) Disagreed, and none Strongly Agreed or Strongly Disagreed.

According to Walgito's (1990) absorption theory, this indicates a passive form of stimulus processing. Although many students show a neutral stance, a significant portion agrees with the behavior, suggesting that a notable number might use Google Translate without critically evaluating its output. This highlights a potential concern in students' absorption and initial handling of information from translation tools.

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b. Understanding

Table IV 6
Google Translate helps me understand the meaning of English sentences.

No	Response Category	F	P
1	Strongly Agree	5	13,89%
2	Agree	19	52,78%
3	Neutral	12	33,33%
4	Disagree	0	0,00%
5	Strongly Disagree	0	0.00%
	Total	36	100%

Based on table IV.6, the data indicates that more than half of the students (52.78%) Agreed that Google Translate helps them understand the meaning of English sentences, while 13.89% Strongly Agreed. Meanwhile, 33.33% chose Neutral, and no students expressed disagreement.

Table IV 7
I use Google Translate to translate full sentences and paragraphs

No	Response Category	F	P
1	Strongly Agree	1	2,78%
2	Agree	9	25,00%
3	Neutral	20	55,56%
4	Disagree	5	13,89%
5	Strongly Disagree	1	2,78%
	Total	36	100%

Based on table IV.7, the majority of students (55.56%) responded Neutral to the statement, indicating uncertainty or occasional use of Google Translate for translating full sentences and paragraphs. Meanwhile, 25% of the students Agreed and 2.78% Strongly Agreed, showing some level of reliance on this feature. However, 13.89%

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Disagreed and 2.78% Strongly Disagreed, reflecting a segment of students who may be skeptical about its accuracy for longer texts.

Table IV 8
I believe Google Translate provides accurate translations of my ideas.

No	Response Category	F	P
1	Strongly Agree	1	2,78%
2	Agree	7	19,44%
3	Neutral	25	69,44%
4	Disagree	2	5,56%
5	Strongly Disagree	1	2,78%
	Total	36	100%

Based on table IV.8, the majority of students (69.44%) responded Neutral to the statement, suggesting that most students are uncertain or hesitant about the accuracy of Google Translate in conveying their intended ideas. Only 19.44% Agreed and 2.78% Strongly Agreed, indicating that a relatively small number of students trust the translation results completely. On the other hand, 5.56% Disagreed and 2.78% Strongly Disagreed, reflecting some skepticism.

Table IV 9
I always rely on Google Translate to understand vocabulary and sentence structures.

No	Response Category	F	P
1	Strongly Agree	0	0.00%
2	Agree	12	33.33%
3	Neutral	24	66,67%
4	Disagree	0	0,00%
5	Strongly Disagree	0	0.00%
	Total	36	100%

Based on table IV.9, the majority of students (66.67%) responded Neutral, indicating that most of them were unsure whether

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Google Translate helps them recognize correct English sentence structures. Meanwhile, 33.33% of students Agreed with the statement, suggesting a notable portion of students perceive some usefulness in this aspect. None of the respondents Strongly Agreed, Disagreed, or Strongly Disagreed, which may imply that students do not have strong opinions (positive or negative) about this feature.

Table IV 10
I am aware that the output of Google Translate sometimes needs revision.

No	Response Category	F	P
1	Strongly Agree	4	11,11%
2	Agree	11	30,56%
3	Neutral	20	55,56%
4	Disagree	1	2.78%
5	Strongly Disagree	0	0.00%
	Total	36	100%

Based on table IV.10, the majority of students (55.56%) responded Neutral to the statement, indicating uncertainty or lack of firm awareness about the need to revise Google Translate outputs. However, a considerable proportion of students (41.67%) expressed agreement, either Agree (30.56%) or Strongly Agree (11.11%), showing a developing critical awareness in using translation tools.

Only 1 student (2.78%) Disagreed, and none Strongly Disagreed, suggesting that while most students may not be fully confident, few outright reject the idea that revisions are necessary.

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Based on Walgito's (1990) absorption theory, this finding reflects that a number of students have begun to internalize the imperfections of Google Translate and recognize the importance of human judgment in interpreting its results an essential first step toward critical thinking in writing.

c. Evaluation

Table IV 11
Google Translate makes it easier for me to write paragraphs in English

No	Response Category	F	P
1	Strongly Agree	0	0.00%
2	Agree	12	33.33%
3	Neutral	23	63.89%
4	Disagree	1	2.78%
5	Strongly Disagree	0	0.00%
	Total	36	100%

Based on table IV.11, the majority of the students (52.78%) Agree that Google Translate helps them in writing English paragraphs, with an additional 2.78% Strongly Agreeing. This reveals a generally positive evaluative perception toward the usefulness of Google Translate in academic writing tasks.

Meanwhile, 38.89% of respondents chose Neutral, possibly indicating that although they use Google Translate, they might not strongly rely on it or are still unsure about its full effectiveness. Only 5.56% Disagreed, and none Strongly Disagreed, suggesting minimal rejection of the tool's utility.

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According to Walgito's (1990) Evaluation aspect, this finding reflects that most students evaluate Google Translate positively based on their experiences, acknowledging its role in simplifying paragraph writing in English.

Table IV 12
Google Translate helps me expand my vocabulary while writing.

No	Response Category	F	P
1	Strongly Agree	4	11,11%
2	Agree	17	47,22%
3	Neutral	15	41,67%
4	Disagree	0	0,00%
5	Strongly Disagree	0	0.00%
	Total	36	100%

Based on table IV.12, 47.22% of the students Agree that Google Translate helps them expand their vocabulary while writing, and 11.11% Strongly Agree. This shows that a significant portion of the respondents positively evaluate the contribution of Google Translate to their vocabulary development.

In addition, 41.67% of the students responded Neutral, which may suggest that some students are unsure of how much vocabulary gain they receive from using the tool, or they use it more as a supporting tool rather than a learning source. No students Disagreed or Strongly Disagreed with the statement, which implies that none of them explicitly rejected the role of Google Translate in enhancing their vocabulary.

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Table IV 13
I know that using Google Translate too often can make me dependent on it.

No	Response Category	F	P
1	Strongly Agree	4	11,11%
2	Agree	12	33.33%
3	Neutral	19	52,78%
4	Disagree	1	2.78%
5	Strongly Disagree	0	0.00%
	Total	36	100%

Based on table IV.13, the data shows that 33.33% of the students Agree and 11.11% Strongly Agree that using Google Translate too often can lead to dependency. This indicates that a fair number of students are aware of the potential negative impact of over-reliance on the tool. However, 52.78% chose Neutral, suggesting that more than half of the students may be uncertain or have not fully considered the possibility of dependency. Only 2.78% Disagree and none Strongly Disagree, meaning very few students reject this idea.

Table IV 14
I cross check the grammar and coherence of sentences produced by Google Translate.

No	Response Category	F	P
1	Strongly Agree	0	0.00%
2	Agree	11	30,56%
3	Neutral	21	58,33%
4	Disagree	2	5,56%
5	Strongly Disagree	2	5,56%
	Total	36	100%

Based on table IV.14, that 30.56% of students Agree with the statement that they cross-check the grammar and coherence of sentences

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produced by Google Translate. Meanwhile, the majority (58.33%) chose Neutral, indicating that more than half of the students are either unsure or may not consistently evaluate the translation results. A small percentage Disagree (5.56%) and Strongly Disagree (5.56%), suggesting some students do not make efforts to review the output.

Table IV 15
I believe that Google Translate is a useful but limited tool in paragraph writing.

No	Response Category	F	P
1	Strongly Agree	1	2,78%
2	Agree	10	27,78%
3	Neutral	25	69,44%
4	Disagree	0	0,00%
5	Strongly Disagree	0	0.00%
	Total	36	100%

Based on table IV.15, the table above indicates that a majority of students (69.44%) selected Neutral in response to the belief that Google Translate is a useful but limited tool for paragraph writing. This suggests that most students are unsure or have mixed feelings about the limitations of the tool. Meanwhile, 27.78% of students Agree and 2.78% Strongly Agree, showing that some students recognize the helpfulness of Google Translate while still acknowledging its boundaries.

This question highlights the Evaluation component of Walgito's (1990) perception theory, where students reflect on the advantages and limitations of the tool they are using. The high neutrality might indicate a need for better understanding among students regarding when and how to use Google Translate effectively without over-relying on it.

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2. Percentage

Table IV 16
The score of Students' perception of Using Google Translate by the second semester Students EED UIN Suska Riau

No	Responden	Score
1	Student 1	67
2	Student 2	83
3	Student 3	49
4	Student 4	73
5	Student 5	64
6	Student 6	80
7	Student 7	79
8	Student 8	69
9	Student 9	63
10	Student 10	65
11	Student 11	61
12	Student 12	71
13	Student 13	60
14	Student 14	68
15	Student 15	61
16	Student 16	71
17	Student 17	71
18	Student 18	73
19	Student 19	72
20	Student 20	76
21	Student 21	64
22	Student 22	65
23	Student 23	55
24	Student 24	59
25	Student 25	63
26	Student 26	60
27	Student 27	68
28	Student 28	76
29	Student 29	63
30	Student 30	68
31	Student 31	60
32	Student 32	73
33	Student 33	83
34	Student 34	61
35	Student 35	72
36	Student 36	77

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Table IV.16, it shows the individual scores of 36 students regarding their perception of using Google Translate in the Paragraph Writing course. Based on the data, the students' total perception scores range from 49 to 83.

To interpret this, we can categorize the scores into five levels based on a simple conversion from percentage scale or using a scoring rubric like:

Table IV 17
The percentage of students' perception of using Google Translate

No	Score	Categories	Frequency	Percentage
1	81%-100%	Very positive	2	5,56%
2	61%-80%	Positive	28	77,78%
3	41%-60%	Uncertain	6	16,66%
4	21%-40%	Negative	0	0%
5	0-20%	Very negative	0	0%
Total			36	

From Table IV.17, it can be seen that the majority of students (28 out of 36 or 77.78%) have a positive perception toward the use of Google Translate in Paragraph Writing. Meanwhile, 2 students (5.56%) have a very positive perception, and 6 students (16.66%) have an uncertain perception. None of the students were categorized as having negative or very negative perception. This indicates that students generally perceive Google Translate as a useful tool in their writing activities.

B. Data Analysis

To answer the research question, "How is students' perception on using Google Translate in Paragraph Writing at the English Education Department of UIN SUSKA RIAU?" the researcher analyzed the data collected through a

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questionnaire distributed to second-semester students who took the Paragraph Writing course. The questionnaire was constructed based on Walgito's theory (1990), which divides perception into three main aspects: absorption, understanding, and evaluation.

The students' perception was measured using 15 statement items, divided into those three aspects. Each item was rated using a Likert scale, and the data collected was analyzed to determine the overall tendency of students' perceptions—whether positive, neutral, or negative—regarding the use of Google Translate in their writing course. Table IV.18 presents the descriptive statistics of the overall data. The results are presented in Table IV.19

Table IV 18
The Students' perceptions of using Google Translate

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Score	36	49	83	2443	67.86	7.809
Valid N (listwise)	36					

Based on Table IV.18, titled The Students' perceptions of using Google Translate, it can be seen that the number of respondents in this study was 36 students. The total score obtained from the questionnaire responses was 2443, with the minimum score being 49 and the maximum score being 83. From these results, the mean score was calculated to be 67.86. This indicates that, in general, students' perceptions of using Google Translate in the Paragraph Writing course fall into the positive category.

Furthermore, the standard deviation was 7.809, which shows that there is a variation in students' responses, but it is still within a reasonable range. This

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means that although there are differences in students' perceptions, most of the responses are relatively homogeneous and tend to be positive.

Table IV 19
The Students' perceptions each indicators of using Google Translate

No	Indicators	Questions' item	Total score	Mean score	Category	Percentage
1	Absorption	1, 2, 3, 4, 5	604	16,77	Positif	67,11%
2	Understanding	6, 7, 8, 9, 10	608	16,88	Positif	67,56%
3	Evaluation	11, 12, 13, 14, 15	620	17,22	Positif	68,89%
	TOTAL		1832	50,87		100%

In accordance with the table IV.19, it is clearly mentioned that the indicator Absorption, which has the total score 604, the mean score is 16.77, and the percentage is 67.11%. The indicator Understanding, which has the total score 608, the mean score is 16.88, and the percentage is 67.56%. The indicator Evaluation, which has the highest total score 620, the mean score is 17.22, and the percentage is 68.89%.

So, based on the discussion above, the indicator Evaluation is the most dominant factor that influences students' perception toward the use of Google Translate by the students of the English Education Department.

Discussion

This section discusses the findings of the research based on the results obtained from the questionnaire distributed to the students of the English Education Department of UIN Suska Riau. The aim of this study was to investigate students' perceptions of using Google Translate in the Paragraph

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Writing course. The analysis focused on three indicators: Absorption, Understanding, and Evaluation.

The results showed that the mean score was calculated to be 67.86. This indicates that, in general, students' perceptions of using Google Translate in the Paragraph Writing course fall into the positive category.

The Absorption indicator, which refers to students' ability to take in new vocabulary or sentence structures with the help of Google Translate, scored 604 in total, with a mean of 16.77 and a percentage of 67.11%. This suggests that Google Translate helped students absorb language input effectively during their paragraph writing activities.

The Understanding indicator gained a total score of 608, with a mean score of 16.88 and a percentage of 67.56%. This shows that students believed Google Translate supported their comprehension in understanding the meaning and context of English texts. They found it helpful to clarify unfamiliar words or phrases, which eventually improved their understanding when composing paragraphs.

The Evaluation indicator received the highest total score of 620, a mean score of 17.22, and a percentage of 68.89%. This indicates that students positively evaluated the role of Google Translate in their writing process. They considered it a useful tool to enhance sentence construction, grammar correction, and vocabulary choices. The high score in this indicator suggests that students viewed Google Translate not only as a translation tool but also as a writing aid that supports their learning.

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These findings are in line with the research conducted by Nurhazanna (2023), who investigated students' perceptions of Google Translate in the Practicum in Translation and Interpretation course. Her study also revealed a generally positive perception among students, particularly in the Absorption aspect, which was the most dominant in her research. While both studies agree on the beneficial impact of Google Translate, the difference lies in the dominant aspect: while Absorption was most prominent in Nurhazanna's study, Evaluation was the most dominant in the current research. This difference could be attributed to the distinct nature of the courses: translation courses focus more on understanding and converting meanings, while paragraph writing emphasizes output, structure, and evaluation of writing quality. Thus, students in paragraph writing may be more focused on the practical outcome of their writing, which is supported by the Evaluation aspect of using Google Translate.

Furthermore, a study by Marbun (2021) titled "Students' Perception on the Use of Google Translate in Writing English Text" also reported that students found Google Translate helpful, especially in terms of correcting grammar and improving vocabulary usage. This supports the present study's findings, particularly under the Evaluation indicator, reinforcing the notion that students perceive the tool as more than just a translator — it serves as a learning support system in the writing process. Marbun's research strengthens this study's claim that the use of translation tools can enhance writing performance when used thoughtfully.

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Another related study by Novitasari and Putri (2022) explored the perceptions of students at Universitas Negeri Padang regarding Google Translate. The results showed a positive attitude, particularly in helping students understand texts (Understanding aspect). However, their study also highlighted concerns about students becoming overly reliant on the tool, sometimes accepting incorrect translations without verification. This points to a potential limitation also mentioned in the present study — the importance of guiding students to use translation tools critically and responsibly. Thus, while the positive perception is consistent across studies, concerns about over-reliance and the need for critical literacy remain valid.

Based on these comparisons, the findings of this study are strengthened by previous research, which confirms that students across various contexts tend to perceive Google Translate positively in supporting language learning. However, the variation in dominant aspects (Absorption in Nurhazanna, Understanding in Novitasari & Putri, and Evaluation in this study) indicates that students' perceptions may vary depending on the course focus, individual learning preferences, and instructional context.

In conclusion, the most dominant factor influencing students' perception was the Evaluation aspect, indicating that students highly value the effectiveness and practicality of Google Translate in their paragraph writing tasks. This highlights the importance of incorporating digital tools in writing instruction while simultaneously fostering students' critical awareness of their appropriate use in academic setting.