

PRE-SERVICE ENGLISH TEACHERS’ PERCEPTIONS ON THE USE OF GOOGLE TRANSLATE FOR ACADEMIC WRITING

THESIS

Submitted in Partial Fulfilment of the Requirements for
Degree of Bachelor of Education in English Education



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ABSTRACT

Title : Pre-Service English Teachers' Perceptions on the Use of Google Translate for Academic Writing
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This qualitative case study aimed to determine how English teacher candidates feel about using Google Translate for academic writing. It is focused on thesis writing the final project. A total of 33 pre-service English teachers' from Walisongo State University in Semarang, Indonesia, took part in the study. Purposive sampling was used to select participants based on three factors: 1) Writing a final project; 2) Being a pre-service English teacher; and 3) Using Google Translate for the final project. There are five participants out of the 33 who agreed to an interview. Google form based questionnaires and online interviews were used to collect data, which were then analyzed by frequency analysis and thematic analysis based on the metacognition model. Based on the research finding, 84,8% of pre-service English teachers agree, 3% strongly agree, and only 12,1% disagree that in every translation procedure, Google Translate is very helpful. Using several easy-to-use, ubiquitous, and easily downloadable features, Google Translate offered translation services for their thesis. They were able to complete their thesis because using Google Translate made them more confident in their writing. This study explains how pre-service English teachers perceive the use of Google Translate to help with their final project (thesis) in academic writing. Future researchers can thoroughly examine the advantages and disadvantages of using Google Translate and also explore the use of Google Translate in other areas for English language learning.

Keywords: *Pre-service English Teacher, Perceptions, Google Translate, Academic Writing*

DEDICATION

This thesis is dedicated to my beloved parents and my brother sister who never stop encouraging, supporting, and showing me their endless love.

ACKNOWLEDGEMENT

Alhamdulillah, praise be to Allah, the lord of the universe, who has given me the ability to complete my thesis. Shalawat and salam to Prophet Muhammad Saw, the Prophet who has encouraged many people to live a meaningful life.

As an ordinary human being, I realize that without the support, direction, advice, assistance, and encouragement from various parties, this final project would not have been completed. It is impossible to mention one by one the parties who have helped me in writing this final project because the number is very large, both institutionally and individually. On this occasion, I would like to express my deepest appreciation to:

1. Prof. Dr. H. Nizar Ali, M. Ag as the rector of UIN Walisongo Semarang.
2. Prof. Dr. Fatah Syukur, M. Ag. as the dean of the Education.
3. Dra. Nuna Mustikawati Dewi, M. Pd. and Lulut Widyaningrum, M.Pd as the head and secretary of English Education.
4. Sayyidatul Fadlilah, S. Pd. I., M. Pd. as a mentor, respected lecturer, and advisor in this research,

who always provides valuable time and guidance, corrections, and valuable suggestions during the process of preparing and completing this thesis.

5. The deepest gratitude to all lecturers and staff of the English Education at UIN Walisongo Semarang.
6. My parents, Mr, Ngasiyan and Mrs. Ambarwati, who have given me everything I need and never stopped encouraging and praying for my future, whatever and whenever I am. I dedicate this thesis to them. My feelings cannot really be expressed in words, but one thing to know is that I really appreciate and respect their existence.
7. My beloved brother Bayu Ari Agtiyan, S.E, with his wife Erni Yuni Widyastuti, his daughter Rihanna Jasmine Maheswari, and also my little sister Aisyah Nur Almahyra who has encouraged me.
8. My classmates in PBI 2021, especially PBI A who help and strengthen each other to graduate together.
9. My friends “partner tugas” Endina, Nuzi, Raya, Faila, Aan, Mustika, and the most I bothered and supported me in writing this thesis Alivia. Who

have been with me during the writing of this thesis.

10. My friends of KKN MB posko 60 Febi, Ica, Nanda, Puspita, Ani, Suci, Falen, Birul, Zaky, Rizqy, Indra, Anif, Safril who support each other to completion of this study.
11. Big Family of IPNU IPPNU PAC Kaliwungu Selatan, PK UIN Walisongo, PR Magelung, PC Kendal which has become my second home, a place to find entertainment in between busy lectures.
12. Big family of SD N 1 Kutoharjo Kaliwungu, who have provided learning opportunities, support to immediately complete this study, and always motivate me to be enthusiastic about fighting for a bright future.
13. My best friends Farras, Muyas, Fatikha, Ela, Mila who never tired of encouraging me, accompanying me in completing my academic responsibilities.
14. My partner in joy and sorrow, owner of student number 2104026148 who always accompany and pray for me in writing this thesis.

15. Lastly for myself, Aininda Nur Baiti. Getting to this point is not an easy thing; going through it must be shedding tears, a body that is prone to sickness, and mentally beaten down. But you chose to control yourself from various pressures from outside the situation. Thank you for being able to survive and fight hard, choosing never to decide to give up no matter how difficult the thesis preparation process is, and completing it as well and as much as possible. For this achievement, I am proud of myself; you did it well; Aininda.

I realized that my thesis is far from perfect. I need some suggestions from the readers to make it perfect. Hopefully, this thesis will be useful for readers and other researchers who conduct the same research. Amin...

MOTTO

عَنْ أَنَسِ بْنِ مَالِكٍ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ
وَسَلَّمَ طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

From Anas bin Malik said: "The messenger of Allah (peace be upon him) said: 'Seeking knowledge is an obligation upon every Muslim'"
(HR. Ibn Majah)

“Knowledge is a force”
(Francis Bacon)

“Translating knowledge, transforming perspective”
(Aininda Nur Baiti)

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LIST OF ABBREVIATIONS

EFL	English Foreign Language
GT	Google Translate
KWIC	Key Terms In Context
GFL	Gender Equitable Language
AAE	African American English
SAE	Standart American English
EM	English Major
NEM	Non-English Major

CHAPTER I INTRODUCTION

A. Background of the Study

In the context of English language learning, academic writing is an important aspect of higher education, which can prepare pre-service teachers to engage in complex texts and contribute to scholarly discourse. Pre-service teachers are expected to develop good academic writing skills, which include the ability to organize ideas, use proper grammar, and structure arguments logically and systematically (Murray et al., 2008). However, many pre-service teachers experience difficulties in achieving this goal. Factors that affect their writing ability include a lack of habitual writing in English, low motivation to learn, and limited vocabulary and understanding of sentence structure (Mallia., 2017).

Due to these limitations, pre-service teachers need tools to facilitate their writing process. One tool that is often used in their writing process is a translator tool such as google translate (Tsai., 2019). The use of Google Translate has become increasingly common among students and educators, especially in the era of globalization, where access to information from different

languages is essential. The tool allows users to translate text instantly, thus facilitating a broader understanding of the material and supporting teaching and learning. Research shows that translation tools can assist students in expanding vocabulary and understanding sentence structure in the target (Selcuk et al., 2019).

Google Translate is still popular among students because it has long been proven to be accurate in its use. This shows that GT is considered an effective tool in the English learning process in the classroom. As one of the technological developments, GT makes it easier for learners to translate texts from one language to another so that they can understand information from international sources, especially helpful in learning English. Despite drawbacks such as the need to correct the grammar and logical structure of the translation, learners still use GT because of its advantages in facilitating learning and task completion. Therefore, Google Translate is still widely used due to its advantages and usefulness (Iswara et al., 2024).

Google Translate is known for its ease of access and use, which makes it popular among learners, especially in the context of English as a foreign language

(EFL) education. Google Translate provides a variety of features, such as text translation, documents, voice, and a camera function to translate text into images. This gives users greater flexibility compared to some other translation tools that may be limited to text-only features. Several studies have shown that many students find benefits in the quality of their writing when using Google Translate. Based on this information, although Google Translate has advantages in its ease of use and features, there are still challenges that students face in terms of translation accuracy and context to ensure that the results produced actually match the text they want to translate (Samad et al., 2023).

Research on the use of Google Translate is also popular in several countries. In Europe Garcia & Pena. (2011) conducted a study in Spain, which examined how university students use Google Translate (GT) as a language learning tool. However, the study also drew attention to the issue of translation accuracy, especially in complex grammatical situations, and the possibility of over-reliance on GT, which may hinder the growth of independent writing skills. In the modern language journal, Clifford et al. (2013) conducted another

important study in the United States that examined pre-service teachers' opinions on machine translation systems such as GT. The participants emphasized that to improve the quality of their writing, they should critically engage with the GT results.

There have been several studies on the use of Google Translate as a tool to facilitate academic writing among university students. Several studies have focused on its usefulness for vocabulary enhancement, reading comprehension, and basic writing tasks. However, there is still a lack of detailed analysis on how the use of Google Translate in develop advanced academic writing skills, especially in areas such as grammatical accuracy, coherence, and stylistic conventions. Therefore, this study was conducted to address the existing gaps to provide a more comprehensive view of the role of Google Translate in shaping academic writing proficiency and teaching strategies for pre-service teachers.

The contribution of this study lies in its potential to enhance understanding of how pre-service teachers perceive and utilize Google Translate (GT) as a tool for developing academic writing skills. By focusing specifically on pre-service teachers, this study aims to

provide insight into their attitudes towards GT, including its perceived benefits and limitations in the context of academic writing. This research can inform teachers training programs by highlighting the importance of future educators with the skills to utilize the GT feature while encouraging critical thinking and independent writing abilities among their students. In addition, the findings of this study can contribute to the broader discourse on technology in education, offering best practice recommendations on using translation tools to improve language learning outcomes. Ultimately, this research seeks to bridge the gap between technological advances and pedagogical approaches in English language teaching, promoting a more informed and balanced use of digital resources in academic settings.

B. Research Question

1. What is the pre-service English teacher's perception on the use of google translate in their Academic Writing?

C. Objective of the Study

1. To identify perception of pre-service English teacher on the use of google translate in their Academic Writing.

D. Significances of the Study

This study is expected to give a valuable contribution to some parties theoretically, pedagogically, and practically:

1. Theoretical Significance

- a. The findings of this research will add to the theoretical understanding of language learning, particularly by examining how technology like Google Translate can influence the academic writing process
- b. This study will contribute to the development of more effective models for integrating technology into the academic writing learning process, providing a framework for future educational advancements

2. Pedagogical Significance

- a. The result of this study will help in developing more effective strategies for teaching academic writing, especially in the context of technology integration.
- b. The study will assist in enhancing students' academic writing skills by shedding light on how

tools like Google Translate can impact the learning process.

- c. The outcomes of the research will inform the design and implementation of educational tools, such as Google Translate, to further enrich the academic writing experience and student engagement.

3. Practical Significance

a. For the students

The findings of this research will reveal how Google Translate can increase student engagement in English as a Foreign English (EFL) activities, ultimately supporting students in improving their academic writing skills.

b. For teachers

The result will provide teachers with valuable insight on how to use technology effectively in the classroom to enhance the academic writing process. It will help them refine their teaching strategies and better support their students

c. For the writer

This research will enable the writer to contribute meaningfully to the field of language education while also benefiting from the opportunity to reflect

on the implications of their findings for future research and practice.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

1. Pre-Service English Teachers' Perceptions using Machine Translation

For pre-service English instructors, academic writing is crucial since it helps develop the knowledge and abilities required to become a successful English teacher. In line with Indriani. (2017) the goal of this project was to use academic journal writing to help pre-service English instructors improve their critical thinking abilities. The program seeks to include innovation, creativity, and technology in the educational process. Students in the fourth semester of Tidar University's English Education Study Program are the subject of this case study research design. The study found that pre-service English instructors were able to write for academic journals, which greatly enhanced their critical thinking abilities. The students demonstrated enhanced critical thinking abilities through ideation, iterative revision, and peer criticism.

Based on research by Indriani. (2017) for pre-service English teachers, academic writing is essential as it shapes the skills and information needed to succeed as an

English teacher. A study sought to integrate innovation, creativity, and technology into the teaching process by academic journal writing to help pre-service English teachers develop their critical thinking skills. Pre-service English teachers' ability to write for scholarly journals significantly enhanced their capacity to ideas, revise them iteratively, and receive feedback from peers.

Another article by Núñez-Román et al. (2020) investigated and categorized the use of gender-equitable language (GFL) in academic texts created by final-year elementary education students. The objectives are to determine the mechanisms of GFL accepted by these students, evaluate how well GFL is incorporated into instructional strategies, and investigate the relationship between author gender and GFL use. This study examines academic writings written by final-year elementary education students using corpus linguistics. Using methods such as key terms in context (KWIC) concordance, frequency counting to evaluate the use of GFL, and comparative corpus analysis to compare the GFL process across different sub-corpus, the study involved the selection and analysis of gendered terms. According to the data, GFL

was used 23,4% of the time, indicating that the students were significantly aware of non-gendered language.

Further research by Andra Prayudi et al. (2021) also highlights the importance of linguistic strategies that are critical in education, such as the use of language that emphasizes social and cultural awareness. In this context, the use of gender-sensitive language and culturally sensitive language, such as AAE and SAE, can help create a more inclusive learning environment and support students' academic progress. In addition, these approaches can strengthen students' critical thinking skills related to language and strengthen their self-confidence in educational settings. Thus, inclusive language use not only impacts academic achievement but also the strengthening of social relationships as well as the development of broader communication skills in various contexts.

Research by Hill & Shooshanian. (2023) provides written samples, field notes, and audio-recorded interviews that were used to collect data for the study, which aimed to investigate the pedagogical enactment of code-switching and code-mixing in an academic writing context, focusing on interactions between students using African American English (AAE) and a reading specialist candidate. Data

were analyzed for themes related to critical language awareness and the differences between AAE and Standard American English (SAE) over three weeks. The results suggest that teachers should respect and balance the use of AAE and SAE in academic contexts to support students' language identity and educational achievement.

Pre-service English teachers have complicated views about machine translation tools such as google translate, which they often use to enhance their language learning. A study published in the journal of linguistics and social studies shows that while these tools make it easier to understand and translate English texts, students also have concerns about accuracy and possible over-reliance, which can hinder language development (Fatkhurozi & Hidayat., 2024).

2. Google Translate for Academic Writing

Google translate can be a useful tool in academic writing, especially for pre-service teachers or writers working in a multilingual context. Research from Tsai. (2022) aimed to find out how well google translate works as a translingual calling tool to improve EFL writing among Chinese university students who speak English at different levels. Thirty-three English majors (EM) students

and thirty-one non-EM students participated in the study. They created reflective essays in Chinese, translated them using google translate, and then rewrote them in English. A questionnaire was used to collect student opinions, and computational techniques were used to evaluate students' writing ability. The result showed that google translate greatly improved the writing ability of NEM students, allowing them to reach a level equivalent to EM students, especially in vocabulary usage and error reduction. Compared to EM students, NEM students showed a better attitude towards using google translate.

Windiharti et al. (2021) investigating how google translate (GT) translates academic writing from Indonesian into English and evaluating the accuracy and naturalness of the translation is the aim of the study. This study used a descriptive-qualitative approach, examining three academic publications from Indonesia that GT translated into English. The study compared the syntactic structure and semantic meaning of selected sentences, paying particular attention to the discussion section. There is a need for development in terms of meaning and naturalness based on context, as the results show that GT mostly uses literal translation, maintaining the same forms as the

source language. Overall, the message conveyed is quite precise, but there are some errors in some phrases.

Amin et al. (2023) research has examined the use of Google Translate in academic writing, emphasizing how Google Translate can help students, especially those who are not very fluent in English. When writing a thesis, the research showed that Google Translate can help students become more confident, make the writing process easier, increase motivation, and improve time efficiency. In addition, incorporating Google Translate into EFL writing can help students understand that writing is a process and help them become more confident and motivated as they work on their own English writing. It is crucial for teachers to assist students in using Google Translate as a tool, not as a way to check written content that needs to be done independently.

It is very important to remember that Google Translate has its drawbacks. Certainly, the studies from Herdawan et al. (2023), students use it more often as a dictionary to verify word-for-word translations. Perfecting the syntax and logical structure of the translation is essential when using Google Translate. In addition, students may have difficulty translating technical words.

Combining Google Translate with other programs, such as Grammarly, has been proposed as a way to improve translation quality, as it can improve the translation lexically, syntactically, grammatically, and mechanically. It is important for students to not only use Google Translate but also to develop critical thinking skills in understanding and evaluating their work to better match academic standards.

The purpose of the research conducted by Chandra & Yuyun (2022) is to find out how google translate (GT) is used when writing essays in English as a foreign language (EFL). The study aims to understand how students use GT for various writing-related tasks, with an emphasis on how GT helps them improve their writing skills and vocabulary in the face of difficulties with grammar weaknesses and low vocabulary. During the facilitated observations, the researchers used screen recording software to record the students' writing tasks. By classifying the usage into words, phrases, sentences, grammar, and spelling, the collected data was examined. The findings imply that instead of seeing the GT as a complete writing tool, students see it more as a dictionary-like tool to expand their vocabulary.

3. Pre-service English Teachers' Perception of using Google Translate for Writing

Pre-service teachers, who are usually in the process of preparing to become educators, may have different perceptions of using tools like Google Translate in their teaching. Research by Samad et al. (2023) to see how EFL students use Google Translate in the translation classroom, with an emphasis on the advantages, difficulties, and solutions they find. Ten EFL students were interviewed semi-structured interview.

As part of a descriptive qualitative study to learn more about their perspectives and experiences. Although they faced challenges such as internet dependency and accuracy issues, the students found Google Translate useful for time-saving and basic translation. To overcome these barriers, they used various techniques, including self-translation and using dictionaries.

Depending on (Bayuaji et al., 2023) to find out how much Google Translate is used by pre-service teachers in Indonesia to expand their vocabulary when learning English. A questionnaire was used to collect data from 36 English education students in their third semester as part of a qualitative study. According to the study, the

students recognize the usefulness of Google Translate in helping them vocabulary, but they also expressed concerns about its accuracy and its adverse effect on memorization.

Research by Petra & Tedjasuksmana. (2023) shows that teachers in Indonesia use Google Translate to help them understand English as they learn it. This tool can help us understand new words more quickly and easily in academic contexts as well as everyday communication. With the help of google translate, teacher candidates are more confident when reading and writing in English, especially in understanding concepts that were previously unfamiliar to them. Teachers emphasized the importance of using Google Translate as a tool, not as the only learning aid, and suggested other strategies, such as reading the text carefully and slowly without using the automatic translation tool.

Andari et al. (2022) say that with an emphasis on the objective, advantages, disadvantages, problems, and solutions, this study seeks to find out how teachers feel about using Google Translate as a translation tool. To gather various experiences and viewpoints on Google Translate, this study used a qualitative approach, including questionnaires and interviews with 23 teachers. As a result,

the teachers viewed Google Translate favorably, recognized its value despite its shortcomings in terms of accuracy, and frequently double-checked the translations to ensure accuracy.

Teachers recognize the usefulness of Google Translate in spite of its accuracy. One popular tactic used to lessen the tools limitations is for professors to double-check translations to assure accuracy. In a similar vein, Samad et al. (2023) found that although EFL students value Google Translate for its time-saving features and basic translation support, they also encounter difficulties like internet dependence and accuracy problems, which prompt them to use strategies like self-translation and dictionary use to get past these obstacles. All things considered, these findings show that EFL students and pre-service teachers view Google Translate as a useful but flawed technology that needs critical analysis and additional techniques to guarantee precise and successful language learning and instruction.

Pre-service teachers find Google Translate useful to improve their writing skills, especially in vocabulary acquisition and task completion. However, there are also concerns about the tools' shortcomings, such as their

inability to effectively handle grammatical and contextual variations. Therefore, although Google Translate is perceived as useful, pre-service teachers know that utilizing it along with conventional language learning methods is essential for improving broad writing skills Andari et al. (2022).

B. Literature Review

1. Perception in EFL

Perception refers to how a person perceives their job, including the breadth and diversity of tasks, goals, and challenges they face. These perceptions shape their understanding of responsibilities, influence motivation, and affect overall job performance. Broad role perceptions can lead to a more limited and routine view of their tasks. Factors such as job design, organizational culture, and personal experiences contribute to how one perceives their role in a professional setting. A positive perception of learning promotes growth, confidence, and a willingness to accept new challenges. This increases engagement and deepens the relationship between the player and the story Nes et al. (2023).

Slameto. (1995) argues that perception is a biological process occurring in the human brain. It is a process that uses the five senses (smell, taste, hearing, sight, and touch) to input messages of information. Perception is considered a subjective concept and is synonymous with “psychic reaction”. Based on the definition of these experts, it can be concluded that perception is the act of compiling, recognizing, and interpreting information received by the sensory organs to find the truth and provide a view and understanding of the surroundings that can produce a response. Perception is an evaluation of awareness and understanding. Szpunar et al. (2014) say that perception can be defined as human responses to information about their environment. Perception can also be defined as the organization, identification, and organization of sensory information to present and understand the presentation or environment.

The concept of perception to be identified mentions several distinguishing qualities. Perception makes sense of the world around us using sensory and cognitive processes. Perception is a specialized way of understanding phenomena through the interpretation of mental models. Some features that are important for

determining perception are as follows: understanding that can produce reactions, sensory awareness, or cognitive processes to understand everything around us, and personal experience to inform phenomena (Walker & Avant., 2011).

Perception allows people to make sense of sensory information, which is crucial for navigating everyday life. As mentioned in the literature, perception involves processing sensory stimuli to build a coherent understanding of the environment, which influences how we react to different situations. Influence on behavior: Perception strongly influences human actions; it determines how people act towards stimuli based on their understanding, rather than on objective reality. It is this subjectivity that can lead to different reactions from different people situations. For example, two people may perceive an event in different ways depending on their previous experiences or culture, resulting in different emotions and actions (McDonald., 2011).

So, from some of the sources above, it can be concluded that perception is a biological and cognitive process involving the five senses to receive, recognize, and interpret information from the environment.

Perception is subjective and influenced by experience and other individual factors, which can result in different responses to the same situation. In addition, perception plays an important role in understanding the world around us and determining a person's behavior based on their interpretation of reality, not just based on objective facts.

2. Google Translate as a Tool for Translation

Technological developments have significantly impacted translation tools, making the translation process more efficient and practical through the use of artificial intelligence (AI). AI-based translation tools use advanced algorithms to analyze text or speech and generate translations in real-time. These algorithms break down the source text into smaller components and use machine learning to identify the most accurate translation for each component. AI increases contextual awareness, offering more contextualized language translation options to help users determine specific meanings or purposes, as words can have different meanings depending on the context (Sholihatin et al., 2023).

Google Translate is very useful online translation tool that is easy to access, fast, and supports over 100

languages. With machine learning technology, Google Translate continues to improve its translation accuracy. The “neural machine translation” technology, introduced in 2016, utilizes artificial neural networks to improve translation quality and context understanding. In addition, Google Translate serves more as an auxiliary tool and does not replace human translators completely (Muawanah et al., 2025).

Arifatun. (2012) stated that google translate is an automatic translation tool with some drawbacks. It can help readers understand the general subject matter of a text written in a foreign language, but it does not provide an accurate translation. As a translator, Google Translate offers several benefits. One of the main purposes of online translators is to translate words. One example is Google Translate Indonesia English, which is widely used in translation projects between Indonesian and English. According to Bayu. (2020), google translate is a tool that helps accelerate vocabulary acquisition because it can be used directly and practically without having to use an English book dictionary.

Google translate is available for free on various devices such as computers and smartphones. With only

the need to write text or use the camera feature, it is very practical to use every day. Multiple language support: the app supports over 100 languages, which makes it easy for users to communicate with people from different language backgrounds. This is especially useful for travelers or those who are part of a multilingual community. The app also allows users to translate handwriting and speech into their device, which increases flexibility and interaction (Alam., 2020).

So, from these sources, google translate is an automated translation tool that has both benefits and limitations. While it doesn't always provide accurate translations, it is helpful in understanding the general meaning of foreign language texts. Google translate makes the translation process easier with the support of various features such as text, camera, handwriting, and voice, making it more practical to use in everyday life. In addition, the app supports more than 100 languages, enabling better communication in multilingual communities. With easy access across multiple devices, google translate is a useful tool for language learning and cross-cultural communication.

3. Academic Writing in the EFL Classroom

Academic writing is the process of creating texts through the transformation and elaboration of knowledge. It is very different from the retelling of knowledge by many people who are considered to have superficial writing strategies. According to the theory, writing that is spontaneously created by a person is considered superficial because it shows the expression of emotions and thoughts. Therefore, it is very important to understand the difference between deep/transactional (high) and shallow/transmitting (low) approaches (Maguire Ann Everitt Reynolds & Delahunt., 2013).

Competence in writing is covered at the basic level of higher education in Indonesia. The writing process is lengthy and must fulfill some general requirements, such as grammar, conventions, and vocabulary. However, Indonesian students academic writing is currently considered weak. According to research conducted by Maguire Ann, Everitt Reynolds, and Delahunt (2013), having the ability to write well at university requires basic knowledge of field or basic knowledge of anything that can be written about it. Lowe & Zemliansky. (2021),

along with the facts of specific texts, have common functions and organizational outlines by language system.

Academic writing allows students and researchers to increase knowledge in their field, promotes understanding and innovation in academic conveying findings theories, and analysis. Academic writing provides a structured way to clearly and effectively communicate ideas. Writers can present their arguments in a logical sequence, making it easier for readers to understand complex concepts without ambiguity. This clarity is important in academic settings, where precise communication is necessary for collaboration. Academic writing also helps teachers assess students understanding of material. Well-crafted essays and research papers allow teachers to assess students ability to think critically and convey their understanding of complex topics (Ahmed & Ahmed., 2022).

In this research, thesis writing is used, a scientific work that must be prepared systematically and meet academic standards. Thesis writing aims to develop students ability to think critically, analyze data, and present arguments logically based on relevant theories and evidence. A thesis usually consists of an introduction,

literature review, research methodology, results, discussion, and conclusion. Students must use formal language, compose cohesive paragraphs, and avoid plagiarism by systematically adding sources during the writing process. Thus, the thesis is not only an academic requirement to obtain a degree, but also a means of intellectual development and contribution to science in the field under study.

Academic writing is a structured process that involves transforming and elaborating knowledge, rather than simply retelling information. Through academic writing, students and researchers can improve their understanding, present logical arguments, and communicate complex ideas clearly. Moreover, thesis writing is an essential component of academic development, requiring critical thinking, data analysis, and adherence to formal writing conventions. Ultimately, academic writing is not only a requirement for academic success but also a tool for intellectual growth and contribution to knowledge in various fields.

4. Metacognition Theory

A paradigm known as the metacognitive model explains how people can understand and control their own thought processes as they learn. Metacognitive knowledge and metacognitive control are the two main components of this word, which was first used by John Flavell. (1979). The ability to organize, track, and assess one's learning techniques, as well as measure task complexity and understand the cognitive processes involved in learning, is referred to as metacognitive knowledge.

In qualitative research, I used the Theory of Metacognition by John H Flavell. Flavell. (1979) says that metacognition is the awareness and control of one's own cognitive processes, such as planning, observing, and assessing one's own learning. The analysis classifies the participants' responses using three primary elements of metacognition: metacognitive knowledge, metacognitive experience, and metacognitive regulation.

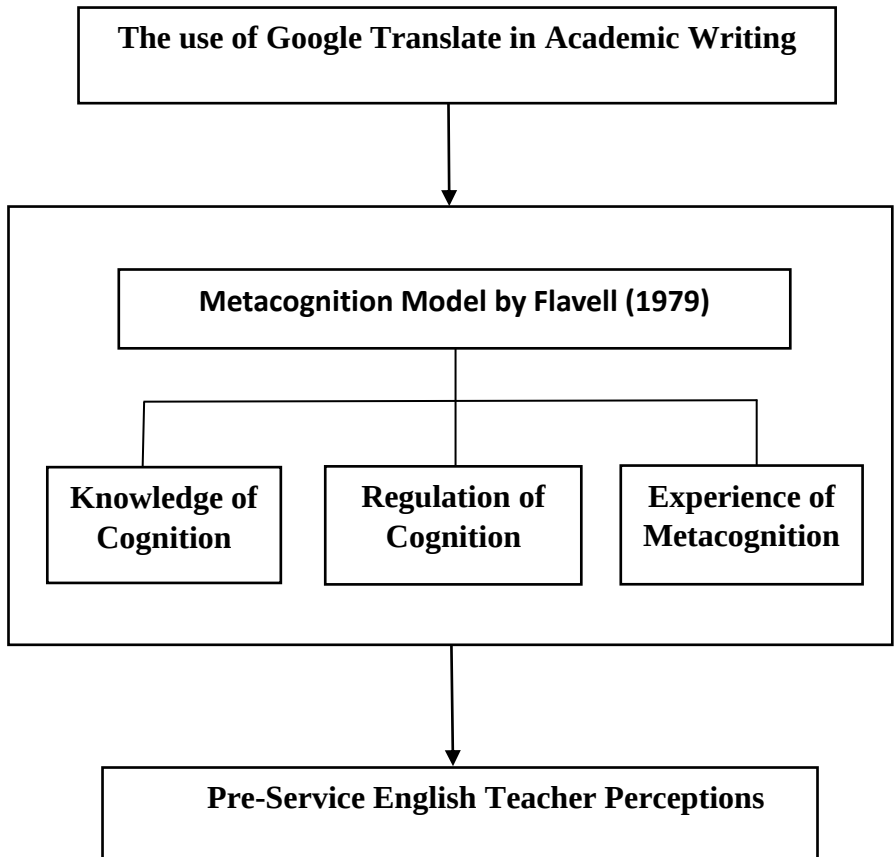
Metacognitive knowledge describes what individuals understand about their own thought patterns and techniques. This study investigates participants' perceptions of Google Translate as an aid for academic writing. Based on the results of the questionnaire and

interviews, participants showed varying degrees of proficiency in using Google Translate. Some participants demonstrated a deep understanding of its functions and limitations.

The second part is metacognitive experience, which involves the feelings, perceptions, and judgments individuals have during the learning process. This study revealed that participants experienced both positive and negative feelings when using Google Translate in academic writing. Some participants felt that Google Translate helped them improve their writing efficiency, while others were concerned about its accuracy and potential misinterpretations.

And then the third part is metacognitive regulation refers to the strategies individuals use to plan, monitor, and evaluate their learning. The participants' responses indicated that they applied different regulatory strategies when using Google Translate. Some participants actively reviewed and edited the translated text to ensure accuracy, while others relied entirely on the tool without making significant adjustments.

C. Conceptual Framework



The theory is based on the metacognition model designed by Flavell. (1979), as shown in the figure. The focus of this study is on pre-service English teachers' academic writing, especially thesis writing. Academic writing refers to the use of Google Translate technology to help translate academic writing, which helps teachers correct language errors and translate academic writing, which helps them learn.

The purpose of this study was to determine how pre-service English teachers perceive the use of automated feedback in academic writing. Flavell's (1979) theory of metacognition is related to pre-service English teachers' perceptions. Based on this theory, these reason influence their decision to use technology in academic writing.

In this study, pre-service English teachers' perceptions of the use of Google Translate in academic writing will be examined using Flavell's (1979) theory of metacognition. Based on Flavell (1979), metacognition is a person's awareness of his or her own thinking process and his or her ability to regulate and influence that cognition. The three main components of this theory are (1) knowledge of

cognition, (2) regulation of cognition, and (3) experience of metacognition. The third point can be used to understand how pre-service English teachers use Google Translate in their academic writing process.

When using Google Translate in academic writing, metacognitive regulation controls one's thinking through planning, monitoring, and evaluating. Planning involves choosing a translation strategy and ensuring comprehension of the text. Monitoring occurs during writing, where pre-service English teachers assess the accuracy of the translation. Evaluation is done to assess the effectiveness of Google Translate in improving or hindering writing skills so that improvements can be made or alternatives sought if necessary.

English teacher candidates' metacognitive awareness affects their perceptions of Google Translate. If used critically and strategically, they are likely to be viewed positively, as they can increase vocabulary, understand sentence structure, and improve writing efficiency. However, if there is no

metacognitive awareness, they may be viewed negatively due to over-reliance and language errors.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

I used a case study and qualitative approaches in this investigation. Creating explanations for social phenomena is the focus of qualitative research (Johnson., 2023). This research focuses on a case study of how pre-service teachers use Google Translate for academic writing for their thesis, the effects of students using Google Translate, and how students do not use Google Translate when writing in English. A case study of eight-semester English education students pursuing their final thesis is an appropriate methodology for this article.

A case study signifies that the researcher conducts a case study in one location. The main purpose of a case study is to highlight a situation experienced in a study setting. The purpose of a case study is to highlight circumstances encountered in a professional setting. Unlike textbooks that outline specific methods for solving problems (Mackiewicz., 2018). I may find it easier to describe, accept, and explain research obstacles or conditions if they have a

more comprehensive and thorough view of the problem.

Since the purpose of this study is to provide an overview of the use of Google Translate in academic writing courses for pre-service teachers at UIN Walisongo Semarang, a qualitative technique was chosen. Starting with human presuppositions and using interpretative research questions that address the demonstration of individuals or groups considered as common problems or human issues (Creswell., 2009). In this research, case studies are used to provide interpretations of specific cases and offer useful generalizations.

As a result, I can examine specific students in an attempt to understand a particular instance by using a case study approach. A case study can incorporate a number of methods that explain how to solve a problem. Generalizing the techniques discovered during the learning process from one example to another is the most interesting aspect of case studies. Historical details and situations with general questions such as what, who, and how are the focus of descriptive case studies.

B. Research Settings

1. Time and Setting of the Research

This research was conducted in February and March 2 2025 at UIN Walisongo Semarang. The research was conducted in the English Education Department, which is part of the Faculty of Education and Teacher Training. The participants of this study were students enrolled in the 8th A semester of the English Education Department, who were in the process of preparing their final project (thesis). This research specifically focuses on students who have had experience using Google Translate for academic purposes, particularly in the context of thesis writing.

The participants were recruited because they are actively involved in academic writing tasks and have experience in using online translation tools, so their perceptions and experiences are relevant to the research objectives. The research was conducted in the form of a questionnaire and interviews. The research questionnaire was conducted in February 21, 2025, with participants completing the survey and taking part in follow-up interviews. Then the interview was conducted in March 2 2025. Data

collection was conducted over two weeks to allow for comprehensive feedback and analysis.

2. Participant of the Research

The participants in this study were A class 8th semester student enrolled in the English Education Department of UIN Walisongo Semarang in the 2025 academic year with the criteria:

- 1) Writing a final projects.
- 2) Being a pre-service English teacher.
- 3) Using Google Translate for the final project.

To obtain participants who fit the above research criteria, I used the purposive sampling technique. The purposive sampling technique is a method of selecting participants based on specified criteria (Etikan., 2016). In addition, this technique is cheaper, less difficult to prepare, easier overall, and qualified to learn (Ma, Dolores C.Tongco., 2006). The first step I took was to conduct preliminary research to understand the context of google translate for help pre-service English teachers in writing their final project (thesis). After that, I compiled a list of participants based on the predetermined criteria. I distributed questionnaires preliminary research to the

40 pre-service English teachers to determine which participants who met the above criteria. However, because there were some pre-service English teachers who had busy schedules, only 32 pre-service English teachers were willing to be participants.

All participants voluntarily agreed to participate in the study and gave informed consent. They were fully informed about the purpose of the study and the survey data collection process. Sampling was conducted in March 2025, with students contacted via WhatsApp. Once students expressed their willingness to participate, they were invited to complete a survey focusing on their preparation. 5 students were then randomly selected to participate in gaining insight into various perceptions and experiences in a more intensive interview.

C. Data Source

As stated by Hasan. (2002), primary data is collected or gathered directly from the research implementer or parties involved in the research. This type of data can come from informants or individual sources, such as the results of interviews and

questionnaires conducted by experts. From the two sources above, it can be concluded that primary data is a type of data collected directly from the research implementer. Another reason is that it provides more relevant and dependable data for answering research questions. In this case, primary data would include the responses from the participants' questionnaire and interviews.

The primary source of information used in this study to investigate the research objectives was primary data. Questionnaires intended to elicit relevant insights from the participants were used to collect primary data. In order to answer specific research questions and guarantee that the answers provided would yield thorough data for analysis, the questionnaires were carefully designed. Direct data collection from people was possible with this approach, thus guaranteeing the accuracy and applicability of the data obtained.

The pre-service English teachers were also interviewed to confirm the results of the questionnaire. The purpose of these interviews was to provide more background information and guarantee

that the answers to the questionnaire accurately reflected the actual experiences and viewpoints of the participants. By conducting these interviews, this study aimed to confirm and cross-check the information gathered from questionnaires, thus improving the accuracy and validity during the interviews, providing deeper insight that the questionnaires could not capture.

Overall, this research used a qualitative method approach, questionnaires, and interviews. These methods allowed for a more comprehensive understanding of the research problem, which increased the validity of the research findings. Utilizing primary data sources, such as questionnaires and interviews, guarantees that the research stays focused on pre-service English teachers' viewpoints and experiences in the world, providing in-depth and relevant information for the study.

D. Data Collection

Data collection is an important part of any form of research. The data in this study were collected with two research. The data in this study were

collected with two research instruments to find out pre-service English teachers' perception towards using google translate in Academic Writing.

1. Instrument of the Research

In this research, I used a questionnaire and an interview as the instruments. To clarify this, here is detailed information. To collect information about pre-service English teachers' opinions on Google Translate for academic writing, I used a questionnaire in this study. A likert scale, which has four levels of agreement – strongly disagree=1, disagree=2, agree=3, and strongly agree=4- was used in the closed questions.

I used a questionnaire to collect data for the first research question. The questionnaire used as a data collection tool consist of 12 questions. This survey was modified from Khotimah et al. (2021). Five pre-service English teachers recruited using a purposive sampling strategy were given the questionnaire in the form of a google form. The questionnaire was distributed via a Google Form link via WhatsApp in March 2025. The percentage results of the questionnaire can be seen in the table in the appendix.

a. Questionnaire

In this study, I used Google Translate for academic writing to obtain pre-service English teachers' perceptions. I used closed questions. I used a likert scale. Which is divided into five categories of agreement, namely, strongly disagree= 1, disagree=2, agree=3, and strongly agree=4.

For the first research question, I used a questionnaire as a data collection tool. The questionnaire consisted of 12 questions. Based on Khotimah et al., (2021), this questionnaire was modified. 50 pre-service English teachers who were hired using a purposive sampling strategy were given the questionnaire in the form of a Google form. In February 21, 2025, the questionnaire was distributed via WhatsApp using the Google Form link. The table in the appendix shows the survey result in percent.

Table 3.1 Questionnaire Item Specification

Indicators	Item specification
Frequency of pre-service English teachers' use of Google Translate	1 – 2
Accessibility of pre-service English teachers to the use of google translate	3 – 5

Effectiveness and speed of pre-service English teachers when translating using google translate	6-8
Pre-service English teachers' reliance on google translate	9-10
Correction tools and accuracy of pre-service English teachers in using google translate	11-12

b. Interview

I used interviews and questionnaires as research instruments. To ensure that the research findings were precise and appropriate, interviews were used to validate the questionnaire answers. I conducted semi-structured online interviews with the participants after they completed the questionnaire. The participants' answers to the questionnaire corresponded to the semi-structured interview question. These questions were used by the author to verify the participants' answers and collect accurate data.

I converted all the data I had collected into a descriptive format in accordance with the research methodology used in this qualitative study. In order to gather information for their thesis, pre-service English

teachers were asked what they thought about using google translate for academic writing.

Four questions were posed to the participants. Some of these questions focused on what the pre-service teachers thought google translate ability to automatically translate could help and complete their academic writing for their final project (thesis). These interviews were recorded and conducted in English. I kept notes. The interview lasted ten to fifteen minutes. The interview was modified from Downes & McMillan 2000.

Four questions were asked during the interviews to confirm the accuracy of the questionnaire answers. The interviews were conducted in March 2 2025. Five pre-service English teachers' participated in this interview. And the names of the people I researched in this case are Vivian, Rachel, Connie, Claire, and Zara.

To assist pre-service English teachers' in translating their academic writing assignment (thesis), material from the interviews was used to support, export, and justify the use of Google Translate as a tool that assists academic writing. Five samples of

pre-service English teachers were questioned to determine the use of Google Translate in academic writing, especially the final thesis, and I thoroughly explained all the interview data in relation to the following questions:

- Question 1:** What are the advantages of using Google Translate?
- Question 2:** What are the disadvantages of using Google Translate?
- Question 3:** How do you use Google Translate in academic writing?
- Question 4:** Which elements are perceived to be aided by using Google Translate in academic writing?

The interview transcripts in the appendix contain the findings from the participants interviews. Based on the above questionnaire responses, I draw the conclusion that Google Translate was straightforward to use and that it aided pre-service English teacher in completing their final academic project (thesis). Clear feedback was also given by

Google Translate. However, because they are accustomed to utilizing it in addition to Google Translate, some of them use other applications, including Deepl. They did, however, advise students to use Google Translate, particularly for writing assistance.

E. Data Analysis

Data analysis is the next step after devising data collection methods and should not be overlooked. It involves describing, categorizing, and connecting phenomena to learn concepts. Researchers should build a conceptual framework before categorizing and analyzing data, so that ideas can be developed and connected (Dey, 2005). Through data analysis, researchers can interpret the information collected to identify patterns, relationships, and trends in the data. This process helps in drawing meaningful conclusions that support the research objectives. Moreover, accurate data analysis ensures the reliability and validity of the research findings, making it an important step in the overall research process.

I recruited the research participants using Google Forms based on the standards mentioned in the section discussing the research topic. After they were recruited, I provided them with a consent form to respect their willingness to participate in the study. Once they completed the consent form, I conducted semi-structured interviews through WhatsApp, allowing participants to express their thoughts freely. The data collected from the interviews was then analyzed using triangulation techniques to ensure the credibility and accuracy of the findings. Triangulation was applied by cross-verifying data from different sources to strengthen the reliability of the research result. This method helps to minimize bias and provide a more comprehensive understanding of the participants perspectives.

The questionnaire data was analyzed using frequency analysis, including mode and percentile, to summarize participants' responses. Frequency analysis is part of descriptive statistical methods that help identify patterns and trends in data in a simple and efficient way. This method makes it easier to determine the number of participants who chose each response option, how often each option was selected,

and the proportion of participants in each category Standkovic, (1994). This analysis provides valuable insight into participants' attitudes, perceptions, and behaviors regarding the use of Google Translate in writing their final project (thesis).

The interview data were transcribed and examined using a thematic analysis approach. This method involved coding and grouping participants' responses to discover significant themes and patterns within the data. Once the coding process was completed, classification was carried out to identify common patterns that frequently appeared. The findings are presented in a narrative format, highlighting the emerging themes and patterns. Furthermore, a descriptive analysis was conducted to summarize key information from the data, which was then used as a foundation for further analysis (Braun & Clarke, 2006).

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, I present the research findings. This chapter consist of research findings as well as discussion and is divided into four main sections. The first section presents the data description, followed by the findings collected through the interviews and the discussion of the findings from the interviews and the discussion of the findings from the interviews to answer the research question on pre-service English teachers' perception on the use of Google Translate for academic writing. While the limitations of this study are outlined at the end of this chapter.

A. Finding

This is part of a study that aims to inform pre-service English teachers' about what they think about using Google Translate for academic writing as their completed thesis. They gave their responses about using Google Translate through survey and interview guidelines. In this section, I will discuss the results of the survey given to the participants.

1. Finding of Questionnaire

In this finding questionnaire I made 5 question themes as follows:

a) Frequency of Pre-service English Teachers' of using Google Translate

“I often use Google Translate to translate English text every day”

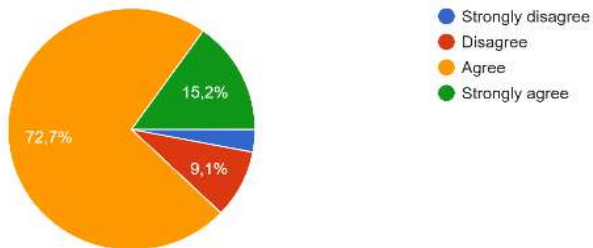


Figure 4.1 Frequency of Pre-service English Teachers' of using Google Translate

Based on the survey findings, there are several statements regarding pre-service English teachers' interest in Google Translate. The first statement discussed is that Google Translate is often used to translate English every day. The table shows that 5 or 15,2% of pre-service English teachers' strongly agree with the above statement, 24 or 72,2%

agree, 3 or 9,1% disagree, and 1 or 3% of pre-service English teachers strongly disagree that they need a tool like Google Translate.

“I often use Google Translate to translate text orally”

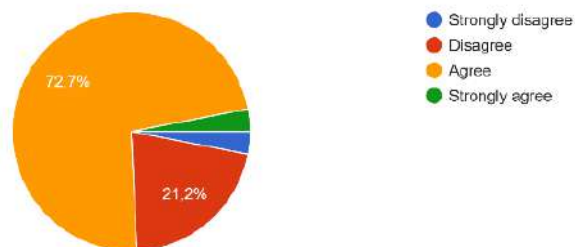


Figure 4.2 Frequency of Pre-service English Teachers' of using Google Translate

Then in the second statement discussed is Google Translate to translate text orally. The second table shows that 1 or 3% of pre-service English teachers' strongly agree with the above shows statement, 24 or 72,2% agree, 7 or 21,2% disagree, and 1 or 3% of pre-service English teachers' strongly disagree that they really need tools like Google Translate texts orally.

b) Accessibility of Pre-Service English Teachers to the use of Google Translate

“my work is made easier by using Google Translate”

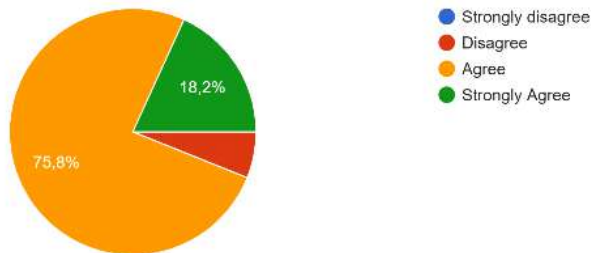


Figure 4.3 Accessibility of Pre-Service English Teachers to the use of Google Translate

Based on the second survey, there are several opinions about the accessibility of Google Translate for pre-service English teachers' in this second statement. The table of questions shows that 6 or 18,2% of pre-service English teachers strongly agree with the above statement, 25 or 75,8% agree, 2 or 6,1% disagree, and 0 or 0% of pre service English teachers' strongly disagree that they need tools such as Google Translate.

“ Google Translate software is always accessible on my device”

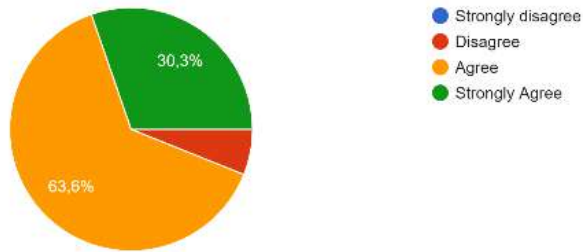


Figure 4.4 Accessibility of Pre-Service English Teachers to the use of Google Translate

On statements regarding pre-service English teachers' accessibility to use of Google Translate. The statement Google Translate software is always accessible on my device. Respondents who gave the answer showed that there were 10 or 30,3% of pre-service English teachers' who strongly agreed with the statement above, 21 or 63,6% agreed, 2 or 6,1% disagreed, and 0 or 0% of pre-service English teachers strongly disagreed that Google Translate is always easily accessible on their software.

“I can quickly launch the Google Translate App for free”

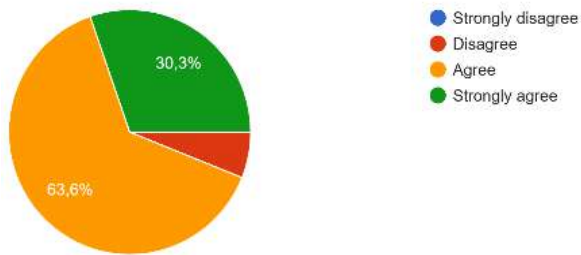


Figure 4.5 Accessibility of Pre-Service English Teachers to the use of Google Translate

The third statement shows that 0 or 0% of pre-service English teachers' strongly disagree, 2 or 6,1% of pre-service English teachers' is disagree, 21 or 63,6% pre-service English teacher is agree, and 10 and 30,3 pre-service English teachers' is strongly agree with the statement. Therefore, it can be conclude that most pre-service English teachers' use Google Translate to help their academic writing quickly for free.

c) Effectiveness and Speed of Pre-Service English Teachers when Translating using Google Translate

“Google Translate is able to translate text efficiently”

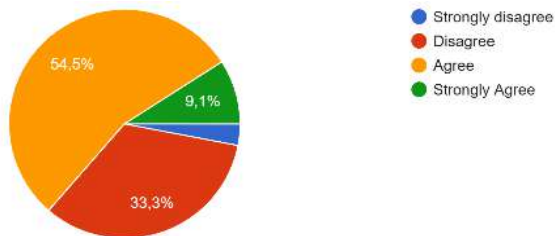


Figure 4.6 Effectiveness and Speed of Pre-Service English Teachers when Translating using Google Translate

Based on the survey findings, there are several statements regarding the effectiveness and speed of pre-service English teachers' when translating using Google Translate. The first statement discussed is Google Translate is able to translate text efficiently. The table shows that 1 or 3% of pre-service English teachers' strongly disagree with the above statement, 11 or 33,3% disagree, 18 or 54,5% agree, and 3 or 9,1% of pre-service English teachers' strongly agree that Google Translate is able to translate text efficiently.

“Compared to other translation programs, Google Translate can translate faster”

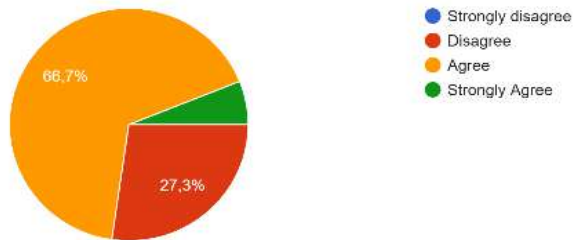


Figure 4.7 Effectiveness and Speed of Pre-Service English Teachers when Translating using Google Translate

Second findings from the statements regarding the effectiveness and speed of pre-service English teachers' when translating using Google Translate. The statement discussed is compared to other translation programs and can transfer faster. The table shows that 99 or 27% of pre-service English teachers' disagree with the above statement, 22 or 66,7% agree, and 2 or 6,1% of pre-service English teachers' strongly agree that Google Translate is compared to other translation programs and can transfer faster.

“In every translation procedure, Google Translate is very helpful”

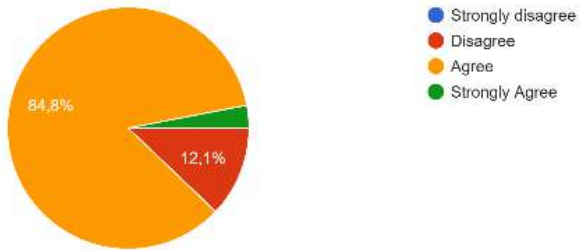


Figure 4.8 Effectiveness and Speed of Pre-Service English Teachers when Translating using Google Translate

This is third findings from statements regarding the effectiveness and speed of pre-service English teachers' when translating using Google Translate. The statement discussed is that Google Translate is very helpful in every translation procedure. The result shows that 4 or 12,1% of pre-service English teachers disagree with the statement, 28 or 84,8% of pre-service English teachers' agree, and 1 or 3% of pre-service English teachers' strongly agree that Google Translate is very helpful in every translation procedure.

d) Pre-service English Teachers' Reliance on Google Translate

“Without Google Translate, I find it difficult to write academic writing”

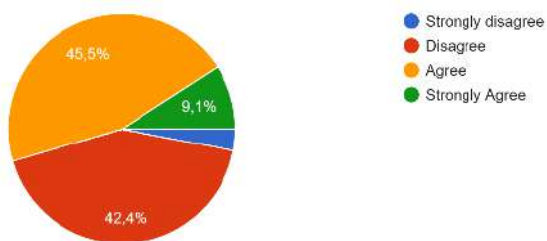


Figure 4.9 Pre-Service English Teachers' Reliance on Google Translate

The findings show that several statements address pre-service English teachers' reliance on Google Translate. The first statement discusses whether they find it difficult to write academic texts without using Google Translate. The table shows that 1 participant (3%) strongly disagrees, 14 participants (42,4) disagree, 15 participants (45,5) agree, and 3 participants (9,1%) strongly agree that they find it difficult to write academic writing without the help of Google Translate.

“My enhanced vocabulary with Google Translate”

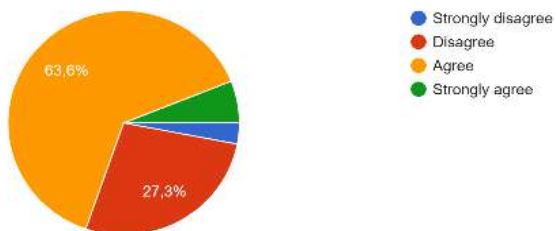


Figure 4.10 Pre-Service English Teachers' Reliance on Google Translate

Based on the findings, several statements explore the reliance of pre-service English teachers' on Google Translate. One of the statements highlights whether Google Translate helps enhance their vocabulary. The table reveals that 1 participant (3%) strongly disagree, 9 participants (27,3) disagree, 21 participants (63,6) agree, and 2 participants (6,1%) strongly agree that Google Translate improves their vocabulary.

e) Correction Tools and Accuracy of Pre-service English Teachers in using Google Translate

“I check the meaning of unfamiliar words using Google Translate”

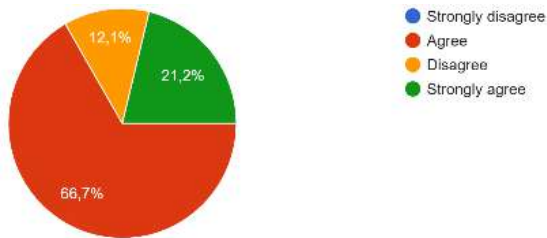


Figure 4.11 Correction tools Accuracy of Pre-Service English Teachers' in using Google Translate

See at the findings, several statements examine the correction tools and accuracy of pre-service English teachers' when using Google Translate. One statement discusses the practice of checking the meaning of unfamiliar words through Google Translate. The table indicates that 7 participants (21,2%) strongly agree, 22 participants (66,7%) agree, and 4 participants (12,1%) strongly disagree that they rely on Google Translate to understand the meaning of unfamiliar words.

“I am not too lazy to try to correct the grammar in Google Translate”

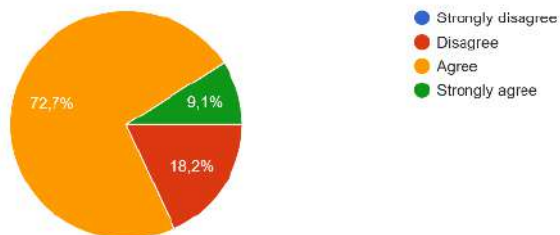


Figure 4.12 Correction tools Accuracy of Pre-Service English Teachers' in using Google Translate

Several statements discuss the correction tools and accuracy of pre-service English teachers' in using Google Translate. The second statement addresses whether they are willing to correct grammatical mistakes in Google Translate results. The table show that 3 participants (9,1%) strongly agree, 24 participants (72,7%) agree, and 6 participants (18,2) strongly disagree that they are not lazy to review and correct grammar in the translation produced by Google Translate.

2. Findings of Interview

Here are some opinions about what pre-service English teachers get when writing their academic writing final project (thesis) using Google Translate.

a. Interview with Participant 1

In the interview, Vivian talks about how she used Google Translate while writing her thesis. The interview was conducted online on Sunday, March 2, 2025, and she said that Google Translate can be used as a translation tool for writing a thesis.

- (1) *“with features such as voice, image, and document translation, Google Translate is quick and easy to perform translations, but it is not accurate in academic texts. Instead, it should be used as a support, with translations validated and converted based to academic standards.”*
(Ms. Vivian, interview, 2 march 2025)

Based on the results of the interview above, it is known that Vivian used Google Translate to write her final project (thesis). She said that Google Translate is effortless and helps her writing, so her perception of the use of Google Translate is neutral because although Google Translate is very effective in helping academic writing, it is still recommended as a tool, not as the main source, so it still needs validation and revision.

b. Interview with Participant 2

In the second interview, Rachel also shared her opinion about using Google Translate. The interview was conducted on Sunday, March 2, 2025, and the results of the interview show that Google Translate is very helpful in the ease of translating text.

- (2) *“Google Translate is fast and easy, supporting multiple languages. However, its grammar can be messy, requiring revision. It helps in academic writing by translating Indonesian sentences into English, making the process easier.” (Ms. Rachel, interview, 2 march 2025)*

Based on the results of the interview above, it is known that Rachel used Google Translate to write her final project (thesis). She said that Google Translate is fast to access and easy to translate various languages, so her perception of the use of Google Translate tends to be positive. Google Translate is very helpful in compiling academic writing, especially for users who still have limited vocabulary.

c. Interview with Participant 3

In the third interview, Connie also discussed how to use Google Translate. The interview was conducted on Sunday, March 2, 2025, and the results show that Google Translate highlights the many advantages and benefits of Google Translate despite some drawbacks.

(3) *“Google Translate translates over 1000 languages quickly and across multiple platforms, including text from images. However, it faces difficulties with grammar and idioms; however, it helps in cross-checking translations, finding synonyms, and finding words that meet*

academic standards.”(Ms. Connie, interview, 2 march 2025)

In conclusion, Google Translation has many advantages, such as speed, availability on multiple platforms, support for over 100 languages, integration with other apps, and the ability to translate text from images. However, there are also drawbacks, such as grammatical inaccuracies and difficulty translating idioms. So her perception is more likely to be positive. Google Translaaate remains useful in helping to translate articles, crosspcheck translations, and search for synonyms or words with a more precise academic level. It is therefore a useful tool, but one that sould be used with caution and double-checking.

d. Interview Participant 4

In the third interview, Claire also discussed how to use Google Translate. This interview was conducted on Sunday, March 2, 2025, and the results show that Google Translate makes translating between English and Indonesian simple and easy to use.

- (4) *“Google translate Make it easier for us to translate text in English to Indo or vice versa; make it easy to access. Sometimes it can make us independent because of the benefits it provides. Google Translate is support to translate text or writing or files. Helps writing in English. And Google Translate can understand certain vocabulary or terms.” (Ms. Claire, interview, 2 march 2025)*

Claire expressed the opinion that Google Translate makes it easy to translate text between English and Indonesian and is easily accessible. Additionally, it helps in writing in English and understanding specific vocabulary or terms. However, there is a risk of dependency due to the ease it offers. Therefore, although it is very useful, its use language and not be completely dependent on it. This conclusion tends to be neutral, as it highlights its benefits but also cautions the risk of dependency.

e. Interview with Participant 5

In the fourth interview, Zara also discussed how to use Google Translate. This interview was

conducted on Sunday, March 2, 2025, and the results show that Google Translate is very effective to use practically and also for free.

- (5) *“Google Translate is convenient, free and easy to access, offering features such as text-to-voice and image translation. However, its accuracy is limited, especially for complex texts. Google Translate can be used as a tool to find synonyms, academic terms, or understand foreign journals before rewriting.” (Ms. Zara, interview, 2 march 2025)*

Based on the interview results from Zara, the conclusion tends to be positive, as it emphasizes the benefits of Google Translate, which is practical, fast, free, and has helpful features. Although there are shortcomings in accuracy, they can still be overcome by double-checking. With wise use, Google Translate remains a very useful tool.

B. Discussion

In this section, the results of the research conducted in class 8 A of the Department of English Education, Faculty of Tarbiyah and Keguruan Sciences, Walisongo State Islamic University are discussed. The main methods for data collection were questionnaires and semi-structured interviews. To answer the research questions, I have outlined the main issues in this section based on the questionnaire and interview data that have been collected from the participants.

The findings of this study that Google Translate is a translation tool used to assist academic writing. Specifically, this study examines the use of Google Translate in academic writing, particularly thesis writing. By examining the perceptions of pre-service English teachers, this discussion aims to understand how they use Google Translate to translate their final project.

Based on the research, pre-service English teachers' often use the Google Translate tool to help write their final project (thesis) and other academic writing because it is easy to use and useful. They find

that Google Translate is a very helpful tool in their writing, which helps them quickly and efficiently and allows them to spend less time writing the final project (thesis).

In this section, I have explained my responses to the research questions based on the findings. The research asked how pre-service English teachers' felt about using Google Translate as a translation tool when writing their thesis. I found several different opinions regarding the impact of using Google Translate to translate academic writing, especially when writing a thesis, based on the questionnaire and interview results. Because it has useful features, is easy to use, launches quickly, is free, and can be used on various platforms, the majority of pre-service English teachers believe that Google Translate helps them in translating their writing.

The majority of pre-service English teachers that Google Translate helps them translate their writing and provides useful critiques. Nevertheless, Google Translate also has many disadvantages. For example, the lack of accuracy and grammar accuracy so that rechecking is needed. However, they still recommend using Google Translate, especially for

students who need a translation tool that is fast, free, can be accessed anywhere. Some of them also mentioned oxford and Deepl as resources that helped them with their thesis.

Based on the results of the questionnaire and interviews, the pre-service English teachers felt that using Google Translate is easy to use and has no hassle in lauching. Pre-service English teachers can learn new vocabulary that they are not familiar with by using Google Translate. They can then quickly translate the sentence as needed. Google Translate is very useful for quickly translating materials, especially if you need a hassle-free translation immediately. Google Translate has a wide range of services, including image and text-to-voice translation, and best of all, it's always free.

In this study, pre-service English teachers' perceptions on the use of Google Translate in academic writing will be examined using Flavell (1979) theory of metacognition. Based on Flavell (1979), metacognition is a person's awareness of his or her own thinking process and his or her ability to regulate and influence that cognition. The three main components of this theory are (1) knowledge of

cognition, (2) regulation of cognition, and (3) experience of metacognition. The third point can be used to understand how pre-service English teachers use Google Translate in their academic writing process.

Aspects of the metacognition model theory are also used describe how pre-service English teachers perception using Google Translate when writing their final project (thesis), with the following explanation:

1. Knowledge of Cognition

Cognitive knowledge enhances an individual's understanding of the cognitive strategies that can be used to accomplish a task. In the context of this study, pre-service English teachers' provided a very good understanding of the capabilities and limitations of Google Translate as a learning tool. For example, interviewed users such as Faila and Karin mentioned that Google Translate is very helpful in understanding foreign literature, translating academic phrases, and providing basic information about sentence structure.

However, they also mentioned that some shortcomings of the tool, such as the lack of accuracy in academic writing and the need for re-revision to ensure conformity with academic standards. This indicated that they have declarative knowledge on how to use Google Translate at work and how to make the most of the tool.

2. Regulation of cognition

Cognitive regulation refers to how a person controls, manages, and adapts to their cognitive strategies while working on a task. Based on the research results, certain users have cognitive strategies that work very well when using Google Translate. For example, Rayya and Nuzi used Google Translate as the first step in translating text before double-checking with other sources, such as revision manuals or dictionaries. In addition, many expressed their concerns about using Google Translate as a supplementary tool, stating that they did not fully understand it.

In addition, the majority of survey respondents stated that they are willing to correct

linguistic errors generated by Google Translate. This highlights the procedural knowledge component in Flavell's theory of metacognition, where they understand the steps to take to ensure more accurate results. However, some users also showed a high level of cognitive regulation, mainly because they relied heavily on Google Translate without editing or analyzing the results.

3. Experience of cognition

Metacognitive experiences allow people to reflect on or evaluate their own decision-making process. Based on the results, some users, like Mustika, believe that Google Translate makes the process of translating information very easy, but it can also result in negative consequences if used carelessly. This shows that they have an awareness of the long-term impact of using this tool in their academic writing.

Conversely, some users also gave critical evaluations of Google Translate effectiveness. For example, Karin stated that although the tool is very practical and quick to use, it still needs to be double-

checked to ensure the results are more accurate and meet academics standards. This statement shows that they have a metacognitive experience when using Google Translate, where they actively assess the effectiveness of this tool in helping them with academic tasks.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains a conclusion and a suggestion. The conclusion based on the data analysis was found that was discussed in chapter IV.

A. Conclusion

The following are some conclusions that may be summed up based on the research findings that I acquired from interviewing and surveying pre-service English teachers about their experiences using Google Translate as a translation tool when writing their final project (thesis):

- 1) Almost all pre-service English teachers who use Google Translate to help translate their academic writing find it has a good impact. Because it offers instant and fast translation for multiple languages, is compatible with over 1000 languages across multiple platforms, including web and mobile devices, can be used in Microsoft word, google docs, and more, and can translate text from images, google translate helps students in translating their academic writing, especially their final project (thesis). In addition, they use

Deepl and Oxford, among other supporting programs, as well to help write their final project (thesis) in addition to Google Translate.

- 2) From the research findings mentioned above, it is clear that Google Translate is beneficial to pre-service English teachers who use it. In addition to the advantages of using Google Translate as a translation tool, they suggest that we should not put full trust in the translation results of this tool because humans are basically smarter than machines. As a result, we should also check ourselves thoroughly. Nevertheless, since it offers quite a lot of advantages, they still recommend Google Translate as a translation tool for producing a thesis, especially for students who are writing. However, they also suggest additional writing assistance apps such as Oxford and Deepl for better accuracy.

B. Suggestions

Based on the study's findings, the following recommendations can be made about how pre-service English teachers' perceptions on the use of Google Translate as a translation tool to assist with their final project (thesis):

- 1) For higher students can be effectively helped in their writing process by using Google Translate and its ability to improve vocabulary in academic writing, especially for final project (thesis). However, since the human brain is more intelligent than a tool, don't rely on it too much. Therefore, more research is needed.
- 2) For pre-service English teacher, may use Google Translate to help with academic writing and other writing assignments, or it could be used as a substitute for other writing assignments and academic writing, or it could be used as an alternative medium for teaching and learning for students, introducing Google Translate to them for use in their writing process. Alternatively, by incorporating

additional AI tools for English language learning, it might be able to identify other alternative methods to support students' classroom learning activities.

- 3) For other researchers, I admit this researcher is far from flawless. When it comes to using Google Translate as a translation tool to support academic writing, there is still a lot to learn. This study doesn't go into great detail about the advantages and disadvantages of Google Translate; instead, it focuses solely on how pre-service English teachers see the tool. I therefore hope that more research will be done to deepen our grasp of this topic. Alternatively, I might propose that additional study be conducted on the same subject using new approaches and techniques, etc.

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APPENDICES

Appendix 1: Questionnaire

A. Preliminary Research (Close-ended questionnaire)

This preliminary research is used to identify potential biases in respondent selection. By understanding the desired characteristics, I can avoid unbalanced or unrepresentative sampling. This preliminary research was conducted to screen respondents according to the criteria above. This instrument is adopted from the research by Khotimah et al., (2021)

a. Every day I often translate English text into Google Translate

Yes ☐ No ☐

b. I have Google Translate app on my gadget that is always available for use

Yes ☐ No ☐

c. I can easily open Google Translate app free of cost

Yes ☐ No ☐

B. Close-ended questionnaire

The following is a questionnaire related to research on the use of google translate for translation academic writing, which is used by pre-service English teacher in writing final project (thesis). Therefore, I kindly request your availability to complete the following questionnaire. For your willingness and participation at once to fill out the existing questionnaire, I say thank you.

Respondent Identity

Nama :

Gender :

Questionnaire List

Please mark (v) on each statement that you choose!

Information

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Disagree

No .	Statement	Scale				Total	
		SD = 1	D = 2	A = 3	SA = 4	Number	Percent
1.	I often use Google Translate to translate English every day						
2.	I often use Google Translate to translate text orally						
3.	My work is made easier by using Google						

	Translate						
4.	Google Translate software is always accessible on my device						
5.	I can quickly launch the Google Translate app for free						
6.	Google Translate is able to translate text efficiently						
7.	Compared to other translation programs, Google Translate can translate faster						
8.	In every translation procedure , Google Translate						

	us very helpful						
9.	Without Google Translate, I find it difficult to write academic writing						
10.	My enhanced vocabulary with Google Translate						
11.	I Check the meaning of unfamiliar words using Google Translate						
12.	I am not too lazy to try to correct the grammar in Google Translate						

Adapted from Khotimah et al., (2021)

Appendix 2: Result of Questionnaire

No.	Statement	SD	D	A	SA	Total
1.	I often use Google Translate to translate English text every day	1	3	24	5	33
	Total %	3%	9,1%	72,7%	15,2%	100%
2.	I often use Google Translate to translate text orally	1	7	24	1	33
	Total %	3%	21,2%	72,7%	3%	100%
3.	My work is made easier by using Google Translate	0	2	25	6	33
	Total %	0%	6,1%	75,8%	18,2%	100%
4.	Google Translate software is always accessible on my device	0	2	21	10	33
	Total %	0%	6,1%	63,6%	30,3%	100%
5.	I can quickly launch the Google Translate App for free	0	2	21	10	33
	Total %	0%	6,1%	63,6%	30,3%	100%

6.	Google Translate is able to translate text efficiently	1	11	18	3	33
	Total %	3%	33,3%	54,5%	9,1%	100%
7.	Compared to other translation programs, Google Translate can transfer faster	0	9	22	2	33
	Total %	0%	27,3%	66,7%	6,1%	100%
8.	In every translation procedure, Google Translate us very helpful	0	4	28	1	33
	Total %	0%	12,1%	84,8%	3%	100%
9.	Without Google Translate, I find it difficult to write academic writing	1	14	15	3	33
	Total %	3%	42,4%	45,5%	9,1%	100%
10.	My enhanced vocabulary with Google Translate	1	9	21	2	33
	Total %	3%	27,3%	63,6%	6,1%	100%

11.	I check the meaning of unfamiliar words using Google Translate	0	4	22	7	33
	Total %	0%	12,1%	66,7%	21,2%	100%
12.	I am not too lazy to try to correct the grammar in Google Translate results		6	24	3	33
	Total %		18,2%	72,7%	9,1%	100%

Appendix 3: Interview Transcript

1. Participant 1

Interviewer : Aininda Nur Baiti

Respondent : Vivian

Q: What are the advantages of using Google Translate?

A: Google Translate's strong point is ease in translating text quickly. Additional features such as voice, image, and document translation also make it easier.

Q: What are the disadvantages of using Google Translate?

A: The down side is the lack of accuracy, especially on academic and formal texts.

Q: How do you use Google Translate in academic writing?

A: In my opinion, in academic writing, Google Translate should be used as an auxiliary tool, not a primary source. Translations need to be verified and revised to meet academic standards, especially for complex texts.

Q: Which elements are perceived to be aided by using Google Translate in academic writing?

A: Google Translate helps in understanding foreign literature, translating academic words or phrases, as well as giving an initial idea of sentence structure. However, it still needs to be revised as well.

2. Participant 2

Interviewer : Aininda Nur Baiti

Respondent : Rachel

Q: What are the advantages of using Google Translate?

A: Google The advantages is that it is very easy and fast when accessing it. In addition, it can also translate sentences/words from various languages.

Q: What are the disadvantages of using Google Translate?

A: The disadvantages is that sometimes the languages/grammar order of the translated results is very messy, so you need to check it again.

Q: How do you use Google Translate in academic writing?

A: My vocabulary insight is still short because of that; I really need Google Translate to help me compose my academic writing. The way is that I compose sentences in Indonesian first, and then I translate them using Google Translate.

Q: Which elements are perceived to be aided by using Google Translate in academic writing?

A: I feel very helped by the existence of Google Translate in compiling English academic writing.

3. Participant 3

Interviewer : Aininda Nur Baiti

Respondent : Connie

Q: What are the advantages of using Google Translate?

A: I think this translation application is very instant and quick for various languages. This application can also be used on various platforms, such as web and mobile. You can also link it to MS Word, Google Docs, and more, as it supports over 1000 languages. In addition, it can also translate text from images for ease of use.

Q: What are the disadvantages of using Google Translate?

A: The grammar is less precise, and some of the idiomatic words cannot be translated well.

Q: How do you use Google Translate in academic writing?

A: Sometimes I use it to translate articles from languages other than English; it helps me cross-check the translation, and then sometimes I use it to find synonyms.

Q: Which elements are perceived to be aided by using Google Translate in academic writing?

A: Find synonyms, translate unfamiliar words, or find words with an academic level.

4. Participant 4

Interviewer : Aininda Nur Baiti

Respondent : Claire

Q: What are the advantages of using Google Translate?

A: Make it easier for us to translate text in English to Indo or vice versa; make it easy to access.

Q: What are the disadvantages of using Google Translate?

A: Sometimes it can make us independent because of the benefits it provides.

Q: How do you use Google Translate in academic writing?

A: To translate text or writing or files. Helps writing in English.

Q: Which elements are perceived to be aided by using Google Translate in academic writing?

A: Understand certain vocabulary or terms.

5. Participant 5

Interviewer : Aininda Nur Baiti

Respondent : Zara

Q: What are the advantages of using Google Translate?

A: Google Translate is really practical for translating text quickly, especially if you need instant translation without any hassle. Its features are also quite comprehensive, from text-to-speech to image translation, and most importantly, it's free and accessible anytime.

Q: What are the disadvantages of using Google Translate?

A: But Google Translate's accuracy is still a challenge, especially for long sentences or more complex texts. Sometimes the translation is stilted, out of context, or fails to capture the nuances of the language. Hence, if used for academic purposes, it still needs to be checked and revised so that the results are more natural and in accordance with good standards.

Q: How do you use Google Translate in academic writing?

A: Personally, I use it more as a tool, not as a primary source. I usually use it to find synonyms, more formal academic terms, or just to understand the journal in a foreign language before rewriting it in my own style. Sometimes I also compare the translation with a dictionary or other tools to be sure.

Q: Which elements are perceived to be aided by using Google Translate in academic writing?

A: Google Translate is very helpful, but should be used wisely. Don't just blindly trust it; it's better to always double-check so that the final result remains accurate and pleasant to read. To use practically and also for free.

Appendix 4: Documentation



Figure 1 Interview with participant 1



Figure 2 Interview with participant 2



Figure 3 Interview with participant 3



Figure 4 Interview with participant 4



Figure 5 Interview with participant 5

Appendix 5: Consent Form

Lembar Persetujuan Responden

Saya yang bertanda tangan dibawah ini:

Nama :

Umur :

Menyatakan bersedia menjadi responden pada penelitian yang dilakukan oleh:

Nama : Aininda Nur Baiti

Nim : 2103046031

Judul Penelitian : Pre-service English Teachers' Perceptions on the use of Google Translate for Academic Writing

Menyatakan bersedia mengikuti kegiatan penelitian tersebut dengan ketentuan apabila ada hal-hal yang tidak berkenan pada saya, maka saya berhak mengajukan pengunduran diri pada kegiatan penelitian ini.

Semarang, March 2025

Partisipan

Respondent Consent Form

I am the undersigned :

Name :

Age :

Declare willingness to be a respondent in research conducted by:

Name : Aininda Nur Baiti

Student Number : 2103046031

Research Title : Pre-Service English Teachers'
Perceptions on the use of Google
Translate for Academic Writing

Stating that I am willing to participate in this research activity, provided that if there are things that are not pleasing to me, then I have right to submit a resignation from this research activity.

Semarang, March 2025

Participant

Appendix 6: Curriculum Vitae

Personal Details

Nama : Aininda Nur Baiti
Student Number : 2103046031
Place and Date Birth : Kendal, 14 October 2003
Adress : Puton RT 1 RW 3, Desa
Magelung, Kec Kaliwungu
Selatan, Kab Kendal
Gender : Female
Religion : Moslem
Phone Number : 085704187873
E-mail : aininda2003@gmail.com
Education : 1. SD N 1 Magelung
2. MTs NU 19 Protomulyo
3. MA N Kendal
4. UIN Walisongo