Google Translate in Academic Writing Class: How EFL Learners Use and Perceive It

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The purpose of this study is to investigate the perspectives of tertiary level Academic Writing students towards the use of GT in their Academic Writing class; whether they think it is helpful in assisting them in the learning process or not. The researchers attempted to answer the research question of "What are the learners' perceptions towards the use of GT as a learning support in Academic Writing class?" because there are still very few studies that have examined the use of GT as a learning support tool in Academic Writing class. The study uses a qualitative approach through the use of interviews as a data collection instrument. The interviews were conducted with five participants from the English Language Education program of the Faculty of Language and Arts in one private university in Central Java. The participants are five students who had taken their Academic Writing class in the previous semester before the research was conducted. The findings of the study show that all participants agree that GT is helpful for them in reading and writing journal articles, and also helps them to expand their vocabulary. However, they perceive that they rely heavily on GT to help them finishing their writing assignments. Besides that, they perceive GT as not helping them become more proficient with English grammar.

Keywords: learners' perception, academic writing, impacts of Google Translate

INTRODUCTION

Writing English academic texts is challenging. Several studies such as the studies of Sitompul & Anditasari (2022), Safitri, Azisah, & Annur (2021), Lestari (2020), Helda (2018), Alfaki (2015), and Azizah & Budiman (2017) found out the difficulties faced by tertiary level students in writing their academic papers, such as problems related to sentence formation, vocabulary usage errors, grammar problems, lack of English proficiency, mechanical problems, forming ideas, and paraphasing or citing others' ideas. No wonder nowadays, there are many tertiary level students in English as a Foreign Language (EFL) context, specifically in Indonesia, who face difficulties in writing English academic texts.

This is because writing an academic text requires them to create paragraphs which are understandable, intelligible, and cohesive. Besides that, tertiary level students need to show their ability in accessing, evaluating, synthesizing the words, ideas, and opinions of others in their academic papers in order to develop their skill in voicing their academic words, ideas, and opinions (Al Fadda, 2012). Samuels (2019) confirms by defining academic writing as a type of writing which requires the use of formal English vocabulary, and a systematic structure of a formal language (Nenotek et al, 2022).

Besides that, the writers also need to support their arguments with suitable evidence with their writing topic from academic journals or books that they need to read. Therefore, many researchers mentioned academic writing as a logical arrangement and organization of written sentences within paragraphs which need to be written with a new way of thinking (Sitompul & Anditasari, 2022; Alisha, Safitri, Santoso, & Siliwangi, 2019). As a result, many of Indonesian tertiary level students are very clueless or even have no idea at all of what they are going to do with their academic writing (Irvin, 2010). This problem could happen because they are not familiar with the characteristics of academic writing and how they should write it.

In this modern era, there are many online learning tools that can be used by the students to help them in their language learning. One of the tools that they can use to help them in their Academic Writing class in a machine translation tool, Google Translate (henceforth shortened as GT). In language learning context, GT is the most well-known translating application which is preferably used by students to translate a text from one language into another language (Groves & Mundt, 2015).

Created by Google Company, it supports more than 100 languages (Google Translate, 2023) and is utilized by many learners worldwide. Specifically, GT has been helping students in improving their language skills (Bahri & Mahadi, 2016). In addition, Josefsson (2011) claimed that "Google Translate performed better than the traditional dictionaries with its higher speed and accuracy particularly for translation of collocations, phrases, and technical words". Moreover, GT has improved its quality through the Artificial Intelligence (AI) approach in which it learns the structures of language through language used by its speakers (Johnson et al., 2017; Kol et al., 2018). As a result, GT will more likely have fewer errors in translating a text from one language to another. In addition, Giannetti, (2016) states that "Google Translate also provides an opportunity for the users to improve upon the translation and input a suggested translation". Therefore, it can be used to look for a wide range of vocabulary in the target language.

Technological development has made GT to have various features that can facilitate students in language learning. Medvedev (2016) states that the tool has a so-called 'photo recognition' feature in which the users can simply upload a picture of a text, and then get the translated version afterwards. Hence, it seems to benefit the learners as they will not waste time in trying to get the meaning of words from the target language since GT can be accessed online via smart phones. Thus, GT can be considered as an effective tool in supplementing the students to get a better understanding of a new language.

Research on the use of Google Translate (GT) as a learning support tool in English language classrooms has been done by several researchers (Kol et al., 2018; Bahri & Mahadi, 2016; and Jin & Deifell, 2013). Kol et al. (2018) recommended students to use GT as an aid in their learning process. By using GT, learners will be able to use a higher level of vocabulary in their writing (ibid.). Bahri & Mahadi (2016) and Jin & Deifell (2013) also reported that by using GT, students could advance their reading and writing abilities.

In academic writing, students are supposed to read a wide range of journal articles to support their arguments in their writings. However, non-native English students are probably unfamiliar with the vocabulary used in the articles or other sources. The use of GT in this situation seems to benefit students since they can look up for the meaning of the words in the academic texts that they are reading. By enhancing their academic vocabulary knowledge, later they are also helped in the process of writing their academic essays.

The use of GT seems to be beneficial for learners in ELT classrooms as a tool to assist them in the class. However, there are still very few studies that have examined the use of GT as a learning support media for tertiary level students in Indonesian academic writing context. Besides that, many of the existing studies investigated the instructors' or teachers' perception of the use of GT. The findings of those studies show that there are many language instructors who still doubt the assistance of this machine translation. This matter has been reaffirmed by the findings of Kol et al. (2018) study where the instructors perceived GT as being not suitable to be implemented in the classroom, especially in writing programs since they felt that their students cheated in the process of writing. Thus, there arises the need to explore the students' perception towards the use of GT in Academic Writing class as to find whether the tool is benefiting them or not.

Students' perceptions are defined as terms related to learners' own thoughts, beliefs, and feelings towards persons, situation, and events (Hazari, 2014). She also agreed that, in the area of teaching and learning, classroom settings could affect students' perceptions. Teachers in the classroom might feel that the way they plan and conduct the teaching and learning process in the classroom is the best one. However, learners might not perceive the same way. This matter has been reaffirmed by Ibrahim (2014) as he confirms that teachers may perceive some matters differently from learners. Thus, in order to achieve the learning objectives successfully, learners' perceptions need to be considered.

This research aims to explore the learners' perspectives towards the use of GT in their Academic Writing class; whether they think it is helpful in assisting them in the learning processes, specifically in academic writing context, this study. By understanding students' perceptions on how they perceive the use of GT in the Academic Writing class, teachers, especially those who teach academic writing, will be able to give guidance on how to use GT in the classroom. As for students, by getting to know how other students use GT to help them in their Academic Writing class, they will be able to use it appropriately to assist them in the class.

METHODS

This study uses a qualitative method. As defined by Flick (2018), qualitative research is the type of research utilizing texts as empirical material (rather than numbers). It begins from the thought of the social development of real factors under investigation, and is keen on the viewpoints of members, in ordinary practices and regular information alluding to the issue under the study (ibid.). The method is selected according to the research's aim that focuses on students' perceptions on

the use of GT as a learning support media in Academic Writing class. Therefore, the information about how the learners perceive the translation machine can be further obtained through qualitative research. In addition, the participants of the research were selected according to the characteristics that the researchers set or is known as doing a purposive sampling. There were 5 participants who matched with the criterias set by the researchers. Those criterias are (1) the participants had to have taken their Academic Writing class in the previous semester before the research was conducted, (2) they always used GT to help them in reading and writing texts in Academic Writing class, and (3) they got B or BC as their final grade for Academic Writing class (the reason to set this criteria is because students who used GT in the Writing classes were usually low proficient learners).

The participants of this study were students from the English Language Education Program of Faculty of Language and Arts, Universitas Kristen Satya Wacana, who had taken Academic Writing (AW) class, and they matched with the criterias set by the researchers.

The study only used one kind of instrument to collect the data, which is the interview. The type of interview which was chosen by the researchers is a semi-structured one. Doyle (2022) in her article defines a semi-structured interview as an interview setting in which it does not require a formalized list of questions. The interview itself is done by directing more on open-ended questions, also by discussing the important matter with the interviewee (ibid.). Moreover, the questions made by the researchers could be further developed when it was needed. Thus, this type of interview is considered by the researchers to have less demand for the interviewee as the atmosphere of conducting the meeting is more relaxed.

In this study, the information of students' perceptions towards the use of GT as a learning support in Academic Writing class was deeply dug by giving questions to the participants in the interview. The questions asked in the interview sessions were translated into Indonesian in order to create a friendly atmosphere. The eight questions that were used as guiding questions are as follows: (1) Did you use Google Translate in the Academic Writing class?; (2) What was your purpose in using Google Translate in the Academic Writing class?; (3) Based on your opinion, how did Google Translate take a role in assisting you in the learning process in the Academic Writing class?; (4) Did you use Google Translate to understand academic articles? How would you translate the English versions of the articles to Indonesian? (For example, in the level of word/phrases/clause/or sentence); (5) How did Google Translate take a role in assisting you in your writing? How would you translate? (For example, in the level of word/phrase/clause/or sentence); (6) According to your experience, was there any improvement in your vocabulary knowledge after using Google Translate in the Academic Writing class?; (7) According to your experience, was there any improvement in your grammatical proficiency after using Google Translate in the Academic Writing class?; and (8) Based on your opinion, what were the negative impacts in using Google Translate in the Academic Writing class?

After finding the suitable participants for this study by using a purposive sampling, the researchers asked the participants' willingness to participate in the study. After the participants stated their willingness to participate in the study, the researchers arranged an interview schedule with each one of them and chose a more convenient application between WhatsApp or Google Meets. Then, the researchers interviewed each participant on the scheduled day using the agreed online interview application. The language that was used during the interview is Indonesian language to create a comfortable atmosphere for the participants to respond to the asked questions. The participants' answers during the interview session were recorded by using a recorder.

The data obtained from the interviews were transcribed first, so the results from the interview were in the form of texts. After that, the data were codified or identified by the researchers. Then, the data were categorized according to the emerging topics. Then, it was analyzed through qualitative data analysis by using thematic analysis.

RESULTS AND DISCUSSION

Based on the analysis of the data collected from the interviews with the participants, there are 7 perceptions about the use of GT in Academic Writing class. Those perceptions are discussed in details in the 7 sub-headings of this section.

The Assistance of Google Translate in Journal Reading

The findings of this study under this sub-heading are consistent with Bahri & Mahadi's (2016) and Jin & Deifell's (2013) study which reported that by using GT, students could advance their reading and writing abilities. Kol et al. (2018) also found out that GT can be utilized as a learning aid to look for a high level of academic vocabulary. For instance, participant 1 agreed that she experienced the benefit of GT to translate unknown vocabulary in the academic journals.

> P1: "I often use Google Translate to understand research journals. Usually by translating every word or sentence if it is hard to be understood."
> ("Saya sering menggunakan bantuan Google Translate untuk memahami jurnal-jurnal penelitian. Biasanya dengan menerjemahkan per kata ataupun terkadang per kalimat jika kalimat itu menurut saya susah dimengerti.")

Thus, GT is used as an assistant in reading academic journals by participant 1. The participant usually looked for unfamiliar words and/or sentences by translating the English version of the vocabulary to Indonesian.

Similar to the previous participant, participant 2 also agreed that GT is helpful to read academic journals which have a high level of English vocabulary. This finding is also supported by Kol et al. (2018) who found out that GT can be utilized as a learning aid to look for a high level of academic vocabulary.

P2: "I use Google Translate to understand journals which I consider to be having a high level of English vocabulary."

("Saya menggunakan bantuan dari Google Translate untuk memahami jurnal-jurnal yang saya anggap level bahasa Inggrisnya tinggi.")

With the help of GT, participant 2 claimed that she saved a lot of time in reading journal articles which were considered to have a high level of vocabulary. As a result, the participant felt enabled to comprehend the content of the journal articles better. Other than that, she agreed that this challenge in the reading process could be solved through the use of GT as a translation helping tool.

Another similar opinion came from participants 3 and 5 as they thought that GT was needed to look for a wide range of academic vocabulary since it was different from the usual words used in a daily conversation. These findings are also in line with Kol et al. (2018) who found out that GT can be utilized as a learning aid to look for a high level of academic vocabulary.

P3: "So, I often use Google Translate to help me understand research journals because the vocabulary is not like what we have in daily conversation."

("Jadi aku sering banget menggunakan Google Translate untuk membantu aku memahami jurna-jurnal penelitian. Kenapa karena yang pertama susah banget kata-katanya tuh bukan kata-kata yang kaya daily conversation gitu.")

P5: "Yes, if the sentences have a high level of vocabulary. I mean it is harder than the common vocabulary."

("Yes, biasanya kalimat sih kalo bahasa Inggrisnya tinggi. I mean lebih susah gitu.")

To sum up the findings, this machine translation has helped the learners to understand more about the content of journals that have a high level of academic vocabulary. Learners usually looked up the meaning of unfamiliar words in GT so that they could have a better understanding of the content of the text.

The Assistance of Google Translate in Finishing Writing

The fact that GT can assist students in arranging words from Indonesian to English is consistent with the study conducted by Kol et al. (2018). It is stated that GT can be utilized as a learning aid that will assist learners with the grammar in using academic vocabulary (ibid.). For instance, participant 4 who was helped by GT in term of words arrangement:

P4: "Google Translate helps me to form Indonesian sentences to English."

("Google Translate membantu saya untuk menyusun kata dari bahasa Indonesia ke bahasa Inggris.")

In this case, GT has helped participant 4 to imagine and/or give an overview of how a sentence should be formed. With the assistance of GT, she could know better how to put words in the right order.

In the process of writing, participant 1 claimed that GT has helped her with translation matters. This finding is in line with Giannetti's (2016) statement. He states that "Google Translate also provides an opportunity for the users to improve upon the translation and input a suggested translation". For instance, participant 1 would need the assist from GT if she found unfamiliar words that she was about to write in her paper:

P1: "I think Google Translate is very helpful in doing my writing, especially in the translation process."

("Menurut saya Google Translate sangat membantu dalam mengerjakan writing saya terutama dalam menerjemahkan.").

At the first place, in the process of writing itself, participant 1 was worried about unfamiliar words she was going to write in her paper. Therefore, participant 1 would open GT to look up several words that she was still uncertain about. She wrote down the Indonesian version first before translating in GT. However, this behavior could lead the learner to depend on GT. This drawback of using GT in Academic Writing class would be discussed further under the sub-heading The Risk of Dependency on Google Translate.

The Improvement on Academic Vocabulary

The findings under this sub-heading are supported by Kol et al. (2018) as they said that GT can be utilized as a learning aid to look for a high level of academic vocabulary. Based on the data collected by the researchers, two out of the five participants agreed that there is an improvement in their academic vocabulary. For example, P2 and P3 noticed that they had limitations in the vocabulary. Mentioned by P2, there was obviously an improvement on the vocabulary knowledge since sometimes individuals had a limitation on the vocabulary:

P2: "Of course, there was a change since we sometimes really have limitations in vocabulary knowledge."

("Tentunya ada perubahannya karena terkadang kita sangat minim vocabulary-nya.")

P2's statement is supported by P3 who said there was limitation on her vocabulary. Also, she translated her work to English, and then she looked at the vocabulary once it was translated. Then, she paid attention to the vocabulary she wanted to change.

P3: "My vocabulary is very limited. I translate words in Indonesian to English, then the result will pop out and I usually see which vocabulary I'd like to change."

("Penggunaan kata-kataku tuh limit banget. Aku translate-in ke bahasa Inggris, terus kan keluar tuh dan aku kaya ngeliat vocab mana aja yang pengen aku ganti gitu aku biasanya.")

To sum up the findings under this subheading, the researchers conclude that GT can be helpful to help learners improve their academic vocabulary since it is frequently used to look for unknown words. By the assistance from GT, the limitations of vocabulary knowledge can be solved so that the learners can continue their works. Although Kol et al. (2018) agree that GT made it easier for students to formulate academic words, Sukkhwan's (2014) study found out that new vocabulary knowledge cannot be retained for a long time in the students' memory.

The Risk of Dependency on Google Translate

The risk of students' dependency on GT was also discovered in this study. These findings are in line with Groves & Mundt's (2015) research findings which discovered that GT had made learners depend on it as they wrote down a paragraph in their first language (L1) and gave it to GT in order to get the translated version of their paragraph in the target language (TL). For example, participant 1 stated that she felt that she had relied too much on GT as she often used it:

> P1: "Students would feel dependent on Google Translate, so they would tend to run to Google Translate."
> ("Merasa ketergantungan dengan Google Translate. Jadi, sedikit-sedikit mereka menggunakan Google Translate.")

The frequent use of Google Translate in the Academic Writing class had made participant 1 to rely on it. She mentioned that she as a language learner had a tendency to frequently use GT.

In addition, participant 2 agreed with the issue of GT dependency as she said that she also depended on GT. This finding is also in line with Groves & Mundt's (2015) statement which said that GT tended to make learners rely on it.

> P2: "I experienced dependency on Google Translate."
> ("Saya mengalami ketergantungan atau kecanduan terhadap Google Translate.").
> Participant 2 said that she depended on GT whenever she had a hard time to finish assigned tasks in the Academic Writing class. Therefore, she considered herself to rely heavily on GT.

Other than that, P3 also agreed that she, herself, could not free herself from relying on GT or in other words could not survive in the classroom without GT. In order to finish tasks in the Academic Writing class, she used GT that she blatantly stated that she translated a whole paragraph.

> P3: "I have not been able to be that independent when using Google Translate."
> ("Aku belum bisa itu sih maksudnya belum bisa yang segitu mandirinya pake (kalau ngga pakai) Google Translate.")
> P3: "First, I arrange one paragraph, then I will put it on Google Translate."

> ("Aku arrange dulu satu paragraf habis itu aku taruh di Google Translate.")

This behavior leads to an adverse impact of using GT. Thus, this finding is also consistent with Groves & Mundt's (2015) statement which said that GT had made learners dependent on it.

Additionally, participant 4 noticed that the negative impact of GT is that it makes students rely heavily on it in the Academic Writing class. This finding also supports Groves & Mundt's (2015) statement that GT has a negative impact of making students dependent on it.

> P4: "In my opinion, the negative impact brought by Google Translate in the classroom was I became dependent on it."
> ("Menurut saya pengaruh negatif Google Translate di kelas itu, saya jadi bergantung kepada Google Translate.")

Participant 4 considered GT brought a negative impact since it made students rely on it. She herself mentioned that she would only copy and paste the work from GT.

Based on the confessions of the participants, the researchers conclude that GT has a tendency of making the learners depend on it. This machine translation has made them overuse it as they consider that they have not been able to be independent to do any task without the help of it. Therefore, in order to survive or finish any given task, they would always use GT.

The Risk of Using Google Translate as a Shortcut

Another adverse impact brought by GT is that it made students use it as a shortcut in their journey of learning. These findings are in line with Harris' (2010) research finding which found out that students' habits of using GT as a shortcut in their learning. It is discovered that students tend to use GT as a shortcut whenever they are given a task (ibid.). In this study, participant 1 agreed that students would tend to automatically run to GT whenever they had a hard time doing any assignment given by the lecturer.

> P1: "So, they would be frequently running to Google Translate."
> ("Jadi, sedikit-sedikit mereka menggunakan Google Translate.")

Another confession came from participant 2 where she confessed that GT would be the first option to run as a machine translation since she considered it as an easier way to do translation.

> P2: "I definitely would run to Google Translate. I was thinking like why we had to choose a harder way when there was an easier one. Based on my opinion, why I had to struggle like that if there was an efficient way."

("Saya pasti akan menggunakan Google Translate. Saya mikirnya seperti ini, kalau ada yang mudah kenapa saya harus cari yang sulit. Menurut saya kalau ada jalan yang efisien kenapa saya harus bersulit-sulit seperti itu.")

Furthermore, participant 3 agreed that GT could be used to translate a whole Indonesian paragraph to English. This participant' behavior, based on the researchers' opinion, shows that she used GT as a shortcut as the participant would just directly give her work to GT.

P3: "First, I arranged one paragraph, then I would put in on Google Translate."
("Aku arrange dulu satu paragraf habis itu aku taruh di Google Translate.")

Additionally, participant 4 also confessed that she directly copied and pasted the translated version of her work from GT to Microsoft Words. Similar to participant 3, this behavior is considered to be using GT as a shortcut.

P4: "For instance, I pasted my work to Google Translate. Then, I would copy and paste the result from Google Translate in my Ms. Word."
("Misal dari tulisan saya, saya copy, saya paste ke Google Translate. Terus nanti dari Google Translate kalau sudah diterjemahkan kemudian saya copy lalu paste lagi di Word saya.")

Based on the findings above, it can be concluded that learners tend to utilize GT as a shortcut in language learning as they would just automatically run to it in order to finish any given task. Therefore, once again, they would automatically go to GT to survive and/or finish every assignment.

The Low-Quality Piece of Writing Caused by Google Translate

The findings of this study which are presented under this sub-heading are consistent with Harris' (2010) finding which shows that students who are using GT to do their project will have a poor quality of their project result. For example, participant 3 of this study realized that her piece of writings would only have a 'Google Translate only' quality:

P3: "So, my writing quality would be just on Google Translate level."
("Jadi kualitas aku ya sebatas kualitas Google Translate gitu sih.")

From participant 3's case, we can see that she depended heavily on GT to finish any writing task. Participant 3 directly gave her work to GT. Therefore, this behavior leads to a low quality of writing product. In other words, the writing quality was only based on how GT could do. However, it could not be denied that students might have not been able to go beyond it wither, hence they considered GT has helped them to get better results.

The Impact of Using Googe Translate on Grammatical Proficiency

The findings of this study under this sub-heading support Josefsson's (2011) and Bahri & Mahadi's (2016) claim that GT could not explain what areas of grammar used in the translated text. Other than that, GT does not have any grammatical explanation in the translated text (ibid.). For instance, participant 5 who thought that there was no change in her grammatical proficiency after using GT:

P5: "I don't think there is a change in (my) grammar (proficiency)."
("Kalo (pengetahuan akan) grammar sih kayaknya gak ada.")

Participant 3 specifically explained the reason why it happened, as follows:

P3: "It did not really take effect on grammatical proficiency as I used Google Translate only for doing my assignments without reflecting anything, for example what I got or what improvement in myself."
("Nggak sengaruh itu soalnya kalaupun ada tugas gitu kan ya udah gitu aku pake Google Translate ya untuk ini doang apa sih ngerjain tanpa aku kayak merefleksi itu dari tugas itu, apa yang aku dapet, terus ada improvement apa dalam diri aku.")

To sum up, the zero improvement on grammatical proficiency is mainly caused by the behavior of the learner who does not reflect on what she has done in every task. For example, participant 3 did not get any change in the area of grammar since she never re-checked the work from GT.

However, surprisingly all of the participants of this study are aware that the grammar used in GT created texts is not always correct. Their awareness of the weakness of GT is in line with Josefsson's (2011) statement that GT seems to only do a literal translation instead of an appropriate one. For instance, participant 1 stated that according to her opinion, the grammar on GT was not always right, so she always checked it whether it was true or not.

P1: "In my opinion, the grammar used in Google Translate was not always correct."
("Menurut saya grammar yang digunakan di Google Translate itu belum tentu benar adanya atau belum tepat.")

By looking at the translation from Google Translate, participant 1 sometimes realized that the grammar was less precise. Therefore, she needed to re-check the translation from GT.

Participant 4 also realized the grammatical mistakes made by GT by telling that sometimes the grammar on GT was still wrong. Participant's 4 awareness supports Bahri & Mahadi's (2016) and Groves & Mundt's (2015) research finding which found that GT is not always reliable in foreign language learning.

P4: "...although sometimes there is still something wrong on the grammar in Google Translate."
("...meskipun kadang masih ada salah di grammar-nya kalo di Google Translate.")

However, Participant 4 mentioned that she kept using GT even though she knew that the grammar in the translation result was not always correct.

The results of the analysis of the data collected from the interviews revealed that tertiary level students perceived the use of GT in Academic Writing class helped them in both reading journal articles and writing their academic papers. It helped them to understand the content of the academic journal articles better, and it also helped them to formulate or arrange English sentences in their academic papers. Besides that, the participants of this study also stated that the use of GT helped them improve their vocabulary knowledge. This findings are in line with the findings of Bahri and Mahadi's (2016) and Jin and Deifell's (2013) study in which the participants of their study stated that the use of GT could advance their reading and writing abilities. The difference between the finding of their study and the finding of this study lies on the context where their study was conducted in ESL context and this study was conducted on EFL context. Thus, the finding of this study could contribute to a new insight on how Indonesian (EFL) tertiary level students perceived the use of GT in the academic writing class. From this study, it was also found that the use of GT has a drawback that is a heavy reliance of the students on GT to do their tasks in Academic Writing class. No wonder that Kol et al.'s (2018) study revealed that GT was considered inappropriate by teachers to be used in writing programs since the teachers considered the writing products produced by the students as a result of a machine work. Besides that, this study also found out that the students felt that the use of GT did not give them any improvement on their grammar proficiency because they felt that the translation from GT was less precise which may affect their writing quality as only having a 'Google Translate' quality.

CONCLUSION

This study has attained its aim as it has discovered learners' perception of the use of GT in the Academic Writing class. From the research's results, it can be concluded that the students perceive GT to be beneficial for them in both journal reading and writing in which GT gives them an improvement on their vocabulary knowledge, and in the writing process, GT helps the students to formulate or arrange sentences in English. However, the participants of this study also view GT to have more negative drawbacks as GT makes them rely heavily on it to finish their writing tasks, and the learners use it as a shortcut in the learning process. It is discovered that they would directly run to the translation machine in order to survive and/or finish any given task. Other than that, they perceive GT as not giving any improvement on their grammatical proficiency.

From the findings of this study, the researchers suggest students to use GT as a learning helping assistant in the classroom in an appropriate way so that the negative effects of the tool can be minimized. The behavior of using GT as a shortcut in language learning has impacted students to be

dependable to the tool. Thus, it would be much better for students to be able to control themselves in using GT. As for teachers, it is suggested that they have to frequently monitor their students' behavior in using GT in the classroom. It cannot be denied that the roles of teachers in the learning process matter. Even though this study has attained its aims, there is a limitation of this research. The participants of the study are only from one particular context. Thus, the result of the study cannot be generalized for another context. Therefore, the researchers suggest future research to explore wider context to find out whether GT is beneficial to be used in writing, especially academic writing, or not. Moreover, the researchers encourage future studies to explore whether GT is effective to be used in language learning, especially in academic writing, from the perspectives of both, the students and the teachers.

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