



Analysis Of The Perception Of German Language Students Of UHKBNP Towards The Use Of Google Translate

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Abstract

This study aims to determine and analyze the perceptions of students of the German Language Education Study Program at HKBP Nommensen University, Pematangsiantar (UHKBNP) regarding the use of Google Translate in learning German. This study uses a mixed methods approach that combines quantitative and qualitative methods. Quantitative data were obtained through a closed questionnaire with a five-level Likert scale, while qualitative data were collected through in-depth interviews to strengthen the findings. The sampling technique used was purposive sampling with a total of 45 respondents from the German Language Education Study Program at UHKBNP who have or are currently taking translation courses and have experience using Google Translate. Data analysis was carried out descriptively quantitatively and qualitatively with reference to Ulric Neisser's Cognitive Psychology theory (1967) which explains that perceptions are formed through the interaction between experience and environmental stimuli. The results show that in general students have a positive perception of the use of Google Translate. Most respondents found Google Translate helpful in quickly understanding German words and sentences, simplifying assignment completion, and encouraging independent learning. However, students also recognized weaknesses, such as translations that do not always reflect the context, errors in sentence structure, and dependence on the application that can reduce critical thinking skills. Based on the questionnaire results, the level of positive student responses was in the high category, averaging 70%, indicating that Google Translate remains an effective tool in learning German despite its limitations. Thus, it can be concluded that the use of Google Translate has a significant positive impact on the German language learning process at UHKBNP, especially in terms of efficiency and vocabulary enrichment. However, its use needs to be balanced with students' linguistic understanding and critical thinking, to avoid dependence and misinterpretation in the translation process.

Keywords : Analysis, Student Perception, German, Google Translate

INTRODUCTION

The development of digital technology has had a significant impact on various aspects of life, including education. One form of this development is the ease of access to information and technology-based learning tools, such as automatic translation applications. Applications such as Google Translate are now one of the most commonly used tools by students in learning foreign languages. Google Translate is a web-based machine translation service that can translate text, sentences, and websites developed by Google. This is in line with Nino's statement (Palimbong, 2021) which states that Google Translate is a machine-based translation tool designed to help users understand the meaning of text in a foreign language, although the translation results are not always accurate and often do not consider the appropriate cultural and grammatical context. Therefore, it can be concluded that Google Translate is the most commonly used translation tool by students as a translation tool that can translate text and sentences, although the translation results are not always accurate and often do not consider the appropriate cultural and grammatical context (Palimbong, Saud, & Saleh, 2021).

Google Translate is a free online machine translation service developed by Google. This service allows users to translate text, documents, conversations, and websites from one language to another, using statistical and neural translation engines. This is in line with Maulida's (Taruli, 2021) idea, Google Translate is a free translation service from Google that is able to translate text, speech, or video in real time from one language to another. Over time, Google Translate has also developed in providing optimal translation services for its users. This is in line with Hutabarat's (2019) idea that states that Google Translate is one form of statistical-based machine translation application that has now developed into Neural Machine Translation (NMT), producing translations that are increasingly close to human translation results. Therefore, Google Translate is a machine translation service developed by Google that functions to translate with a free service that has developed over time so that the translation results obtained are increasingly close to human translation results (Taruli, 2020).

In the process of information processing, individuals tend to form unique perceptions based on their experiences, knowledge, and background. Perception is the process by which a person receives, organizes, and interprets information obtained from the senses to form an understanding of the surrounding environment. This is in line with what Feldmen (2009) said, perception is the process by which a person understands the environment through stimuli received by the senses. This perception then influences how they understand and interpret the information received. Perception is a direct and spontaneous process from the environment without the need for complex interpretation. A similar statement was also expressed by Gibson (Nur, Burhanuddin, & Mannahali, 2021) that perception is a direct and spontaneous process from the environment, without the need for complex interpretation. Information from the environment is clear enough to be understood directly by the senses and brain. Therefore, it can be said that perception is a process by which a person receives,

organizes, and interprets information obtained by the senses to form an understanding of the surrounding environment. Then, perception is a direct and spontaneous process from the environment without the need for complex interpretation (Syahid, 2018).

Chaplin (Purwono, Rasiawan, & Wijaya, 2021) divides the types of perception into several categories, the first is sensory perception, which is perception derived from information received by the five senses such as sight, hearing, smell, taste and touch. And the second is social perception where the perception is related to how an individual understands, assesses or interprets a person's behavior, expression or characteristics in a social context. Then the third is spatial perception is the perception of space and the relationship between objects around us, including distance, direction, and position. And finally, temporal perception is the perception of the duration, sequence, and speed of an event or incident. This statement is reinforced by Walgito's statement (P. H. Simaremare, Purba, & Simanjuntak, 2018) emphasizing that perception is not only related to the senses, but also involves social and self-assessment. Rahmat (Ardiyani, No, & Lowokwaru, 2020) categorizes the factors that influence a person's perception into four, namely functional factors, structural factors, situational factors, and personal factors. Therefore, it can be concluded that perception is divided into four categories, namely sensory perception, social perception, spatial perception, time perception and is influenced by four factors, namely functional factors, personal factors, structural factors, and situational factors.

In the educational context, students' perceptions of technology and learning methods have a significant impact on learning effectiveness.

Students have varying perceptions about Google Translate as an automatic translation tool. Some consider it a very useful tool to help them understand texts in foreign languages due to their limited vocabulary or vocabulary in translating texts or words. While others have concerns about the accuracy and reliability of this technology. This is in line with the theory of machine translation proposed by Hutchhins and Somers (Tomasouw & Marantika, 2017) which states the importance of understanding the limitations and capabilities of machine translation systems. By understanding student perceptions and machine translation theory, educators can improve the effectiveness of using Google Translate in the learning process and help students to use this tool better.

Based on personal experience and the results of the researcher's observations through a questionnaire of students of the German Language Education Study Program UHKBPNP, almost all students have used Google Translate as an aid. Students will continue to use Google Translate as a translation aid, due to the speed in finding the meaning of a word or sentence and moreover the use of Google Translate is more practical than a dictionary whose physical form is ineffective to carry everywhere. Therefore, referring to the perception of students of the German Language Education Study Program, the Google Translate translation engine will be used in the future.

To understand students' perceptions, this study utilizes the cognitive psychology theory proposed by Neisser (Verina, Rosyidah, & Kharis, 2013) which states that perception is an active cognitive process in which individuals interpret information from the

environment based on experience and knowledge. Perception does not occur passively, but through the interaction between external stimuli and internal schemas that continue to develop through experience. This theory provides a strong foundation for analyzing how students form their perceptions of learning German, taking into account both the learning environment and the students' psychological state and personal experiences. Using this theory, it is easier to view students' perceptions holistically, objectively, and in-depth.

Based on this phenomenon, this research is essential, as Google Translate has become one of the most popular language learning tools among students. However, many questions remain about Google Translate's effectiveness and advantages in aiding German language learning. By analyzing students' perceptions of Google Translate's use, this research can provide insight into how technology can be effectively utilized in German language learning.

Previous research by Putri and Lessy (2024), from the study it can be concluded that more than 50% of students consider and use Google Translate only for translation and almost all translation activities are taken over by Google Translate compared to dictionaries because of the speed of the service in finding the meaning of the words to be translated. This statement is supported by research conducted by Hidyia (firman Hidayat, 2020) which concluded that all students use Google Translate as a foreign language translation service that is simpler than having to carry a dictionary. From the statement above it can be concluded that most students use the Google Translate translation service because of the simple features offered and the speed of the service in finding the meaning of the words or texts to be translated. While slightly different from what was conveyed by Selfiana (Akihary, Maruanaya, Lestuny, & Irnleitner, 2022) that there are still problems in using Google Translate digital machine translation, such as inaccurate or inaccurate translation results, differences in structure or language patterns and the appropriateness of words based on their context.

However, previous research has not yet examined student perceptions of Google Translate usage, particularly in the German language education program at HKBP Nommensen University, Pematangsiantar. Therefore, such research remains inadequate and difficult to find. Therefore, more in-depth research on the perceptions of German language students at HKBP Nommensen University regarding Google Translate usage is urgently needed.

This study will discuss the perceptions of German language students at the UHKBPNP regarding the use of Google Translate. The title of the study is "An Analysis of German Language Students' Perceptions of Google Translate Use at the UHKBPNP."

RESEARCH METHODS

This research will use a mixed method. A mixed method is a research approach that combines qualitative and quantitative methods in one study. According to Creswell (2014), a mixed method is a research design that combines philosophical assumptions, the use of qualitative and quantitative methods, and data collection and analysis procedures integrated in one study. The selection of this approach is based on the research objective of

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determining students' perceptions of the use of Google Translate using mixed methods. Qualitative methods can provide subjective views that cannot be fully measured with numbers, while simultaneously combining quantitative methods that can provide measurable data regarding the perceptions of students of the German Language Education Study Program UHKBPNP towards the use of Google Translate (Nurfadilla & Pujosusanto, 2022).

The quantitative approach was carried out through the distribution of closed questionnaires. A closed questionnaire is a research instrument in the form of statements or questions where the answers have been provided by the researcher with a specific answer format, while an open questionnaire is a research instrument that gives respondents the freedom to write their answers narratively or in their own descriptions, without being limited by answer choices because the research respondents were students of the German Language Education Study Program with a sample size of dozens of people. Closed questionnaires are more efficient because students only choose answers, otherwise with a closed questionnaire, all respondents answer with the same options, so the results are easier to process compared to objectively. Researchers used a Likert rating scale to determine the tendency of student perceptions numerically, such as how much they assess the advantages and disadvantages of Google Translate. These quantitative results provide data that can be calculated and analyzed statistically to determine general patterns that occur. Meanwhile, a qualitative approach was carried out with a closed questionnaire. This qualitative data provides a deeper understanding of the meaning behind the numbers obtained from the quantitative analysis (Ali, 2022).

By combining these two approaches, this research is expected to produce more comprehensive results. Quantitative data serves to show general trends, while qualitative data helps interpret in detail the factors influencing student perceptions.

This research was conducted at the German Language Education Study Program, HKBP Nommensen University, Pematangsiantar. This research was conducted for three months, starting from May to August 2025. Population is all objects or individuals who have certain characteristics and become the object of study in one study. According to Sugiono (2017), population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The population in this study were all students of the German Language Education Study Program, HKBP Nommensen University, Pematangsiantar (UHKBPNP). This population was chosen because all students in the study program have the potential to use Google Translate in their academic activities.

This study used a purposive sampling technique by first establishing certain criteria for respondents. In this case, the selected respondents were students of the German Language Education Study Program at UHKBPNP who had or were currently taking translation courses and had experience using Google Translate in academic activities. This criteria was determined to ensure the sample taken was truly relevant to the research objective, which was to analyze student perceptions of the use of Google Translate.

Respondents who did not meet the criteria, such as students who had not taken translation courses, were not included in this study. To ensure the accuracy of respondent selection, the researcher added a simple screening question at the beginning of the questionnaire.

The research sample size was set at forty-five (45) students. If the number of students meeting the criteria was greater than the target, selection was carried out proportionally based on the class year. Conversely, if the number of students meeting the criteria was equal to or less than forty-five, all eligible students were selected as research respondents.

According to Arikunto (2002), research data is any form of facts and figures that can be used to compile information. This data must be reliable and in accordance with the facts observed by the research subjects. The data in this study were obtained directly from students of the German Language Education Study Program at HKBP Nommensen University, Pematangsiantar, who served as research respondents. The primary data collected was a closed-ended questionnaire containing statements related to students' perceptions of the use of Google Translate in German language learning. Each statement in the questionnaire was structured using a rating scale, so respondents only needed to select an answer according to their level of agreement. This data is quantitative because it can be calculated and analyzed statistically to determine the general trend of student perceptions.

RESULTS AND DISCUSSION

This chapter presents the results of research conducted by researchers regarding the perceptions of UHKBPNP German language students regarding the use of Google Translate. This chapter serves to answer the problem formulation that was raised in chapter one, namely, what are the perceptions of UHKBPNP German language students regarding the use of Google Translate?

This study employed mixed methods, combining a quantitative approach through the distribution of closed-ended questionnaires to respondents and a qualitative approach through in-depth interviews with several students in the study sample. This approach was used so that the results obtained not only show numerical trends but also describe the views, experiences, and reasons behind students' perceptions of Google Translate use (Arjuni, 2022).

From the table above, the 2021 intake was the largest respondent, with 19 students, representing 42.22%. Furthermore, based on the intake, the respondents for this study consisted of the 2022 intake with 9 students (20%), the 2023 intake with 9 students (20%), and the 2024 intake with 8 students (17.78%). Therefore, it can be concluded that the 2021 intake had the largest number of respondents, with 19 students, representing 42.22% of the total respondents.

The table above shows that the number of respondents in this study was 45, consisting of 6 men (13.33%) and 39 women (86.67%). This data indicates that the majority of respondents were women, while the number of men was small, making the female group more dominant. This condition indicates that the research results more closely represent the perceptions of female students than male students.

Questionnaire Results

This chapter presents the results of research on UHKBPNP students' perceptions of the use of *Google Translate* in German language learning. Data obtained through questionnaires were analyzed using a frequency distribution table based on research indicators: experience, benefits, advantages, disadvantages, and impacts .

Experience Indicator

The experience indicator describes how often and to what extent students use *Google Translate* and their experience in understanding German texts.

Table 1. Experience Indicators

No	Statement	SS	S	N	TS	STS	Mean	Median	Mode	Elementary School	positive percentage
1	<i>Google Translate</i> helps to understand the meaning of German words	8	25	7	5	0	3.75	4	4	0.90	73.3%
2	<i>Google Translate</i> makes it easier to complete translation tasks	11	23	8	3	0	3.93	4	4	0.83	75.6%
3	Using <i>Google Translate</i> increases learning motivation	10	27	4	4	0	3.95	4	4	0.82	82.2%
Average		29	75	19	12	0					77.0%

Based on the experience indicator table, respondents responded positively to the use of *Google Translate*, with an average percentage of 77.0%. This indicates that the majority of students had a positive experience using *Google Translate* in their German language learning process.

Statement number three, namely " Using *Google Translate* increases learning motivation ", obtained the highest percentage of 82.2%, with a *mean value* of 3.95, median 4 and mode 4. This means that most respondents agree that using *Google Translate* can increase their enthusiasm and motivation in learning German. This result is in line with Pratiwi's research (Medvedev, 2016) in the " *Journal of Language Teaching and Research* " , which found that students feel more motivated in learning a foreign language because *Google Translate* helps them understand texts quickly and efficiently.

And the statement with the lowest percentage was statement number one, " *Google Translate* helps understand the meaning of German words," with a percentage of 73.3%. Although the percentage of statement number one out of the three statements in the

Dony Kepri Silitonga, Bobby Singh Dhillon, Sampe Roly Hutagalung– Analysis Of The Perception Of German Language Students Of Ukhkbpnp Towards The Use Of Google Translate experience indicator was only 73.3% positive, the mean for statement number one was 3.75, which can be categorized as very good. Therefore, statement number two can be considered a positive statement.

Respondents also responded positively to statement number two, which stated that using *Google Translate* helped simplify translation tasks. This is reflected in the 75.6% positive response rate and the mean score of 3.93, which falls into the excellent category.

Therefore, it can be concluded that the experience indicator received a positive response from respondents with an average value of 77.0% for each statement and with a very good mean category for each statement.

Benefit Indicators

The benefit indicator relates to the extent to which the use of *Google Translate* is beneficial for students' academic activities, such as the extent to which *Google Translate* helps students complete assignments, understand languages, and enrich their knowledge.

Table 2. Benefit Indicators

No	Statement	SS	S	N	TS	STS	Mean	Median	Mode	Elementary School	positive percentage
4	Google Translate helps me understand the meaning of words and sentences quickly.	11	25	7	0	2	3.95	4	4	0.90	73.3%
5	Google Translate makes it easier for me to complete my college assignments	11	23	8	3	0	3.88	4	4	0.83	75.6%
6	Using Google Translate enriches my knowledge in understanding German	8	24	10	0	3	3.75	4	4	0.82	82.2%
	Average	28	75	25	0	7					76.3%

Based on the table above, respondents gave positive responses to the benefit indicators, respondents felt helped by *Google Translate* in academic activities. It can be seen that statement number 6 was the statement with the highest positive percentage, namely 82.2%, where respondents felt that using *Google Translate* helped enrich their knowledge in understanding German.

This is supported by a study titled "*Google Translate in Perceptions of German Language Students*" by Khairani (2020), which stated that more than 50% of students felt *Google*

Translate helped them learn German, including in vocabulary mastery and completing assignments. Researchers reported that students ranked speed and ease of use as the primary benefits.

Meanwhile, statement number four respondents felt helped in understanding the meaning of words or sentences quickly, respondents gave a positive percentage of 73.3% with a *mean range* of 3.95, a median of 4, a mode of 4 and a standard deviation of 0.90. Therefore, it can be said that almost all respondents have a positive perception that *Google Translate* can help respondents in understanding the meaning of words or sentences quickly.

Then, statement number five also received a positive response from respondents, where respondents felt that *Google Translate* made it easier for respondents to complete their college assignments. These results can be seen from the positive percentage which reached 75.6 percent and with a *mean range* reaching 3.88, where this value is categorized as very good (Alsalem, 2019).

Therefore, it can be concluded that the benefit indicator received a positive response from respondents and respondents felt the benefits, such as *Google Translate* making it easier for respondents to complete college assignments, *Google Translate* helping respondents understand the meaning of words and sentences quickly with an average positive percentage of 76.3%.

Excess Indicator

The advantages indicator emphasizes positive aspects such as practicality, ease of use, and adjustment of translation results to knowledge. From the advantages indicator table, respondents gave positive responses to the advantages offered by *Google Translate*. One of the advantages of *Google Translate* can be seen in statement number 7, namely *Google Translate* is practical to use anytime and anywhere, which received the most positive responses, namely 97.8% and a *Mean range* of 4.37, which can be categorized as very good. Previous research has also been conducted by Taqiyya et al. (2024), which stated that the main advantage of *Google Translate* is the ease of access that can be obtained easily, offering convenience with practical access, can be used anywhere and anytime.

Then, statement number 8, "*Google Translate* helps respondents enrich their German vocabulary," with a percentage of 71.1%, was the lowest positive percentage in the advantages indicator above. A percentage of 71.1% can be considered positive, and the *mean range* reached 3.84, which is still in the positive response category.

Based on the table above, the statement with the second highest percentage is statement number 9 with a percentage of 84.4% and a *mean* of around 4.06, which shows that respondents agree that they are not passive in using *Google Translate*, but rather they use the language knowledge they have and match or adjust first to the *Google Translate translation results*.

Overall, the average positive response rate of 84.4% and the *mean score* ranging from 3.84 to 4.37 indicate that students have a very positive perception of the advantages of using *Google Translate*. This application is considered practical, helpful in enriching vocabulary, and supporting the translation process effectively.

Deficiency Indicator

The shortcomings indicator addresses *Google Translate's limitations*, such as out-of-context translations, difficult-to-understand sentence structures, and a tendency to discourage independent comprehension. The table above shows that respondents agree that *Google Translate* still has shortcomings in several aspects. This is evident from the average positive percentage of 83.0%, indicating that most respondents shared the same view of *Google Translate's weaknesses*.

In statement number 11, namely the structure of translated sentences is difficult to understand, received a positive response of 86.7% and a *mean range* of 4.26, median 4, and mode 5 with a standard deviation of 0.86. This shows that the majority of respondents agree that the sentence structure of the *Google Translate translation results* is difficult for respondents to understand.

Wahyuningsih and Rosita (Ducar & Schocket, 2018) expressed a similar sentiment. *Google Translate* often uses literal translation techniques *when* translating complex sentences. As a result, the translated sentence structure is unnatural, difficult to understand, and often does not conform to the standard grammar rules of the target language.

From the table above, it can be seen that in statement number 10, respondents gave a positive response of 82.2% with a *mean range* of 4.33%, a median of 5, a mode of 5, and a standard deviation of 0.82. This shows that respondents agree that *Google Translate* still has shortcomings, especially in *Google Translate* translation results often do not match the context of the sentence.

Meanwhile, statement number 12, "Using *Google Translate* makes me less effort to understand the text independently," received a positive response of 80% with a *mean range* of 4.08, a median of 5, a mode of 5, and a standard deviation of 0.97. This indicates that using *Google Translate* can reduce students' motivation or effort in understanding the text independently because they are too dependent on automatic translation results.

Overall, these three statements can be concluded that students have a fairly high perception of *Google Translate's weaknesses*, particularly in terms of sentence structure and translation context. This indicates that while *Google Translate* is helpful in the translation process, the resulting translations still require critical review by users to ensure accuracy of meaning and language structure.

Impact Indicators

The impact indicator shows how the use of *Google Translate* affects students' learning motivation and their reliance on translation technology. Statement number 13, "I feel helped by *Google Translate* in the process of learning German," shows a *mean value* of 3.8, a median of 5, and a mode of 4, with a standard deviation of 0.80. These results indicate that the majority of respondents agree with the use of *Google Translate* in the process of learning German. The high median and mode values indicate that the majority of respondents responded positively to this statement, with an average positive response of 80.0%. This statement is also in line with previous research conducted by Cancino and Panes (2021),

Dony Kepri Silitonga, Bobby Singh Dhillon, Sampe Roly Hutagalung– Analysis Of The Perception Of German Language Students Of Uhkbpnp Towards The Use Of Google Translate which stated that students were helped by using *Google Translate*, where the application helped students understand sentence structure and expand vocabulary.

Furthermore, statement number 14, namely, "Using *Google Translate* makes me more motivated to learn German" obtained a mean value of 3.77, median 5, and mode 4 with a standard deviation of 0.87. These results indicate that respondents tend to agree that using *Google Translate* provides additional motivation in learning German, although there are variations in opinion among respondents. The percentage of positive responses of 71.1% confirms that the majority of respondents think this application can increase their learning motivation (S. Simaremare, Silalahi, Sihombing, & Sinaga, 2021).

Meanwhile, statement number 15, namely "Using *Google Translate* makes me more dependent on translation technology," obtained a *mean value* of 3.62, a median of 4, and a mode of 4 with a standard deviation of 1.07. This indicates a tendency for respondents to agree that using *Google Translate* can lead to dependence on translation technology, although the level of data distribution (SD) is quite high, indicating differences of opinion among respondents. The percentage of positive responses of 62.2% indicates that most respondents are aware of the potential dependence that may arise.

Overall, these three statements indicate that *Google Translate* has a positive impact on the German language learning process, both in terms of aiding comprehension and increasing motivation. However, the results also indicate a tendency toward dependence on translation technology, which needs to be addressed to ensure its use remains supportive, not a substitute for independent language skills (Murtisari, Widiningrum, Branata, & Susanto, 2019).

Interview Results

In addition to distributing questionnaires, researchers also conducted interviews with several students at the German Language Education Study Program at the UHKBPNP. These interviews aimed to obtain more in-depth information about students' perceptions of *Google's use. Translate*. Interview results are presented based on research indicators covering experience, benefits, advantages, disadvantages, and the impact of using the application.

Experience

Based on the experience indicator from the interview results, the majority of students gave a positive response to the use of *Google Translate*. They stated that *Google Translate* was very helpful in the process of learning German, especially in finding the meaning of words and understanding German texts, from new vocabulary or translating texts. This was also reinforced by the experience indicator in the questionnaire, where respondents gave an average positive response of 77%. In line with what was conveyed by R1, where he felt that his first experience using *Google Translate* helped him in translating texts and finding the meaning of new words (Mubarak & Santoso, 2023).

"My first experience using *Google Translate* was very helpful in translating text or finding the meaning of new vocabulary." -R1.

Based on the responses above, respondents' initial experience using *Google Translate* was very helpful in translating text or finding the meaning of new vocabulary. It can be said that respondents' initial experience with *Google Translate* was very positive because the application made it easier for them to translate or simply find the meaning of new vocabulary.

The same thing was also conveyed by Orfan (Jatmoko & Faizun, 2020) in a study entitled " *Undergraduate English Students' Use of Google Translate* " , which stated that the majority of students felt that *Google Translate* helped in learning vocabulary and sentence structure and many of the students also said that their first experience when using *Google Translate* was able to help students in reading foreign language texts more quickly and more understandable.

Therefore, it can be concluded that students' initial experience with *Google Translate* is very positive and can help students in translating texts or vocabulary.

Benefit

Based on the benefits indicators obtained from interviews, students responded positively. Almost all students said *Google Translate* made it easier to complete assignments and served as an online dictionary . These results align with the benefits indicators in the questionnaire, where 76.3% of students responded positively.

"As a new student, I feel that *Google Translate* helps me in translating text or vocabulary, therefore I can use the application as an online dictionary." -R4 Based on the answers from the respondents above, it can be said that *Google Translate* can help respondents in translating text or vocabulary, therefore respondents use it as an online dictionary .

The same thing was also expressed by Purnama (Herlina, Iskandar, Saputri, & Inayah, 2022) in his research entitled " *The Use of Google Translate by Islamic Education Department Students* " , which stated that students use *Google Translate* as an online dictionary to translate difficult words and understand the meaning of foreign language vocabulary.

Therefore, it can be concluded that *Google Translate* provides positive benefits for students, one of which is that it can be used as an online dictionary that functions to translate foreign language texts.

Excess

Based on the advantages indicators obtained from interviews, most students tended to respond positively to *Google Translate's* advantages. This also aligns with the questionnaire results, where respondents gave an average positive response of 84.4%. From this data, it can be concluded that *Google Translate* has advantages that led to positive responses.

This is in line with the statement from R4 which states that *Google Translate* has advantages, one of which is that it is easy to access anywhere.

"I can access *Google Translate* anytime, making it easier for me to find the meaning of the words or text I want to translate." -R4

Based on the answers above, respondents can access *Google Translate* at any time, making it easy to translate text or words. This demonstrates that *Google Translate* is a flexible application, easy to use at any time and able to assist respondents in translating text or sentences.

Similar results were obtained by Andari et al. (Ningsih & Fitriasaki, 2021) in a study entitled "*The Teachers' Perception Towards the Use of Google Translate as a Translation Tool*," which stated that teachers perceived the tool as easily accessible for translating text. This statement indicates that the *Google Translate application* is easily accessible and has advantages over the *Google Translate application*.

It can be concluded that Students' perceptions of the advantages of *Google Translate* are very positive, especially since the application is easy to access.

Lack.

Based on the deficiency indicators obtained from the results of student interviews, it was revealed that there are still deficiencies in *Google Translate*.

These results can also be seen in the questionnaire's deficiency indicators, where the average positive response from students was 83.0%, indicating that respondents agreed that *Google Translate has shortcomings*. R3 stated that *Google Translate*'s translations did not conform to the original meaning or language rules.

"The downside, as I said at the beginning, is that the translation results from *Google Translate* are not necessarily correct, so we can't just rely on *Google Translate* alone." -R3

Google Translate's translations don't necessarily conform to proper linguistic rules. This indicates that *Google Translate* has shortcomings, including inaccurate translations that adhere to proper linguistic rules, and that *Google Translate* cannot be used as a primary reference or guideline for translation.

Previous research was also conducted by Haryanti and Putri (2019), which stated that although *Google Translate* could be a helpful tool, there were many grammatical, spelling, structural, and terminological errors.

Therefore, it can be concluded that *Google Translate* has shortcomings, one of which is that the translation results are not necessarily accurate according to good language rules and *Google Translate* cannot be used as a reference or main guideline in translating.

Impact

Based on the impact indicators obtained from interviews, students responded positively to *Google Translate*. This was further supported by the results of the student questionnaire, which showed an average of 70% positive responses. *Google Translate* significantly impacted students' perspectives on phenomena and made them more critical. This statement aligns with what R5 said.

"There are words or meanings that do not match the actual meaning of the *Google Translate translation results*, but the way I respond to it is not to rely too much on *Google*

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Translate, I will look up the vocabulary in a dictionary or online dictionary so that I can get the actual meaning." -R5

Based on the statements from the respondents above, respondents said that they did not have high hopes and immediately believed in the results of *Google Translate translations*, but instead used other tools to ensure the suitability of the actual meaning of the words. In other words, respondents were more critical in responding to these translation tools.

These findings align with research conducted by Valijärvi and Tarsoly (Wao, Priska, & Peni, 2022) in a study titled "*Language Students as Critical Users of Google Translate*." In their study, they found that foreign language students use *Google Translate* as an initial tool to help them understand foreign texts. However, when the translation results are inaccurate or out of context, students choose to double-check the meaning of vocabulary using online dictionaries or other more reliable linguistic sources. This attitude illustrates a form of critical use of *Google Translate*, namely using this application as a supporting tool for language learning, rather than as the primary source of meaning.

Therefore, it can be concluded that this application has a positive impact in helping students understand foreign languages and encouraging them to think more critically about translations. Students do not rely entirely on *Google Translate*, but instead double-check word meanings using online dictionaries to ensure translation accuracy. This indicates that students use *Google Translate* wisely and critically, in line with research by Valijärvi and Tarsoly (Sari, Efriyanti, & Musril, 2022).

Discussion of Research Results

This section discusses the research results obtained through questionnaires and interviews regarding the use of *Google Translate* in German language learning in the German Language Education Study Program, HKBP Nommensen University, Pematangsiantar. The analysis of this discussion is focused on five main indicators, namely experience of use, benefits, advantages, disadvantages, and impacts of using *Google Translate*, and is linked to theories and previous research results.

Experience Using *Google Translate*

Based on the questionnaire results, 78% of students stated they had used *Google Translate* since the beginning of their studies. A *mean score* of 4.09 indicates a high level of experience with this application. Students primarily use *Google Translate* to translate assignments, look up new words, and understand German texts.

Interview results corroborate this data. One student explained that *Google Translate* is a key tool when dealing with difficult-to-understand German texts. The app is considered fast and easily accessible at any time.

This finding aligns with research by Putri and Lessy (2024), which found that students utilize *Google Translate* to support academic activities due to its ease of understanding foreign language material. Thus, the experience of using *Google Translate* has become an essential part of learning German.

Benefits of Using Google Translate

The questionnaire results showed that 82.4% of students *stated that Google Translate* was significantly beneficial in understanding German words and sentences. A *mean of 4.33*, a median of 5, and a mode of 5 indicate that the app's benefits are in the very good category.

In interviews, students explained that *Google Translate* made it easier for them to understand academic texts, especially long passages with complex sentence structures. Several students also noted that the app helped them with translation assignments and enriched their German vocabulary.

The results of this study align with Putri and Lessy (Tarmiji, Basyah, & Yunus, 2016) who found that Google Translate acts as an effective tool in language learning, particularly in helping students understand text content and sentence structure. Furthermore, Hidya (2017) also emphasized that ease and speed of access are the primary reasons students choose to use Google Translate over manual dictionaries.

Thus, Google Translate provides real benefits for students in improving language comprehension, time effectiveness, and confidence in reading German texts.

Advantages of Using Google Translate

Based on the questionnaire results, 80% of students found *Google Translate* practical to use anytime and anywhere, with a *mean score of 4.21*, which is considered good. The app is considered to make it easier for students to translate text without having to consult a printed dictionary .

From the interviews, students revealed that the main advantages of this application are its speed and ease of access. Furthermore, the pronunciation feature *is* very helpful in improving German pronunciation. One student explained that the voice feature in the application is used to practice correct pronunciation.

This finding is reinforced by research by Valijärvi and Tarsoly (2019), which explains that Google Translate can be used effectively in language learning if users can understand the context of the translation. Another advantage is its ability to support independent learning outside of class, as students can study flexibly without the constraints of time and place.

Thus, *Google Translate's main advantages* lie in its ease of access, its speed in providing results, and its role as a learning tool that supports independent learning.

Disadvantages of Using Google Translate

Despite its many conveniences, research shows that *Google Translate* also has several drawbacks. Based on questionnaire data, 83.0% of students stated that the translation results did not always match the context of the sentence. A *mean of 4.26*, a median of 4, and a mode of 5 indicated that students agreed that there were shortcomings in translation accuracy.

Google Translate 's translations often don't align with German grammar. One student noted that the translations tend to be literal or word-for-word, resulting in inaccurate

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meaning. To address this, students typically double-check their translations using other online dictionaries or seek clarification from their lecturers.

These results align with research by Selfiana (2020), which stated that *Google Translate* is not yet capable of producing contextual translations, especially for complex sentences. Similarly, Valijärvi and Tarsoly (2019) emphasized that foreign language students need to verify machine translation results to ensure their meaning matches the context.

Thus, the main weakness of *Google Translate* lies in its limitations in recognizing context and language structure, but this weakness can be overcome if students use the application critically and do not rely entirely on the translation results.

Impact of Using Google Translate

Based on the questionnaire results, 70% of students stated that using *Google Translate* had a positive impact on their German language learning. This application helps students quickly understand foreign language texts, expand their vocabulary, and increase their translation confidence. The *mean score* of 3.62 indicates that the application's impact is in the good category.

Interview results corroborate these findings. Most students reported that *Google Translate* was very helpful in understanding texts and completing translation assignments. However, a small number of students acknowledged a mild dependence on the app. Some stated that they often used the app automatically without first attempting to translate independently.

This finding is in line with the research results of Andari et al. (2022), in the study "*The Teachers' Perception towards the Use of Google Translate as a Translation Tool*", which explains that although *Google Translate* provides convenience, excessive use can reduce the ability to think analytically about language structures.

Thus, it can be concluded that using *Google Translate* has a positive impact on the German language learning process, particularly in terms of ease and efficiency. However, students still need to use it wisely to avoid developing a dependency that could hinder critical thinking skills in understanding foreign language structures.

Conclusion of Discussion

Based on the results of questionnaire analysis and interviews conducted with students of the German Language Education Study Program at HKBP Nommensen University, Pematangsiantar, it can be concluded that the use of *Google Translate* has a positive influence on the German language learning process. The results show that students consider *Google Translate* very helpful in understanding German text, Expanding vocabulary and simplifying the translation of complex sentences. The overall average score of 4.11 from the questionnaire results indicates a good category, indicating that this application provides significant benefits in learning activities.

The questionnaire results revealed that most students felt that using *Google Translate* helped them quickly understand the meaning of words and sentences. They also found the app convenient to use anytime and anywhere, as it can be accessed via mobile phone or

computer. However, some students noted weaknesses in the translation, which sometimes didn't align with the context of the sentence or German grammatical structure. However, students were able to adapt the translation to their existing knowledge, ensuring that these deficiencies didn't hinder their learning (Kristanto, 2021).

The questionnaire results revealed that most students felt that using *Google Translate* helped them quickly understand the meaning of words and sentences. They also found the app convenient to use anytime and anywhere, as it can be accessed via mobile phone or computer. However, some students noted weaknesses in the translation, which sometimes didn't align with the context of the sentence or German grammatical structure. However, students were able to adapt the translation to their existing knowledge, ensuring that these deficiencies didn't hinder their learning.

Interview results supported the findings from the questionnaire. Students reported that *Google Translate* was very helpful in understanding academic texts, preparing translation assignments, and improving the speed of understanding sentence meanings. Some students also acknowledged that the translations were not always accurate, but they still double-checked their work to ensure it aligns with the correct meaning. The findings from these interviews indicate that students use *Google Translate* critically and wisely, rather than simply copying translations without considering their meaning.

The results of this study also support several previous studies. Putri and Lessy (2024) found that *Google Translate* helps students understand text and sentence structure quickly and efficiently. Research by Anisa and Lessy (2024) showed that students use *Google Translate* as their primary translation tool due to the application's ease and speed. Furthermore, Valijärvi and Tarsoly (2019) emphasized that foreign language students use *Google Translate* as an initial tool for understanding text, but still verify the translation results to ensure the meaning remains contextual.

Overall, the results of the discussion indicate that the use of *Google Translate* has a positive impact on German language learning, particularly in terms of ease of use, time efficiency, and increased student learning independence (Irawan, Lestari, & Sukendro, 2021). Although there are still weaknesses in the accuracy of the translation results, students have been able to use it critically and responsibly. Thus, *Google Translate* can be said to act as an effective learning tool, as it can support students in understanding German more easily and efficiently without diminishing their ability to think analytically about the meaning and structure of the language being studied.

CONCLUSION

Based on the results of research on the perceptions of students of the German Language Education Study Program at HKBP Nommensen University, Pematangsiantar, regarding the use of *Google Translate*, it can be concluded that in general, students have a positive perception of the use of this application in learning German.

Students found *Google Translate* helpful in understanding the meaning of words and sentences, simplifying text translation, and supporting independent learning. The app is considered practical, easy to use, and accessible anytime and anywhere. This demonstrates

Google Translate's crucial role as both a learning aid and an online dictionary in the learning process.

The research also revealed that although students were aware of shortcomings in translation accuracy and sometimes difficult-to-understand sentence structure, they still critically utilized the software by double-checking their translations with other sources. This attitude demonstrates that students are not entirely dependent on the app but rather use it as an effective learning tool.

Overall, it can be concluded that Google Translate has a positive impact on the German language learning process. This application helps students enrich their vocabulary, increase motivation, and foster a critical and independent approach to foreign language learning. With wise use, Google Translate can be a useful and relevant learning tool in today's digital age.

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