

AN ANALYSIS OF STUDENTS' DEPENDENCY ON USING GOOGLE TRANSLATE AT STMIK PPKIA TARAKANITA RAHMAWATI

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ABSTRACT

Technology makes learning easier and has significantly changed the process of learning English, mostly through the use of supporting tools such as Google Translate. Google Translate is beneficial and helpful for students in understanding words, sentences, paragraphs, and texts more easily while completing English assignments. It is one of the easiest and most accessible tools to help students meet their translation needs and is therefore used more frequently both inside and outside the classroom. However, this technological advancement has led to the overuse of Google Translate, which may result in students becoming highly dependent on it. This study was conducted to describe the dependency of students of STMIK PPKIA Tarakanita Rahmawati in English subjects. The research was carried out at STMIK PPKIA Tarakanita Rahmawati on September 22nd, 2025. The participants were third-semester students enrolled in the English subject at STMIK PPKIA Tarakanita Rahmawati. The population consisted of 40 third-semester students who took English courses in the same semester. The results of the study revealed that students at STMIK PPKIA Tarakanita Rahmawati are dependent on using Google Translate. This finding is based on the data obtained and analyzed from the questionnaire results, which show a mean dependency score of -77.8750, indicating that the students fall into the dependent category.

Keywords: Dependency, Google Translate, Students

INTRODUCTION

Technology has made learning easier and has significantly transformed the process of learning English, particularly through the integration of digital tools such as Google Translate. Numerous studies have highlighted the benefits of Google Translate in assisting students to understand vocabulary, sentences, paragraphs, and complete texts more efficiently while working on English assignments (Bayu, 2020; Iftitah & Kuswardani, 2021). Due to its accessibility, speed, and user-friendly interface, Google Translate has become one of the most widely used translation tools among EFL learners, both inside and outside the classroom (Lia & Tungka, 2023; Fatkhurozi & Hidayat, 2024).

Previous research has also explored perceptions toward the use of Google Translate from both teachers' and students' perspectives. Andari et al. (2022) reported that teachers generally perceive Google Translate as a helpful supplementary tool when used appropriately, although concerns remain regarding students' overreliance on it. From the learners' perspective, several studies indicate that students use Google Translate extensively to support writing and translation tasks because it facilitates comprehension and reduces cognitive load during the learning process (Chompurach, 2021; Ghorianfar et al., 2023; Rahman & Unsiah, 2025). Similarly, Ariyanto and Setiamunadi (2023) found that EFL learners in academic writing classes frequently rely on Google Translate to generate ideas and check language forms.

Despite its advantages, the increasing use of Google Translate has raised concerns regarding students' dependency on the tool and its potential impact on language development. Studies by Putri (2021) and Krisdayanti (2022) revealed that excessive reliance on Google Translate may hinder the development of independent language skills, particularly in vocabulary mastery, grammatical awareness, and writing competence. Further evidence suggests that frequent use of translation tools does not always correlate with improved

translation ability, and may even reduce learners' engagement in the cognitive processes required for language acquisition (Ulfa, 2023; Fadhillah & Irawati, 2024). In addition, inaccuracies and grammatical errors produced by machine translation have been noted as persistent limitations, especially when translating complex academic texts (Hadi et al., 2025).

The concept of dependency itself can be understood through Media Dependency Theory proposed by DeFleur and Ball-Rokeach (1975), which posits that the more individuals rely on media to fulfill their needs, the greater the influence of that media on their attitudes and behaviors. In the context of English language learning, the ease and availability of Google Translate may increase students' dependence on the tool, potentially reshaping their learning habits and strategies. Dependence, as defined by the Cambridge English Dictionary, refers to a condition in which individuals rely on something for support or proper functioning, a notion that is highly relevant to the growing reliance on digital translation tools in EFL contexts.

Given the widespread use of Google Translate and the mixed findings reported in previous studies, further investigation is needed to understand the extent of students' dependency on this tool in specific educational settings. Therefore, this study aims to investigate students' dependency on the use of Google Translate in learning English at STMIK PPKIA Tarakanita Rahmawati. By examining this phenomenon, the study seeks to contribute to the ongoing discussion on the pedagogical implications of translation-tool use in EFL learning.

METHOD

This study was conducted to describe the dependency of students of STMIK PPKIA Tarakanita Rahmawati in English subject. This research was conducted at STMIK PPKIA Tarakanita Rahmawati on September 22nd 2025. The participants were the students of third semester of English Subject at STMIK PPKIA Tarakanita Rahmawati. The population was 40 students from third semester who enrolled English courses in the same semester. The research took place in STMIK PPKIA Tarakanita Rahmawati, Tarakan.

The research of student dependency on using Google Translate used descriptive-quantitative method (Creswell & Creswell, 2018). The research used a quantitative method through questionnaire as instrument to collect data in this study. The researcher asked the students to fill out the questionnaire given by the researcher in this study based on the indicators. A questionnaire is a self-report data collection instrument that each research participant fills out as part of a research study. The Likert scale that is commonly used in questionnaires and is the scale most widely used in research in the form of surveys. The scale Likert scale is used to measure attitude, opinion, and perception of a person or a group of people about social phenomena.

Table 1. Explanation of Variable and Indicators on the Questionnaire

Variable	Indicators	Question Number
1. Using Google Translate	a. The intensity of using google translate b. Google translate function c. Effectiveness of google translate d. How to use google translate e. The impact of using google translate	1, 2, 3 4, 5, 6 7, 8 9, 10, 11 12, 13, 14, 15
2. Students Dependency	a. More dependent on the media that meets many needs b. Stability social	16, 17, 18, 19, 20, 21, 22 23, 24, 25

There were several steps undertaken in this research. First, the researcher explained students' dependence on the use of Google Translate. Second, the data were classified based on the

predetermined indicators. The questionnaire items were prepared in accordance with the research questions of this study. The data analysis technique used in this research was descriptive statistical analysis. Descriptive statistics are used to analyze data by describing and summarizing the data that have been collected, without making generalizations beyond the sample. This type of analysis is appropriate when the researcher aims to describe the characteristics of the sample data.

A closed-ended questionnaire was used as the data collection instrument to analyze the level of students' dependency on Google Translate. After the questionnaire was tested for validity and reliability, it was distributed to the research sample. Once the data were collected, they were processed using SPSS. The final step involved analyzing the data and drawing conclusions. The descriptive statistical analysis in this study involved the calculation of the mean (M), median (Me), mode (Mo), and standard deviation (SD). To determine students' dependency levels, the ideal mean and ideal standard deviation were calculated based on the established norms, as follows:

$$M_i = \frac{1}{2} (ST + SR)$$

$$SD_i = \frac{1}{6} (ST - SR)$$

Note:

M_i : Mean (Ideal Mean)
SD_i : Ideal Standard Deviation
ST : Highest Score
SR : Lowest Score

Based on the Results of the M_i and SD_i Calculations, the dependency on using Google Translate by students are categorized as follows:

Table 2. The Formulation of Perception Category

No.	Perception category	Score (x)
1.	Strongly Agree (strongly dependent)	$X > M_i + SD_i$
2.	Agree (Dependent)	$M_i < X \leq M_i + SD_i$
3.	Disagree (Independent)	$M_i - SD_i < X \leq M_i$
4.	Strongly disagree (strongly independent)	$X < M_i - SD_i$

RESULTS/FINDINGS

Considering the analysis results obtained the lowest score – 60, the highest score – 89, mean – 77,87 and standard deviation 8.904. The data classified into four categories, namely Strongly Agree, Agree, Disagree, and Strongly Disagree. Based on this data, the detailed dependence frequency distribution can be seen in the table below:

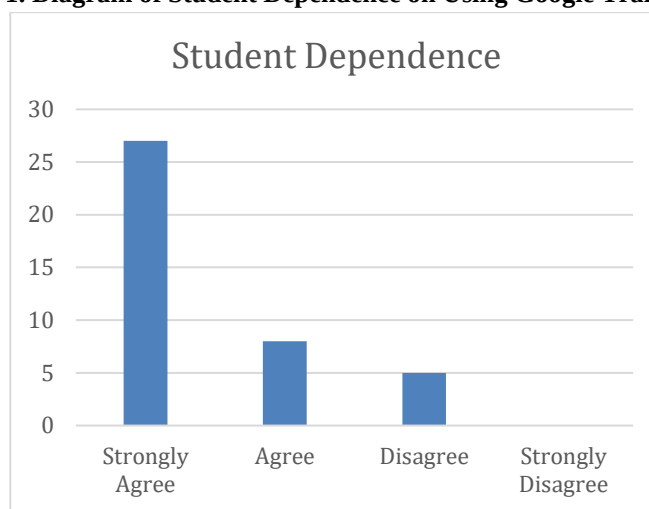
Table 3. Dependence Frequency Distribution

No	Category	Interval Score	Frequency	Percentage
1.	Strongly Agree	$X > 76$	27	67.5%

2.	Agree	$63 < X \leq 76$	8	20%
3.	Disagree	$50 < X \leq 63$	5	12.5%
4.	Strongly Disagree	$X \leq 50$	0	0%
Total			40	100%

Based on the result displayed on Table 3 shows that the dependence of Students of STMIK PPKIA Tarakanita Rahmawati got 27 respondents (67.5%) who strongly agree, 8 respondents (20%) who agree, 5 respondents who disagree and no respondent pick strongly disagree. If it is described in the form of a bar chart, the research results can be seen as follows:

Fig 1. Diagram of Student Dependence on Using Google Translate



From Figure 1 above, it illustrates that the student dependency on using Google Translate, analyzed from the dependence of STMIK PPKIA Tarakanita Rahmawati students with the mean score of dependence – 77.8750 included in the dependence category.

DISCUSSION

The present study investigated the extent of students' dependency on the use of google translate within the context of the English subject at STMIK PPKIA Tarakanita Rahmawati. The findings revealed a high level of strong-agreement responses (67.5%) and agreement responses (20%) indicating pervasive reliance on google translate in completing assignments and translation tasks. This section interprets those results in relation to theoretical frameworks, prior empirical studies, and educational quality standards, and highlights both strengths and limitations of the research.

On the other hand, from a technology-enhanced learning viewpoint, the use of translation software can be seen as a scaffolding tool. Studies of AI-based writing and translation tool use (Fadhillah & Irawati, 2024) underscore that these tools can boost performance and confidence, particularly for learners with lower proficiency levels. The present study's results align with these findings; many students reported relying on Google translate to complete tasks more efficiently and to bridge gaps in vocabulary or grammar. This suggest that in the short term, the tool functions as a compensatory strategy and may enhance performance expectations or reduce anxiety.

The high dependency in the current sample mirrors patterns identified in recent Indonesian contexts. For example, Rahman and Unsiyah (2025) found frequent Google Translate

use among vocational-high-school students, particularly those with lower English proficiency. Similarly, a case study of translation assignments at a tourism-industry programme reported “relatively high dependency” and students editing machine translation output before submission. The current research extends the literature by quantifying the level of strong agreement in a higher-education setting and by linking dependency explicitly to self-reported behaviours.

In contrast, a correlational study by Ulfa (2023) found a very low correlation ($r = -0.075$) between frequency of Google Translate use and translation ability among students at a university in Riau. This suggests that heavy dependence does not necessarily translate into improved ability, and may in some cases hinder skill development — a finding consistent with the theoretical caution above.

One strength of this research is its descriptive quantitative design, which provides statistical and perceptual data on dependency. The high response rate and use of validated instruments enhance the credibility of the findings. Furthermore, the study contributes to an under-researched population (students in Indonesian higher education institutions) thereby improving generalisability within this context.

However, several limitations must be acknowledged. First, the reliance on self-reported data may introduce bias: students might under- or over-report their dependency on translation tools. Second, the cross-sectional design precludes causal inference: while we observe a strong association between reported dependency and frequent tool use, we cannot definitively conclude that dependency causes weaker language development or vice versa. Third, while the study assesses dependency, it does not directly measure language competence outcomes (e.g., writing scores, grammar test results) — limiting the ability to link tool use to actual proficiency gains or losses. Finally, the context is restricted to a single institution and programme, which may reduce external validity.

The findings have several important implications for curriculum designers, language instructors, and policy makers. First, the pervasive reliance on Google Translate signals a need to integrate explicit instruction on responsible and strategic use of technology in language learning. It may be beneficial to teach students how to use machine translation as a tool rather than a crutch, emphasising the importance of post-editing, reflection on translated output, and gradually reducing dependency to foster independent language production. Second, language programmes may consider embedding tasks that limit or discourage translation-tool use (e.g., timed writing without external aids) to ensure that learners practise genuine language processing. Finally, future research should consider longitudinal designs that examine how dependency evolves over time and how it relates to actual improvements in language competence.

CONCLUSION

This study reveals that students at STMIK PPKIA Tarakanita Rahmawati demonstrate high levels of dependency on Google Translate when completing translation and writing tasks, with 67.5% strongly agreeing and 20.0% agreeing that they rely on the tool. While this reliance may offer short-term benefits such as increased speed and reduced anxiety, the findings suggest a cautionary note: over-reliance on translation tools may limit meaningful language processing and hamper the development of independent writing and translation competence. Furthermore, there are several points to emphasize. First, language educators should explicitly address translation-tool use within the curriculum, guiding students to use tools critically and to engage actively in editing and reflection. Second, instructional design should include alternative writing or translation activities that limit tool use, thereby encouraging learners to rely on their own resources. Meanwhile, further research should adopt longitudinal and mixed-method

designs to track how dependency shifts over time and correlates with actual language proficiency gains or losses as well as measure outcomes (e.g., writing and translation tests) and compare groups with differing levels of tool-use dependency to establish causal links.

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