STUDENTS' PERCEPTIONS ON THE UTILIZATION OF CHATGPT AND GOOGLE TRANSLATE IN ENGLISH LANGUAGE LEARNING

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Abstract: *The rapid advancement of technology and the adoption of tools like Google Translate and ChatGPT have significantly transformed English language learning. This research examines the perspectives of first-semester students in the Primary School Teacher Education Program at Universitas Negeri Makassar regarding the use of these tools in their learning process. This study used a descriptive qualitative method to analyze the perceptions of students on the use of ChatGPT and Google Translate in English language learning. it enables researchers to collect and analyze data that can be extended to a larger population. Fifty students participated in semi-structured interviews and questionnaires to gather data using a descriptive qualitative approach. In conlusion, the findings show that there are 75% of students who prefer Google Translate for word and phrase translation than chatgpt, because of its ease of use and quickness. However, despite its outstanding features of ChatGPT, it is not quite attractive due to its complexity. This study identifies the elements that impact students' decisions, including effectiveness, familiarity, and convenience of use, and recommends combining the two technologies to maximize their potential to improve language learning results. This research highlights the factors influencing students' choices, such as ease of use, familiarity, and effectiveness, and suggests integrating both tools to optimize their potential in enhancing language learning outcomes*

INTRODUCTION

The advancement of technology has resulted in significant changes in education, including the study of English. One of AI-based tool with significant potential is ChatGPT, which is designed to provide interactive and personalized learning experiences. However, the results indicate that students are increasingly using Google Translate as a language learning tool. Due to its practical and familiar features, Google Translate has become the most used tool. On the contrary, ChatGPT adoption is quite low, despite the fact that this tool has

the ability to provide personal feedback. The purpose of this study is to understand the preferences of the students between ChatGPT and Google Translate as well as the factors that influence those choices.

LITERATURE REVIEW
1. Definition of perception

Gibson, Ivancevich, and Donnelly (1996) defined perception as the process of giving meaning to the environment by individuals, through the absorption of information carried out by the five senses.[1] Furthermore, according to Robbins and Judge (2013), perception is defined as the act of receiving stimuli through the five senses, which is preceded by attention, allows people to recognize, understand, and value what they see both internally and externally.[2] This process is known as perception. The statement highlights how perception is not merely about the physical act of receiving inputs through the senses; it also includes mental processes that evaluate and give meaning to these stimuli. individuals' experiences, knowledge, and context have a significant impact on this process, allowing them to see the world in distinctive and subjective ways.

In addition, perception, stated by Walgito (2004), is the process by which people use their five senses to gather, concentrate on, and interpret information from their surroundings.[3] The three primary perceptual markers are:

1) The reception of stimuli
   The initial step in perception is receiving stimuli through the five senses, which include sight, hearing, sensation, and so on. This environmental input is taken in by our senses and processed further.
2) Understanding
   The brain creates sensations and images, which are then processed to generate comprehension. The comprehension process is based upon the individual's prior perception.
3) Interpretation
   The final stage is interpretation, in which the individual assigns meaning to the stimuli that were received and attended to. People's experiences, knowledge, values, and beliefs—all of which assist others to comprehend and react to these stimuli—have an impact on this interpretation.

2. ChatGPT

OpenAI created the artificial intelligence (AI)-based language model known as ChatGPT. Based on feedback from users, this technology processes and produces text using a Generative Pre-trained Transformer (GPT) technique. ChatGPT can produce pertinent and cohesive responses to a variety of inquiries and conversations since it is built to comprehend context and produce responses in natural language. It is trained using vast volumes of text data from many sources (Radford et al., 2019).[4] In general, ChatGPT is used in a variety of applications, ranging from customer service and creative writing to private tutoring. ChatGPT's ability to comprehend and respond in human language makes it an effective tool for interactions that need understanding of the language. In the field of education, ChatGPT offers significant potential for assisting students in learning and practicing language through friendly and cooperative interactions. Moreover, In the context of language teaching,

ChatGPT has the ability to provide a more personalized and interactive learning environment. ChatGPT can serve as a virtual learning assistant by interacting with users in natural language and offering prompt feedback and recommendations that are customized to each student's needs.

Wang and Petrina's (2021) research supports this by showing how AI-based tools can improve student engagement and provide a positive environment for language practice.

3. Google Translate

Google Translate is a translation tool based on artificial intelligence (Artificial Intelligence/AI) developed by Google to assist users in instantly translating text, speech, documents, and images into more than 100 languages. This tool utilizes the Neural Machine Translation (NMT) system, which enables more accurate translation by understanding the context in its whole rather than just translating words.[6]

Since its inception in 2006, Google Translate has undergone significant growth, including features such as live translation using a camera, document translation in a variety of formats, and offline mode. This tool is frequently used in education to help students understand text in English, primarily to communicate quickly and clearly.[7] Despite its usefulness, Google Translate has limitations, such as a lack of accuracy in translating idioms, religious expressions, or other linguistic styles. Literal errors occur on a regular basis, which might detract from the original meaning of the text.[8] As a result, despite its simplicity, users are encouraged to cross-check their results with other sources, particularly for text that requires high accuracy. Google Translate has also become a popular tool among students and educators because it's simplicity and free of charge. This makes it a quick solution for understanding text in other languages, while it is not perfect for more complex needs such as academic writing or language learning.

METHODOLOGY

This study used a descriptive qualitative method to analyze the perceptions of students on the use of ChatGPT and Google Translate in English language learning. it enables researchers to collect and analyze data that can be extended to a larger population (Creswell, 2014). The data is gathered by questionnaires that include questions on the two devices in question, the frequency of use, and the preferences of the students. The study's population consists of 50 students from the primary teacher education study program which is semester 1 at Universitas Negeri Makassar. The sample is drawn applying the random sampling method to ensure that every participant is included (Sugiyono, 2015). In addition, semi-terstructured interview is utilized to learn more about the preferences of the students with regard to the stated devices (Patton, 2002).

The collected data is analyzed using statistics to determine the level of perception and the level of mastery of the two analyzed tools. Descriptive statistics enable researchers to present data in an understandable format (Santoso, 2018). Validity and reliability checks are conducted to ensure that research instruments fulfill academic standards (Arikunto, 2010). The results of the analysis are used to evaluate the factors that affect the use of Google Translate and ChatGPT in the context of language learning, such as the effectiveness and challanges that are experienced by the students.

RESEARCH FINDINGS

This study found that students use Google Translate more frequently than ChatGPT when learning English. According to the results, 75% of respondents would prefer to use Google Translate because of its ease of use in translating words and phrases. Even though ChatGPT has more functionalities, such as producing more readable text or graphics, only 25% of learners actually use it, with the explanation that ChatGPT occasionally needs more complex language rules and isn't always able to provide accurate information. The results show that the ease and speed factor which a student can use a learning tool is extremely important when selecting a learning application.

Furthermore, the findings of this study are consistent with previous research conducted by Kurniawan (2020), which found that Google Translate is more popular among students due to its ease of use and speed of processing. On the other hand, research by Haris (2021) indicates that even while students are aware of the limitations of Google Translate in terms of speed, they continue to use it because of its higher effectiveness in short periods of time. However, it is evident from this study that even if its use is still relatively low among the general population, students are eager to use ChatGPT as a tool for understanding English. In general, this study confirms previous findings that text-to-speech tools such as Google Translate are the primary choice for students, despite the fact that AI-based tools such as ChatGPT have greater potential for language learning texts more thoroughly.

CONCLUSION

This study aims to analyze the perceptions of first-semester students in the Program Studi Pendidikan Guru Sekolah Dasar at Universitas Negeri Makassar about the use of ChatGPT and Google Translate in English language instruction. Out of the 50 students that participated in the study, the results indicate that the majority of participants preferred using Google Translate. This tool is distinguished by its ease of use, familiriaty, and speed in producing results. Similarly, only a small number of students use ChatGPT, with the primary reason being a lack of understanding and operation of the application, as well as a lack of accuracy in the results. This study also reveals that the most important factors in choosing an English language learning tool are effectiveness, ease of use, and familiarity with Google Translate. In addition, even though ChatGPT is widely used, it has the potential to improve learning more broadly, especially by providing more accurate translations and helping users understand the context of the sentence in English. Based on this data, the study suggests that students integrate the two tools in the learning process. While Google Translate may be employed for quick translations, ChatGPT can be applied for more analytical learning, such as text comprehension exercises or group discussions, to increase students' learning experience in a comprehensive way.

ACKNOWLEDGEMENTS

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