



Pre-Service EFL Teachers' Perceptions of Using Google Translate as a Language-Learning Tool

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Undergraduate Thesis

English Education Department
Faculty of Education and Teachers Training
Christian University of Indonesia
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Translate as a Language-Learning Tool**

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Undergraduate Thesis

**Submitted in partial fulfilment of the requirements for the degree of *Sarjana*
*Pendidikan Bahasa Inggris***

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Faculty of Teacher Training and Education
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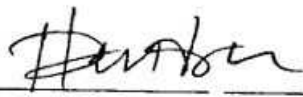
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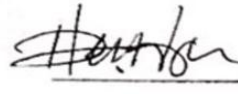
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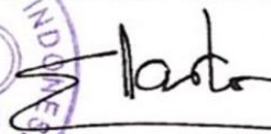
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MOTTO

Where there is a will, there is a way.

DEDICATION

This final project is particularly dedicated to:

My saviour, Jesus Christ

My Angel, Sanny Sihaloho

My beloved man, Bekman Sinambela

My dearest sister, Ropina Yunisca

My brothers, Daniel and Armando

My best friends who always punch me in the face in facing the reality and supporting me, Chriswaty, Naomi, Friska, Ligia, and Nabila.

My soul mate, Ruth Marcheline.

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Ernelia Novemita Sinambela

ABSTRACT

This study aimed to explore the pre-service EFL teachers' perception of using Google Translate as a language-learning tool. This study conducted at the English Education Department, Faculty of Teacher Training and Education at Universitas Kristen Indonesia in April 2020. There were 52 students participated in filling the questionnaire. The participants belonged to all students of EED UKI who had experienced using Google Translate as their language tool. The quantitative data collected using the questionnaire analyzed by using the descriptive technique.

Based on the data analysis, it concluded that the majority of the pre-service EFL teachers used Google Translate as their language-learning tool to improve their skills, such as listening, speaking, and vocabulary. However, they do not use Google Translate for learning writing, reading, and grammar because of the limitation of Google Translate. Therefore, Google Translate should be an alternative tool only. Moreover, they should more practice and aware of their learning and take more responsibility for it.

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