EFL Students 'Perception on the Use of Google Translate in Translation Class

Anita Hafila Nugraeni[1*], Zuhad Ahmad[2]

[1,2]Department of English Education, Universitas Muhammadiyah Prof.Dr.Hamka
*Graeniyy@gmail.com

Abstract

This research aims to analyze students' perceptions on the use of Google Translate in Translation class, which can provide new insights into how technology can affect students' learning experience and to identify the common problems encountered by students in using Google Translate. The researcher used a descriptive qualitative research approach. The researcher used 35 university students from the English Education Department using a questionnaire. Additionally, to delve deeper into the common problems encountered by students when using Google Translate, the researcher conducted semi-structured interviews with five students. Based on the data analysis, EFL students have a positive perception of the use of Google Translate in translation classes, finding it easy to use and helpful. Moreover, the common problems encountered when using Google Translate in translation classes include errors in sentences, the need for carefulness, and EFL students' continued reliance on Google Translate to translate quickly and complete their tasks. This poses a serious challenge for students in developing their translation skills independently.

Introduction

English plays a vital role in education in Indonesia. As an international language, English allows students to communicate better with others, including people from other countries.   In addition, English will enable students to access a broader range of information resources, including websites, books, and videos that use English as the language of instruction (Andika & Mardiana, 2023).

Mastery of English is essential in the era of globalization (Haryadi et al., 2023). As an international language widely used in business, communication, and industry, English proficiency provides a competitive advantage in various fields.   In this context, Information Technology (IT) has opened new opportunities in English language learning by expanding access to learning resources, enhancing interactivity, and facilitating collaboration between students worldwide.

Information technology has a strategic role in modern life, helping in daily activities, expanding competition areas, and helping in learning and development. Technology is currently considered very important in human life as a support for carrying out various activities both in work and in terms of education (Agustian & Salsabila, 2021). In education, technology has an essential influence on science, where students are taught about the symptoms and facts of nature. With this technology, humans use technology to apply this knowledge (Maritsa et al., 2021).

In the digital world, where the Internet controls everything, it is hard to ignore the presence and contribution of technology to English language teaching. Media such as videos, podcasts, worksheets, e-learning, apps and websites, and other technological tools are beneficial. English language learning is a second language teaching process that is not easy: various factors contribute and combine to achieve the success of this endeavor.

Teachers must devote much time and effort to determining the most satisfactory, suitable, and effective teaching methods to produce good results. Not only is everyday reality affected by new technologies, but language skill development is also beginning to depend on them (Ikbal et al., 2024).

Nowadays, translation is highly crucial, particularly in academia. For example, English has become a barrier for students who struggle to grasp the language. Translation is extracting information from a text by focusing on its central theme. The issue is one of text arrangement and function.   Not only can you interpret, but you may also inform others in your tongue or another language (Nur Agustin & Siswana, 2022). Bilingual dictionaries are available to help with the transfer process, and it is typically considered that someone fluent in two languages can generate an accurate translation (Bassnett, 2014). The linguistic theories of translation compare the linguistic structures of the source text and the target text.   (Kembaren, 2019).

Traditional translation learning methods often involve memorization and mechanical learning, which may not be exciting or adequate for all students. In recent years, technology has been integrated into language learning, offering new possibilities for translation teaching. With the emerging challenges translation learning needs to move away from the traditional technique of introducing vocabulary by translating it in another direction to attract students' attention and motivation in language learning (Mediha & Enisa, 2014). Technology-based media becomes an

alternative to learning English translation by bringing a different perspective.

The conventional technique requires the translator to translate the substance of the source text into the target text without making any changes, which are mostly the same as the source text. Furthermore, the translator must be true to the author of the source text and convey what is written in the source text into the target text. Meanwhile, the translator can create new material that differs from the source language in both form and substance (Napu, 2018).

Google Translate has become an essential tool in the English classroom, especially in the context of learning to translate. Google Translate may help them understand or determine the meaning of phrases and sentences. They should pay attention to the words around the unfamiliar ones. Students may use Google Translate to determine the meaning of unfamiliar or challenging terms to expand their English vocabulary (Ningsih Samir et al., 2023)

Perception

Perception is how people see or comprehend something from their perspective (Mouly, 1973). Perception is viewed as a cognitive process that involves humans. Attach significance to experiences (Eggen, P., and Kauchak, 2001). A person's perception of something will affect the person's actions and behavior toward the thing being described. Each person's needs and desires change based on their circumstances. Perception is individual, even though the stimulus received is the same. Still, because each person has different experiences and different thinking abilities, it is possible to have differences in perceptions. This is highly dependent on how the individual interacts with the object in question, and the differences in perception lead to different outcomes depending on the object's existence. Perception is the process of selecting, analyzing, and interpreting information and experiences to achieve goals.

Perception may be divided into positive and negative aspects. Positive impression boosts self-confidence and empowers individuals to succeed in the world.to persevere in the face of a crisis and to focus on something other than oneself. It promotes relationship-building and giving to others. Individuals with negative views tend to prioritize their wants and strive for self-esteem.

Perceptions may differ due to many variables shaping and distorting them. Both internal and external variables influence an individual's perceptions. Internal factors include an individual's sentiments, attitudes, personality, prejudices, desires, attention, learning, physical state, mental problems, values, interests, and motivations. External influences include family history, information, circumstance, requirements, intensity, size, independence, repetition of movements, and familiarity with objects. People's perceptions are influenced by their expectations and experiences. External variables affect people's perceptions and actions.

(Walgito, 1990).

Learning English Translation

At this time, the use of English is very much needed because of the importance of using English in everyday life, from education and business to technology. If the learning uses an effective method, the output of using English will also produce helpful soft skills ranging from the ability to write, speak, listen, and read. Soft skills like these are very much needed in the world of work (Putra, 2020). Therefore, this shows how important the use of English is nowadays.

English language learning is the process of learning and understanding English. English is an international language used by many people around the world. Learning English can be beneficial as it is widely used in global communication, such as business, education, and trade.

To learn English there are various methods and technologies that can be used, such as:

1. Learn online: some various websites and apps provide online English learning materials, such as British Council, Cakap, BBC Learning English, and English Class.
2. Learn with a teacher: various educational institutions provide English courses with experienced teachers.
3. Learn online: various platforms provide online English courses, such as Cakap and English Class (Hidayat et al., 2022).
4. Technology-assisted learning: various apps can help you learn English, such as Google Translate.

Translation is a process of substituting text in one language for another, involving various processes such as reading, analyzing lexicon meanings, grammatical structures, communication situations, and cultural contexts. It facilitates communication by interpreting information from one language into another. Translation activities can be integrated into language learning to develop reading, listening, writing, and vocabulary skills. However, using translation as a teaching method has been deliberate (Soisuwan et al., 2022).

Literal translation covers translations that are faithful to the source text. Faithfulness is usually illustrated by the translator's adherence to the grammatical aspects of the source text, such as grammatical order, phrase form, sentence form and so on. And Free translation. Free translation is not bound to the search for word or sentence equivalents, but the search for equivalents tends to occur at the paragraph or discourse level. The translator must be able to capture the message in the source

language at the paragraph or discourse level. Then transfer and express it into the target language (Ismegawati, 2008).

German translation theorists which focuses on the aim or purpose of a translation. This theory enables translators to break away from traditional ideas about faithfulness to the original. Roman Jakobson's classic essay, 'On Linguistic Aspects of Translation', distinguishes three types of translation: intralingual translation, interlingual translation, and inters miotic translation. Intralingual translation involves rewording a text within the same language, such as parody, satire, or modernization. Interlingual translation involves interpreting verbal signs by means of another language, and inters miotic translation involves interpreting verbal signs by other nonverbal sign systems. Jakobson's essay begins with a quote from Bertrand Russell, who argued that understanding the word 'cheese' requires first having a non-linguistic acquaintance with the object. Jakobson argues that direct experience is not the only factor in translation, as it can also involve genre shifts and performances (Bassnett, 2014).

Google Translate

Google Translate is a popular machine translation tool (Ibrahim & Amilia, 2022).Google Translate is a free, online automated translation engine developed and refined by Google Inc (Ndapa Lawa et al., 2022). Google English translation is user-friendly and quick to use with an internet connection. It can translate any web page into 109 languages in a single second and includes a key for listening to pronunciation.

Benefits of Google Translate: Google Translate is an online translator that offers various functions, including translations of written words, websites, documents, images, and voice. It also functions as an online dictionary, providing multiple translation options in the target language. Google Translate also functions as an online thesaurus, displaying synonyms for the target language. It also serves as a spelling checker, providing suggestions for correct spelling. Additionally, it can be used as a learning tool for pronunciation in foreign languages. However, it faces challenges like misunderstanding the source language's meaning (Mutiara Komalasari, 2024).

The previous study shows that Google Translate is essential in EFL learning activities. However, there are also adverse effects, such as students' inactivity in attempting their translations and sometimes using Google Translate to steal in completing assignments or exams (Tumbal et al., 2022). Google Translate is based on its ease of use, accuracy, and usefulness (Sagita et al., 2021). Students used Google Translate as a dictionary to check synonyms and antonyms of a word. In addition to the advantages Google Translate offers, other studies have found shortcomings EFL students feel (Sembiring Brahmana et al., 2020). The studies state inaccuracy and incongruity of meaning are the most common obstacles for students (Maulidiya Umi

Handayani et al., 2022). Students become too lazy to translate independently, and Google Translate can't translate paragraphs effectively.(Tumbal et al., 2022).

The previous study highlights the positive impact of Google Translate on the translation process, particularly from English to Indonesian. However, caution is advised as students are recommended to double-check the results and not solely rely on the tool. This emphasizes the importance of technology in language education, balanced with solid translation skills (Tumbal et al., 2022). Meanwhile, another previous study researched students' perceptions of using Google translation tools in English language learning. The study involved active students of the English Department at Jabal Ghafur University from 2016 to 2019, selected through purposive sampling. Findings revealed that students use Google Translate for translation, as a dictionary, for synonyms/antonyms, and for pronunciation checks, with a positive perception of its usefulness (Sagita et al., 2021).

The last previous study focused on common problems faced by students and solutions proposed to overcome these challenges. The research aimed to understand students' experiences, challenges, and solutions when using Google Translate as a learning support tool, with a sample of 250 university students from a private institution in Vietnam. Utilized quantitative and qualitative methods to explore university students' perceptions of Google Translate in their learning process (Pham et al., 2022).

All the above previous studies examined students' perceptions of the use of Google translate and reviewed the effectiveness of Google Translate in learning. In their research. The research highlights the need for students to verify translations, but the other research doesn't explore student awareness of this crucial step. Furthermore, neither study delves into the specific challenge's students face when using Google Translate. Therefore, a research opportunity exists to investigate student experiences with Google Translate, including the challenges they encounter and their strategies for ensuring accurate translations.

This research covers the importance of Google Translate as a learning tool in English Translation classes. This research aims to analyze students' perceptions towards the use of Google Translate in Translation class, which can provide new insights into how technology can affect students' learning experience and to identify the common problems encountered by students in using Google Translate

Therefore, the following the research questions are:
1. How do EFL students perceive the use of google translate in translation classes?
2. What is the common problem of using goggle translate in translation class?

Research Method

This study used a descriptive qualitative research approach. The study added, Qualitative research that aims to explain phenomena by collecting data as deep as possible (Hancock et al., 2009). Qualitative research emphasizes the depth of data obtained by researchers. The more in-depth the data obtained, the higher the quality of the qualitative study (Tolera et al., 2024). Descriptive research is a study that aims to characterize a variable, either one or more variables (independent), without making comparisons or variables that are related to one another (Prof.Dr.Sugiyono, 2018). The descriptive qualitative technique was chosen since this study intends to evaluate students' perceptions of the usage of Google Translate for Translation classes.

The researcher used a descriptive qualitative research approach in this study because it aims to explore students' perceptions of the use of Google Translate in Translation classes. Qualitative methods allow researchers to explore students' experiences and viewpoints in depth, resulting in a rich and detailed picture of their perceptions.

The researcher utilized 35 student's university from the English Education Department as respondents. To obtain data, the researchers employed an online questionnaire administered using Google Forms. Google Forms is a survey administration program that is part of the Google Drive office suite, with Google Docs, Google Sheets, and Google Slides. And data processing techniques using triangulation techniques. Triangulation is a data collection technique that uses existing data collection techniques and data sources. Triangulation of techniques means collecting data while testing the credibility of the data, meaning collecting different data to get data from different sources with the same technique (Prof.Dr.Sugiyono, 2018).

Instrument

The questionnaire was adapted from (Nur Agustin & Siswana, 2022). Research, "students' perception of the use of google translate for English learning". After the data was analyzed, the writer interpreted the items to provide a more particular description. Furthermore, the writer summarized the entire thing to determine the student's perspective of Google Translate. The research data were collected a 5-point Likert scale questionnaire of 5 sections. The. Students' Closed-Ended Questionnaire Results to ensure straight forward data presentation, researchers separated the questionnaire into two pieces. There were two sections: (1) General Information and (2) Student Perceptions on the Use of Google Translation for English Learning. The researchers employed a closed-ended questionnaire using a 4-point Likert scale: SD (Strongly Disagree), D (Disagree), A (Agree), and SA (Strongly Agree). The first portion had three questions. Furthermore, to explore the depth of common problem from students' using goggle translate, the researcher uses semi-structured

interview. The researchers chose and interviewed five students based on their questionnaire replies.

Results and Discussion

The data in this research study were gathered using a questionnaire and interview. The purpose of this study was to investigate students' perceptions on the usage of Google Translate for translation class and commons problems.

Close-ended Questionnaire

The. Students' Closed-Ended Questionnaire Results to ensure straight forward data presentation, researchers separated the questionnaire into two pieces. There were two sections: (1) General Information and (2) Student Perceptions on the Use of Google Translation for English Learning. The researchers employed a closed-ended questionnaire using a 4-point Likert scale: SD (Strongly Disagree), D (Disagree), A (Agree), and SA (Strongly Agree). The first portion had three questions.

Table 1. Students use Google Translate in Translation class

STATEMENT	YES	NO
I am familiar with Google Translate.	100%	0%
I've used Google Translate before.	100%	0%
I used Google Translate to help m understand what I was learning abou translation.	94.3%	5.7%
I used Google Translate to translate text i English.	94.3%	5.7%
I understand reading English-language text without any assistance.	68.6%	31.4%
I regularly read English texts?	74.3%	25.7%

Table 1. Shows based on the survey results, students who have taken translation classes are used to using Google Translate to understand and translate when learning English. Most students agree that it is rather difficult for them to understand English texts without a translator or machine translation tool, so the researcher created a research question

Table 2. General Information Questionnaire

Questions	SD	D	A	SA
Do you regularly rea English texts?	-	5.7%	62.9%	17.1%
Did you ever translat English text?	2.9%	-	40%	51.4%
Did you ever use Googl Translate to help you i Translation Class?	2.9%	2.9%	45.7%	37.1%

Table 2. Shows that the result for the first question was 80% positive. This means that 28 out of 35 students stated that they often read English texts, and there were 2 participants who rarely read English texts. Then, the result for the second question was 91.4% positive in translating English texts. For the last question regarding general information, the results showed that 82.8% of the participants agreed. This means that 29 participants have used Google Translate to help learn English. From the data above, it can be concluded that they often use Google Translate in learning English. The second part of the closed questionnaire has 3 indicators; first is translating, second is the use of Google Translate, and the third is Google Translate App. Table The following table is the result of the second part, translating.

Table 3. Students, Translating Basic

NO	Questions	SD	D	A	SA
1.	Every day I often translat texts in English.	-	8.6%	57.1%	11.4%
2.	Every time there is a text i English text I want t translate it	2.9%	2.9%	42.9%	48.6%
3	I feel nervous when writin English.	2.9%	14.3%	22.9%	11.4%
4.	I need help from others t write English-language texts	5.7%	28.6%	20%	8.6%
5.	I require assistance i understanding English text.	2.9%	2.9%	48.6%	8.6%
6.	I need tools aids in translatin text in translation class.	2.9%	-	51.4%	40%

Table 3. shows that statements number 1-6 show the results of students' interest and difficulty in translating. Number 1 shows that 68.5% of students often translate English texts. The second Statement shows that 91.5% of students translate English texts when they come across such texts. Third statement 34.3% of students felt nervous when writing in English while 28.6% of students felt difficulties in the translation process. A total of 57.2% of students needed other people to help them understand the English text. The result of the 6th statement 91.4% of the students needed a translation aid, but 2.9% disagreed to use a translation aid. Using translation aids. Based on table 3, most students use Google Translate in translation class. The result of statement number six, 32 students need a tool to translate English text

Table 4. the use of Google Translate

NO	Questions	SD	D	A	SA
7.	When translating Englis text, I always use Googl Translate.	-	14.3%	37.1%	8.6%
8	I've never used Googl Translate to translate Englis text before.	60%	25.7%	8.6%	2.9%
9	I have the Google Translat app, which is always availabl for use.	14.3%	8.6%	48.6%	17.1%
10	Google Translate has reall aided me in improving m translation skills.	2.9%	5.7%	57.1%	14.3%
11	Google Translate was quit helpful during the entir process.	2.9%	5.7%	60%	14.3%
12	Google Translate made m work easier.	2.9%	8.6%	51.4%	22.9%
13	Google Translate perform poorly while translatin English text.	8.6%	17.1%	31.4%	14.3%
14	Google Translate ca effectively translate texts i English.	2.9%	14.3%	37.1%	11.4%
15	Google Translate translatio results are very precise fro what is in the dictionary.	14.3%	11.4%	22.9%	2.9%

16	In using Google Translate, translated the words.	-	8.6%	54.3%	11.4%
17	In the use of Googl Translate I translate pe sentence	2.9%	8.6%	48.6%	20%
18	During my use of Googl Translate, I focused on eac paragraph.	8.6%	5.7%	54.3%	8.6%
19	I can't translate withou using Google Translate.	22.9%	31.4%	11.4%	2.9%
20	Google Translate makes m lazy to open dictionary t translate texts in English.	5.7%	25.7%	40%	8.6%
21	Google Translate makes m lazy to learn vocabulary t understand in English.	20%	34.3%	17.1%	-

Table 4. shows that 4, 65.7% of students already have Google Translate ready to use. A total of 45.7% of students always use Google Translate to translate English texts. While 11.5% never use it. Students used Google Translate to improve their translation skills by 71.4%, to help them in the translation process by 74.3%, and to facilitate them in translation by 74.3%. A total of 48.5% of the participants stated that Google Translate is effective in translating English texts. The results of Google Translate are very precise with what is in the dictionary 43.8%, while 45.7% disagree. Students use Google Translate to translate word by word 65.7%, sentence by sentence 68.6%, and translate paragraphs 62.9%. From these results it can be concluded that students mostly use Google Translate to translate sentences and words. The most frequent use of Google Translate is to translate sentences and enrich students' vocabulary.

Although Google Translate helps them in translating English texts, as many as 25.7% of students agree that Google Translate is less precise in translating English texts. Google Translate makes them lazy to open the dictionary and learn new vocabulary.

Table 5. Google Translate Application

22	Google Translate ca translate faster than othe tools	11.4%	14.3%	42.9%	2.9%
23	The internet network doe not interfere with the use (Google Translate.	20%	40%	20%	2.9%
24	I can easily get the Googl Translate app withou spending money	-	2.9%	42.9%	42.9%
25	With Google Translate don't need to learn Englis vocabulary.	20%	45.7%	17.1%	2.9%
26	The word detection in Googl Translate helps the process (translating English texts.	-	2.9%	51.4%	17.1%
27	The voice facility in Googl Translate helps the process (translating English text.	2.9%	2.9%	54.3%	22.9%
28	Alternative translations i Google Translate help th process of translating Englis texts.	-	2.9%	62.9%	14.3%
29	Google Translate does good job of translating word for-word.	2.9%	14.3%	45.7%	8.6%
30	Google Translate ca translate English sentence well.	-	11.4%	51.4%	8.6%
31	Google Translate ca translate paragraphs well.	5.7%	8.6%	45.7%	2.9%
32	Google Translate makes m diligent in translating Englis texts.	-	5.7%	48.6%	5.7%
33	Google Translate helps i understanding English texts	-	5.7%	60%	17.1%
34	Google Translate can increas my vocabulary memorizatio	-	2.9%	68.6%	20%
35	Google Translate often take	2.9%	17.1%	37.1%	5.7%

	a long time to produc translated results.				
36	Google Translate changes th meaning of the original text.	2.9%	14.3%	25.7%	11.4%
37	Google Translate makes mess of sentence structure.	2.9%	17.1%	25.7%	14.3%
38	With the help of Googl Translate I don't need to use dictionary.	5.7%	22.9%	45.7%	5.7%
39	Google Translate makes easy for me to translat English texts, when I don have a good grasp of th vocabulary.	-	5.7%	51.4%	14.3%
40	Google Translate helped m with the translation becaus of my limited vocabulary.	--	2.9%	42.9%	31.4%

Table 5. shows that there are some advantages and disadvantages for students in using Google Translate. According to 45.8% of students, Google Translate is the fastest compared to other machine translation. Using Google Translate is free without worrying about the cost. Although internet connection affects the use of Google Translate, if the connection is poor, the results may be delayed. Word detection and voice facilities help students in English learning. 77.2% of students agree that the alternative translation in Google Translate helps the process of translating English texts. The benefits of Google Translate make students diligent in translating English texts. This means that the more often they read or translate English texts makes them get a lot of exposure in English learning.

For example, it makes students understand English. Because they usually read and increase their vocabulary. As (Alam, 2020) revealed that Google Translate is commonly used for vocabulary learning. The help of Google Translate caused 51.4% of students to not feel the need to use a dictionary. In addition, the advantages of Google Translate make it easier for students to understand English learning, due to the lack of vocabulary mastery. On the other hand, Google Translate has disadvantages. Sometimes it takes a long time to bring up the translation results. Most participants (40%) agreed that Google Translate changes the meaning of the text. Another drawback of Google Translate is that it makes the sentence structure messy.

Student's interview result.

In this study, 5 respondents were selected for interviews. The researchers utilized interviews to gather additional information and supplement the closed questionnaire. Based on the data analysis, students commented on the issues encountered when using Google Translate. They believed the use of Google Translate aided them in learning English. All participants held a positive perception of Google Translate for translation classes, but they also acknowledged encountering some issues with it.

The following are some of the drawbacks;
"Kekurangannya biasanya kalo kita translatenya langsung full banyak kata paragraph gitu dia kadang suka ngaco jadi lebih prefer untuk translate kata dan kalimat pendek aja" (R1).

"Kekurangannya kalo dari fitur teks sih kadang ada yang eror aja gitu dan kamera kadang ada yang ga ketangkep atau kedetect gitu cuma yang mana kedetect misalgitu padahal kita maunya keseluruhan emang harus di cek lagi si kalo voice ya gitulah ngomongnya apa ketangkepnya apa" (R2).

"Cuma google translate tuh ada limited nya jadi gabisa banyak banyak kalo yang di web gitu sisanya sih oke" (R3).

"Menurut saya pribadi sih karna saya juga sedang meneliti alat translate yang lain maka saya merasa cukup bisa lah membandingkan nya menurut saya google translate itu dalam mentranslate itu untuk ketepatannya kurang jadi kita harus crosscheck lagi entah grammarnya atau katanya terbalikharus kit perhatikan lagi di bandingkan dengan aplikasi lain misalnya deep L lebih baik tapi takaran baik itu relative ya tiap orang berbeda" (R4).

"Ketika kita menerjemahkan suatu kata tanpa mempertimbangkan struktur kata itu bisa merubah arti dari kalimatnya" (R5).

From the interview, it appears that Google Translate has some shortcomings that need to be considered. One of them is the possibility of errors when translating large amounts of text or long paragraphs, making it preferable to translate words and short sentences. The captioning feature sometimes has errors, and the camera feature can also fail to detect or capture text properly, which requires additional checking. In addition, there are limitations to use in the web version, but overall, Google Translate is quite good although it is worth paying attention to accuracy by crosschecking

against other translations. Errors in word structure can also affect the meaning of the translated sentence.

Conclusion

This study delved into students' perceptions regarding the use of Google Translate in translation class. Thirty-five participants from the English Education Department part took in the questionnaire, and 5 students undergoing interviews to provide a deeper insight into the data. The findings unveiled that students largely perceptions Google Translate as beneficial in translation classes, outweighing its drawbacks. Primarily, students utilize Google Translate as a swift dictionary for word meanings, appreciating its accessibility and its contribution to vocabulary expansion. Moreover, students employ it for sentence-by-sentence translations.

However, the commons problems that students always face are when translating large amounts of text or long paragraphs, making it preferable to translate words and short sentences. The captioning feature sometimes has errors, and the camera feature can also fail to detect or capture text properly, which requires additional checking. In addition, there are limitations to use in the web version, but overall, Google Translate is quite good although it is worth paying attention to accuracy by crosschecking against other translations. Errors in word structure can also affect the meaning of the translated sentence.

References

Agustian, N., & Salsabila, U. H. (2021). *Peran Teknologi Pendidikan dalam Pembelajaran*. *Islamika*, *3*(1), 123–133. https://doi.org/10.36088/islamika.v3i1.1047

Alam, A. (2020). *Pengaruh Kebijakan Ekonomi Global Terhadap Krisis dan Kemiskinan. Instruksional, 1*(2), 159Alam, A. (2020). Pengaruh Kebijakan Ekonomi Glo.

Andika, M., & Mardiana, N. (2023). Edukasi Pentingnya Bahasa Inggris Di Era Globalisasi. *BERNAS: Jurnal Pengabdian Kepada Masyarakat*, *4*(1), 246–251. https://doi.org/10.31949/jb.v4i1.3961

Bassnett, S. (2014). *Translation* (1st ed.). Routledge.

Eggen, P., and Kauchak, D. (2001). *Educational Psychology: Windows on classrooms*. New Jersey Prentice Hall.

Hancock, B., Ockleford, E., Windridge, K., & Midlands, E. (2009). *An Introduction to Qualitative Research: The NIHR RDS*. www.rds-yh.nihr.ac.uk

Haryadi, R. N., Utarinda, D., Poetri, M. S., & Sunarsi, D. (2023). *Peran Teknologi Informasi dalam Meningkatkan Pembelajaran Bahasa Inggris*. *Jurnal Informatika Utama*, *1*(1), 28–35. https://doi.org/10.55903/jitu.v1i1.76

Hidayat, D. N., Lee, J. Y., Mason, J., & Khaerudin, T. (2022). *Digital technology supporting English learning among Indonesian university students. Research and Practice in Technology Enhanced Learning*, *17*(1). https://doi.org/10.1186/s41039-022-00198-8

Ismayanti, D., Said, Y. R., Usman, N., & Nur, M. I. (2024). The Students Ability in Translating Newspaper Headlines into English A Case Study. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 12(1), 108-131.

Ibrahim, M. H., & Amilia, I. K. (2022). *Journal of English Language Studies. Journal of English Language Studies*, *7*(1), 60–77. https://jurnal.untirta.ac.id/index.php/JELS/article/view/3381

Ikbal, M. D., Widiyanto, Y., & Pramono, B. (2024). *Kontribusi Teknologi Informasi Terhadap Peningkatan Pelatihan Bahasa Inggris Kontribusi Teknologi Informasi Terhadap Peningkatan Pelatihan Bahasa Inggris*.

Ismegawati. (2008). *Analisis Metode Terjemahan Buku L Å Tahzan Karya Dr .*" *Aidh Al-Qorni*. 1–77.

Ismayanti, D., Said, Y. R., Usman, N., & Nur, M. I. (2024). The Students Ability in Translating Newspaper Headlines into English A Case Study. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 12(1), 108-131.

Kembaren, D. F. R. W. (2019). *Translation Theory and Practice Compiled by*. 1–159.

Maritsa, A., Hanifah Salsabila, U., Wafiq, M., Rahma Anindya, P., & Azhar Ma'shum, M.

IDEAS, Vol. 12, No. 1, June 2024

(2021). Pengaruh Teknologi Dalam Dunia Pendidikan. *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan*, *18*(2), 91–100. https://doi.org/10.46781/al-mutharahah.v18i2.303

Maulidiya Umi Handayani, Lulu Mubarokah, Mutmainah Fahmi Karimatunisa, & Nunik Ismu Hidayah. (2022). *The Role of Google Translate as a Learning Medium for EFL Students:* Systematic Review. *Conference on English Language Teaching*, *2*(Celti), 182–192. https://doi.org/10.24090/celti.v2.46

Mediha, N., & Enisa, M. (2014). *A Comparative Study on the Effectiveness of Using Traditional and Contextualized Methods for Enhancing Learners' Vocabulary Knowledge in an EFL Classroom. Procedia - Social and Behavioral Sciences*, *116*(February 2014), 3443–3448. https://doi.org/10.1016/j.sbspro.2014.01.780

Masruddin, M., & Abduh, N. K. (2024, May). Indonesian Language Learning for Foreign Speakers Based on Luwu Culture: A Needs Analysis Study. In 4th International Conference on Linguistics and Culture (ICLC-4 2023) (pp. 75-80). Atlantis Press.

Mouly, G. J. (1973). *Psychology of Effective Learning* (R. & Holt Winston. (ed.); 3rd ed).

Mutiara Komalasari. (2024). *Analysis of Google Translate Results in the Lyrics of "Rewrite the Stars" by Anne-Marie and James Arthur. English Language and Education Spectrum*, *4*(1), 20–29. https://doi.org/10.53416/electrum.v4i1.226

Napu, N. (2018). *On Theoretical Approaches to Translation : Linguistic-Based Translation Shift and Functional Theory* (Issue September).

Ndapa Lawa, S. T., Ate, C. P., & Feka, V. P. (2022). *Penggunaan Google Translate Sebagai Alternatif Media Penerjemah Pada Abstrak Jurnal Mahasiswa. HINEF : Jurnal Rumpun Ilmu Pendidikan*, *1*(1), 86–93. https://doi.org/10.37792/hinef.v1i1.431

Ningsih Samir, M., Basri, M., & Muliati, A. (2023). *the Effects of Google Translate Application on English Vocabulary Mastery of High School Students. PERFORMANCE: Journal of English Education and Literature*, *2*(2), 186–193.

Nur Agustin, S., & Siswana. (2022). *Students' Perception on the Use of Google Translate for English Learning. UHAMKA International Conference on ELT and CALL (UICELL)*, *6*(December), 346–357.

Pham, A. T., Nguyen, Y. N. N., Tran, L. T., Huynh, K. D., Le, N. T. K., & Huynh, P. T. (2022). University *Students' Perceptions on the Use of Google Translate: Problems and Solutions. International Journal of Emerging Technologies in Learning*, *17*(4), 79–94. https://doi.org/10.3991/ijet.v17i04.28179

Prof.Dr.Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (M. Dr.Ir.Sutopo.S.Pd (ed.)). ALFABETA,.

Putra, E. (2020). *The Importance of Learning English Nowadays The Importance Of Learning English Nowadays* Erlangga Putra Sepuluh Nopember Institute of Technology (ITS) , Surabaya , Indonesia. *Article*, *November*, 6.

Sagita, M., Jamaliah, J., & Nurul Balqis. (2021). *Students' Perception About Google Translation Tool in Learning English*. *Getsempena English Education Journal*, *8*(1), 26–40. https://doi.org/10.46244/geej.v8i1.1209

Sembiring Brahmana, C. R. P., Sofyan, R., & Putri, D. M. (2020). *Problems in the Application of Google Translate As a Learning Media in Translation. Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, *4*(2), 384–389. https://doi.org/10.30743/ll.v4i2.2893

Soisuwan, T., Lekdumrongsak, P., Iamlaor, A., & Chaisiri, T. (2022). *An Investigation on the Use of Google Translate in Studying English Language: A case study in a university at Pathumthani Province. Rangsit Journal of Educational Studies*, *9*(2), 1–24. https://rsujournals.rsu.ac.th/index.php/RJES/article/view/2749

Tolera, A., Firdisa, D., Roba, H. S., Motuma, A., Kitesa, M., & Abaerei, A. A. (2024). *Barriers to healthcare data quality and recommendations in public health facilities in Dire Dawa city administration, eastern Ethiopia: a qualitative study. Frontiers in Digital Health*, *6*(March), 1–9. https://doi.org/10.3389/fdgth.2024.1261031

Tumbal, S., Liando, N. V. F., & Olii, S. T. (2022). *Students' Perceptions Toward the Use of Google Translate in Translating. Kompetensi*, *1*(02), 313–320. https://doi.org/10.53682/kompetensi.v1i02.1853

Walgito, B. (1990). *Psikologi Sosial (Suatu Pengantar* (Andi Offset (ed.)).