



# THE USE OF GOOGLE TRANSLATE IN ARABIC LANGUAGE LEARNING AMONG GRADE X STUDENTS AT MAS MUTIARA AULIA MEDAN

\*<sup>1</sup>Mutia Rakhma Anwar, <sup>2</sup>Zulfahmi Lubis

<sup>1,2</sup>Universitas Islam Negeri Sumatera Utara Medan, Indonesia

\*Corresponding E-mail: [mutia0302222064@uinsu.ac.id](mailto:mutia0302222064@uinsu.ac.id) | [zulfahmilubis@uinsu.ac.id](mailto:zulfahmilubis@uinsu.ac.id)

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## Abstract

This study examines how Grade X students at Madrasah Aliyah Mutiara Aulia Medan use Google Translate to learn Arabic and their perceptions of its effectiveness for learning, particularly in listening, speaking, reading, and writing. The research used a qualitative descriptive method. Data came from passive observation, interviews with six students and one Arabic teacher, and documentation. The analysis followed the interactive model by Miles and Huberman, which includes reducing data, displaying it, and drawing conclusions. To ensure the data were valid, the study used both source and technique triangulation. The findings reveal that students use Google Translate extensively, particularly outside the classroom, to translate words, sentences, and entire texts to facilitate comprehension. Students generally perceive Google Translate as an effective tool for quickly understanding Arabic vocabulary and texts, though its translations are not always accurate in terms of grammar and context. The application primarily contributes to reading skills and, to a lesser extent, to writing skills, while its contribution to listening and speaking skills remains limited. The study concludes that Google Translate can support Arabic language learning; however, excessive reliance on it may reduce students' learning independence and therefore requires appropriate teacher guidance.

**Keywords:** *Google Translate; Arabic Language Learning; Language Skills; Digital Technology; Madrasah Aliyah*

## الملخص

تهدف هذه الدراسة إلى استكشاف كيفية استخدام طلاب الصف العاشر في المدرسة الثانوية الإسلامية في تعلم اللغة العربية، واستقصاء تصوراتهم حول «Google Translate» موتيARA أولياء ميدان لتطبيق فعاليتها في دعم تعلم اللغة العربية، بما في ذلك تنمية مهارات الاستماع والتحدث والقراءة والكتابة واعتمدت الدراسة المنهج الوصفي النوعي. وجمعت البيانات من خلال الملاحظة غير التشاركية، والمقابلات شبه المنظمة مع ستة طلاب ومعلم واحد للغة العربية، بالإضافة إلى التوثيق. وتم تحليل البيانات باستخدام النموذج التفاعلي لميلز وهوبرمان، الذي يشمل اختزال البيانات وعرضها واستخلاص النتائج. ولضمان مصداقية البيانات، استُخدمت تقنية التثليث من خلال تنوع المصادر والأساليب. أظهرت النتائج أن بشكل مكثف، خاصة خارج الفصل الدراسي، لترجمة «Google Translate» الطلاب يستخدمون تطبيق الكلمات والجمل والنصوص الكاملة بهدف تسهيل الفهم. ويرى الطلاب عموماً أن التطبيق أداة فعالة تساعد على فهم المفردات والنصوص العربية بسرعة، رغم أن ترجماته ليست دقيقة دائماً من حيث القواعد والسياق. كما يسهم التطبيق بصورة أكبر في تنمية مهارة القراءة وبدرجة أقل في مهارة الكتابة، في حين يظل إسهامه في مهارتي الاستماع والتحدث محدوداً. وتخلص الدراسة إلى أن تطبيق Google Translate يمكن أن يدعم تعلم اللغة العربية، إلا أن الاعتماد المفرط عليه قد يقلل من استقلالية الطلاب في التعلم، مما يستدعي توجهاً مناسباً من المعلمين لضمان استخدامه بصورة متوازنة وفعالة. الكلمات المفتاحية: جوجل ترجمة، تعليم اللغة العربية، المهارات اللغوية، التكنولوجيا الرقمية، المدرسة العالية

## INTRODUCTION

Learning Arabic opens the door to Islamic knowledge, enabling students to engage with the Qur'an and Hadith in their original languages. Yet many students find themselves lost when tackling Arabic texts on their own. The language's unique grammar, gender rules, and forms for the singular, dual, and plural are a world apart from those of Indonesian, making learning a real challenge (Musthofa & Muflihah, 2025). These hurdles can make understanding texts feel overwhelming and can chip away at students' motivation and confidence in mastering Arabic. As a result, students often seek help when faced with unfamiliar words or tricky Arabic phrases (Said & Saleh, 2025).

The rapid rise of digital technology has transformed the way students tackle these learning obstacles. With just a few taps on their smartphones or devices, students can now access a world of digital learning tools for instant support and information. In language learning, these tools have become everyday companions, especially when students hit a roadblock with foreign texts. As a result, translation apps are becoming go-to solutions for breaking through language barriers (Kurniawan et al., 2024). Among all the digital tools out there, Google Translate stands out as a favorite for learning Arabic thanks to its speed, simplicity, and easy access. With it, students can instantly translate anything from a single word to an entire passage, making it a lifeline when they stumble upon unfamiliar or complex sentences. While research shows Google Translate can boost understanding and support learning, doubts remain about its accuracy, especially when it comes to the nuances of Arabic grammar and meaning.

These concerns spark important questions about how much Google Translate truly aids Arabic learning and whether its convenience might shape the way students approach the language. Research also shows that Google Translate is increasingly used in learning Arabic (Putri & Lessy, 2024). Khoiriyah (2020) found that translations from Arabic to Indonesian often contain grammatical and semantic errors. Febriansyah, Z. N. (2024) also found that grammar errors often stem from differences between the two languages, and Syafanah et al. (2025) noted that Google Translate struggles with cultural and idiomatic expressions. Kurniawan et al. (2024) noted that students are using Google Translate more as technology advances.

While these studies help us understand translation accuracy and how often the app is used, they mostly focus on technical issues. There is less research on how students actually use Google Translate in their learning, what they think about its usefulness, and how it affects their language skills. This is important because students' views and experiences can indicate whether Google Translate is a helpful tool or leads to over-reliance. More research is needed to examine how students use Google Translate and what they think of its role in learning Arabic.

An initial observation at Madrasah Aliyah Mutiara Aulia Medan on November, 2025, revealed that many Grade X students frequently turned to Google Translate for their Arabic reading and comprehension tasks. Instead of first trying to unravel sentence structures or guess meanings, they often translated entire sentences or paragraphs straight into Indonesian. This highlights the need to examine not only how students use Google Translate but also what they think of its value for learning Arabic. This study aims to uncover how Grade X students rely on Google Translate in their Arabic studies and to explore their perspectives on how well it supports their listening, speaking, reading, and writing skills.

## METHOD

This study employed a qualitative research design with a descriptive approach. Qualitative research is appropriate for exploring and understanding the meanings individuals or groups assign to a social phenomenon within its natural setting (Creswell & Poth, 2018). A descriptive approach was adopted to provide a detailed account of how Google Translate is used in Arabic language learning and how students perceive its effectiveness.

The study was conducted at Madrasah Aliyah Mutiara Aulia Medan during the second semester of the 2025/2026 academic year, from January to April 2026. Prior to the main study, a preliminary observation was conducted on November 2, 2025, to identify the research problem and assess students' use of Google Translate in Arabic language learning. The findings from this preliminary observation served as the basis for formulating the research focus, while all findings reported in this study were derived from the official data collection conducted between January and April 2026.

Participants were selected through purposive sampling, a technique used to identify information-rich cases that are relevant to the purpose of the study (Creswell & Poth, 2018). The selection criteria included Grade X students who actively used Google Translate in learning Arabic and were willing to participate in the research. In addition, one Arabic language teacher was included as a supporting informant. Participant recruitment and interviewing continued until data saturation was reached. Saturation was considered achieved when no new themes, patterns, or substantial information emerged from successive interviews. After interviewing six students, the responses became repetitive

and consistently reflected similar patterns regarding the use and perceived effectiveness of Google Translate; therefore, no additional student participants were recruited.

Data were collected using three techniques: observation, interviews, and documentation. First, passive participant observation was conducted from April 1 to April 8, 2026. During this process, the researcher observed classroom activities without actively participating in them. The observation focused on Arabic language learning activities and students' use of Google Translate during learning-related tasks. Second, semi-structured interviews were conducted with all informants. An interview guide was prepared to ensure consistency across interviews while allowing participants to elaborate on their experiences and perspectives. Third, documentation was collected in the form of students' translation outputs, screenshots of Google Translate usage, Arabic language assignments, lesson plans, and learning materials relevant to the study.

Data analysis followed the interactive model proposed by Miles, et al. (2014), which consists of three interconnected stages: data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, simplifying, and organizing information obtained from observations, interviews, and documentation. The condensed data were then presented in descriptive narratives and tables to facilitate interpretation. Finally, conclusions were drawn and continuously verified throughout the research process to ensure consistency between the findings and the collected data. To enhance trustworthiness, several validation strategies were employed. Source triangulation was conducted by comparing information obtained from students and the teacher, while technique triangulation involved comparing findings derived from observation, interviews, and documentation. In addition, member checking was carried out by confirming interview interpretations with participants to ensure that the findings accurately reflected their intended meanings (Creswell & Poth, 2018).

## RESULTS AND DISCUSSION

### Research Findings

Based on observations conducted from April 1–8, 2026, and interviews with six Grade X students and one Arabic language teacher at Madrasah Aliyah Mutiara Aulia Medan, it was found that Google Translate was not used directly during classroom instruction. During lessons, students were not permitted to use mobile phones; therefore, no participant was observed accessing Google Translate in class. However, interview data revealed that students used the application intensively outside the classroom, particularly when completing Arabic language assignments at home. The frequency of use ranged from three to seven times within a single study session. Students generally used Google Translate as a quick solution for understanding Arabic texts, vocabulary, and assignments. Most participants preferred translating complete sentences or paragraphs rather than analyzing vocabulary and sentence structures independently. The text translation feature was used by all participants, whereas the audio feature and Google Lens were used only occasionally. Participants consistently reported that speed, convenience, and ease of access were the primary reasons for choosing Google Translate instead of printed dictionaries or direct consultation with teachers.

The patterns of Google Translate use identified through observation and interview data are summarized in Table 1. The table presents participants' frequency of use, translation methods, preferred features, perceived effectiveness, and perceived contributions to language skills.

**Table 1. Google Translate Usage Patterns of Research Informants**

Informant	Intensity/ Session	Method of Use	Features Used	Perceived Effectiveness	Skill Contribution Felt	Place of Use
S1	5-7 Times	Per Sentence	Text	Helpful, Fairly accurate for simple words	Reading, Writing	At home
S2	3-5 Times	Per Word & Sentence	Text	Fairly accurate	Reading, Writing, Listening	At home
S3	4-6 Times	Per Sentence	Text & Audio	Helpful, Fairly accurate for simple words	Reading, Writing, Listening, Speaking	At home

S4	3-4 Times	Per Word	Text	Fairly accurate	Reading, Writing	At home
S5	5 Times	Per Sentence	Text	Less accurate for long texts	Reading, Writing	At home
S6	3-6 Times	Mixed	Text	Fairly accurate	Reading, Writing	At home

As shown in Table 1, all participants reported frequent use of Google Translate, particularly outside the classroom when completing Arabic language assignments at home. The text translation feature was the most frequently used feature among all participants, while the audio feature was used by only a small number of students. The findings also indicate that students primarily relied on Google Translate to support reading and writing activities, whereas its contribution to listening and speaking skills was perceived as relatively limited.

Further interviews revealed a relatively consistent pattern of use among participants. Most students followed a sequence of activities beginning with opening the application, selecting the source and target languages, entering Arabic text, reviewing the translation results, and using those results to complete assignments. Importantly, most participants reported translating entire sentences or paragraphs directly rather than analyzing individual vocabulary items or grammatical structures. In addition, many participants accepted translation results without extensive verification. Participant S1 explained:

“I do not use Google Translate during class because mobile phones are not allowed, but I often use it at home when doing assignments. In one study session, I may open the application five to seven times because it is much faster than using a dictionary.”

The Arabic language teacher (T1) confirmed this pattern:

“Students tend to translate complete sentences or even entire paragraphs directly instead of trying to understand vocabulary and sentence structures first. This helps them finish assignments quickly, but it may limit their opportunity to develop independent language analysis skills.”

The findings suggest that Google Translate has become an important learning aid for students. However, its intensive use also indicates a tendency toward dependency, as students frequently prioritize immediate answers over the process of understanding Arabic language structures. Interviews further revealed that students generally held positive perceptions of Google Translate as a learning aid. All participants acknowledged that the application helped them understand Arabic vocabulary and texts more quickly. At the same time, they recognized that translation results were not always accurate, particularly when dealing with long texts, complex sentence structures, or context-dependent meanings. Participant S2 explained:

“Sometimes the translation result does not fit the context of the text. When that happens, I compare it with the textbook or ask friends for clarification.”

Similarly, participant S3 stated:

“Google Translate is helpful, but it is not always accurate. Long sentences are often translated incorrectly, so I sometimes need to check the meaning again.”

Participant S5 also noted:

“For longer texts, the translation can be confusing because the context is not always correct.”

Despite recognizing these limitations, students continued to rely on Google Translate regularly. This finding is particularly significant because it demonstrates that students valued speed and convenience more than translation accuracy. In other words, efficiency appeared to be the primary factor influencing continued use of the application. The Arabic language teacher (T1) provided a similar perspective:

“Google Translate has both positive and negative impacts. It helps students understand meanings quickly, but it can also reduce their willingness to think independently and analyze language structures.”

The teacher further reported that misunderstandings occasionally occurred when students relied excessively on translation results without considering context, particularly in texts containing figurative expressions or complex grammatical constructions. Regarding language skills, the findings indicate that Google Translate contributed

unevenly across the four skills. Reading was the skill that benefited most because nearly all participants used the application primarily to understand Arabic texts. Writing also benefited to some extent, particularly when students completed assignments requiring Arabic vocabulary and sentence construction. However, the application contributed very little to listening and speaking skills because most participants rarely used the audio feature.

Participant S1 reported that Google Translate helped her understand reading materials more efficiently by providing immediate access to vocabulary meanings and sentence translations. Participant S4 similarly explained that the application enabled him to grasp the general meaning of difficult texts without spending excessive time searching for individual words. For writing activities, participants acknowledged that Google Translate supported task completion but also recognized potential risks. Participant S3 stated:

“It helps when writing assignments, but if we use it too often, we can become dependent on it.”

Likewise, participant S2 emphasized:

“It is useful, but students need to use it wisely and not rely on it completely.”

In contrast, most participants reported little engagement with the audio feature. Participants S1, S4, S5, and S6 stated that they rarely or never used it. Only participants S2 and S3 reported occasional use for pronunciation practice. The teacher (T1) reinforced this finding:

“Google Translate is clearly more useful for reading and, to a lesser extent, writing. Its contribution to listening and speaking remains limited because students rarely explore the audio feature.”

Overall, the findings indicate that Google Translate functions primarily as a reading-support tool in Arabic language learning. Although students perceive it as effective and practical, excessive reliance on the application may reduce opportunities for independent language analysis and critical engagement with Arabic texts.

## **Discussion**

### **Patterns of Google Translate Use in Arabic Language Learning**

The findings indicate that Google Translate has become an integral part of students' Arabic language learning practices, particularly outside the classroom. Students reported using the application frequently when completing assignments and encountering unfamiliar vocabulary or texts. The predominance of text translation features and the tendency to translate entire sentences or paragraphs suggest that students use Google Translate primarily as a tool for obtaining immediate comprehension rather than as a resource for developing linguistic knowledge.

An important finding of this study is the emergence of an instant-use pattern. Most participants preferred translating complete texts directly instead of analyzing vocabulary, sentence structures, or grammatical elements independently. This pattern reflects a shift in learning behavior in which efficiency and convenience are prioritized over the learning process itself. While such practices can help student complete tasks more quickly, they may reduce opportunities to develop analytical skills that are essential for Arabic language mastery.

This finding supports Kurniawan et al. (2024), who reported a high intensity of Google Translate use among Arabic language learners. The results also reinforce Haq's (2023) argument that excessive dependence on technological tools may hinder students' development of deeper linguistic competence when technology is used as a substitute rather than a supplement to learning. Therefore, the findings suggest that Google Translate should be integrated into learning activities under appropriate teacher guidance so that students continue to develop vocabulary knowledge, grammatical awareness, and independent learning skills.

### **Students' Perceptions of Google Translate's Effectiveness**

The findings reveal that students generally perceive Google Translate as an effective learning aid because it provides fast and practical access to the meanings of Arabic vocabulary and texts. Participants consistently emphasized the application's ability to save time and facilitate task completion. This positive perception explains why Google Translate remains widely used despite its recognized limitations.

A particularly noteworthy finding is that students continued using Google Translate even when they were aware that its translations were sometimes inaccurate. Most participants reported encountering errors related to grammar, context, or meaning; nevertheless, these shortcomings did not significantly reduce their reliance on the application. This suggests that students place greater value on efficiency and convenience than on translation accuracy. In other words, practical considerations appear to outweigh concerns regarding linguistic precision.

This finding extends previous research that primarily focused on translation errors and technical limitations. Khoiriyah (2020), Zidan Nugraha Febriansyah (2024), and Syafanah et al. (2025) demonstrated that Google Translate often produces inaccuracies in morphological, syntactic, semantic, and contextual aspects of Arabic. However, the

present study shows that awareness of these limitations does not necessarily discourage students from using the application. Instead, students develop various strategies to cope with inaccuracies, such as rechecking translations, consulting textbooks, asking peers, or seeking confirmation from teachers. From a pedagogical perspective, this finding indicates that students do not view Google Translate as a fully reliable source of knowledge but rather as a practical learning aid. Nevertheless, continuous dependence on such assistance may reduce opportunities for students to develop independent problem-solving abilities. Therefore, teachers play a crucial role in guiding students to evaluate translation results critically rather than accepting them uncritically.

### **Google Translate's Contribution to Language Skills**

The findings demonstrate that Google Translate contributes differently to each language skill. The strongest contribution was observed in reading skills, followed by a more limited contribution to writing skills. In contrast, its contribution to listening and speaking skills was minimal. The dominant contribution to reading skills is understandable because reading activities are directly associated with vocabulary comprehension and text interpretation. Students frequently used Google Translate to identify word meanings and understand the general content of Arabic texts. As a result, the application functioned as a form of digital lexical support that facilitated comprehension. This finding is consistent with Ilham (2023), who emphasized the importance of lexical resources in helping learners understand Arabic texts.

The contribution to writing skills was more limited. Although students reported that Google Translate assisted them in completing written assignments, several participants also recognized the risk of becoming overly dependent on automatically generated translations. This finding supports Faqih (2018), who argued that translation technologies should support rather than replace learners' own language production processes. Writing development requires active engagement with vocabulary, grammar, and sentence construction, all of which may be weakened if students rely excessively on machine-generated outputs.

The limited contribution to listening and speaking skills appears to be closely related to students' patterns of application use. Most participants rarely utilized the audio feature available in Google Translate. Consequently, the application was seldom used for pronunciation practice or listening comprehension activities. This finding suggests that the educational potential of Google Translate extends beyond text translation, but students have not yet fully utilized its available features. Similar conclusions were reported by Nurfaillah, Pangulian Harahap, and Rana Khairiyah (2024), as well as Kurniawan et al. (2024), who found that the application can support listening and speaking development only when learners actively engage with its audio functions.

Overall, the findings indicate that Google Translate currently serves primarily as a reading-support tool rather than a comprehensive language-learning application. Its effectiveness is strongly influenced by how students choose to use it. Therefore, teachers should provide structured guidance that encourages students to utilize Google Translate critically and purposefully, ensuring that technology enhances rather than replaces meaningful language learning processes.

### **CONCLUSION**

This study found that Google Translate has become an important learning aid in Arabic language learning among Grade X students at Madrasah Aliyah Mutiara Aulia Medan. Students use the application intensively, particularly outside the classroom, because it provides a fast and practical way to understand Arabic vocabulary and texts. Although students recognize that translation results are not always accurate, especially in grammatical and contextual aspects, they continue to perceive Google Translate as effective due to its convenience and efficiency. The findings further indicate that the application contributes most significantly to reading skills and, to a lesser extent, to writing skills, while its contribution to listening and speaking skills remains limited because students rarely utilize the available audio features.

The study also reveals that excessive reliance on Google Translate may reduce students' opportunities to develop independent language analysis and critical thinking skills. Therefore, the application should function as a complementary learning resource rather than a substitute for the language learning process itself. Theoretically, these findings contribute to understanding how students integrate machine-translation technology into language learning practices and how perceptions of usefulness influence patterns of use. Practically, teachers are encouraged to provide guidance that helps students use Google Translate critically and responsibly. Future research may employ mixed-methods approaches with larger samples, compare Google Translate with other translation technologies, and conduct action research to examine the effectiveness of teacher-guided strategies in reducing student dependency while promoting greater learning autonomy.

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