



EXPLORING THE IMPACTS OF GOOGLE TRANSLATE ON LEARNING ENGLISH WRITING FOR BUSINESS ENGLISH COMMUNICATION STUDENTS

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Abstract

This research explored the impact of using Google Translate in learning English writing for Business English Communication students. This research used a descriptive qualitative method with questionnaire and interview data collection techniques, collecting data from students who actively use Google Translate. The results show that this tool has a positive impact on five elements of writing: Content, Organization, Vocabulary, Grammar, and Mechanics. In particular, Google Translate helped students come up with ideas for sentence organization, provided basic structure, helped find and enrich vocabulary, checked grammatical errors and improved grammatical understanding, and assisted in writing mechanics. However, the results also show that the use of this tool still requires manual adjustment to fit the context and increase independence in writing. The findings suggest that Google Translate should be used as a supportive tool, while prioritizing the development of independent writing skills.

Keywords: *Google Translate, English Writing, Impacts*

Introduction

In this modern era, there are many dictionaries available on the market to help students needs in learning English; starting from dictionaries published by national publishers, to dictionaries published by international publishers. In fact, because technological sophistication is advancing so rapidly, many people choose to use digital dictionaries. This is because there are many digital dictionaries that can be accessed and used for free via the Internet. One of the digital translation tools is Google Translate. Maulida (2017) reveals that Google Translate is a translation service provided by Google to translate text, speech, images, sites, or videos in real-time from one language to another. Google Translate as one of the products promoted by Google is one of the most popular free multilingual translation tools currently. Because English is still considered a foreign language in Indonesia, many Indonesian students, even university students, use Google Translate to help them learn languages, one of which is English. This tool tends to help students get translations quickly and easily. Examples such as Indonesian to English or English to Indonesian. Recently, Google Translate has been very popular among people, especially students. This application makes it easy for users to translate various types of words, phrases, or text from one language to another. With Google Translate, students find it very helpful in translating essays in foreign languages.

According to Maulida (2017), Google Translate has several benefits that can be used by its users. These benefits are as a translator, as an online dictionary, spell checker and as a tool for learning foreign languages. Google Translate also has several useful features, these features are speech recognition, alternative translation, word alignment, language exchange, and word formation. Medvedev (2016) expressed his opinion about the advantages of Google

Translate which has free access. Users only need to open the website in a browser or download the application on their gadget to use it. The process is also instant, with just one click the user can get it. Although it has advantages, Google Translate also has disadvantages that will have an impact on its users. The most talked about is the error in translating longer sentences or texts (Maulida, 2017). Santoso (2010) states that Google Translate cannot handle idioms or figurative language. Furthermore, he adds that the length of the text determines the quality of the translation; the shorter the text, the better the result.

In relation to English writing, Google Translate plays an important role in students' writing process, yet writing skills are considered a difficult skill for some students due to limited vocabulary and weaknesses in grammar. Al-Badi (2015) stated that of the four main skills in English, writing is considered a difficult skill for students to master. The reason for this problem is because writing skills have many factors that need to be mastered by students to achieve better writing performance, e.g. the correspondence between subject and verb, word order, and expression. Al-Badi further explained that writing is a difficult skill because it is not a cognitive activity. This is because to master writing skills, students must pay attention to several things to make good writing such as vocabulary selection and good word order. Writing skills are also very complex skills because they must master vocabulary, grammar and syntax. Writing also requires mechanics such as the use of punctuation, capital letters, question marks, ordinary signs, and others.

In addition, writing is a reflective activity that requires thoughts, ideas, relevant knowledge, and vocabulary. In writing, word choice is one of the important aspects because it aims to convey messages to readers. If you cannot choose the right words in your writing, the reader will not be able to understand what you want to convey. As a result, this becomes a burden for some students when they get a writing assignment. Because of this problem, some students tend to look for shortcuts to overcome these difficulties. Therefore, the existence of Google Translate helps students to get the right words for their writing (Khairunisa & Fajaryani, 2022).

Research Methodology

Research Design

In this study, the researcher used descriptive qualitative research method, which emphasizes the collection and analysis of data in the form of words or text to describe the observed phenomena. According to Clarke and Braun (2013), qualitative research used words as data, which are then collected and analyzed in various ways. Qualitative research focuses on words, both written and spoken, as well as images as data.

Data Analysis

Data analysis is a systematic process of searching, separating, organizing, and giving meaning to the data that has been collected. The main purpose of this process is to produce useful information that can be used for decision-making in an effort to solve research problems.

In this study, data was analyzed using the method outlined Miles, et al (2014). Data analysis consists of three main flows including:

Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming the rough data that appears in field notes or interview transcripts. At this

stage the data is filtered and reorganized to allow the researcher to see a clearer and more relevant picture of the data at hand. Data condensation helps in highlighting important aspects and filtering out less relevant information.

Data Display

Data presentation is the step where the condensed data is arranged into an organized and easy-to-understand format, such as a table, graph, diagram, or narrative. The goal is to allow researcher to see patterns, relationships, and trends that may not be apparent in the raw data form. Data presentation assists researcher in understanding the complexity of the data more effectively.

Drawing and Verifying Conclusions

This stage involves drawing conclusions from the data that has been condensed and presented, and verifying these conclusions. Conclusions can be drawn from patterns that emerge from the data, initial suspicions, or from the presentation of the data. These conclusions are then verified through re-examination of the data and critical reflection

Results and Discussion

Results

The results of this study explain how students use Google Translate in the process of learning English writing and the impact of Google Translate in the process of learning English writing among Business English Communication students. Data was collected through questionnaires and semi-structured interviews with students as respondents.

Questionnaire Results

Based on the answers from the questionnaire, the average student gave a positive response to the use of Google Translate in improving writing skills in English. Students' use of Google Translate varies depending on their writing needs. The following are the findings obtained from the questionnaire data regarding the use of Google Translate in learning English writing:

1) The frequency of using Google Translate

The results showed that most participants frequently used Google Translate when writing English texts, with 24.1% strongly agreeing and 37.9% agreeing. However, there were 31% who gave a neutral response, indicating some uncertainty in their views. In addition, 3.4% disagreed and 3.4% strongly disagreed with the use of Google Translate. These mixed responses highlight that while many participants use Google Translate frequently, others do not consistently use the tool, and some even reject its use.

2) Benefits of Google Translate

The results showed that most participants felt that Google Translate helped them understand difficult English vocabulary, with 41.4% strongly agreeing and 44.8% agreeing. However, 13.8% of participants gave a neutral response, indicating some doubt or uncertainty in their views. These mixed responses highlight that while many participants found Google Translate useful in understanding difficult vocabulary, there are also some participants who may not fully rely on the tool or have different experiences in its use.

The second, the results showed that the majority of participants, 69% (20.7% strongly agreed and 48.3% agreed), felt that using Google Translate increased their confidence in

writing English. However, 27.6% gave a neutral response, indicating hesitation, while 3.4% strongly disagreed, indicating that not all participants felt the same benefits from this tool.

The third, the results showed that the majority of participants, 68.9% (24.1% strongly agreed and 44.8% agreed), felt that Google Translate helped them organize ideas in writing. Meanwhile, 24% gave a neutral response, indicating indecision, and 3.4% disagreed or strongly disagreed, indicating variation in user experience.

The fourth, the results showed that the majority of participants felt that using Google Translate had a positive impact on improving their writing content, with 13.8% strongly agreeing and 51.7% agreeing, making a total of 65.5% showing a positive attitude towards the statement. However, 27.6% gave a neutral response, reflecting some hesitation among some participants, while 3.4% disagreed and strongly disagreed, suggesting that not all users felt the same improvement in the quality of their writing.

The fifth, the results showed that most participants felt that Google Translate helped them reduce spelling mistakes in their writing, with 31% strongly agreeing and 55.2% agreeing, making a total of 86.2% showing a positive attitude towards the statement. This indicates that the majority of users believe the tool contributes significantly to improving their spelling accuracy. Meanwhile, 13.8% of participants gave a neutral response, indicating that there were doubts or mixed experiences regarding the effectiveness of Google Translate in reducing spelling errors.

The sixth, the results showed that most participants felt that Google Translate helped improve their vocabulary in writing, with 48.3% strongly agreeing and 31% agreeing, making a total of 79.3% showing a positive view. A total of 17.2% were neutral, while only 3.4% strongly disagreed, indicating that the majority felt a positive benefit from using Google Translate.

The seventh, the results showed that the majority of participants found Google Translate a useful tool for improving English writing skills, with 20.7% strongly agreeing and 44.8% agreeing, making a total of 65.5% having a positive view. However, 31% gave a neutral response, showing doubts about its effectiveness, while 3.4% strongly disagreed, signaling that not all users felt the same benefits.

The eighth, the results showed that 17.2% of participants strongly agreed and 31% agreed that Google Translate improved writing mechanics, while 41.4% were neutral and 10.3% disagreed. Overall, the majority of respondents had a positive view of Google Translate's role in improving writing mechanics.

The ninth, the results showed that most participants felt that Google Translate helped them develop ideas in writing English, with 13.8% strongly agreeing and 48.3% agreeing, making a total of 62.1% having a positive view of the statement. However, 27.6% of participants gave a neutral response, indicating some doubt or varied experience. On the other hand, 10.3% (a combination of 6.9% disagreed and 3.4% strongly disagreed) indicated that a small proportion of participants did not find the tool useful in developing ideas.

3) Trust in Google Translate

The results showed that participants' confidence in the translations provided by Google Translate in their writing varied. A total of 6.9% strongly agreed and 48.3% agreed, making a total of 55.2% having a positive view of the reliability of the tool. However, 41.4% gave neutral responses, reflecting doubts or uncertainties about the accuracy of the translations produced. On the other hand, 3.4% of participants disagreed, indicating that although the majority felt

quite confident, there were a number of users who doubted the reliability of Google Translate in helping them with their writing.

The impact of using Google Translate in Business English Communication program in learning English Writing

In this study, researchers uncovered the impact of using Google Translate in learning English writing among Business English Communication students. Data collected through interviews with 7 students provide an in-depth picture of how Google Translate affects students' writing ability.

This research focuses on five elements of writing: content, organization, vocabulary, grammar, and mechanics. The results show that Google Translate helps students in translating words or phrases, organizing sentences, and finding the right vocabulary, which ultimately enriches their writing and speeds up the writing process. However, some students also reported that using Google Translate could reduce the accuracy of their grammar and sentence structure.

1) The Impact of Google Translate on Content

Content in writing refers to the ideas, information, and arguments presented. Good content should be informative, relevant and interesting to the reader. Google Translate can influence students' ability to develop content in the following ways:

Participant 7 mentioned that Google Translate helps to organize content more quickly, especially in translating words or phrases, as well as providing ideas for constructing sentences:

Extract 1:

"Yes, Google Translate can help me organize my content faster. It helps translate words or phrases quickly and gives ideas on how to structure sentences". (Interview, Participant 7).

"Ya, Google Translate dapat membantu saya menyusun konten dengan lebih cepat. Alat ini membantu menerjemahkan kata atau frasa dengan cepat dan memberikan ide tentang bagaimana menyusun kalimat". (Wawancara, Partisipan 7).

Based on the data above, participant 7 indicated that Google Translate helps speed up content creation by translating words or phrases quickly. In addition, the tool also provides ideas on how to structure sentences, which helps users organize their writing more efficiently.

2) The Impact of Google Translate on Organization

Organization in writing refers to the structure and flow of writing. Good organization makes writing easy for readers to understand and follow. Google Translate can influence students' ability to organize their writing in the following ways:

Participant 3 expressed that Google Translate helps maintain sentence alignment:

Extract 6:

"It's quite helpful, especially when it comes to maintaining harmony between one sentence and another". (Interview, Participant 3).

"Lumayan membantu, terutama dalam hal menjaga keselarasan antara satu kalimat dengan kalimat lainnya". (Wawancara, Partisipan 3).

Based on the data above, it can be seen that participants felt that Google Translate made a positive contribution in maintaining harmony between sentences. This shows that although the tool is not perfect, Google Translate can help students in composing more coherent writing. Good sentence alignment is very important in writing, as it makes it easier for readers to follow the train of thought and understand the arguments presented.

3) The Impact of Google Translate on Vocabulary

Vocabulary in writing refers to choosing the right words to convey ideas clearly and effectively. A rich and appropriate vocabulary can improve the quality of writing. Google Translate can influence students' ability to choose vocabulary in the following ways:

Google Translate helped Participant 4 find the right vocabulary:

Extract 11:

"Google Translate is very helpful in finding the right vocabulary when writing in English, especially if I encounter words or sentences that are difficult to translate manually". (Interview, Participant 4).

"Google Translate sangat membantu dalam mencari kosakata yang tepat saat menulis dalam bahasa Inggris, terutama jika saya menemui kata atau kalimat yang sulit diterjemahkan secara manual". (Wawancara, Partisipan 4).

Based on the data above, Google Translate helps participants find the right vocabulary when writing in English, especially when facing difficulties translating manually. This shows the positive impact of Google Translate in making it easier for participants to overcome vocabulary constraints during the writing process.

4) The Impact of Google Translate on Grammar

Grammar in writing refers to the rules that govern the use of words in sentences. Correct grammar makes writing easier to understand and more in line with academic standards. Google Translate can influence students' ability to understand and apply grammar in the following ways:

Participant 4 used Google Translate to check the grammar, although he still checked manually:

Extract 15:

"Yes, I have used Google Translate to check the grammar in my writing, although I still do manual checks to make sure everything is correct". (Interview, Participant 4).

"Ya, saya pernah menggunakan Google Translate untuk memeriksa tata bahasa dalam tulisan saya, meskipun saya masih melakukan pengecekan manual untuk memastikan apakah semuanya benar". (Wawancara, Partisipan 4).

Based on the data above, it can be seen that Google Translate is used as a tool to check grammar in writing. However, participants still do manual checking to ensure the accuracy of the results. This shows that although Google Translate helps in checking grammar, participants still rely on personal evaluation to get results that are more precise and in accordance with the context of the writing.

5) The Impact of Google Translate on Mechanics

Mechanics in writing refer to technical aspects such as punctuation, spelling, and writing format. Correct mechanics make writing easier to read and clearer. Google Translate can influence students' ability to apply writing mechanics in the following ways:

Participant 6 felt that consistency in writing made his work neater and easier to understand because the writing mechanics were appropriate:

Extract 19:

“Yes, it is consistent, so when I write it will be more neat and easy to understand because the mechanical order is appropriate”. (Interview, Participant 6).

“Ya konsisten. jadi pada saat saya menulis akan lebih rapih dan mudah dipahami karena tatanan mekaniknya sesuai”. (Wawancara, Partisipan 6).

Based on the data above, it can be seen that Google Translate helps maintain consistency in writing mechanics, so that writing becomes neater and easier to understand. This suggests that the tool plays a role in improving mechanical structures, such as punctuation and formatting, which are important for clarity.

Discussion

Based on the findings above, this research discusses two main focuses related to the use of Google Translate in learning English writing for Business English Communication students. The first focus is how students use Google Translate in the English writing learning process. The second focus is the impact of using Google Translate on the five main elements in writing adopted from Brown and Abeywickrama (2019): content, organization, vocabulary, grammar, and mechanics.

The students use Google Translate in learning English writing at Business English Communication program?

a) The frequency of using Google Translate

The findings regarding the frequency of use of Google Translate show that the majority of participants frequently use this tool when writing English texts, with 24.1% strongly agreeing and 37.9% agreeing. This shows that Google Translate is a reliable tool to help students translate and compose English texts, especially when faced with limited vocabulary and sentence structure. However, 31% of participants gave a neutral response, indicating uncertainty or limited use in certain situations. Meanwhile, 3.4% disagreed and 3.4% strongly disagreed, indicating a minority of students were reluctant to use the tool. Overall, these results reflect that while many students use Google Translate frequently, its use remains variable depending on individual needs and trust in the tool.

b) Benefits of Google Translate

The benefits of Google Translate are evident in supporting Business English Communication students to overcome challenges in writing English, especially related to vocabulary, ideas, and writing mechanics. The results showed that most participants found it helpful in understanding difficult vocabulary, with 41.4% strongly agreeing and 44.8% agreeing. However, there were still 13.8% of participants who were neutral, reflecting doubts about the effectiveness of this tool in consistently expanding vocabulary understanding. In addition, 69% of participants stated that using Google Translate increased their confidence when writing, although 27.6% responded neutrally and 3.4% disagreed, indicating that not all students felt the same increase in confidence. In terms of organizing ideas, 68.9% of participants found it helpful, but 24% chose a neutral response, and a small proportion (3.4%) found it unhelpful.

The benefits of Google Translate were also seen in improving the quality of writing, with 65.5% of participants giving a positive response. However, the presence of 27.6% who were neutral and 3.4% who disagreed indicated that students' experiences in utilizing this tool to improve the quality of their writing still varied. Similarly, in terms of reducing spelling mistakes, 86.2% of participants found it helpful, although a small proportion (13.8%) gave a neutral response. In terms of vocabulary improvement, 79.3% of participants agreed that Google Translate helped them expand their word choice in writing. However, 17.2% chose neutral and 3.4% disagreed, indicating that some participants felt the tool had not fully met their vocabulary needs. Meanwhile, Google Translate's contribution to writing mechanics showed mixed results, although 48.2% of participants found it helpful, 41.4% gave a neutral response, and 10.3% disagreed.

In terms of idea development, 62.1% of participants found Google Translate helpful. However, 27.6% were neutral and 10.3% disagreed, indicating differences in experience among students in using this tool to organize ideas more systematically. Overall, the benefits of Google Translate in helping students write English were significant, especially in the aspects of vocabulary comprehension, organizing ideas, reducing spelling mistakes, and increasing confidence. However, the variety of responses, such as the hesitation and dissatisfaction of some participants, shows that the effectiveness of this tool depends on individual needs, how it is used, and the limitations of Google Translate in providing results that meet students' expectations.

c) Trust in Google Translate

The results showed that most participants had positive trust in Google Translate, with 55.2% agreeing or strongly agreeing that the tool was reliable in supporting their writing. However, 41.4% gave neutral responses, reflecting doubts or uncertainties about the accuracy of the translations produced. This suggests that while participants felt confident in the tool, some users were less sure of its reliability, especially in more complex contexts. In addition, 3.4% of participants disagreed, suggesting that although the tool is widely used, there are some who doubt its effectiveness. Overall, while many participants had confidence in Google Translate, these variations in confidence levels suggest that its effectiveness depends on each individual's experience and context of use.

The students use Google Translate in learning English writing at Business English Communication program

a) Content

Based on the results of the research conducted (as shown in extract 6 and 7), Google Translate had a positive impact on facilitating the organization and translation of English written content. The participants stated that the tool had a significant impact in speeding up the translation of words or phrases as well as providing ideas for sentence organization. Although Google Translate can help with content organization, some adjustments are still needed to make the translation fit the context of the writing. This is supported by Groves and Mundt (2015), who stated that Google Translate helps students to organize their writing quickly but requires context adjustment to make it more appropriate. Kol, Schcolnik, and

Spector-Cohen (2018) also observed that although the tool speeds up translation and helps in writing, students still need to edit the translation to fit the academic context.

In addition, Google Translate had a beneficial impact in helping students construct sentences more quickly (as shown in extract 8, 9 and 10). However, the participants emphasized that they still need to play an active role in developing ideas and writing structure. The negative impact of the limitations of automatic translation can arise if users rely too much on this tool, potentially reducing the quality of writing. This is supported by Medvedev (2016) research which shows that automatic translation can be a helpful tool, but over-reliance without further editing can result in a decrease in writing quality.

b) Organization

Based on the results of the research conducted (as shown in extract 11, 12 and 13), the use of Google Translate had a positive impact in helping students maintain alignment between sentences and providing a basic structure for their paragraphs. Participants revealed that although the tool had an impact in facilitating the basic organization of their writing, they still needed to rearrange and refine the flow of the paragraphs to better suit the context and purpose of academic writing. This suggests that Google Translate has an impact as an initial tool that helps students design the structure of their writing, but active engagement is still needed to achieve a more effective flow. Jolley and Maimone (2022) support these findings that Google Translate can have a positive impact in helping students design writing structures, but the results often require additional refinement to reach academic standards. Students have to make manual revisions to make the translation more precise and appropriate to the context of the writing, ensuring that the flow and cohesion between sentences are maintained, thus improving the quality of their writing.

c) Vocabulary

Based on the results of the research conducted, Google Translate has a positive impact in making it easier to find the right vocabulary when writing in English, especially when users have difficulty translating words or sentences manually (as shown in extract 16 and 17). Another positive impact is also seen in its ability to help users find more appropriate words in English when the Indonesian equivalent is unknown. Thus, Google Translate became a useful tool for users in enriching vocabulary choices and improving translation accuracy during the writing process. This is supported by Lee (2020), who revealed that Google Translate serves as a quick and effective reference source for learners in acquiring new context-appropriate vocabulary, thus supporting their writing skills. In another study, Williams (2019) stated that the use of Google Translate can help learners overcome vocabulary limitations in their target language, especially when facing words or phrases that are difficult to translate directly.

The results also show that Google Translate has a positive impact on enriching users' vocabulary. Participants stated that Google Translate enriched their vocabulary by suggesting synonyms or new words. Participants also found it useful in finding unknown or rarely heard words, as well as providing alternative words that could be used (as shown in extract 18 and 19). This suggests that Google Translate helps users discover a wider variety of vocabulary. This is supported by García and Pena (2018), who showed that the use of Google Translate can help students expand their vocabulary understanding through suggested word

alternatives and synonyms. Further, a study by O'Neill (2019) found that automatic translation can serve as a supportive resource for learning new vocabulary, particularly in helping students overcome limitations in their vocabulary.

d) Grammar

Based on the results of the research conducted (as shown in extract 20 and 21), it shows that Google Translate has a positive impact in helping users check grammar in writing. Google Translate helped correct grammatical errors and improved their understanding, although it still performed manual checks to ensure accuracy. Although the tool was perceived as useful, users felt it was important not to rely entirely on the tool and still learn grammar independently. This finding is supported by Lee and Briggs (2020) research which found that using Google Translate for grammar checking can increase awareness of errors, but users are advised to still do manual checking for more accurate results. In addition, Groves and Mundt (2015) revealed that, although Google Translate can correct basic grammar errors, users need to verify the translation results due to the tool's limitations in handling complex contexts.

e) Mechanics

Based on the results of the research conducted (as shown in extract 24 and 25), the use of Google Translate is quite consistent in maintaining writing mechanics. Participants felt that this tool helped them produce writing that was neater and easier to understand, thanks to the appropriate mechanics. Thus, Google Translate has a positive impact on writing mechanics, which includes the use of punctuation, sentence structure, and order in conveying ideas, thus improving the overall quality of the writing produced. This is supported by Mojica (2019), who revealed that Google Translate helps students maintain writing mechanics by providing suitable alternatives in grammar and sentence structure, thus improving the readability of writing.

Conclusion

Based on the findings and discussion of this study, the use of Google Translate by Business English Communication students has an important role in learning English writing. The majority of participants utilize this tool to understand difficult vocabulary, translate complex sentences, and construct sentences better. The use of Google Translate helps to increase confidence, enrich vocabulary, and reduce spelling mistakes, although its accuracy in translating complex sentences is still doubted by some students. The impact was seen in five elements of writing, namely content, organization, vocabulary, grammar, and mechanics. In terms of content, Google Translate speeds up translation and provides initial ideas for constructing sentences, although contextual adjustments are still needed. On organization, the tool provides a basic structure for writing, but students still have to structure the flow of writing to make it more coherent and effective. On the vocabulary side, Google Translate helps find the right word and provides alternative synonyms that enrich the quality of writing. For grammar, the tool is able to detect errors, but it is not entirely reliable without manual correction. Meanwhile, in mechanics, Google Translate contributes to better use of punctuation and sentence structure, although students still have to do additional checks to ensure accuracy. Overall, although Google Translate supports the writing learning process, students still need to be active and critical in composing their writing. Active engagement in

adjusting the translation is key to ensuring improved writing quality and optimal writing skill development.

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