

The Survey of Nursing Students' Dependence on Using Google Translate in English Class

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Abstract. Google Translate (GT) is without a doubt well-liked among students learning English in an EFL context due to the numerous conveniences it provides. Recently, a unique phenomenon was found among nursing students of Pelita Harapan University where they appeared to rely on GT in order to complete English assignments. To figure out how reliant these students toward GT and the reasons behind it, this study was conducted. The method utilized was mixed-method sequential explanatory design, with questionnaire and semi-structured interview serving as instruments. While the respondents of this study encompassed 176 second-year nursing students. The results showed that 35 students (20%) were in the highly dependent category, 47 students (27%) were in dependent category, 66 students (37%) were in independent category, and 28 students (16%) were in independent category. This suggests that more than half of the respondents are fairly autonomous in completing out their activities, while the rest are dependent on GT. Further research examining the impact of GT on nursing students' English achievement is needed to better understand the phenomenon.

Keywords: English learning, nursing students, google translate

Introduction

Technology has brought about tremendous innovations in translation, as a tool of interlingual communication. Nowadays, free online translation tools are widely available for language instructors and students, including potent Machine Translation (MT) websites and apps, which significantly speed up the process of language learning. Yanti & Meka (2019) perceived Machine translation (MT) as computer software used to translate a passage between languages automatically. In language learning, MT can assist students to deal with linguistic disparities, obtain information, and access new knowledge in another language.

Several online MT services are currently accessible, including Google Translate (GT), Bing Translator, and Babel Fish. Of all MT services, GT is ranked at the top of the list of the most popular ones. GT is developed by Google to be able to translate text, documents, and webpages from various languages. The fact that GT has more than 200 billion words and offers users the widest variety of words and expressions makes it popular (Sukkhwan, 2014). It also has managed to foster

connections, attracting more than 500 million users globally, and as of February 2020, it was accessible in 108 languages (Caswell, 2020).

The emergence of GT undeniably has facilitated English learning process in many ways. With its ease of use, accessibility, and conformity in translating words from other languages, it is not surprising that students from a wide range of disciplines feel comfortable using GT (Alhaisoni & Alhaysony, 2017). Additionally, GT is thought to be helpful for students to comprehend some parts of materials, complete the tasks, communicate in English, and interpret teacher's evaluation. Overusing it, however, might be detrimental for pupils. As mentioned by Kusmayadi (2014), the translation procedure in GT is quite quick, so when students rely on it excessively, they will not gain much knowledge. It could also lead to some drawbacks, such as diminished confidence and nervousness while communicating in English.

Researchers currently discovered a unique phenomenon among English-learning nursing students at Pelita Harapan University, Indonesia, where these students appeared to be reliant on GT. According to preliminary data, 87% of the 15 students of ETP 2021 confessed that they always use GT to translate texts or utterances if they are unsure about the translation in English. This finding is in line with what researchers found during reading sessions that these students keep searching for the meaning of unfamiliar words they encountered on GT. Even though they had been taught about using context clues to infer the meaning of unknown terms in text, they continued to use GT to swiftly translate the words. They were even stuck with GT during impromptu writing sessions and oral presentations. Based on the researchers' observation, 4 out of 7 groups in one class could not get away from GT when presenting a poster about respiratory system. Instead of attempting to create their own English sentences, they chose to open GT to type every sentence they were about to say and read the translation aloud.

Given this context, a study is necessary to examine the causes of GT usage and the degree of dependence among nursing students. The results of this study will provide lecturers with an overview of how reliant nursing students are on GT as well as the causes of the students' addiction to utilizing it in English classes. It can also be utilized to sketch out methods to lessen students' addiction to GT. The problems formulated are hence:

1. How degree of reliance does nursing students have on GT?
2. What drives the use of GT by the nursing students?

Similar research was done by Putri (2021) with students majoring in English education at three institutions in Semarang. The study's findings demonstrate that many students rely heavily on GT, as evidenced by the percentage scores attained by the three colleges. The explanation is that GT is simple, useful, and timesaving. It also offers several cutting-edge capabilities like quick camera translation, handwriting translation, and offline translation. In keeping with this, Nas (2022) investigates the level of reliance on GT among English majors at a university in Sumatra. The analyses' findings indicate that the students' level of reliance is fairly high. With a percentage of 70.83%, the biology category ranked highest among the three analysed categories. As a result of their underdeveloped brain activity, which is tied to the biological side, the pupils depend on GT. Considering that there has not been much research on this topic, it is thought that studies involving nursing students in the context of ESP can offer a fresh viewpoint.

Dependence

Dependence is a collection of symptoms that manifest in one's cognitive process, psychological state, or behaviour especially when the person feels they need something repeatedly even though it may be problematic for them (American addition centers, 2021; Santrock. J. W., 2003). In terms of media dependency as in GT, the more a person's reliance on media to satisfy their requirements, the more significant that media is to that person (Khalifa & Khalifa, 2020). To put it in another way, the person's dependency on the media increases as it more fully meets their informational needs. Meanwhile, social institutions rely on the bigger scope as the party with the power of frequently dictating one's media preference or dependence. There are hence three parties involved in media dependence, which are the media itself, the audience, and the social system that supports it. Effects of media dependency go through three stages. The first is the cognitive effect, which happens whenever there is a change in what the general public knows, comprehends, or perceives. The second category is affective impacts, which include feelings, assessments, arousal of the emotions, and attitudes. The latter is a behavioural consequence that shows itself as actions, or regular behaviours (Nawi, et al., 2020)

Google Translate

Google Translate (GT), developed by Google, is a free multilingual machine translation tool that enables users to translate anything from a single word to files with various formats. Due to the range of translation services available, GT has been widely and popularly utilized by language learners in academic settings for many years (Winiharti, et al., 2021).

With GT, learners could use the photo recognition capability in GT to save time, particularly when trying to comprehend some English expressions. In doing that, learners merely need to take a photo of some text or words and let the tool do the rest. Learners could also easily ascertain a text's meaning with only a single click.

Even while GT has several advantages, there are also some disadvantages. The inaccurate translation of a longer sentence or text is GT's most frequently reported downside (Nguyen et al., 2021). This tool typically provides a word-by-word translation when translating a larger utterance. To put it another way, the length of the text has a significant impact on the quality of the translation produced by GT, with a shorter text producing better results. Clifford et al. (as cited in Case, 2015) added that GT may lead to the students' dependence during the language learning process. It also causes students to overlook alternate words that are typically included in printed dictionaries.

Translation

Translation is the process of changing a written text from the source language into one that is as close to the target language as feasible. This process calls for the translator to have a thorough comprehension of the text's syntactic, semantic, stylistic, and pragmatic elements (Azazzi, 2020). According to Larson (as cited in Silalahi, 2016), there are three main steps in the translation process. A translator must first determine what the message means in the source language. Following the translation, it is necessary to determine the meaning that is relevant to what was delivered. Ultimately, a translator must use the translation equivalent to rephrase or re-express the meaning in the target language. There are three translation qualities to keep in mind while translating: clarity, accuracy, and naturalness. Along with clarity, the translator must take accuracy and naturalness into account. According to Safei & Salija (2018) grammatical and lexical naturalness are both factors in natural usage. It

is crucial that the translation be written in everyday language with common grammar, idioms, and words appropriate for that type of circumstance. Accuracy, on the other hand, involves analysing proper lexicon, grammar, and cultural context of the source language to figure out what it means, then re-create the exact meaning on the target language.

Method

This research employs mixed-method sequential explanatory design. According to Creswell (2018), mixed-method design emphasizes the gathering, examination, and blending of quantitative and qualitative data in a single study or set of studies. Its main argument is that combining quantitative and qualitative methods yields a greater grasp of study issues than using each methodology separately. This study included 315 second-year nursing students at Pelita Harapan University, Tangerang, who had completed the English for Nurses course. Both the samples for qualitative and quantitative data were drawn using convenience sampling technique. In determining the number of samples, researchers utilized Slovin's formula ($e=0.05$), resulted in 176 respondents.

The first instrument on this study was 5-point Likert scale questionnaire adopted from Putri (2021). Containing 25 statements, the questionnaire was distributed to collect quantitative data on students' level of reliance on Google Translate. In order to effectively communicate vast volumes of quantitative findings, descriptive statistics were employed by calculating the Mean (M_i), Median (M_e), and Standard Deviation (SD). The results from M_i and SD analyses were used to classify the level of dependence, with the following categories:

Table 1. Nursing Students' Dependence Classification Score

No	Categories	Score (x)
1	Strongly dependent	$X > M_i + SD_i$
2	Dependent	$M_i < X \leq M_i + Sd_i$
3	Independent	$M_i - SD_i < X \leq M_i$
4	Strongly independent	$X \leq M_i - SD_i$

(Putri, 2021)

This research also drew on information about nursing students' reasons of overusing GT in English class, gathered through semi-structured interviews. The researcher believed that in-depth understanding necessary to back up the quantitative data could be obtained through interviews with 10 willing respondents. In addition, the interview data underwent qualitative analysis, including transcription, coding, theme generation, and interpretation, to better understand the causes of the dependency. The data was then incorporated to broaden the conclusions.

Findings and Discussion

Nursing Students' Level of Dependence on Google Translate

This section describes the level of nursing students' dependence on GT, regarded from their responses in the questionnaire. The findings showed a range from a low of 39 to a high of 93, with a mean of 71.15 and a standard deviation of 11.00. Results were broken down into four groups, which are strongly dependent, dependent,

independent, and strongly dependent. The table below displays the data-driven distribution of dependency frequencies in further depth.

Table 2. Nursing Students' Level of Dependence on GT

Categories	Frequency	Percentage
Strongly dependent	35	20%
Dependent	47	27%
Independent	66	37%
Strongly independent	28	16%
Total	176	100%

The survey found that 35 second-year nursing students (20%) rely heavily on GT in completing English-related assignments. In the meanwhile, a total of 47 pupils (27%) were categorized as being dependent on GT. Some pupils, however, are autonomous enough to study English without GT. Based on the data analysis, 66 students (37%) fall into the independent category, and another 28 students (16%) fall into the extremely independent category.

Thus, there is a very fine line between students who rely on GT and those who rely less on GT to complete their assignments. About 47% of the population, or 82 students, fell into the dependent and highly dependent categories. Meanwhile, 94 pupils (53%) belong to independent and very independent categories. It indicates that more than half of the population is still confident in their ability to successfully complete English assignments by themselves. This finding differs from what Maulida (2017) found that 90% of English language education students at STKIP PGRI Banjarmasin rely on GT to translate English materials. The participants further acknowledged that GT has taken over practically all translation-related tasks, from simply translating vocabulary to text, relegating the dictionary to a secondary role.

In addition, of all the statements in the questionnaire, the highest score is in the statement that students use GT because it makes translation easier and faster. This is in line with what Ramdhani (2021) assert that many Indonesian students rely on GT due to its usefulness in translating their local language into English. Some also agree that GT helps them improving their English language comprehension and pronunciation.

The Reasons behind Nursing Students' Dependence on Google Translate

The researcher discovered at least four reasons why the nursing students relied extensively on their English learning process with GT based on the findings of interviews with ten respondents.

a. Negative Emotions

The first reason is related to negative emotions such as embarrassment and anxiety. When nursing students are required to present in English in front of the class, they frequently feel shy and unprepared, leading them to rely heavily on GT to surmount these emotions. As stated by the interviewee:

[1] *I was shy to speak English in front of the class, Ms. I'm afraid to say the wrong thing, so I use Google Translate.*

[2] *When I was presenting in front of the class, I felt so afraid, Ms. I am afraid that my friends will laugh at me if my utterances are grammatically incorrect. With Google Translate, at least it's a bit easier. There's no way the grammar is wrong, right?*

[3] *I am afraid of being laughed at by my friends, Ms.*

It would appear from these statements that most pupils are apprehensive since using English in a classroom setting is a daunting prospect. Most of the time, they worry about making blunders during communication and about being mocked by their classmates. Concern about making mistakes and being judged negatively by classmates or teachers is highlighted by Haidara (2016) who claim that these factors contribute to the high levels of anxiety that plague students learning spoken English. In addition to dread, anxiety is a negative feeling that emerges among nursing students. The pupils' worry of having to speak English in public diverted them from their focus, leaving them unsure of what to say. They use GT to get around this issue.

[4] *To be honest, Ms. When speaking English in front of many people, my brain immediately freezes... So I'm confused, what English is this? After checking Google Translate, I remembered.*

[5] *I'm nervous, Ms. So I'm confused about what to say, even though I already understand English before.*

Indeed, anxiety has a negative impact on a language learner in a number of ways, including their ability to learn, retain, and utilize the target language. It may hinder the performance of language learners as well as comprehension of the new language. As explicated by Dewi and Wilany (2022), anxiety is widely regarded as the most fundamental impediment students' ability to speak English successfully that might result from the worry of being erroneously assessed when making a mistake. Anxiety and fear impair cognitive capacities and language intake through disturbing concentration, and attention, as well as academic achievement.

To cope with this anxiety, students choose to employ GT, especially when they must speak English in public. This also suggests that GT imparts a sense of security to them and that they believe GT can help them overcome negative emotions. In line with this, Sukkhwan (2014) in his study involving 125 English education students at Songkhla Rajabhat University found that GT can boost students' confidence in many ways. Since GT offered more up-to-date technical terms, phrases, and collocations than a dictionary, students felt more confident when reading and writing English essays. The students further elaborated that semanticity of English terms has made it exceedingly difficult for them to select the most appropriate meanings for the given contexts, and GT had greatly aided their quest for meaning. The same result was gained by Gumartifa et al. (2022) with English students at the University of Muhamadyah Palembang where fifty percent of students believed they lacked confidence when they did not use Google Translate to double-check the correct meaning or target language. These data suggest that, at a certain point, GT may override the negative feelings that happen with learning English, to the point that many students rely on it.

b. Linguistic Issues

The second reason nursing students rely so heavily on GT is because they faced linguistic issues. Two interviewees acknowledged that they struggled to express themselves in either spoken or written English due to a lack of knowledge of the appropriate syntax and vocabulary. According to the interviewee's own words:

[1] *I'm having trouble coming up with the right words, Ms. Also, the way English and Indonesian words are put together is different, right? It took me a long time to figure out how to say it in English. So let me quickly use Google Translate.*

[2] *I have trouble picking the right tense when I'm talking, so I just look it up on Google Translate.*

[3] *I don't know how to say it correctly in English, given that there are many rules of English that we have to pay attention to.*

The preceding statements imply how linguistic issues could arise during English-speaking education. Students may have great difficulty choosing the appropriate vocabulary to convey certain viewpoints. Typically, learners think first in their mother tongue and then translate it into English in order to express themselves; in such cases, they lack the necessary vocabulary to translate. Lack of vocabulary knowledge is a fairly prevalent issue, particularly in the EFL environment. As stated by Khan et al. (2018), one of the major problems preventing pupils from communicating is a lack of vocabulary. Most students grasp the new vocabulary items during the lecture, but they tend to forget newly taught terms within a short amount of time. Perhaps this is due to a lack of opportunities to employ these terms in their daily conversation.

Additionally, the respondents emphasize the grammatical deficiency in their speech, in which they struggle to use correct tenses and prepositions. The underlying cause is most probable that the mother tongue influences the target language learning through a process known as transfer. The process of L1 transfer has been identified as a cognitive neuroscience process. Its complication stems from the fact that L2 acquisition is a layered cognitive process in which the development of a new language system is mapped to the establishment of L1 internalized rules. Thus, the transfer is notified when there are grammatical errors (Putriani, 2020).

To deal with these linguistic issues, the students employ GT for both expression and sentence translation. They believe that GT can be used to surmount linguistic issues such as a lack of appropriate vocabulary, difficulties in initiating speech, and the inability to link sentences. Laiche & Nemouchi (2021) have once conducted research on the effects of GT on pupil proficiency, and it appears that students' abilities have enhanced marginally after routinely using GT. Students produced more distinctive words, fewer misspellings, a better organization of ideas, and longer sentences. Thus, it is possible to conclude that GT can be a beneficial tool for assisting students in developing English proficiency, particularly in improving grammar mastery and expanding vocabulary.

c. Practicality of Google Translate

Thirdly, GT is popular among nursing students because of its ease of use. They acknowledged that they have discovered the benefits of this machine and are using it increasingly regularly in and out of the classroom, since it delivers rapid and rather accurate dual translation services in a range of languages. As mentioned by the interviewee:

[1] *Google Translate is more practical than searching manually in a dictionary, Ms. In the dictionary, even the online version, we have to search for each word. While Google Translate can directly translate 1 sentence directly, so it saves time.*

[2] *It is faster, Ms. Just a few seconds, the translation immediately came out.*

[3] *We need to study quickly so we don't run out of time, and Google translate can support that. It is fast and pretty accurate too.*

[4] *It helps me finish my tasks quickly.*

These assertions imply that nursing students choose GT due to its quickness and comfort. It also saves time because no English dictionary is required. When students put in the terms they want to translate, GT provides results quickly. Furthermore, the fact that it is an app sets aside the use of physical dictionary. It is equipped with

numerous useful features that significantly minimize the load of translation on pupils. In addition to translating words, the students believe that GT can translate phrases and even sentences well. Gestanti et al. (2023) argue that with its simplicity and open access as well as compatibility in translating words from many languages in just one click, it is no wonder that students are comfortable with this tool. In certain phases of learning activities, such as having a conversation, comprehending the lecturers' feedback, and understanding the materials, GT does facilitate the students.

d. Students' Perfectionism

The last factor that contributes to students' addiction to GT is their desire to receive faultless grades on their work. When asked why they did not rely on their own abilities to complete the assignments, some students responded that they lacked confidence in their ability to earn the expected grades. The following are the results of the interviews:

- [1] *I want to get good grades in this English class, Ms. If I only rely on myself, I'm afraid the grade will not be optimal.*
- [2] *Let it be good, Ms.*
- [3] *Because google translate makes me sure that what I am working on is correct. If I do it by myself, I am afraid that it is not right and that I will get bad grades.*
- [4] *Google Translate is like a thesaurus, it can help me find synonyms for English words. So, if I write an essay or talk in English, I look cool with those sophisticated words.*

This provides an impression that the nursing students utilize GT as a tool to assist them achieving the faultless grades they desire when they are unsure, they can accomplish it on their own. Furthermore, they came to see that their need for perfection was driving them to become more dependent on GT as a result of their unwillingness to risk making errors.

Previously, Görsev & Mustafa (2021) had mentioned that students' perfectionism may impact language acquisition. Since they desire to speak the target language with the fluency, accuracy, and native-like ease of a native speaker, perfectionist pupils would rather keep their mouths shut than risk the disapproval of their peers by expressing their ideas in language they are not yet comfortable with. This is comparable to what the researcher discovered in their initial observation, where students were extremely cautious and reluctant to communicate spontaneously. They appear to be better prepared and prefer planned speaking activities, such as role-plays, presentations, and speeches, where they can prepare notes beforehand. If asked to explain a concept on the spot or address queries during a presentation, they will rely heavily on GT to do so. Even though the instructor had requested that they compose their own sentences, they continued to use GT. Regarding this, Ghorbandordinejad & Afshar (2021) argues that perfectionism negatively correlates with language acquisition. Perfectionist students may find it challenging to maximize incoming language input because they are inherently fearful of making errors and lack confidence in their abilities.

Conclusion

In conclusion, the majority of students concur that MT accelerates and simplifies the translation process. In this study, however, more than half of the nursing student population (53%) was highly independent in completing English assignments. They continue to utilize GT, but not to the extent of extreme dependence. In contrast, 47%

of other pupils are deemed dependent on GT in completing English assignments. This is a good sign that GT is not necessary for all of the responders. Others who fill out the survey are self-reliant and prefer not to rely on others.

Multiple factors contribute to the dependency of pupils with GT. The first reason is related to negative emotions such as nervousness, panic, and embarrassment, which arise when they are asked to speak or write in English spontaneously. The second concern is linguistic issues such as a lack of vocabulary and grammatical skills. This issue prevents nursing students from expressing themselves. As a result, they utilize GT as a solution to their language challenges. The third reason relates to the GT's utility. Several students stated during the interview that they enjoy GT since it can produce a very accurate translation in a relatively rapid period, therefore decreasing the processing time. It is quite simple to use, since students just need to input the words or sentences, they want to translate. The last reason is associated with student perfectionism. Some students desire a faultless grade on an assignment but lack the confidence to complete it without GT's assistance. To determine whether GT has a positive or negative impact on the process of learning English in the context of nursing, additional research examining the effect of GT on the English academic achievement of nursing students is required.

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