

ANALYZING THE ICT LEARNING MEDIA USING GOOGLE TRANSLATE IN A TERTIARY TRANSLATION COURSE

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Abstract

Google Translate is a frequently used machine translation tool in student translation courses. This study investigates students' perspectives on the use of Google Translate as a learning medium in translation courses, aiming to evaluate its effectiveness and identify its strengths and limitations. Employing a qualitative research design, data were gathered through interviews with ten students enrolled in a tertiary translation program. A thematic analysis was employed to systematically identify, interpret, and report recurring patterns or themes within the data, thereby furnishing a comprehensive and detailed account of the research findings. The results indicate that students value the convenience and accessibility of Google Translate, which facilitates rapid comprehension of texts and vocabulary acquisition. However, students also expressed concerns about becoming overly reliant on Google Translate, as this may impede the development of their independent translation skills.

Keywords: Google Translate, ICT learning Media, Translation Course



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INTRODUCTION

Translation abilities are essential for enabling successful communication and developing cross-cultural understanding in a society growing more interconnected by the day. The demand for accurate and complex translation has increased due to globalization in a number of fields, such as media, technology, international commerce, and diplomacy. Companies seeking to expand their markets must ensure their products and services are accessible to non-native speakers, requiring precise translation to avoid misunderstanding and legal issues (Das, 2019). In diplomacy, translators play a crucial role in negotiations, treaties, and international relations, where every word can carry significant weight. The rapid exchange of information through digital media also underscores the importance of translation, as news, entertainment, and social media content must be available in multiple languages to reach a global audience. Furthermore, the advancement of technology and the rise of remote work have made cross-cultural collaboration more common, necessitating effective translation to bridge language barriers (Singh & Tiwari, 2020). Therefore, proficient translation skills not only enhance communication but also promote inclusivity, cultural exchange, and global cooperation, making them a critical asset in our globalized society. Proficient translation skills not only enhance communication but also promote inclusivity, cultural exchange, and global cooperation, making them a critical asset in our globalized society (Gayed et al., 2022). They enable people from diverse backgrounds to share ideas, collaborate on projects, and build relationships that transcend linguistic barriers. In the realm of education, translation skills open up access to a wealth of knowledge and resources, allowing students to learn from materials originally produced in other languages and cultures. This fosters a more inclusive and diverse learning environment where different perspectives are valued and understood.

Technology for information and communication, or ICT, is transforming the educational process, transforming conventional methods of instruction and learning. ICT makes it easier to create dynamic, interactive learning environments where students are more engaged and have easier access to knowledge (Gayed et al., 2022). The integration of Information and Communication Technologies (ICT) in educational environments has significantly transformed the educational landscape, shifting it away from conventional methods. The accessibility of information through ICT allows students to pursue self-directed learning empowering them to explore topics of interest in greater at their own pace. This not only increases interaction but also fosters the growth of critical abilities like problem-solving, cooperation, and digital literacy. Teachers may offer a wide range of educational materials that accommodate various learning styles, from kinesthetic to visual and aural, by utilizing digital tools and platforms (Yang et al., 2020). Personalized learning experiences are made possible by online tools, instructional software, and virtual classrooms. This lets students go at their own speed and go over difficult material again as needed (Yeop et al., 2019). Students can access good resources at any time, facilitating continuous learning beyond the classroom. Features like adaptive learning algorithms, which adjust exams and content to the student's current comprehension level, are frequently found in educational software. This helps to prevent students from becoming overwhelmed or bored by too-easy or too-hard material. The integration of Information and Communication Technology (ICT) is essential for fostering critical 21st-century skills such as creativity, problem-solving, and digital literacy, which are vital for success in the contemporary digital landscape (Kozlova & Pikhart, 2021). Integrating ICT into education enables institutions to equip students for the demands of the modern workforce, ensuring they are well-prepared to navigate and contribute to rapidly evolving technological fields.

One of the technologies that is usually used in translation courses is Google Translate. Google Translate has emerged as a valuable learning tool in the field of education, particularly in language and translation studies. Its user-friendly interface and ability to instantly translate text between languages make it an accessible resource for students and educators alike (Bakieva & Muradkasimova, 2019). For students, Google Translate offers an immediate way to understand foreign texts which can be particularly beneficial when encountering unfamiliar vocabulary or complex sentence structures. This feedback allows students to engage more deeply with the material and gain confidence in their translation skills. On the other hand, Google Translate for educators serves as an effective supplementary tool that can enhance classroom instruction. Teachers can use it to demonstrate translations, compare different translation approaches, and highlight common errors or mistranslations (Ambarwati & Mandasari, 2020). Thus providing a practical context for theoretical concepts. In contrast, it is not without limitations, such as occasional inaccuracies and lack of nuanced translation. Google Translate can still significantly enhance the learning experience when used appropriately (Salinas & Burbat, 2023). Its integration into the curriculum can help students develop their translation skills, improve their language proficiency, and build confidence in their ability to communicate across different languages.

Students in translation courses encounter several challenges that can break their progress and mastery of translation skills. One of the primary difficulties is understanding and accurately translating complex linguistic structures, which often vary greatly between languages. This includes not only grammar but also, idiomatic expression, cultural references, and contextual meanings that are crucial for producing coherent and culturally appropriate translations (Nurhazanna, 2023). Idiomatic expressions often carry meanings that are not directly translatable, requiring the translator to find equivalent expressions in the target language that convey the same nuance and impact. The mastery of these competencies is indispensable for guaranteeing that translations not only convey accurate information but also effectively connect with the target audience in a meaningful and authentic manner. Another challenge is the need for constant practice and feedback, which traditional classroom settings may not adequately provide (Arora & Chander, 2020). Without sufficient opportunities to apply theoretical knowledge through practical exercises, students may struggle to develop the understanding necessary for high-quality translations.

This study aims to explore students' perspectives on using Google Translate as a learning medium in translation courses, providing insights into how this tool impacts their learning experiences and outcomes. By examining students' perspectives and experiences with Google Translate, this research seeks to uncover how they perceive its utility in aiding their translation tasks, including its effectiveness in handling various linguistic challenges. Google Translate offers accessibility and immediate feedback which can enhance students' engagement and provide quick assistance with difficult texts (Andari et al., 2022). It may also know how challenges that students face when they are using Google Translate on their Translation assessments. Understanding these aspects is crucial for determining how this ICT tool can be effectively integrated into higher education settings (Bakieva & Muradkasimova, 2019). One of the primary strengths of Google Translate is its accessibility and user-friendly interface, which allows students to quickly obtain translations of texts in several languages. These investigations provide comprehensive insights and practical recommendations for integrating Google Translate into university-level translation courses. Recognizing Google Translate's ability to provide instant translations and aid vocabulary acquisition can help instructors use it as a supplementary resource for initial text comprehension and practice (Salinas & Burbat, 2023). Meanwhile, being aware of its limitations, such as inaccuracies and lack of contextual sensitivity, enables educators to design activities that encourage critical evaluation and refinement of machine-generated translations. This balanced approach ensures that students

benefit from the convenience and accessibility of Google Translate while still engaging in the deeper cognitive processes required for high-quality translation. These insights help in making a curriculum that not only leverages the advantages of modern technology but also addresses its shortcomings, thus preparing students for the complexities of professional translation work.

The current investigation seeks to elucidate the application of Google Translate in undergraduate translation courses. Recognizing the significance of technology in educational practices is vital for both instructors and learners. The research objectives included the following:

1. To explore students' perspectives on using Google Translate as a learning media in translation courses.
2. To identify the strengths and limitations of using Google Translate in translation courses.

Based on these objectives, two research questions are presented:

1. What are students' perspectives on using Google Translate as a learning media in translation courses?
2. What are the strengths and limitations of using Google Translate in translation courses?

RESEARCH METHOD

This study employs a qualitative research design to examine students' perceptions of using Google Translate as a pedagogical tool in translation courses. This methodology is selected because of its capacity to obtain a comprehensive understanding of students' perspectives, encounters, and dispositions, which are most effectively conveyed through qualitative data. As noted by (Rizal et al., 2022), a qualitative approach is especially appropriate for exploring various dimensions of human life, including individuals' lived experiences, attitudes, emotions, and feelings, as well as organizational dynamics, social movements, cultural phenomena, and global interconnections. These methods enable the collection of rich, detailed responses and provide the flexibility to explore specific issues that emerge during discussions. The results of this study will offer valuable insights into students' interactions with and perceptions of Google Translate, leading to practical recommendations for its effective integration into university-level curricula.

The research participants consisted of 6-semester students from UIN Syarif Hidayatullah Jakarta in the academic year 2024 who had previously taken the translation class. After these students started using Google Translate in their coursework, interviews with them were held. In particular, six semesters' worth of English Education Department students were chosen, in total ten students. The purpose of this selection is to highlight the difficulties and common use of Google Translate in translation education. By concentrating on these pupils, the researchers hope to ascertain how Google Translate affects their ability to translate texts and gain insight into the challenges they have when utilizing the application.

The main research instrument employed in this study is interviews. This approach was chosen with care to provide a thorough grasp of how Google Translate works as a teaching tool in translation classes. A sample of ten students participated in interviews that provided a detailed firsthand account of their experiences using Google Translate. Students are able to express their experiences, opinions, and perceptions in their own words during these interviews, providing qualitative information that may not be obtained by simple observation.

The data analysis for this study will employ thematic analysis to categorize and interpret the qualitative data collected through interviews. Thematic analysis is a methodological approach that systematically identifies, analyzes, and reports themes within a dataset, offering a comprehensive and nuanced understanding of the data. The process begins with the transcription of all interviews and detailed notes. The themes will be analyzed and interpreted to construct a narrative that addresses the research questions. The analysis will highlight how Google Translate impacts students' translation skills, the specific benefits and drawbacks of its use, and the overall student experience.

RESULTS AND DISCUSSION

The study involved conducting interviews with ten students who usually used Google Translate for their translation class. Participants were presented with six questions, leading to a consensus on the use of Google Translate in their translation course. They focused on four main aspects: the benefits of using Google Translate in translation courses, the challenges encountered, its impact on their translation work, and suggestions for improvement. The study examined students' perceptions regarding the application of Google Translate in translation courses, exploring its advantages, difficulties, and overall effects on their translation abilities. Students who had utilized Google Translate for their homework were interviewed in order to get the findings. The insight gathered provides a comprehensive understanding of how this ICT tool is perceived and utilized in an academic setting.

Table 1. Benefits and Challenges of Using Google Translate

Aspects	Participants
Benefits	<ul style="list-style-type: none"> - Students can quickly translate texts and gain an initial understanding. - Useful for learning new vocabulary and understanding difficult languages. - Saves time, allowing students to meet deadlines and complete assignments efficiently. - Enhances understanding of source texts by providing definitions and synonyms.
Challenges	<ul style="list-style-type: none"> - Accuracy issues: Struggles with complex texts, idiomatic expressions, cultural references, and nuanced meanings. - Often provides literal translations lacking idiomatic sense, leading to errors. - Limitation on text length: Cannot translate more than 5000 characters at a time. - Over-reliance on the tool may hinder the development of independent translation skills.
Impact on Translation Skills	<ul style="list-style-type: none"> - While it helps with understanding texts and learning vocabulary, the overall improvement in translation skills is limited. - Contributions mostly restricted to word-by-word translations, insufficient for high-quality translations. - Acknowledged as a valuable initial tool for quick comprehension, but requires further refinement for accuracy.
Recommendations	<ul style="list-style-type: none"> - Use Google Translate strategically as a supplementary tool, not a primary translation method.

	<ul style="list-style-type: none">- Encourage the use of translating individual words or phrases and verifying through other sources.- Integrate Google Translate with traditional translation techniques to develop strong language skills.- Guide students on critically evaluating and refining machine-generated translations for better accuracy.
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This study explores the use of Google Translate on Translation Courses. There are two research questions. To answer the first question that is the perspectives of students who use Google Translate in their Translation courses there are three perspectives. The first one is positive perspectives, many students appreciate the convenience and accessibility that Google Translate offers. They find it to be an invaluable tool for quickly understanding the overall meaning of a text, especially when they encounter unfamiliar vocabulary or complex linguistic structures. This access to translation allows students to grasp the essence of the content without significant delays, which is particularly beneficial when working under tight deadlines or when needing to complete assignments efficiently.

Students also highlight the role of Google Translate in vocabulary acquisition. By providing translations and synonyms, the tool helps them learn new words and phrases in the target language, enriching their lexical knowledge. This is especially useful for non-native speakers who might struggle with specific terms or idiomatic expressions. Moreover, Google Translate's ability to handle multiple languages makes it a versatile resource for students studying various linguistic pairs (Nas Wulandari, 2022). Another advantage mentioned by students is the tool's utility in enhancing their understanding of difficult texts. By breaking down complex sentences and providing alternative translations, Google Translate aids in comprehending challenging material, thereby supporting their learning process. Some students noted that the tool serves as a helpful starting point for translations, enabling them to draft initial versions that can later be refined and polished.

Despite these benefits, students also raise considerable concerns regarding the use of Google Translate. A primary issue is the tool's accuracy. Many students have observed that Google Translate often provides literal translations that fail to capture the idiomatic nuances and contextual meanings of the source language (Herlina, Ninin Dewanti, Ratna Lustiyantie, 2019). This can result in translations that are grammatically correct but semantically inappropriate or culturally insensitive. Students also consider the potential dependency on Google Translate. They acknowledge that while the tool can be a helpful reference, relying on it too heavily can impede the development of their independent translation skills. Such reliance could hinder students from fully immersing themselves in the language learning process and acquiring a thorough comprehension of the linguistic and cultural subtleties required for precise translation. Students stress the necessity of employing Google Translate as an ancillary resource rather than a primary method of translation, to ensure the continued development of their own translation skills.

Another research question is what are the challenges and limitations of employing Google Translate in translation courses? The primary strengths of using Google Translate in translation courses are primarily its ease of use, accessibility, and speed. The tool is particularly valued for its ability to provide quick translations, which can save students significant time and effort, allowing them to meet tight deadlines and complete their assignments more efficiently. Google Translate is also beneficial for learning new vocabulary and gaining a basic understanding of texts, making it a useful supplementary tool for students at various levels of language proficiency. Despite these strengths, the limitations of Google Translate are considerable and impact its effectiveness in an educational setting (Herrmann-Werner et al.,

2021). The foremost limitation is its accuracy, especially with complex texts that include idiomatic expressions, cultural references, and nuanced meanings. Students frequently encounter errors and inconsistencies in the translations provided by Google Translate, which can lead to misunderstandings and incorrect interpretations of the source texts. Another significant limitation is the character limit imposed by the tool, which restricts the translation of longer texts and can be a hindrance for academic purposes.

Moreover, the over-reliance on Google Translate can be detrimental to the development of essential translation skills. Students may become dependent on the tool using it as a crutch rather than developing their own abilities to understand and translate texts accurately. This dependency can prevent students from fully engaging with the linguistic and cultural intricacies of the languages they are studying, ultimately limiting their proficiency and competence as translators. While Google Translate offers several benefits as a supplementary tool in translation courses, its limitations and the potential for over-reliance necessitate careful and strategic use (Ermolayev et al., 2020). Educators should guide students on how to effectively integrate Google Translate into their learning process, ensuring that it is used as an aid rather than a primary method of translation. This balanced approach can help students harness the benefits of technology while developing their own translation skills and linguistic competencies.

CONCLUSION

The use of Google Translate as a learning media in translation courses presents both significant advantages and notable challenges from the students' perspectives. Students appreciate the convenience, accessibility, and efficiency that Google Translate provides, particularly its ability to offer immediate translations and enhance vocabulary acquisition. These features make it a valuable supplementary tool for navigating difficult texts and learning new languages, especially for non-native speakers. However, the tool's limitations in terms of accuracy and cultural sensitivity pose critical concerns. Students have observed that Google Translate often delivers literal translations that fail to capture the nuances, idiomatic expressions, and contextual meanings of the source language, leading to potential misunderstandings and inaccuracies.

While Google Translate can significantly enhance the translation learning experience, its use must be carefully managed to ensure it supports rather than supplants the development of essential translation skills. With proper guidance and a balanced approach, students can maximize the benefits of this ICT tool while mitigating its limitations. For future research, maybe researchers can investigate another machine translation that students usually use for their translation skills. In this modern era, there are so many machine translations that are easier to access from applications or websites.

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