

The Use of ChatGPT AI on Students' Translation at Higher Education Students

Maria Enjelina Debibilian^{1*}, Sujarwo², Siti Nurul Haliza³

^{1,2,3}English Education Department, Universitas Megarezky, Makassar, Indonesia

Correspondence*

E-mail:

mariadebibilian25@gmail.com
[m](#)

Received : 27 April 2026

Accepted : 30 May 2026

Published : 30 May 2026

Copyright (c) 2026 Author

Maria Enjelina Debibilian,
Sujarwo, Siti Nurul Haliza



This work is licensed under
a [Creative Commons Attribution-ShareAlike 4.0 International License](#).

Abstract

The purpose of this research is to analyse the use of ChatGPT AI in student translation activities. The participants of this study were nine sixth-semester students from the English Education study programme at Universitas Megarezky in the 2022/2023 academic year, selected using purposive sampling. This study employed a qualitative descriptive method. The data collection techniques used in this study were interviews and field notes. The data analysis techniques used in this study were data reduction, data presentation, and conclusion drawing. Based on the results of the study, it shows that students consider ChatGPT to be very helpful and effective as a translation tool because of its speed, accuracy, easy and responsive interface, and ease of access in finding information and ideas for academic tasks such as translation. However, students are concerned that if ChatGPT is used too often without being balanced with good awareness, it will definitely lead to excessive dependence. This research concludes that balance is key in the use of ChatGPT for translation.

Keywords Tools, Dependency, ChatGPT Usage, Student Translation

INTRODUCTION

English is essential for higher education students in the current era of globalization because it allows them to compete academically with students from other countries (Ilham, 2022). Students who are fluent in English can communicate well in the university environment or with foreigners (Asholahudin, 2020). The relationship between written and translation is crucial to ensure that the original author's message is properly conveyed and well received by an audience that speaks another language.

Furthermore, Peter Newmark (1988) as a translation expert says that translation is the process of translating the meaning of a text into another language by the author's intention. Good translators do not just change words; they must also understand and respect the meaning contained in the original written (Putra, 2021). Nowadays, translation and technology are inseparable and will continue to develop year by year (Imran et al., 2025). Our lives do not avoid technological advancement, as scientific advancement always follows. Human creativity and quality of life have improved due to technological advancements. In addition, people need technology to help them complete their tasks (Harahap, 2020). Translation is so easy in this era, especially with internet-based tools, that even artificial intelligence (AI) machines can translate different languages (Faris & Abdurrahman, 2023).

The rapid advancement of digital technology has significantly transformed the way students access information and engage in learning activities (Butarbutar et al., 202; Sukmawati et al., 2024;). One of the most notable developments is the emergence of artificial intelligence (AI), which has introduced innovative tools to support educational processes. Among these technologies, ChatGPT has gained considerable attention due to its ability to generate human-like responses, provide instant information, and assist users in various language-related tasks, including translation. As a result, ChatGPT has become increasingly integrated into students' academic activities, offering new opportunities to enhance learning efficiency while also raising questions about its impact on students' language skills and learning autonomy.

Artificial Intelligence, also known as AI, is one of the most popular modern technologies and has been widely used in everyday life. In addition, AI is beneficial in communicating and finding locations. One of these Artificial Intelligence chatbots can interact through messages. ChatGPT is built to answer user questions or requests with useful and interesting answers. Widely used in the academic world, ChatGPT is also used in fields such as academia, research, education, and access to knowledge. Various academic applications use ChatGPT including language modeling, question-answering systems, inference, document summarization, and language translation (Zein, 2023). Machine translation also called MT is designed to translate text from a source language to a target language to resemble the ability of a professional translator. ChatGPT is a reliable translation tool that can be used online and accessed through various digital platforms.

According to the observation, the researcher found some problems faced by students in learning translation, namely students do not understand the meaning of the content of the translated text well. The researcher also found it difficult for students to analyze the grammar of the translation in the context of the translation content. One of the important steps in the translation process is to check the translation thoroughly. Especially considering the language errors that are questioned by various parties for their quality. Students should also understand how the use of AI affects their translations.

Based on the above research questions, this research aims to determine how ChatGPT AI is used in the translation process by sixth-semester students in the English

Education Study Programme at Universitas Megarezky. This research is expected to inform students and lecturers to be more prudent in using ChatGPT. This research focuses on the use of ChatGPT AI in the translations of sixth-semester students in the English Education Study Programme at Universitas Megarezky.

There are several researchers associated with this study who have conducted research on this topic. Roza & Zulhirawati (2023) found that the percentage of student responses for each indicator demonstrated this. The first indicator was that 55% of respondents said that ChatGPT was easy to use and 50% said that ChatGPT was useful for translating text. On the other hand, 60% of respondents strongly agreed that ChatGPT is effective for translating text, and 57% of respondents were positive about using ChatGPT for translating text. However, they acknowledged that students sometimes need to control Artificial Intelligence so that it is not misused. Sujarwo (2020) shows that EFL students in their sixth and seventh semesters at the Department of English Education, Megarezky University, translate words, phrases, texts, and paragraphs, and must double-check and rearrange them to obtain good translations according to their understanding. Aeni (2024) shows that by using Snover's theory, an analysis of 2034 words found specific categories of translation errors with an error rate of 6.4%. This category consists of 15 addition errors (0.73%), 22 deletion errors (1.32%), 72 substitution errors (3.54%), and 17 shift errors (0.83%). This shows that ChatGPT has a high level of accuracy in translating scientific texts linguistically, reaching 93.6%.

From all the previous studies above, there are differences and similarities with this study, namely, the differences lie in the location, population, sample, method, and research design. Meanwhile, the similarity with the author's research is that ChatGPT is one of the AI-based translation tools that can be useful in the world of education and translation. Therefore, the researcher is interested in connecting this study.

As described in the research background, translation has always served as a bridge between two countries, tribes, or nations with distinct languages. Translation has traditionally served as a bridge between two countries, tribes, or cultures with distinct languages, allowing for mutual understanding. In addition to cultural transmission, translation is very important in the process of transmitting knowledge, technology, art, and values from one country to another (Putra, 2021). Thus, different scholars have proposed several definitions of translation:

According to Mar et al., (2022) the root word translate, which comes from Arabic and means to move or transfer, is the parent of the word translation. In the 1340s AD, the word 'translation' was again used in old French, which also comes from the Latin word 'translationem' or 'translatus', meaning to change language from one language to another. Three literal meanings of this word. Firstly, translation refers to the product, result, or writing that has been translated from one language to another; secondly, translation refers to the process of translating writing or speech from one language to another; and thirdly, translation refers to expressing something in differently in one language, which is also referred to as intralingual translation.

According to Putra (2021), translation is done to ensure that the terms in the source language and target language have the same meaning. As a result, the meaning

must be preserved because it is very important for translation. In addition, based on the angle they use to classify this type of translation, translation experts differ in their opinions on this type of translation. The purpose of translation namely for what or for whom the translation is done, is very important to translate the text from the source to the target language correctly. After deciding the purpose, the translator must choose a translation method, translation process, translation steps, and translation method before finally producing a translation product in the intended language.

According to Mar et al., (2022), the main problem in translation is whether to translate, in the literal sense, or liberally, in the free sense, in the introduction to Newmark's book entitled *A Textbook of Translation*. According to Newmark, there are eight methods to translate: Word-by-word Translation, Literal Translation, Faithful Translation, Semantic Translation, Adaptation, Free Translation, Idiomatic Translation, and Communicative Translation.

ChatGPT is a natural language processing technology that enables applications to respond to human questions in the form of typed text (known as a prompt) (Setiawan & Luthfiyani, 2023). The patterns, context, and meaning in written conversations can be identified by this model by using huge text data collected from various sources on the internet. According to OpenAI (2020), ChatGPT is a generative language model trained using advanced machine learning techniques to generate coherent and relevant text based on the given input. ChatGPT was created by OpenAI.

Nowadays, technology will continue to develop year by year. Technology is essential to help students process data gradually. For example, tools like ChatGPT have the ability to explain the cultural context or hidden meanings contained in the text, so students can gain a better understanding of the meaning before translating it. By having access to AI, students can continue to learn and practice translation outside the classroom, access diverse texts, and gain new insights from various language contexts. Teachers can help students become more critical and creative translators, accelerate concept understanding, support the exploration of language meaning, and encourage more adaptive learning by utilizing AI wisely.

METHOD

In this Research, the researcher used qualitative method. Creswell (2014) says that qualitative research was "an approach to exploring and understanding the meaning that individuals or groups give to a social or human problem". As stated by Merriam and Tisdell (2016), the qualitative study approach incorporates a number of salient attributes. Firstly, the aim of the research is to gain an understanding of people's experiences. Second, researcher used their own tools to collect and analyse data. Third, the data collected in the study was analysed inductively. In other words, researchers want to extract concepts, hypotheses, or theories from the data. Finally, rich descriptions were to be made from multiple data sources, including documents, field notes, and interviews. Based on the explanation above, the researcher concludes that the descriptive qualitative method was suitable to be used in the **research** "The Use of ChatGPT AI on Students' Translation at Higher Education Students" because it aims to describe and deeply understand the experience,

perception, and impact of using ChatGPT on students' translation results.

The participants of this research had been conducted using qualitative research. The population of this research consisted of ten sixth-semester students of English Education Department at Universitas Megarezky. The researcher selected a sample of nine students, who have been analyzed using purposive sampling. Data has been collected through observation, interviews, documentation, and field notes. The researcher used this class as the participant because the students have taken translation theory courses and used translation machines such as ChatGPT, the students considered to have enough academic ability to provide in-depth knowledge on how to use ChatGPT to translate texts. Therefore, the researcher chose this class as the subjects. They would also be relevant to the research objectives as they would be easy to find and willing to be informants.

Instrument of the Research

Qualitative research examined natural object conditions, with the researcher acting as the main instrument. Data collection techniques are triangulated (combined), data analysis was done inductively, and the results emphasise meaning rather than generalisation (Safarudin et al., 2023). Researcher were effective data collection tools because they collect participant data.

Observation

According to Abdussamad (2021), observation is a data collection technique carried out by observing and recording, and was carried out deliberately in accordance with events that occur in the field to reveal the meaning of an event from a particular setting. In this case, the researcher has followed the learning process in the sixth- semester of the English education department. The researcher also observed the teaching and learning process activities to obtain data from students by using field notes and observation checklists that have been prepared by the researcher. The researcher has conducted observation for two meetings.

Interview

According to Sugiyono (2017), an interview is a meeting of two people conducted through questions and answers to share ideas and information so that meaning can be built on a particular topic. The authenticity of the data collected for qualitative research was still based on interviews (Adhabi & Anozie, 2017). Therefore, a list of questions was used by researchers to conduct interviews with students. After the observation was completed, the researcher also conducted interviews. The researcher used a semi-structured interviews, and the way they work depends on the topic the respondent was being asked about. In addition, since there are a number of guiding questions, the subject's answers allow the researcher to ask more in-depth questions than planned. The researcher used interviews to find out more about the use of ChatGPT AI on students' translation. This aimed to confirm and explain the researcher's findings.

Documentation

Recording the results of research was called documentation. According to Sugiyono (2018), documentation is the process of collecting data and information in the form of written figures, pictures, books, archives, documents, or reports that can support research. In this research, researcher have used mobile phones. Researcher

have taken data in ways such as taking recordings and pictures, as for the process of recording sound or a performance to then be reproduced so that the data obtained was more valid. These pictures and recordings help researcher get complete data about the interaction of student and lecturer during interviews.

Procedure of the Data Collection

In this research, data will be collected through several steps, which include:

Observation of students' utterances in learning Translation

In this section, researcher were referred to as passive participants, which means they do not take part in the activities or interactions. The researcher has made direct observation of the teaching and learning activities and record how students use ChatGPT AI in translating a text and how involved the students had in translating the text using ChatGPT. To get optimal results, the researcher also recorded the activities of lecturers and students using sound and image recording devices.

Interviewing students

After making observations, the researcher also interviewed the students one by one. The researcher used semi-structured interviews, which depend on the topic proposed by the researcher. In addition, since there were a number of guiding questions, the subject respondents gave the researcher the flexibility to ask more in-depth questions than pre-planned. The aim was to find out how ChatGPT AI was used to translate texts by students. During the interviews, cameras and audio recordings will be used.

Transcribing student utterances

After recording student utterance data, the next step was the transcription process to help the researcher find and analyze the use of ChatGPT AI on student translations.

Technique of Data Analysis

In this research, Milles and Huberman's interactive model is used to analyze the data (Sugiyono, 2017). The data that has been collected through triangulation (combined observation, interview, and documentation) by the researcher. The stages of this research were carried out through three stages, as follows:

Data Reduction

At this stage, the first step taken was to transcribe the audio recordings of students' utterance data in translation learning using ChatGPT into written transcripts. Next, the transcripts examined to distinguish utterances that were considered as translating using ChatGPT and those that were not. Utterances that do not contain translating using ChatGPT are removed, and utterances that contain translating using ChatGPT were left. The researcher argues that translating using ChatGPT to select data or utterances that were relevant to the research subject based on the results of data reduction. Thus, the analysis was focused on data that was in accordance with the research questions that have been formulated.

Data Display

At this stage, the reduced data was put into data visualisation by the researcher. To display the data on the use of ChatGPT in students' translation, the researcher created tables and narratives. These tables and narratives were made based on the focus of the research, namely the use of ChatGPT in the translation of sixth- semester students of English Education Department study programme in learning Translation Practice.

Conclusion Drawing

At this stage, the researcher drew conclusions and then match them with the notes made during the analysis. Additionally, the researcher found that the data collection process was supported by interviews, documentation, and observation. Data were obtained from various sources, including semi-structured interviews, non-participant observation, and documents, then categorised and interpreted. To ensure the trustworthiness of the data, the researcher applied data triangulation by comparing information obtained from observations, interviews, documentation, and field notes. This triangulation process helped verify the consistency of participants' responses and strengthened the credibility of the findings. Furthermore, the researcher carefully reviewed and interpreted the collected data to ensure that the results accurately reflected the participants' experiences and perceptions regarding the use of ChatGPT AI in translation activities

RESULTS AND DISCUSSION

The research was conducted from Wednesday, April 16 to Friday, May 16 2025. Data were obtained through semi-structured interviews that offered in-depth insights, as well as document analyses of students' translation tasks using ChatGPT. As for the semi-structured interviews, the researcher used camera and recordings to conduct the interview sessions in person. The interviews started with five questions asked by the researcher directly, followed by a more in-depth discussion face-to-face to elicit further responses. The research involved nine participants from sixth-semester students. Findings are presented as follows:

Introduction to ChatGPT as a Student Support Tool

The researcher explored respondents' introduction to ChatGPT as a learning tool. By understanding their initial exposure and introduction to ChatGPT's capabilities in various aspects such as information retrieval and translation, valuable context about respondents' experiences and opinions was then revealed. Interviews revealed the various sources respondents used to discover ChatGPT and its functionality, ranging from personal exploration to recommendations from peers. To support these findings, the researcher will refer to specific answers from respondents collected through interviews and observations. Based on these interview result, most respondents learnt about ChatGPT through peer recommendations, as revealed by respondent S1 stated that,

"e... Pertama tau ChatGPT itu dari teman kak, anak teknologi komputer dari UNM. e... ditunjukkan sama dia tentang ChatGPT, terus apa hubungannya, terus langsung saya coba di HP" Monday, May 19th 2025.

From the students' statement, it appears that the respondents' initial exposure came from peer recommendations. This is because the recommendation came from a

known and trustworthy social or academic source. In addition, there were respondents who found that ChatGPT could be demonstrated through online platforms and social media as conveyed by respondent S3 who mentioned that, "Oh, kalau saya dari media social kak, karena ee waktu itu scroll TikTok, terus lihat yang trending-trending, ternyata ada AI namanya ChatGPT. Terus ee pas ee pembelajaran, ku cobai pake ChatGPT dan ternyata bagus" Monday, May 19th 2025.

From the interview data conducted by the researcher with nine sixth-semester students, it can be concluded that sixth semester students agree with the aspect of introduction to ChatGPT where students first learnt about ChatGPT as a translation tool from various sources not just one source. This is in accordance with the opinion of Wulandari et al., (2024) revealed that dominant people know ChatGPT from social media, family or friends, teachers, and print media.

Use of ChatGPT for academic purposes

In academia, students have used ChatGPT for various academic purposes. The respondents indicated several ways ChatGPT helped them in their work, such as translating. Various narratives emerged, such as that presented by respondent S3, which showed that,

"Saya piker ee bagus sekali, karena ChatGPT itu bisa diperintahkan sesuai yang kita mau. Misalnya lebih formal, atau lebih non-formal, lebih ke akademik, teks akademik, atau yang lain. Jadi, memang keperluannya untuk akademik apalagi di mata kuliah terjemahan" Monday, May 19th 2025.

From this respondent's statement, it shows that they often uses ChatGPT for his academic activities or for other activities. Due to its adaptive and responsive capabilities, ChatGPT is a very effective tool that helps students complete tasks that require translation or information retrieval.

According to the results of interviews with nine Sixth-semester students, the researcher know that the use of ChatGPT as a translation aid is quite in accordance with what students want, although there are still certain limitations that need to be considered by students. This is in line with Rachbini (2023) that ChatGPT is a tool that can help in various fields for example, in education. ChatGPT can be used to provide access to wider knowledge and learning to students around the world. Although ChatGPT has many advantages, we must remain critical and alert to the potential negative impacts that may arise from its use, such as dependence, invasion of privacy, injustice, and the digital divide.

Translation Quality

The interviews revealed that the respondents had different opinions on the language and grammar quality of ChatGPT's translations. Some respondents stated that ChatGPT produces better grammar than other translation tools and can handle long complex sentences, which is an aspect that is considered very important in using this translation tool. Respondent S3 highlighted this aspect by stating,

"Oh, kalau saya lebih kusuka pakai ChatGPT, karena dia teksnya nyambung. Biasanya kalau pakai yang lain itu kadang dia terjemahkan langsung saja dan itu konteksnya kurang nyambung. Kayak masih ada beberapa kata yang seharusnya

ee cocok ji katanya, cuman kurang tepat. Tapi di ChatGPT itu bisa disesuaikan dan bisa ki minta koreksi. Seperti misalkan budayanya bisa menyesuaikan dengan konteks" Monday, May 19th 2025.

From this statement, it shows that they feel that the use of ChatGPT is superior, as ChatGPT can produce more coherent, contextualised, unrestricted and customisable translations than other translation tools. This shows that they value the quality and adaptability of the translations produced by ChatGPT.

In addition, the results of these interviews show students are more likely to choose a translation tool based on their specific needs for various translation tasks, looking for the best combination of features to produce high quality translations. This is supported by Sun, (2024) who showed that both ChatGPT and DeepL exhibit a high level of intelligence when dealing with implied subjects. Further analysis reveals that ChatGPT performs better in inferring the implied subject accurately, which thus reflects ChatGPT's superior contextual understanding ability. A comparison between the source text and the target text also shows that ChatGPT's translation is more concise, nuanced and easier to read. In comparison, the translation of DeepL and prioritizes reducing the potential for misunderstanding.

Dependency on ChatGPT

Dependency of ChatGPT as an academic tool shows interesting differences among students. Some respondents use it only within certain limits, mainly to fulfil specific needs. Respondent S1 said that,

"Em.. Mungkin hanya untuk kata-kata yang sulit. Karena, kalau untuk kalimat dan lebih dalamnya tentang artinya bakal pilih ChatGPT karena dia to the point. Tapi kalau untuk perkata lebih kupilih Google Translate" Monday, May 19th 2025.

This shows that the dependency on ChatGPT varies based on students' specific needs and some show a strong dependent on ChatGPT for specific translation tasks. The interview data revealed that although ChatGPT is easy and efficient but can cause dependency, students should use it more strategically. Then, students were more likely to combine ChatGPT with other translation tools, prioritize self-revision, and see AI as a means to develop ideas rather than replacing students' independent thinking and working abilities entirely. This is in line with the opinion of A gunawan (2024) who points out that although this technology is very helpful in facilitating access to information and completing assignments, excessive dependence can reduce the ability to think critically, write, and deep understanding of learning materials.

Advantages and Disadvantages

In the interviews, the respondents explained some of the main advantages and disadvantages of using ChatGPT for translation. One of the main advantages mentioned by respondents was the ease of access and quick response. As expressed by respondent S9 found ChatGPT convenient for general translation needs. She commented,

"Kalau dampak positifnya lebih mempercepat kayak misal butuh jawaban terjemahan yang cepat, yang dimana aksesnya itu mudah dan cepat"Monday, May 19th 2025.

The ease of access without the need for additional software and the fast translation process make ChatGPT an attractive option for many students.

This is showed that ChatGPT has both advantages and disadvantages in translation, which determine students' reliance on the tool. One convenient option for quick and general translation needs is the quick response time, ease of access, and better comprehension. However, the lack of accurate context, cultural elements, and the need for a stable internet connection make students not fully rely on it and remain critical of the translation results. This is in line with the opinion of Arumsari et al., (2024) which states that there are two impacts related to the use of Chat GPT in educational practice. The positive impact is being an effective and affordable learning tool, providing benefits in writing scientific papers, providing additional information that is up to date, can help the process of preparing final assignments or theses. The negative impact is the decline in cognitive ability to reason critically, become dependent on technology, do not always produce the right answers, reduce creativity.

Based on the results, showed that there were differences between the findings in this research and the findings in previous research. In this research, the quality aspect of translation dominates as it is the main factor that determines students' choice of translation tools. Grammatical accuracy, sentence coherence, and ability to adapt to the situation over speed or ease of use were favoured by students. They chose tools such as ChatGPT, Gemini, and DeepL to fulfil their specific needs. Contrary to the findings of (Khoshafah, 2023) which showed that the aspects of advantages and disadvantages dominate because ChatGPT is very easy to use by students in the field of education, despite its limitations.

It appears that there is a gap in the issue of dependency and the importance of wise use, but has not suggested or studied specific solutions to the problem. While there are concerns about dependency, there are no metrics or empirical data that can be used to measure the magnitude or long-term impact of AI dependency. Therefore, this research is here to fill that knowledge gap by offering the novelty that there should be a balance in the use of AI in students translation, so that students' critical thinking skills and basic translation skills remain developed and balanced.

CONCLUSION AND RECOMMENDATION

Based on the results of interviews and observations, researchers found that there are three dominant aspects, namely the use of ChatGPT for academic purposes, translation quality, and the strengths and weaknesses of ChatGPT. However, there are concerns that over-reliance on ChatGPT may affect students' independent translation skills. This study concludes that balance is key. Appreciation for ChatGPT's efficiency is reasonable, but it must be accompanied by an understanding that ChatGPT is a complementary tool that aids the translation process, not a substitute for independent translation skills. Students need to be taught to use AI strategically and wisely, ensuring that their critical thinking and basic translation skills continue to develop and remain balanced. After conducting the research, several recommendations will be addressed to students, lecturers, and researchers. For

students, they should think more critically independently and ensure that the information on ChatGPT is always relevant. For lecturers, it is advisable to be honest and transparent with students in informing them about the use of ChatGPT so that students remain responsible for their work.

In addition, for future researchers who wish to conduct research on the same topic, it is advisable to study and integrate various specialised AI tools. These tools can overcome the weaknesses of ChatGPT and improve the accuracy and efficiency of your research.

REFERENCES

- Abdullah Kamal, S. S. L. B. (2019). Research Paradigm and the Philosophical Foundations of a Qualitative Study. *PEOPLE: International Journal of Social Sciences*, 4(3), 1386–1394. <https://doi.org/10.20319/pijss.2019.43.13861394>
- Afandi, N. K. (2024). Pendekatan Psikologi Guru dalam Meningkatkan Efektivitas Pembelajaran di Sekolah Dasar: Studi Kasus di SDN 023 Tenggarong. 8(4), 1–11.
- Akbar, Y., & Sugiharto, T. (2023). Analisis Sentimen Pengguna Twitter di Indonesia Terhadap ChatGPT Menggunakan Algoritma C4.5 dan Naïve Bayes. *Jurnal Sains Dan Teknologi*, 5(1), 115–122. <https://doi.org/10.55338/saintek.v4i3.1368>
- Arini, A., & Umami, H. (2019). Pengembangan Pembelajaran Pendidikan Agama Islam melalui Pembelajaran Konstruktivistik dan Sosiokultural. *Indonesian Journal of Islamic Education Studies (IJIES)*, 2(2), 104–114. <https://doi.org/10.33367/ijies.v2i2.845>
- Butarbutar, R.,Sujarwo., Pure, E. A. G.,Sulviana., & Rizal, A. (2025). Unlocking the Impact of AI-Assisted Online Interactive Learning Environment in English Language Learning. *Journal of Asia TEFL*, 22(4), 646-662.
- Dianti, Y. (2017). Translation Definition. *Angewandte Chemie International Edition*, 6(11), 951–952., 5–24. [http://repo.iain-tulungagung.ac.id/5510/5/BAB 2.pdf](http://repo.iain-tulungagung.ac.id/5510/5/BAB%202.pdf)
- Faris, H., & Abdurrahman, M. (2023). Analisis Penerjemahan Bahasa Arab ke Bahasa Indonesia Melalui Artificial Intelligence Chat GPT. *Al-Af'idah: Jurnal Pendidikan Bahasa Arab Dan Pengajarannya*, 7(2), 170–172.
- Fui-Hoon Nah, F., Zheng, R., Cai, J., Siau, K., & Chen, L. (2023). Generative AI and ChatGPT: Applications, challenges, and AI-human collaboration. *Journal of Information Technology Case and Application Research*, 25(3), 277–304. <https://doi.org/10.1080/15228053.2023.2233814>
- Harahap, D. W., & Fitria, L. (2020). Aplikasi Chatbot Berbasis Web Menggunakan Metode Dialogflow. *J-ICOM - Jurnal Informatika Dan Teknologi Komputer*, 1(1), 6–13. <https://doi.org/10.33059/j-icom.v1i1.2796>
- Hartono, Yunita, A., & Mubarak, A. M. I. (2023). Utilization of Artificial Intelligence (AI)

Technology in the Development of Learning Tools at Madrasah Ibtidaiyah Negeri 1 Jember (Vol. 2023, Issue Acie). Atlantis Press SARL. https://doi.org/10.2991/978-2-38476-182-1_12

- Hendy, A., Abdelrehim, M., Sharaf, A., & Raunak, V. (n.d.). How Good Are GPT Models at Machine Translation ? 2023.
- Ilham, K. (2022). English Comprehension Level for Students. *Jurnal Pema Tarbiyah*, 1(1), 44–53.
- Imran, M. C. ., Marzuki, M. ., Sasabobe, L. ., Jubhari, Y. ., & Sujarwo, S. (2025). DeepL Translate can be a scaffold to speaking fluency: Technology Acceptance Model (TAM). *EDULEC : Education, Language, and Culture Journal*, 5(1), 56–66. <https://doi.org/10.56314/edulec.v5i1.302>
- Latifah, N., & Supena, A. (2020). Jurnal basicedu. *Jurnal Basicedu*,. *Jurnal Basicedu*, 5(5), 3(2), 524–532. <https://journal.uii.ac.id/ajie/article/view/971>
- Mar, N. A., Kuraedah, S., & Haniah, H. (2022). Teori-teori Kontemporer dalam Penerjemahan. *Journal of Arabic Education and Linguistics*, 2(2), 85–96. <https://doi.org/10.24252/jael.v2i2.32507>
- Menon, D., & Shilpa, K. (2023). "Chatting with ChatGPT": Analyzing the factors influencing users' intention to Use the Open AI's ChatGPT using the UTAUT model. *Heliyon*, 9(11), e20962. <https://doi.org/10.1016/j.heliyon.2023.e20962>
- Putra, P. P. (2021). Teknik dan Ideologi Penerjemahan Bahasa Inggris.
- Ramadhan, F. K., Faris, M. I., Wahyudi, I., & Sulaeman, M. K. (2023). Pemanfaatan Chat Gpt Dalam Dunia Pendidikan. *Jurnal Ilmiah Flash*, 9(1), 25. <https://doi.org/10.32511/flash.v9i1.1069>
- Safira, R. (2023). Dampak Kemajuan Teknologi Pada Pendidikan Bahasa Indonesia. *Student Scientific Creativity Journal*, 1(3), 54–62. <https://journal.amikveteran.ac.id/index.php/sscj/article/view/1329>
- Salsabila, Y. R., & Muqdwini, M. (2024). Korelasi Antara Teori Belajar Konstruktivisme Lev Vygotsky Dengan Model Pembelajaran Problem Based Learning (Pbl). *LEARNING : Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran*, 4(3), 813–827. <https://doi.org/10.51878/learning.v4i3.3185>
- Sarmila, Sujarwo, & Suharti Siradjuddin. (2023). An Analysis of Translation Method Used by Students of the Sixth Semester. *IJOLEH : International Journal of Education and Humanities*, 2(1), 1–15. <https://doi.org/10.56314/ijoleh.v2i1.79>
- Setiawan, A., & Luthfiyani, U. K. (2023). Penggunaan ChatGPT Untuk Pendidikan di Era Education 4.0: Usulan Inovasi Meningkatkan Keterampilan Menulis Adi Setiawan 1 , Ulfah Khairiyah Luthfiyani 2. *Jurnal Petisi*, 04(01), 49–58.

- Silalahi, M., & Sipayung, R. W. (2021). An Ability in Translating Recount Text by Using Translating Strategies. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 4(1), 642–652. <https://doi.org/10.33258/birle.v4i1.1792>
- Siregar, R., Hutagaol, D., Siregar, Z. H., & Ramadhan, A. (2023). Pentingnya peran dan pengajaran penerjemahan-sebuah tinjauan pustaka. *Jurnal Penelitian Pendidikan Bahasa Dan Sastra*, 8(1), 1–9. <https://jurnal-lp2m.umnaw.ac.id/index.php/JP2BS/article/view/1773/1249>
- Sobron, M., & Lubis. (2021). Implementasi Artificial Intelligence Pada System Manufaktur Terpadu. *Seminar Nasional Teknik (SEMNASTEK) UISU*, 4(1), 1–7. <https://jurnal.uisu.ac.id/index.php/semnastek/article/view/4134>
- Sujarwo. (2020). Students' Perceptions of Using Machine Translation Tools. *Al-Lisan: Journal Bahasa*, 5(2), 230–241.
- Sukmawati, Vivit Romayanti, Andi Tenri Abeng, Muliaty Ibrahim, Hasanuddin, & Andi Rasmiyati. (2024). Student's Perceptions of Youghlish as Instructional Technology and Media for Learning English Pronunciation. *IJOLEH : International Journal of Education and Humanities*, 3(1), 86–95. <https://doi.org/10.56314/ijoleh.v3i1.225>
- Xirera, H., Muth'im, A., & Nasrullah, N. (2021). English-Indonesian Translation Method of Book's Glossary. *New Language Dimensions*, 2(2), 106–116. <https://doi.org/10.26740/nld.v2n2.p106-116>
- Zein, A. (2023). Dampak Penggunaan ChatGPT pada Dunia Pendidikan. *Jurnal Informatika Utama*, 1(2), 19–24. <https://jurnal.astinamandiri.com/index.php/jitu/article/view/151>